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E-printed in May 2020

e-ISBN 978-605-69502-3-0

DOI: 10.35578/eclss.52780

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University for E-Society: Prospects and Practices of Digital Higher Education

Ryhor MINIANKOU¹

Abstract

Digitalization of education is both a logical result and a driving force of the development of e-society. The classical idea of the university becomes a thing of the past. A digital university is being actively formed, whose organization responds to new dimensions of space and time in a situation of liquid modernity and cosmopolitanization of social relations. Online learning and mobile learning, a qualitatively different type of relationship between teachers and students come to the forefront. A special system of educational mobility is being formed. The author considers some basic tendencies and prospects of these processes, reveals its possibilities and tensions in the context of relationships between global and local.

The dynamic becoming of a network / electronic / digital society in the recent decades has led to the fundamental paradigm shift in the contemporary world, in ways of its comprehension and understanding of its present and future. Note, this future is not somewhere far ahead, as future was usually perceived in its traditional interpretations; it is already here, with us, growing through all “pores” of society. Above all it is here along with the generations, which were born in the 21st century and which are beginning to be actively involved in all spheres of real life, including their coming to universities. In fact these generations are another country, another epoch, another world, no matter how we feel and think about this. Their picture of the world is a total break with what the older generations sensed, knew, assumed in the 20th century. It seems that mankind has never experienced such a radical gap between generations.

We live in another order of space and time. Do we have enough time to adapt to it? Z. Bauman’s metaphor of liquid modernity, which is characterized by “the dissolution of forces which could keep the question of order and the system on the political agenda,” the destruction of patterns and configurations that would set some common style of life, a common system, in other words, the growing transience, uncertainty and insecurity of all social forms that is closely related to the processes of individualization [Bauman, 2000, p.6]. Globalization leads to the erosion of all kinds of boundaries,

¹ Prof., PhD; Academic Department of Social Sciences; European Humanities University (Vilnius, LITHUANIA). E-mail: ryhor.miniankou@ehu.lt

overcoming the spatial and temporal limitations of various localities. Continuous technical revolution makes boundaries between human and not-human objects more and more uncertain, the so-called post-human world is being formed, where technological forms of life take on the key role, and human body is stretched in an infinite space of technical interface, without which we can no longer live. Due to this, the forms of life become, using S. Lash's term, forms of "life-at-a-distance" [Lash, 2001]. The COVID-19 pandemic that humanity is currently experiencing has radicalized this process.

It is obvious that all these fundamental changes radically transform the landscape of higher education. The new world and the new language came to universities: web-thinking, accessibility of any information, Internet, networks, nodes, hubs, clusters, hot spots, virtual world, distance learning, etc. - all these terms are key markers of this shift. In other words, the network university is being formed together with the network society.

There is the obvious need, and not only in the case of the university, of a new sociological imagination capable, let us recall Ch. Wright Mills [2000], to combine individual's local experience with his/her broader social everyday experience, which covers today the whole world becoming cosmopolitan ones. It is necessary to comprehend meanings, possibilities and prospects of the university as such, and not just talk about some its further additional improvements that, by the way, is very characteristic for example for the post-Soviet world, but not only for it. Of course, we need to contextualize the analysis of developing higher education. Say, speaking of university's prospects in the Eastern European region we need to talk not just about some kind of abstract Western university, which we have to embody in our countries, but about the specific social and cultural situation naturally introducing local into global contexts. Alas, university teachers often take a purely protective position, they talk a lot about how good it was in the past (for example, Soviet past), about academic capitalism and neoliberalism, preserving traditions, about the national university in the spirit of the 19th century and other ideological clichés. However, universities, which are not included in the newest social processes, simply cease to exist for education, although they can continue to function within national frameworks, remaining something of a zombie-university. The COVID-19 pandemic clearly and unequivocally showed us which universities have a real future. There will be no return to the previous situation.

Does the classical "idea of the university" in the spirit of Humboldt and Newman make sense today? I agree with the researchers who believe that the idea of the university now seems to become more and more unnecessary, because we are moving away from the idea of the possibility of a university that is the same for all, though this had sense, of course, when the university positioned itself as unique and elite social institution [Barnett, 2011; Selwyn 2014]. Today's education market is increasingly requesting multiple forms of higher education acquiring. Currently "the idea of the university" rather serves as a kind of "conceptual umbrella" which covers various disciplinary niches and related individuals, taking into account that the disciplinarity itself becoming more and more fluid and challenged. In the society of social uncertainty the vision of the university is equally uncertain. With regards to this R. Barnett speaks of the importance of "faith in the university," based on which we must form "feasible utopias" for imagining and describing the future prospects of the university [Barnett, 2011, p. 6].

Thus, with development of the new technologies and social practices the university cannot and will never be the same again. The requirements of society change its institutional character and status. In my view, this process, as well as its result, can be described using the concept *digital university*.

There are sharp discussions today about the role of digital technologies in the development of higher education. On the one hand, they are a challenge to all that is traditionally called a university, on the other hand, they are seen as possible, so to speak, saving grace for universities and their staff. In any case, it is obvious that digital technologies have become an integral part of higher education, a key element of the organization and management of any university, regardless of its size or status, and their role will only increase. Today, such a university is often called “university 4.0” to distinguish it from the corporative university of the middle ages, the research university of the classical modern era (Humboldt university) and the technocratic (corporate, managerial, pragmatic) university of the late modernity/postmodernity. Digitalization has become a sign of radical acceleration and the actual completion of the process of transition to a new type of university as the social institution that responds to the e-society.

Of course, this process raises a set of difficult questions. I formulate these questions following N. Selwyn. What have been the realities of increasing using digital technologies in higher education, and how do these correspond to the long-held promises and potentials of educational technology? What are the realities of digital technologies for those who work within universities – i.e. academics, students, administrators and other professional staff? To what extent do digital technologies complicate and expand the organizational, administrative and managerial problems of the university? How do these seemingly “local” issues correspond to wider debates regarding the future of education in the twenty-first century – not least the links between education as a public good and the demands of the global knowledge economy, industry and commerce, and so on? [Selwyn, 2014, p. 7]

In order to answer these questions let us turn to some metaphors, with the help of which the trends of the university development can be described. In particular, N. Standaert uses in describing forms of academic practice the metaphors (or the images) of “pyramid”, “pillar” and “web” [Standaert, 2012, pp. 88-92]. According to the author, in the history of the university and the sciences we experienced so far one major paradigm shift: from renaissance to modernity, which took about almost two hundred years and embodied in the university structure, which we have today. The original and current structure of the university can be represented by the images of “pyramid” and “pillar”. Today the university is experiencing a new paradigm shift namely to the model of a “web”. Following the author, I will describe the features of these models, or structures, more detailed.

Pyramid. Universities emerged at a time when both secular and religious societies were built on the principle of a rigid hierarchy. Education was organized in the similar way following the corresponding hierarchy of sciences, where the role of the “Queen” was played by theology as a speculative science concerning the coherence of things, while the other sciences were her “ladies-in-waiting”. Mainly following this model, however, the structure of such university was not as unequivocal as the image of pyramid required. The educational process was based on the principles of autonomy and free research. With the unconditional acceptance of a single and all-encompassing ultimate theological truth, any particular truths could be put into question. Pedagogy was shaped by a culture of public debate, and universities were cosmopolitan in nature.

Pillar. As a result of Renaissance and Enlightenment society was rebuilt according to a pillar model, in which different entities no longer belong to one all-embracing hierarchy but manifest themselves separately and independently. The pyramidal structure of science is also destroyed. There is no longer the only “Queen” of sciences, all former sciences are becoming “queens”, and each has its own ultimate truth. In the structure of the university various departments are formed with their own

curricula. The relationship between teachers and students also changes: a vertical transmission of knowledge replaces their previous multi-level acquisition: now omniscient teachers can proclaim all wisdom and knowledge in their field, so, medieval debate is replaced by one-way instruction from top to bottom. Universities become the basis for the formation of national consciousness, professors teach in their national language at their national university.

Web. With the advent of the network society we are experiencing the second paradigm shift in the university development. The new reality, which mirrors the Internet, is driven by networks, interdisciplinary connections, real and virtual meeting and cooperation places, both at a local as well as at an international (global) level. The sciences retain their disciplinary nature but become organically interconnected within one space, which also appears in new names: for example, “life sciences” for medicine, agriculture, health, ecology, pharmacy and biology. New forms of acquisition of knowledge are no enclosed within one discipline but search for interdisciplinary and transdisciplinary links with other sciences. In the educational process the exchange and communication between teachers and students become central and both parties are encouraged to accept each other as equals. The principle of a single absolute truth is put into question (postmodernism). Pedagogically, interactive methods are used, and education itself is moving from rigidly structured activities to flexible processuality and constant reproducibility (project education, life-long learning). Actually, this is the stage of the digital university becoming.

In this connection M. Castells, within the framework of his theory of the network society, speaks of the transition from the logic of “*space of places*” to the logic of “*space of flows*” [Castells, 2010, p. 408-409]. Castells writes: “*The space of flows is the material organization of time-sharing social practices that work through flows.* By flows I understand purposeful, repetitive, programmable sequences of exchanges and interaction between physically disjointed positions held by social actors in the economic, political, and symbolic structures of society. Dominant social practices are those which are embedded in dominant social structures. By dominant structures I understand those arrangements of organizations and institutions whose internal logic plays a strategic role in shaping social practices and social consciousness for society at large” [Castells, 2010, p. 442]. A. Appadurai’s theory of flows (or scapes) correlates with this approach, stressing that individual himself/herself turns out to be a place, a meeting point, through which key social flows move and within which individual must acquire some kind of stability and sustainability, organizing his/her own social space [Appadurai, 1996]. These flows are penetrated by flows of knowledge, which are not concentrated today in some separate privileged places but dispersed in space. In this regard, as M. Kennedy notes, we face three layers of knowledge challenge in a world of flows. First, we need to build on each flow’s knowledge culture so that we can see not only the dynamics of its movement but also its articulation with the various contexts, which will allow us to understand how flows combine with specific places in the context of globalization. Second, we need to be able to see the actual role of each flow which allows us to penetrate into the depths of specific phenomena. Finally, it is important to consider how these articulations of flow and place are influenced by the context from which we argue [Kennedy, 2015, p. 198].

With regard to digital education this means that places of speaking and places of hearing, previously united in one classroom, separate at the university. The form acquired by the university in this connection can be described with the help of the “in-between” metaphor, namely, the university as a mediator, gap, center (place) of “meeting” knowledge flows, which fit a specific “place” of study into the “space” of flows that correlates with the metaphor of the web, the essence of the e-society. It is the

gap in which many forms of human activity occur today. It is here where the need in understanding, thinking, rethinking, designing arises. In this regard it is possible to understand the nature of the process using terms of J. Urry's theory of mobility [Urry, 2007]. The author speaks of the mobile turn in the contemporary social science, which focuses on movement, flows and interweaving in contrast to the paradigm of classical social theory, which explored, above all, stable places. A person along with his technical interface is included in numerous mobility systems, without which his/her life is impossible. In particular, the infrastructure of individuals' movement of along various personal trajectories of education using the possibilities of digitalization is increasingly becoming one of such systems, and this movement transforms into the practice of life-long learning. The system of educational mobility is closely intertwined with other mobility systems, simultaneously performing expert functions within them.

Movement through the e-society networks implies maximum individual's flexibility, his/her ability to adapt to a new environment and new tasks, which requires the formation of the respective competencies. Within such educational structures the learning process itself is a real life in the network society (social learning), and the importance of this approach will increase. Digitalization and virtualization create opportunities for the growing personal freedom of involving in the educational process, choosing directions and subjects depending on current needs and personal situations of students, personalizing the educational process, obtaining high-quality knowledge in specific subjects, flexibility in terms of schedule and choice of places of study. In this sense it can be assumed that all digital systems contribute to the development of individualized forms of behavior of persons, which is a "highly valuable commodity" in the contemporary society, although this may not always mean expanding opportunities or freedom. In other words, on the one hand, we can consider digital technologies as factors that make education more democratic, free and accessible, but, on the other hand, they can also be described in terms of growing control, prescriptiveness, security, controlled information etc. This means that it is necessary not only to describe the achievements of digitalization and admire them but also to clearly see various tensions between digital technologies and the real social, cultural, economic and political conditions of higher education, including the emergence of new social inequalities.

Until now, we have been talking more about external social factors causing the intensification of digitalization of education. What, then, is happening with the learning process itself, its organization and teaching methods? Most often the term *online education* is used to encompass all forms of teaching and learning using the Internet and contemporary technologies characteristic of a digital university. It summarizes the numerous names and designations that have emerged over the past two decades: online learning, e-learning, blended learning, web- enhanced learning, hybrid learning, flipped classrooms, MOOC (massive open online courses), and adaptive learning [Picciano, 2017, p. 4]. Online education means the actual end of traditional knowledge transfer at a university, even if it is used in many cases. The Internet has changed everything. Obviously, in the near future we can expect even more radical technological breakthrough, which will contribute to further digitalization of education.

For a short period of its existence online education has already passed several stages or waves in its development, which we distinguish, based on the research of A. Picciano [Picciano, 2017]. First, the beginning of the process of digitalization (1993-1999), which is associated with the advent of the Internet in the early 1990s. Asynchronous, text-based learning with very slow equipment prevails. Secondly, the inclusion of blended learning in traditional models in the early 2000s; the Internet is no

longer considered only as a vehicle of distance learning; new technologies and devices appear, etc. Third, the development of the phenomenon of massive open online courses (MOOC), 2008-2013, their initial widespread popularity and self-criticism by the end of 2013. Fourth, the connection (reconciliation) of blended and MOOC online learning technologies (2014-2020). The fourth wave model expands and combines the achievements of the second wave (blended learning) and the third wave (well-designed MOOC content) and includes a variety of pedagogical approaches using several formats and learning tools, including open educational resources, expanding competence-based learning, as well as new types of portable devices. Interactive media and mobile learning methods are actively developed and used. At the fourth stage we are now. Picchiano also predicts two new stages: first, the period of maturity (2021-2029), it is the stage that digital universities appear in the full sense of the word; secondly, the period starting from 2030, which will be associated with artificial intelligence, self-learning androids, super-cloud computer networks, and features of which it is almost impossible to predict.

In this regard one should focus on the concept of mobile learning, which, together with the transition to student-centered education, reveals most clearly the character of the current stage of digital university development [Crompton, Traxler, 2018]. Mobile learning is defined as “learning across multiple contexts, through social and content interactions, using personal electronic devices” [Crompton, 2013, p. 4]. Multiple contexts refer to the availability of learning in a variety of students’ locations at any time, as well as to the ability using mobile learning for the transmission of any content. The traditional disciplinary university core (departments) is destroyed and replaced by so-called thematic education. “Education on demand” model is developing, in framework of which the educational product is designed for a particular individual, and adaptive applications allow him/her to “collect” education without being tied to a certain areal and institutions focusing on multicultural learning and cosmopolitan consciousness. University loses its only two-dimensional existence in the physical space, expanding its presence in the virtual reality by means of cloud technologies; so to speak, it “spreads” on social space. Such learning is closely related to the actual social development, supporting the so-called immersive learning, placing students in an interactive learning environment, physical or virtual, in order to work out possible scenarios of social action or learn special techniques of activity that develops social interaction and social skills.

In conclusion, let us address the problem of digital technologies’ impact on the nature and effectiveness of academic activities of faculty, including both teaching and research. Note that these two key aspects of academic work are becoming increasingly indistinguishable in the contemporary university. At the same time, this is not about simply introducing technologies into education, which has become routine, but about a significant change in the teaching and research practices themselves under the impact of digitalization, which changes fundamentally what academics do and how they do it [Weller, 2011a]. According to Weller, we should take into account first of all three key characteristics of digitalization: the nature of digital content, the role of social networks, open models of academic interaction and access. Obviously, an increasing amount of academic work is now networked. The main thing here is joint ownership of the results and their openness, which changes the very style of people’s thinking. The issues of copyright, intellectual property, the obligatory presence of publications in “prestigious journals”, etc., are becoming increasingly problematic. Researchers are involved in “network research cycles” - from the development of initial ideas to the dissemination of their results. It is obvious here research potential of cloud-based networks, an open collaborative approach to the processes of collecting and analyzing scientific research data using digital technologies that make

possible to use global practices of data sharing and visualization. Accordingly, the learning process takes place in a qualitatively and quantitatively different landscape. Students now do not have to learn from only one teacher, but can rely on many network resources. Teaching is no longer an expert's instructing, but learning how to establish connections, develop the ability to know more, etc. Teachers are involved in what Weller calls "pedagogy of abundance" [Weller, 2011b].

Of course, one cannot deny that digitalization creates many difficult problems, often reinforces the bureaucratization of academic activities, and actualizes the ethical aspect of the educational process. The development of online education, accompanied by a revolution of gadgets that define the world of the contemporary young people, has contributed to strengthening the struggle for benefits at high life rates. The availability of any information and any texts in the Internet require changing the very principles of working with the material, as well as methods for monitoring learning outcomes, including the development of anti-plagiarism systems.

To summarize, we can say that the e-society becomes in fact a society of overall education. The university, thanks to digitalization, begins, so to speak, to permeate everyday life, to set new coordinates of social imagination. "Mobile technologies are becoming a universal, popular and social phenomenon, allowing people to generate, share, distribute, transform, discuss and own opinions, images, ideas and information – in fact, to become each other's teachers and learners, challenging the institutions of higher education to stay relevant and useful, to keep up with social and economic trends" [Crompton, Traxler, 2018, p. 189]. Ideas of Bring Your Own Device (BYOD) and user-generated content, as well as the development of the flipped classroom make the legitimacy and authority of higher education institutions problematic. These issues are vitally important to the future of higher education and lead to serious critical debates. Faculty often experience discomfort in such situation. Where is the trust, which should exist between teachers and students? How to draw the line between specialists and non-specialists? Anyone can express his/her opinion in the Internet. What are implications of this for academic autonomy, expert evaluation and individual reputation? How can you separate the usual opinion, rumors and insinuations from the true critical expression of yours position when thousands of Internet users take information from cyberspace? How can you summarize this whole mountain of comments? I leave these questions open. Each of us must seek answers to them.

Thus, it is obvious that digital technologies are deeply embedded in the contemporary higher education - one cannot comprehend the latter without paying serious attention to the diverse use of digital technologies in the entire sector. It is especially important to take into account the fact that educational institutions themselves are now becoming key actors in the formation and functioning of the e-society. Besides one needs to see the rather ambiguous results of the impact of digitalization on the university and therefore on society. These include: globalized flows of teachers and students, finance, information, and culture; the demands of the global economy, which are implemented through the actions of employers and governments; new forms of "capitalism", "intangible" and "cognitive" in nature; the growing privatization and commercialization of many higher education products and processes; the influence of managerial forms of university's organization. In addition, digital technologies — despite their connotations with individual freedom and personalization — are often associated with "cellular individualization" linked with the concentration of power in the center, and not its dispersion at the periphery. This means that digital technologies should not be viewed as something beyond the bounds of a bitter struggle for higher education control. It is, in other words, a policy of higher education and technology. The struggle is carried out in many areas - from the

allocation of resources, the design of curricula, working conditions of employees to maximize profits and attempts to overcome the forms of exclusion.

Of course, today we are in the early stages of the overall digitalization of society. It is still difficult to fully see what positive and negative consequences it causes and what the post-human world of the mid-21st century will represent, what languages and models it will describe itself. Obviously, the formation of global thinking and cosmopolitan consciousness is becoming increasingly important today. The e-society and the digital university can facilitate this in the best way. However, it is not clear how all this will be combined with individualization and preservation of the role of localities. These are the most complicated questions, and the most acute political struggle is unfolding around them today. The outcome of this struggle is far from being apparent.

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Prof. Ryhor Miniankou, PhD
Academic Department of Social Sciences
European Humanities University (Vilnius, Lithuania)
+370 6 1474927
ryhor.miniankou@ehu.lt

Аспекты Инвестиционной Привлекательности Экономики Республики Узбекистан

Р.З. УМАРОВА¹

Президент Республики Узбекистан Ш.М. Мирзиёев четко выразил свое мнение и убеждение в актуальности привлечения иностранных инвестиций в экономику нашей страны для улучшения экономического потенциала и социального развития нашей страны.

Узбекистан, являясь развивающейся страной с достаточно высоким потенциалом, очень привлекателен для иностранных инвесторов. Привлекательность нашей страны заключается в следующих аспектах:

во-первых, темпы роста экономики Узбекистана в 2-3 раза выше, чем в развитых государствах;

во – вторых, инвестор стремится уменьшить экономический риск и диверсифицировать портфолио; так как при анализе риска инвесторы обращают внимание на рейтинговые показатели агентств Moody's, Standard & Poor's (S&P) и Fitch Ratings, по которым Узбекистан оценивается баллами BB.

Для улучшения привлекательности экономики нашей страны для иностранных инвесторов приняты Постановление Президента Республики Узбекистан:

от 5 февраля 2019 года №ПП-4160 «О дополнительных мерах по улучшению рейтинга Республики Узбекистан в ежегодном отчете «Ведение бизнеса» Всемирного банка и Международной финансовой корпорации;

от 25 февраля 2019 года «О мерах по повышению позиций Республики Узбекистан в международных рейтингах и индексах».

В условиях глобализации мировой экономики и в период проведения экономических реформ, в нашей стране особенно остро стоит проблема привлечения иностранных инвестиций как источника финансирования национальных проектов, решение которых прямо зависит от инвестиционного сотрудничества и инвестиционной политики государства.

¹ Ташкентский институт по проектированию, строительству и эксплуатации автомобильных дорог

Как известно, в инвестиционном процессе участвуют 4 составляющие:

- инвесторы;
- страна, в которой находится инвестор;
- получатели инвестиций;
- государство, получающее инвестиции.

При этом каждый участник имеет свои собственные интересы, которые зависят от стратегической цели, как инвестора, так и получателя средств. Так, например, интерес инвестора заключается в получении максимальной доходности и завоевании рынка сбыта; страна, в которой находится инвестор, будет отстаивать свои политические интересы, расширяя сферы влияния, проводить открытую или протекционистскую политику;

Рис.1. Мотивационная схема интересов участников инвестиционного процесса

для получателя инвестиций важно проведение модернизации производства, получение первоначального капитала и, естественно, его увеличение; государство, получающее инвестиции решает задачи повышения эффективности экономики своей страны, регулирования инвестиционного процесса и реализацию национальных проектов. Вышеперечисленные интересы получателя инвестиций и являются приоритетными для нашей страны и отражены в мотивационной схеме интересов участников инвестиционного процесса. (Рис.1)

Так как инвестиционные процессы и их решения зависят от тщательно спланированных и привлеченных к использованию крупных денежных средств, которые предопределяют будущее предприятия и успех инвестиционных проектов и выбора источников финансирования, то эти решения являются стратегическими.

Для осуществления поставленных важных, приоритетных задач стратегического развития страны, Узбекистан активно вовлекается в единую систему мирового производства, определяет свое место в сформированном международном инвестиционном сотрудничестве. Происходят интеграционные процессы, выравнивающие условия для экономической деятельности и устраняющие национальные барьеры для хозяйствующих субъектов на основе развития свободной торговли, международных валютных, фондовых и кредитных рынков, валютно-финансовой интеграции. Экономическая интеграция обеспечивает взаимодействие национальных экономик в целях решения совместных экономических проблем.

В Послании Олий Мажлису Президент Республики Узбекистан Ш.М. Мирзиёев сказал: «...мы будем последовательно продолжать активную инвестиционную политику, являющуюся важным условием развития нашей экономики». В 2019 году освоено почти 138 триллионов сумов инвестиций из всех источников, что на 16 процентов больше, чем в 2018 году, объем прямых иностранных инвестиций увеличился почти в 1,5 раза и достиг 4,2 миллиарда долларов. За счет этого было введено в строй 142 современных предприятий.[1] Для обеспечения экономического роста необходимо увеличить объемы капитальных вложений и прямых иностранных инвестиций. В 2020 году ожидается привлечь прямые иностранные инвестиции на сумму 4,0 млрд. долл. США, которые будут направлены на реализацию крупных проектов промышленности, сельском хозяйстве и на развитие инфраструктуры.[2]

Рис.2. Прямые иностранные инвестиции и ожидаемый прогноз на 2020–2022 годы, млн. долл. США

В нашей стране, как правило, инвестиционный проект предполагает наличие определенного объекта инвестиционной деятельности, реализацию одной формы инвестиций; осуществление капитальных вложений в создание и воспроизводство основных фондов, в материальные и нематериальные активы. Также огромное внимание уделяется в инвестиции,

направленные на повышение эффективности производства, создание новых производств и инвестиции в ценные бумаги.

В настоящее время в этих условиях экономическая система нашей страны становится все более открытой, а капиталы, товары, рабочая сила, знания, технологии и финансовые ресурсы все более свободно перемещаются через границу. Таким образом, преобладающая доля ввоза и вывоза прямых инвестиций приходится на зону индустриального ядра мировой экономики. Узбекистан был и остается весьма привлекательной страной для иностранных инвесторов. Поэтому при наличии благоприятного инвестиционного климата Узбекистан в состоянии освоить большие объемы капитальных вложений в реконструкцию и модернизацию производства в соответствии с требованиями мирового и внутреннего рынков. В Узбекистане основными сферами притяжения инвестиций является финансово-банковский сектор, сфера услуг, прежде всего информационных, фармацевтика, биотехнология, электронная промышленность, наукоемкое и техноемкое машиностроение. Сохраняют свою привлекательность такие стратегические отрасли, как нефте- и газодобыча, некоторые секторы машиностроения, а также отдельные подотрасли аграрно-промышленного комплекса.

Для улучшения инвестиционного климата нашей страной проводятся мероприятия:

- по снижению налогового бремени и периода окупаемости инвестиций путём предоставления налоговых каникул;
- активного участия государства в развитии инфраструктуры (строительство дорог, коммуникаций, систем энерго-, водоснабжения и т.п.);
- участие иностранных компаний в местных тендерах на равных правах и предоставление информационных услуг государством;
- снижение излишней бюрократизации в оформлении проектных работ и применение антимонопольных мер и т.п. [3]

В частности, в настоящее время в дорожно-транспортной сфере для улучшения инвестиционного климата проведены следующие мероприятия:

- с 1 марта 2019 года упрощен порядок государственной регистрации прав на объекты недвижимости и ведения кадастровой отчётности, нотариального заверения сделок и свидетельств, связанных с приобретением права собственности на недвижимость, подготовки кадастровых дел и кадастровой документации объекты недвижимого имущества;
- по совершенствованию системы грузовых и пассажирских перевозок принято Постановление Президента Республики Узбекистан от 6 марта 2019 года № ПП-4230 «О мерах по кардинальному совершенствованию системы грузовых и пассажирских перевозок»;
- с 1 июля 2019 года терминалы оплаты, счётчики-таксомеры и средства радиосвязи, требуемые для линейных такси, можно менять на устройства со специальными приложениями, обеспечивающими функции заменяемых приборов (сотовые телефоны, планшеты, системы электронной оплаты);
- заявления на получение иностранных многосторонних разрешений на международные автомобильные перевозки рассматриваются в течение одного рабочего дня с момента получения заявления.

- с 1 сентября 2019 года внедрен порядок по организации на автомобильных дорогах специальных и передвижных пунктов весогабаритного контроля, оснащенных автоматизированными измерительными средствами для определения весовых и габаритных параметров транспортных средств;

- Министерством транспорта в срок до 1 августа 2019 года внесен на утверждение в Кабинет Министров Республики Узбекистан порядок осуществления деятельности по организации на автомобильных дорогах специальных пунктов весогабаритного контроля, предусматривающий перечень объектов государственно-частного партнерства.

На централизованные инвестиции из Государственного бюджета в 2020 году планируется направить 13 624,8 млрд. сум.; из них 1514,7 млрд. сум на развитие автомобильных дорог общего пользования. [2]

Таким образом, все проводимые мероприятия для улучшения инвестиционного климата предоставят предпринимателям и иностранным инвесторам большие возможности в налаживании инновационной и высокотехнологичной производственной деятельности, для выпуска продукции, заменяющей импорт и ориентированной на экспорт. Для предприятий дорожно-транспортной сферы даст возможность организовать качественные и своевременные перевозки грузов и пассажиров, отвечающим современным требованиям и международным стандартам, и, при строительстве платных высокоскоростных автомагистралей учитывать материальные и финансовые интересы вкладчиков капитала, как собственника средств, так и интересы государства.

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Media Threats in TV Series: Black Mirror

Kamila RĄCZY¹

¹ Ph.D. Student, The Pontifical University of John Paul II in Krakow, POLAND

Introduction

BLACK MIRROR

This gave it a global audience that added to the prestige won from positive television critics and awards.

The series premiered for two series on Channel 4 in December 2011 and February 2013.

After its addition to the catalogue in December 2014, Netflix purchased the programme in September 2015.

It is formed by 22 independent episode.

The series touches on many ethical issues, shows people in borderline situations.

This TV series show the catastrophic effects of the influence of media and technology on human life.

Is one of the most relevant TV series at the moment.

It is a British dystopian science fiction anthology television series created by Charlie Brooker.

It examines modern society, particularly with regard to the unanticipated consequences of new technologies.

Episodes are standalone, usually set in an alternative present or the near future, often with a dark and satirical tone.

Prezi

Methodology

Main question

What kind of media threats are shown in the Black Mirror?

Additional questions

- the effects of a media on people;
- the relationship between human beings and media is relevant.

BLACK MIRROR

The presentation will show the most important threats resulting from media interactions.

Content analysis was used in the research process.

The author watched all 22 episodes and familiarized herself with their contents.

The author chose the most important episodes in her opinion and the most popular users discussion threads on the subject of series and film.

Prezi

Analyses

The episodes, which have been studied for the purpose of this presentation, are available in platform streaming Netflix and the original version was considered for the analysis.

The below research method was used in the work for this presentation:

- Analysis of the content of selected Black Mirror episodes.

Analysed episodes for presentation purposes

All the episodes were analysed for the purpose of the work; however the most important ones, in the author's opinion, were presented in the presentation.

- S01 E01 (2011) The National Anthem
- S02 E02 (2013) White Bear
- S03 E01 (2016) Nosedive
- S03 E02 (2016) Playtest
- S03 E03 (2016) Shut Up and Dance
- S04 E02 (2017) Arkangel

Prezi

S01 E01 (2011) The National Anthem

NATIONAL ANTHEM

A member of the British monarchy is kidnapped. The criminal demands that the British Prime Minister have sex with the animal on a vision.

Otherwise, the young girl dies. Initially, the man is not going to agree, but the pressure of the media and society is so great that he finally changes his mind.

Subsequent attempts to find the culprit end in failure.

Everyone gathers around televisions to see the sex act. No one realizes that the princess had been released 30 minutes before the recording began. The streets are deserted. Hijacker who hanged himself is found.

Television is one of the oldest media that can pose a threat to humans. His power can be destructive.

Prezi

S02 E02 (2013) White Bear

The woman wakes up in an empty house, remembering nothing. When she goes out into the street, she notices people who take pictures of her with phones and track her every move. At some point, a masked man tries to kill her. The woman manages to escape.

Along the way, she meets another woman who also hides from hunters. She explains that people become aggressive under the influence of a signal that is emitted from a special transmitter. They decide to destroy it. They fail because two hunters attack them. Jern tries to shoot a gun at one of the executioners but only confetti falls out.

It turns out that the whole action was a performance organized for the main character, who is called Victoria Skillane. A woman was involved in the murder of a young girl. Woman recorded her murder with her mobile phone. Now in a park for criminals who experience the same nightmare every day.

Mobile phones are another media that, thanks to their function, are not only able to facilitate communication, but constitute evidence of actions or use as tools for self-appointed justice.

Prezi

S03 E01 (2016) Nosedive

In the modern world, everyone assesses themselves according to a five-point scale. The main character has an average of 4.2. Her dream is to achieve 4.5. Thanks to this, she will be able to move into a beautiful apartment.

A chance to make your dream come true is a message from your old friend Naomi, who has an average of 4.6. She asks Lacie to be her witness. Knowing how many people with high average will be at the party, he agrees.

However, a woman makes several mistakes, which is why people give her low marks. Naomi finds out about this and doesn't want Lacie to come to her wedding party. Desperate girl, however, is not going to give up. Through his stubbornness and inappropriate behavior he loses all points. Going below 3.0 means the end of existence for a woman.

The creation of a perfect life on the Internet, and more precisely on a social networking site, turned out to take the meaning of existence in a relative world.

BLACK MIRROR

☆☆☆☆☆

NOSEDIVE

Prezi

S03 E02 (2016) Playtest

While in England, a young man finds an advertisement in the press that can guarantee him a high income. An IT company needs volunteers to test realistic games. During implant insertion to the participant's neck there is an interference caused by the tester's phone turned on.

After the implant has collected information on the biggest fears, the man goes to the haunted property. Initially, the projections are not too scary, but subsequent ones affect the man's psyche. After leaving the clinic, the man returns to America to talk to his mother, who does not recognize him, because, like his father, he has Alzheimer's. Ultimately, it turns out that the man died during the first tests.

PLAYTEST

Recently games are becoming more modern and increasingly realistic. This episode can be a preview of what will happen thanks to the rapidly developing media and more complex technologies.

Prezi

S03 E03 (2016) Shut Up and Dance

A 19-year-old boy uploads an unknown antivirus program to clean his computer. He is not aware that the program has activated a laptop webcam recording everything that happens in the room.

The unaware boy performs compromising actions in front of the computer, and then gets a video with a registered misdeeds. An unknown hacker tells him to follow all instructions, otherwise the video will go online.

It turns out that the boy's video finally hit the network. The teenager watched child pornography. The police come to arrest him.

This episode shows how dangerous it can be to use a computer and the network, and also makes us aware that we are controlled everywhere.

Shut Up and Dance

Prezi

S04 E02 (2017) Arkangel

When a 3-year-old daughter gets lost in the playground, her mother is terrified. The girl is found, but the mother decides not to allow such a situation again. She takes her daughter to the clinic to implant her Arkangel implant to protect her child against evil. Women can use a tablet to monitor the child's health and control what she sees, including blurring bad things (e.g. blood).

When the daughter is a teenager, the mother decides to deactivate the tablet so as to ensure her daughter's privacy. She learns that her daughter was taking drugs with her boyfriend. The girl spent the night with him. Mother gives her unconscious daughter early-abortion pills. Girl doesn't feel well at school. She learns from her nurse about what her mother did. An upset girl destroys the tablet and runs away from home.

This episode is the most futuristic of the above presented. However, it cannot be ruled out that the emergence of such media or technology is out of the question. There is a certain probability that such devices may arise in the future.

Prezi

Results

Computers, Smartphones, tablets, social media and technological implants are the most present technologies in the British TV series Black Mirror.

All these media and devices are extremely harmful and pose a threat to people.

The technological implants for people and the different forms of hacking are depicted in the series.

From those risks, the lack of privacy and safety, and the lack of distinction between the real and the virtual world are the most commonly present. These newly emerged risks are in agreement with the risks that previous researchers associated to new technologies.

Prezi

Conclusions

BLACK MIRROR

"So many choices, you end up not knowing which one you want."
– Hang the DJ

This study has placed its focus on Black Mirror, that clearly analyses social-media trends and threatens societies.

Black Mirror is one of the most influential and popular TV series about new media and technologies.

Additionally, because of its anthological conception, it has more possibilities of reflecting different media and technology and debates, with different approaches and making it more complete.

Prezi

Results

We can consider that the most frequently shown or implied risks are the ones perceived as stronger threats by the creators of the series, but also the ones which could have a stronger effect.

Black Mirror could be used as an educative tool in order to raise awareness or debates about the current drift of the sociotechnological reality that surrounds us, in which problems such as addiction to technology, lack of privacy or fake news are of growing concern.

The problem of harmfulness and genetic effects of media impact are still valid and constitute a source of research interest in the field of media, psychology, sociology or culture.

Prezi

Future Lines of Research

Future research should be more specific.

You should also analyse and compare other series that show media threats to people.

Researchers should identify the tools to solve the problems presented in this presentation.

Research should be wider and more complete. There are many areas in terms of impact of media threats that are worth researching and analysing.

BLACK MIRROR

>> THE FUTURE IS BRIGHT. /

Prezi

Literature review

An Ethics of Mourning: Gail Jones's Black Mirror
Tanya Dalziell

Black Mirror: Bandersnatch
John Henning

The risks of new technologies in Black Mirror:
A content analysis of the depiction of our current socio-technological reality in a TV series
David Blanco-Herrero

Prezi

Author

Kamila Rączy

MA in journalism, social communication and pedagogy;
Specializing in media education;
Second-year doctoral student in the discipline of social
communication and media;
Pontifical University of John Paul II in Krakow;
The area of interest oscillates around topics in the field of
media axiology and communication, media ethics, serial
production, and contemporary media psychology.

ORCID: 0000-0003-0070-1715

Professional Development and Career Opportunities in Higher Education

Профессиональное Развитие И Возможности Карьер В Высшем Образовании

NIYAZOVA Gulnorakhon Gulomovna¹

Abstract

Uzbek higher education is now at a point of transition: the number of people entering the system is growing and the profile of students is changing. Unemployment and changing patterns of work bring new urgency and a much greater emphasis on lifelong learning and upskilling. In the higher educational institutions in the worldwide, the training of the professionals is carried out with the aim of integrating the science and manufacture in accordance with educational standards People can learn in a variety of different ways, and the higher education system needs to be flexible in supporting and accrediting them all. While campus-based learning will continue to play a major role in higher education, the institutions will have to accommodate and serve the needs of an increasingly diverse student body, many of whom will need to engage flexibly with higher education

Keywords: Optimizing, higher education, integration, employability, career option, learning, serve the needs.

Аннотация

Узбекское Высшее образование сейчас находится на переходном этапе: число людей, входящих в систему, растет, а профиль студентов меняется. Безработица и изменение форм работы привносят новую срочность и делает гораздо большей акцент на обучение в течение всей жизни и повышению квалификации. В высших учебных заведениях по всему миру подготовка специалистов осуществляется с целью интеграции науки и производства в соответствии с образовательными стандартами. Люди могут учиться различными способами, а система Высшего образования должна быть гибкой для поддержки и аккредитации их всех. В то время как обучение в территории Университета продолжает играть важную роль в высшем образовании, учебные заведения должны будут учитывать и удовлетворять потребности растущего числа студентов, многим из которых необходимо будет гибко взаимодействовать с высшим образованием.

Ключевые слова: Оптимизация, высшее образование, интеграция, возможность трудоустройства, выбор карьеры, обучение, удовлетворение потребностей

¹ Teacher of English (as a foreign language), Department of Foreign Languages, Tashkent State University of Uzbek Language and Literature named after A.Navoiy; Tashkent, UZBEKISTAN E-mail: niyazovagulnorakhon@gmail.com

Uzbek higher education is now at a point of transition: the number of people entering the system is growing and the profile of students is changing. Unemployment and changing patterns of work bring new urgency and a much greater emphasis on lifelong learning and upskilling. A high proportion of the skills that we need now in the workforce are high-order knowledge-based skills, many of which can be acquired only in higher education institutions. With the tide of global and national trends demanding universities better engage with the ever complex worlds-of-work, they are now prone to the vicissitudes of market forces, the vagaries of politics, the risk of securing and balancing private and public funding, the demands from employers for “employable” graduates and, of course, the needs and desires of their primary interest: students. Indeed, there is an increased focus on learning outside of the academy, and recognition that workplaces can be rich sources of opportunity. This challenges traditional notions of academic work and the university constituency, but presents valuable opportunities for university career development practice. It is amidst this complex and dynamic environment that university career development practitioners contribute to institutional missions to produce positive graduate outcomes. To that end, in this paper we focus upon the role of career development practice in higher education.

In the higher educational institutions worldwide, the training of the professionals is carried out with the aim of integrating the science and manufacture in accordance with educational standards. The scientific-methodical support of the organizational-pedagogical stages of the educational process depends on their system of monitoring. These two elements are the factors, which improve the quality of education. The essential of monitoring based on the scientific-methodical support entails in meeting the education with world standards, creating an open educational environment, varieties and flexibility of teaching materials, due to the qualified customer demand, and in creating feasible conditions for joint preparation of teacher-specialists, which can be achieved by application of modern educational technologies and concordant interaction. On the basis of the results of the monitoring come management decisions, which allow improving the process of education, that is, they act as a feedback mechanism between a higher educational institution and the society.

Developments in information and communications technologies enable higher education to be delivered in ways never before possible, and allow students to access a wide range of resources, free from limitations of space and time. Access to learning has become very flexible, and students can choose from a blend of different approaches. The current trend in education and training identifies methods and tools for delivering just-in-time, on-demand learning opportunities tailored to individual students, taking into consideration their differences in skills level, perspectives, culture and other educational contexts. Students have a major contribution to make in influencing the design of curricula, and in reviewing and providing feedback on them.

All higher education institutions should have formal structures to ensure that students are involved in curriculum design and revision. Teaching in higher education is distinguished from teaching at other levels by its focus on the integration of research with teaching and learning. The integration of research with teaching and learning can take many forms. Teaching and learning can be:

Research-led: the curriculum is informed by the research interests of the teachers:

Research-oriented: the curriculum emphasizes the processes by which knowledge is produced:

Research-based: the curriculum includes activities in which students actually in which students actually conduct research, through projects and other course work:

Research-informed: the curriculum is informed by systematic enquire into the teaching and learning process itself.

People can learn in a variety of different ways, and the higher education system needs to be flexible in supporting and accrediting them all. While campus-based learning will continue to play a major role in higher education, the institutions will have to accommodate and serve the needs of an increasingly diverse student body, many of whom will need to engage flexibly with higher education. In the years ahead, students will choose to learn in a variety of ways – full-time or part-time; classroom based, blended, online or accelerated learning. Some of this learning will take place through open and distance learning; some will take place in the workplace; and some will take place in outreach centres.

A positive first-year student experience is crucial to achieving the goals of higher education; failure to address the challenges encountered by students in their first year contributes to high drop-out and failure rates, with personal and system-wide implications. While the first-year curriculum should continue to provide foundational subject material to be built on in later years, it must do more than that. It should serve as a foundation of learning activities entailing more inquiry-based formats and engendering employability and lifelong learning outcomes. Greater interdisciplinarity is also needed at undergraduate level. Some institutions have already begun to address this issue, by enabling and encouraging students to choose modules outside the area of their chosen specialization. The implementation of modularization and semesterisation, introduced under the Bologna process, provides the opportunity for greater interdisciplinarity in student learning– an opportunity that has not yet been fully exploited by Irish higher education institutions.

Measuring learning outcomes is more difficult than measuring inputs or processes. It requires enhanced capacity for measurement and evaluation, and this needs resources. Changing the focus from inputs to learning outcomes also requires changes in the way academics conceive of and organize their teaching and assessment. The undergraduate curriculum needs to place more emphasis on generic skills, especially those required for the workplace and for active citizenship. Creativity and entrepreneurship must be encouraged to a much greater extent; and institutions should facilitate reflective learning, applied knowledge, practical laboratory experience, and scientific skills.

There is evidence of gaps between the perspectives of students, graduates, employers and higher education personnel in how to approach the overall higher education experience for heightened employability. It is responsibility of educators to bridge these gaps. Many of stakeholders stated that the most employable graduates are those who have a broad-based experience, and are able to sell their own personal identity, brand and profile. And transferable skills and a broad-based student experience are more important than the particular discipline of study for impacting employability. Higher education personnel (private and public) believe they can bolster graduate employability by promoting/supporting extra-curricular and co-curricular activities and skill development (technical and transferable) through

work experience, internships and placements and other types of employability strategies. Students have a variety of needs, resources and capacities, such that extra-curricular and co-curricular activities and experiences may not be realistic and accessible to all; and there are barriers to employment, such as gender, ethnicity and socioeconomic background that may override employability strategies and supports.

Here follows some ways to enhance your students' graduate employability

1. Support increased opportunities for student work experience, placements and internships.

The number one graduate employability strategy-set emerging from education research is *work experience, placements and internships*. Teacher networks provide the top means of identifying and securing these opportunities for students. We use your discipline/ industry connections to build partnership opportunities for students, stay in close contact with the Career Development Centre and make introductions. Educators suggest opportunities to students and recommend students to industry contacts. They maintain a flexible, personalized curriculum and program offering, such that students who optimize their education experience through work experience, placement and internship opportunities are not disadvantaged by missing required subjects or sequences.

2. Explicitly articulate the relevant graduate employability skills in the learning outcomes for every subject.

Every University subject has a role to play in graduate employability. We must deeply consider how this subject aligns with graduate employability and discuss with students at the beginning and throughout every semester.

3. Know your disciplines' career options and outcomes and be explicit about career pathways.

When choosing a degree pathway, students and parents want to know about career outcomes, graduate pathways and success stories. It is important to stay in contact with graduates in order to inform yourself and your future students. However, this information is not only relevant to prospective or future students on a marketing basis, but to our current students. It is important to align lessons and assessment with industry trends and practices. We should know what is happening *in the field* to ease the transition and properly prepare students for these outcomes. Employment is constantly changing and new opportunities emerging. In order to adjust curriculum and learning experiences accordingly, it is vital to stay connected to industry.

4. Make the learning experience about knowledge, skills and attributes.

Before the printing press and then the proliferation of information via the internet, teachers were the rightful keepers of *the book* and thereby knowledge. It was appropriate that teachers read, recited or lectured long passages. They had the information and the students did not. The efficient means of passing on that knowledge was through verbal report to large groups of students. Now the students have access to most if not all of the necessary information through books, the web, video recordings and countless other sources. The teacher's role has shifted to one of helping students filter, evaluate and apply the information.

5. Invite employers to engage.

Higher institution authorities must be interested in inviting employers as guest speakers or panelists. Educators review their curriculum and assessment with employers and ask for their feedback on whether, when and how they use this knowledge and these skills in their careers. They explicitly present this information to students when introducing a new module and/or new assessment. They ask employers to grade/rank/evaluate/provide feedback on submitted assessment.

6. Explicitly teach students how to be employable.

Educators should have conversations with students about employability at the beginning, middle and end of the semester. Here are the specific employability recommendations that emerged for students.

- Start early, such as in your first semester.
- Participate in work experience, placements and internships.
- Join in extra-curricular and co-curricular activities (e.g. student societies, clubs and competitive sport).
- Get to know your professors and your career development centre personnel.

Various surveys, nationally and internationally, show that students, academics and employers believe that higher education has an important role to play in preparing students for the workplace and for their role as citizens, and that undergraduate education should explicitly address the generic skills required for effective engagement in society and the workplace.

Finally we must admit and face the fact, that higher education students of the future should have an excellent teaching and learning experience, informed by up-to-date research and facilitated by a high-quality learning environment, with state-of-the-art learning resources, such as libraries, laboratories, and e-learning facilities. For this reason higher education institutions should put in place systems to capture feedback from students, and use this feedback to inform institutional and programme management, as well as national policy.

The mission of higher education in the 21st century must focus on optimizing learning for all students. In a shift from prioritizing effective teaching to active learning. All higher education institutions must ensure that all teaching staff are both qualified and competent in teaching and learning, and should support ongoing development and improvement of their skills.

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Ўзбекистонда Таълимнинг Шаклланиши Ва Ривожланиши

САЛИХОВ Нодир Джамолович¹

Қадим замонлардан ҳозирги кунларгача жамиятда комил инсонни тарбиялаб вояга етказиш муҳим масала ҳисобланиб, комил инсоннинг маънавияти юксак бўлиши, юксак маънавиятга эга бўлган киши эса ўз халқининг ўтмиш тарихи, урф-одати, қадрияти ва анъаналари, маданиятини чуқур билади ва унга риоя қилади деб қаралган. Инсон қалбининг илк даврларидан бошлаб яхшилик, инсонпарварлик, одамгарчилик, ақл-идрокчилик, одоб-ахлоқчилик, меҳнатсеварлик, ватанпарварлик, ҳалоллик, поклик, хушсўзчилик, илмли бўлиш каби олийжаноб ҳислатлар билан бойитиш қадимдан инсон камолотининг меъёри бўлиб келган.

Ўзбекистон Республикасининг “Мактабгача таълим ва тарбия тўғрисида”ги Қонуни 3-моддасида “мактабгача таълим ва тарбия” тушунчасининг моҳияти батафсил ёритиб берилган: “мактабгача таълим ва тарбия-болаларга таълим ва тарбия беришга, уларни интеллектуал, маънавий-ахлоқий, этик, эстетик ва жисмоний жиҳатдан ривожлантиришга, шунингдек, болаларни умумий ўрта таълимга тайёрлашга қаратилган узлуксиз таълим тури”. Ушбу талқин болани баркамол шахс қилиб тарбиялаш жараёнининг дастлабки босқичи эканлигини билдириб, умумий ўрта таълимга тайёрлаш вазифасини бажарувчи таълимнинг дастлабки тури сифатида белгиланган.

Ёш авлод тарбиясига бўлган юқори эътибор қадим замонлардан шаклланган бўлиб, Юсуф Хос Хожиб, Аҳмад Югнакий, Аз-Замахшарий, Абу Наср ал-Фаробий, Абу Райҳон Беруний, Абу Али Ибн Сино, Амир Темур, Улугбек, Алишер Навоий, Заҳириддин Муҳаммад Бобур каби буюк аجدодларимизнинг ахлоқ-одоб, таълим-тарбия ҳақидаги фикрлари халқимизнинг ёш болаларга таълим ва тарбия бериш жуда муҳимлигини кўрсатиб беради.

X аср охири XI аср бошларида яшаган буюк мутафаккир Абу Али Ибн Сино Ибн Сино тарбияни ақлий, ахлоқий, жисмоний, меҳнат, нафосат, тарбияси нутқий баркамолликнинг мажмуаси деб билади, бола тарбиясига алоҳида диққат қилиб, ўзининг "Тиб қонуни" асарида боланинг соғлиғини сақлашнинг асосий омили жисмоний машқ эканлигини айтади. Жисмоний ва руҳий ҳаракатларни етарли бажариш, айниқса, нутқий нафас олиш, овозни йўқотмаслик, ёмон хулқли бўлмаслик зарур деб билади: "Агар ёмон хулқ одатга кириб қолса, у мижоз бузилишини келтириб чиқаради. Хулқнинг мўътадиллиги натижасида нафс ҳам, бадан ҳам соғлом бўлади,

¹ Бухоро давлат университети таянч докторанти, UZBEKISTAN. E-mail: n.d.salixov@buxdu.uz

шунинг учун салбий ҳислатларни тузатиш лозим, бунинг учун болани ҳар томонлама ўрганиш, жисмоний машқларга кенг ўрин бериш зарур”.

Ибн Сино "Тадбири манозил" асарида болаларнинг мактабда гуруҳ бўлиб, биргаликда ўқишини маъқуллайди, бу жараёни уларда ўқишга қизиқиш уйғотиши, фанни эгаллашга ёрдам беришини таъкидлайди: “Гуруҳ бўлиб ўқитиш жамиятга катта фойда келтиради. Ўзаро суҳбатда ўқувчилар бир-бирига китобдан ўқиб олганларини, катталардан эшитганларини ҳикоя қиладилар, баҳслашадилар, бир-бирларини ҳурмат қиладилар, дўстлашадилар. Яхши одобларни қабул қиладилар”.

Амир Темур ота сифатида фарзандларни, гўдаклик чоғидан меҳрибонлик билан тарбиялашни талаб этган. Амир Темур ва унинг даврида фарзандлар тарбиясига алоҳида эътибор берилган. Амир Темур саройидаги болалар - шахзодалар тўрт ёшидан бошлаб ўқитилган. Дастлаб савод ўргатилган, кейин 4-8 ёш орасида уларга махсус қиссахонлар халқ қиссаларини, достонларини айтиб берганлар, болалар қаҳрамонлик, ботирлик, поклик руҳида тарбияланганлар, уларнинг зехни, идрокининг шаклланишига эътибор қилганлар.

Мактабгача таълим жараёнининг шаклланиши қадим замонларга, давлатчиликнинг юзага келиши билан боғлиқ. Ёш болаларга таълим ва тарбия бериш сарой амалдорларининг ёш фарзандларига дунёвий ва диний билимларни, давлатни бошқариш сир-асрорларини ўргатишдан бошланган.

Расмий мактабгача таълим муассасалари аввал Европанинг кўплаб мамлакатларида, сўнгра Россияда ибодатхоналарда етим, камбағал оилаларнинг фарзандларини тўплаб, уларга таълим ва тарбия бериш гуруҳлари кўринишида юзага келган.

Ўрта Осиёда XIX асрнинг 80-90 йилларига келиб, болалар мактабгача ижтимоий тарбияси ғоялари етила бошланди. Ўша даврда тараққийпарварлик кайфиятидаги маҳаллий зиёлилар меҳнаткаш аёлларнинг оғир аҳволини ва болалар назоратсизлигини кўриб, уларнинг қисматини енгилаштиришга интила бошладилар. Бу зиёлилар 1872 йилда Туркистонда тузилган “Жамияти хайрия” ташкилоти вакиллари бўлиб, ташкилот томонидан мискинлар уйлари, тунаш жойлари, туғруқ жойлари билан бир қаторда ота-онаси бўлмаган болалар учун етимхонларни ташкил этилган.

Туркистонда дастлабки давлат болалар боғчалари 1918 йилнинг иккинчи ярмида ташкил этила бошланди. 1918 йил 20 октябрда Туркистон Маорифи Халқ Комиссарлиги қошида Республикадаги мактабгача тарбия соҳасида барча тадбирларни амалга ошириш учун маъмурий орган сифатида мактабгача тарбия бўлими ташкил қилинди.

Кейинги йилларда болалар боғчалари ҳамда болалар майдончаларининг миқдори йил сайин ошиб бориб, уларга қатнайдиган болалар миқдори 10-15 йил оралиғида 50 баробардан ошди (1-жадвал).

1-жадвал.

1923-1940 йиллар оралиғида Ўзбекистон давлат бюджетидан молиялаштириладиган болалар муассасаларининг ўсиши.

Йиллар	Болалар боғчалари миқдори	Боғчалардаги болалар миқдори, нафар	Мудира ва тарбиячилар миқдори, нафар	Болалар майдончалари	Майдончадаги болалар миқдори, нафар
1923-1924	12	687	24	-	-
1927-1928	49	2547	123	-	-
1929-1930	410	20739	1196	170	10470
1933-1940	780	33800	2473	316	7900

Жадвал маълумотлари 1923-1940 йиллар оралиғида болалар боғчаларининг миқдори 12 данадан 780 нагача, боғча тарбияланувчиларнинг миқдори 687 нафардан 33800 нафаргача, боғча тарбиячиларининг миқдори 24 нафардан 2473 нафаргача ошди. Мактабгача таълим муассасаларидаги бундай кескин ўзгариш, ўша даврда саводхонликни тугатиш, болаларга таълим ва тарбия беришга қаратилган эътибор билан изоҳланади. Собиқ Иттифок даврида болалар боғчалари ва уларда тарбияланувчилар миқдори йилдан-йилга ошиб борган бўлсада, ҳар бир бола таълим ва тарбиясига алоҳида ёндашиш ҳамда таълимни шахсга йўналтиришга кам эътибор берилган.

Мутақиллик даврида мактабгача таълим тизимини бошқариш режалаштириш ва маъмурий-бўйруқбозлик шаклидан янги бошқарув механизмига марказлаштириш, монополизацияни камайтириш, демократия ҳамда самарали иқтисодий воситаларни жорий қилиш асосида ўтила бошланди.

Мактабгача таълим ва тарбия олишга доир давлат кафолатлари Ўзбекистон Республикасининг “Мактабгача таълим ва тарбия тўғрисида”ги Қонунининг 6-моддасида ҳар бир бола мактабгача таълим ва тарбия олиш ҳуқуқига эгалиги, давлат ҳар бир боланинг умумий ўрта таълим ташкилотига ўқишга киришидан бир йил олдин давлат мактабгача таълим ташкилотларида умумий ўрта таълимга мажбурий бир йиллик тайёргарликдан ўтишга бўлган ҳуқуқини кафолатлаши ҳамда боланинг мактабгача таълим ва тарбия олишига доир давлат кафолатлари давлат мактабгача таълим ташкилотлари негизида мактабгача таълим ва тарбия хизматларини кўрсатиш, шунингдек таълим ва тарбия беришнинг муқобил шакллари ташкил этиш орқали таъминланиши шаклида ёритиб берилган. Мамлакатимиз қонунчилигида белгиланган бу кафолат ёш авлодга таълим ва тарбия берилишини ҳуқуқий кафолатини белгилаб, уларнинг шахсини камол топиши, дунёвий билимларни эгаллаши ҳамда умумий ўрта мактабга ўтишига замин яратиб берган.

Қонуннинг 4-моддасида кўрсатилган мактабгача таълим ва тарбиянинг асосий принциплари мактабгача таълим ва тарбиянинг юқори даражада инсонпарварликка йўналтирилганлигини намоён қилади.

Мамлакатимиз мактабгача таълим тизимига давлатнинг бераётган эътибори мактабгача таълим ташкилотларида ёш болаларнинг саломатлигига ғамхўрлик қилинишига, замонавий инновацион ва ахборот-коммуникацион технологияларни қўлланилишига ижобий таъсир қилиб, мактабгача ёшдаги барча болаларнинг сифатли таълим ва тарбия олиш имкониятларини ошириб, уларнинг ҳар бирига шахсий ёндашиш натижасида, қобилиятлари, қизиқишлари, истеъдодларини рўёбга чиқариш имкониятини оширмоқда.

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Vocabulary Learning Strategies for A1 and B1 Level Students

Стратегии Обучения Словарю Студентов Уровни A1 и B1

SULTANOVA Shakhnoza Akmalovna¹

Abstract: The article is about a wide range of independent word-learning strategies for learners studying in a different levels such as A1 or B1 academic levels. The aim of the work is to engage students in creative thinking about word definition, the position between word and vocabulary and how it can used in different situations. If we take into a consideration for each levels and choose appropriate learning strategies, teaching process should be efficiently and effectively for learners and A 1 and B1 level learners need effectual strategies and methods.

Keywords: learning strategies, A1 and B1 levels, teaching techniques, methods, language games.

Аннотация: Статья посвящена широкому кругу независимых стратегий изучения слов для учащихся, обучающихся на разных уровнях, таких как академический уровень A1 или B1. Цель работы - вовлечь студентов в творческое мышление по поводу определения слова, позиции между словом и словарем и того, как оно может использоваться в различных ситуациях. Если мы примем во внимание для каждого уровня и выберем соответствующие стратегии обучения, процесс обучения должен быть эффективным и действенным для учащихся, а учащиеся уровня 1 и B1 нуждаются в эффективных стратегиях и методах.

Ключевые слова: стратегии обучения, уровни A1 и B1, методика обучения, методики, языковые игры.

¹ Tashkent State University of the Uzbek Language and Literature named after Alisher Navoi, Tashkent, UZBEKISTAN

The basic reason for learning foreign languages that all people have in common is communication - relation in any methods. It is a two-sided of process, which requires the ability to understand each other and be able to code a message that someone wants to convey to someone else in a way, which will be comprehensible to the receiver and also appropriate to a concrete situation and status of all participants. Vice versa the person should be able to interpret a message that someone else is conveying to them. To acquire a good skill of communication in foreign language it is necessary to be familiar not only with vocabulary (single words and their meanings, collocations, phrases and phrasal verbs etc.) but also with language structures and above all with strategies for using them in right context according to concrete situations.

Learners can generally communicate well, having learnt all the basic structures of the language. However, they need to broaden their vocabulary to express themselves more clearly and appropriately in a wide range of situations.

Vocabulary acquisition is increasingly viewed as crucial to language acquisition. However, there is much disagreement as to the effectiveness of different approaches for presenting vocabulary items. Moreover, learning vocabulary is often perceived as a tedious and laborious process.

The teaching of vocabulary in A1 B1 levels were mostly incidental, limited to presenting new items as they appeared in reading or sometimes listening texts. This indirect teaching strategy of vocabulary assumes that vocabulary expansion will happen through the practice of other language skills, which has been proved not enough to ensure vocabulary expansion.

Nowadays it is widely accepted that vocabulary learning strategies should be part of the syllabus, and taught in a well-planned and regular basis. Some authors argue that vocabulary should be at the centre of language teaching, because 'language consists of grammaticalised lexis, not lexicalised grammar'.

There are numerous techniques concerned with vocabulary teaching. If teachers want learner to remember new vocabulary, it needs to be learnt in context, practiced, and then revised to prevent students from forgetting. We can tell the same about grammar. Teachers must make sure learners have understood the new words, which will be remembered better if introduced in a "memorable way". Bearing all this in mind, teachers have to remember to employ a variety of techniques for new vocabulary presentation and revision.

While writing this article, I have collected some methods of teaching vocabulary in A 1 B 1 levels and I can suggest the following vocabulary teaching techniques.

Visual techniques for B 1 level learners.

These pertain to visual memory, which is considered especially helpful with vocabulary retention. Learners remember better the material that has been presented by means of visual aids. Visual techniques lend themselves well to presenting concrete items of vocabulary-nouns; many are also helpful in conveying meanings of verbs and adjectives. They help students associate presented material in a meaningful way and incorporate it into their system of language values.

Use of dictionaries for the B 1 level learners.

Using a dictionary is another technique of finding out meanings of unfamiliar words and expressions. Learners can make use of a variety of dictionaries: bilingual, monolingual, pictorial,

thesauri, and the like. As French Allen perceives them, dictionaries are "passports to independence," and using them is one of the learner-centered learning activities.

In addition, I can say that using games while teaching vocabulary is also effective, especially for A 1 level learners. As we know A 1 level learners are mostly pupils. Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. W. R. Lee holds that most language games make learners use the language instead of thinking about learning the correct forms. A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help language learners see beauty in a foreign language and not just problems.

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Using games include teaching the vocabulary "in spoken form first" to prevent learners from pronouncing the words in the form they are written, placing the new items in context, and revising them.

Here I would like to present some strategies of teaching vocabulary in different levels:

Working alone

Super memo. Learners use the cards to learn the verbs systematically, at fixed time intervals, using boxes. Taking into account the forgetting curve, learners have to plan their learning and relearning in such a way that the forgetting is minimized. They can use small boxes, or a box with different slots in it. You put all the verbs you have to learn in slot number

When each verb is learnt it goes to slot number two and so on until the last slot. All forgotten verbs are returned to the start.

Working in groups

Playing cards. Two packs. One pack is English face up, a pile on the table. The other is given out to all the players (they read the L1). In turn, they take one card from the pack and keep it, if they have the matching one. Then they discharge the matching pair. If they don't have the matching one, they leave it on the table for someone else to match. They can pick a card either from the table or from the pack.

Working in pairs

- One pack of cards. Learners spread the cards on the table, English face down. In turn they keep one and translate. They check by reading and saying the verb. They keep the card if it is correct. If they don't know any of them they say "pass". Winner is the one with the most cards.

- Use your transparent folder. Learners keep all these cards in transparent folders (sort of slide folders A4 format). They place one – empty, without cards - on the desk. Aim of the game is to go from top to bottom and vice versa, or from left to right or vice versa by placing verbs and saying them (if they place the L1 they have to say the English).

Working with the whole class

- Bingo. Learners choose 9 cards, put them down in a sort of bingo grid, English face up. T with a list calls them out. T can call either L1 or L2

- Bingo with definitions. Learners choose 9 cards; put them down in a sort of bingo grid, English face up. Teacher gives definitions.

One way to motivate learners to learn new vocabulary words is to have them write their own short dialogues. Teacher can model this by first reviewing ten vocabulary words the way teacher and the class likes best. Then, using the entire class as teacher's partner, compose and write a dialogue on the board. Humorous dialogues are more effective than others.

The variety of methods (of teaching vocabulary) leads to increased vocabulary learning. Vocabulary is an important part of the English teaching process. It is supposed to be a very effective communicative device as it carries the highest level of importance within peoples' verbal interaction.

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История Становления «Узбекской Медицинской Терминологической Системы»

КОСИМОВА Феруза Хурсаналиевна¹

Прежде чем говорить об изучении медицинских терминов в узбекской лингвистике, необходимо уточнить суть понятия медицины. Толковый словарь узбекского языка определяет слово «медицина» следующим образом: «Знание о поддержании и укреплении здоровья человека, продлении жизни, профилактике и лечении заболеваний, а также комплекс практических мер в этой области» [1, 81].

Первые письменные сведения о медицине народов, живущих на территории Узбекистана в древние времена, мы находим в религиозной священной книге зороастрийцев «Авесто». Восемь глав его первой книги, *Vendidat*, содержит важную информацию о здоровье.

Кроме того, в письменном наследии, оставленном Абу Бакр Мухаммад ибн Закария Рази, Абу Мансур Хасан ибн Нух Камари, Абу Али ибн Сина, Абу Райхан Беруни, Абу Абдулла Мухаммед ибн Юсуф Илаки, Абу Ибрагим Исмаил ибн Хасан Джурджани Ибрахим Абхарабах Абхарабхара, Абуди Мухаммад, Абуди, Абхарабхара, Абуди, Мухаммад, Абра Мухаммад, Абуд Мухаммад, Абу Мухаммад, Абу Мухаммад, Абу Бахр Мухаммед ибн Хасан Джурджани, Абхарабах Абхара, Абу Бакри Бахром Калонаси Самарканди, Абу Хамид Мухаммад ибн Али ибн Умар Самарканди, Султанабиб Хурасани, Мухаммед ибн Юсуф Юсуф аль-Хирави, Убайдилло ибн Мухаммад Юсуф Каххол, Джунайдиллах ибн Исфайшахи Абхазибахи, Хасиджи-Ша, Баситханом Захидхан оглу и другими, можно найти много информации о медицине. Можно сказать, что термины, использованные в их научных трудах, послужили основой для формирования в узбекской народной медицине терминов современной медицинской терминологии. Например, Абу Али ибн Сина, основатель восточной медицины, известный во всем мире под псевдонимом «Авиценна», обнаружил множество медицинских терминов в своей работе «Канон медицины» в X веке. В качестве доказательства нашего мнения мы можем привести следующие примеры: *шақиқа* (мигрень), *ибрида* (импотенция), *сарсом* (менингит), хилфа (диарея), сакта (апоплексия), шаро (асцит) и другие. Из упоминания имен многих врачей в истории Узбекистана можно сделать вывод, что на Востоке был сильный интерес к медицине, точнее, к народной медицине. Они создали тысячи терминов под влиянием существующего языка в соответствии с требованиями периода, в котором они жили. В результате сегодня медицинские термины на основе материалов с греческого, латинского, арабского, персидско-таджикского, русского языков составляют большинство. Следует

¹ Базовый докторант ФерГУ, УЗБЕКИСТАН

отметить, что в медицине, с точки зрения количества, термины, полученные из латыни, являются доминантными.

Комитет по языку и терминологии при Народном комиссариате просвещения Узбекистана (1929–1933) и Центральный комитет по новому алфавиту и терминологии при Центральном исполнительном комитете Узбекистана (1933–1938) сыграли важную роль в становлении и развитии узбекской научной терминологии [2, 78]. Следует отметить, что в рамках деятельности этих комитетов были предприняты первые шаги для изучения вопросов терминологии. Например, в этот период были опубликованы методические пособия и словари по терминологии той или иной области.

Первое исследование узбекской лингвистики по медицинской терминологии началось в 1960-х годах. С этого периода были опубликованы первые словари медицинских терминов. В частности, Ёлкин Туракулов был одним из первых ученых, составивших словарь в этой области. В его двухтомном "Русско-узбекском медицинском словаре" много терминов, используемых во всех областях медицины. По мере роста интереса к изучению медицинских терминов была проделана значительная работа по составлению глоссариев в этой области.

Однако диссертации, объект исследования медицинских терминов в узбекской лингвистике, составляют меньшинство. В частности, А. Хусанова «Названия заболеваний и симптомов на узбекском языке», А. Касимова «Современная узбекская фармацевтическая терминология» и Д. А. Хайдарова «Сравнительное исследование медицинских терминов на узбекском и английском языках».

Короче говоря, медицина уже давно укоренилась в нашей стране, и многие наши предки усердно трудились для ее развития. Несколько вторжений в историю сильно повредили нашу национальную терминологическую систему. За годы независимости утвержденные в нашей стране приказы и указы требуют более пристального внимания к этой области.

Похвально, что в истории узбекской лингвистики была проделана значительная работа по медицинской терминологии, особенно по созданию словарей медицинских терминов. Однако с развитием медицины потребность в терминах, отражающих изменения в ней, постоянно увеличивается. В результате область медицинской терминологии должна быть «теню» медицины. В будущем одной из важнейших задач является углубленное изучение медицинских терминов, научное обоснование, их унификация и разработка соответствующих рекомендаций, формирование «Узбекской медицинской терминологической системы».

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Discourse and Discursive Phenomena

Дискурс и Дискурсивное Событие

GULYAMOVA Shakhzoda Baxtiyor kizi¹

ГУЛАМОВА Шахзода Бахтиеровна

Abstract: the following article illustrates information about discourse, discourse analysis and demonstrates its classification in Linguistics. Moreover, it discusses about the history of discourse learning and provides types and usage of discourse in Linguistics.

Keywords: discourse, discourse analysis, linguistics, text, communication, monologic discourse, dialogic discourse.

Аннотация

: Следующая статья иллюстрирует информацию о дискурсе, анализ дискурса и демонстрирует его классификацию в лингвистике. Кроме того, в нем обсуждается история изучения дискурса и приводятся типы и виды использования дискурса в лингвистике.

Ключевые слова: дискурс, дискурс-анализ, лингвистика, текст, коммуникация, монологический дискурс, диалогический дискурс.

¹ English teacher of Tashkent State University of Uzbek language and literature named after Alisher Navai, Tashkent, Uzbekistan.

Преподаватель английского языка Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои, Ташкент, УЗБЕКИСТАН.

E-mail: Shahzodagulyamova92@mail.ru

Obviously, for many years various scientists have investigated their researches on discourse and its analysis. It should be stated that discourse is an area that seeks to explore the relationship between linguistics and text and it is the usage of language both in written and spoken. As well it is considered to be one of the inseparable parts of correspondence. Firstly, it was created in the 1960 and 70th of the last century as a result of research in linguistics, semiotics, psychology, anthropology and sociology. The course explores the actual state of linguistic capacities - from various textual and verbal speeches, from dialogue to highly organized conversations. While linguists were analyzing the breakdown of speech, Z. Harris published an article entitled as Discourse Analysis. Although the article is far from the present principles of discursive analysis, Z. Harris explores the linguistic elements contained in the text and the relationship between the text and the speech. The development of this field was also a major motivation for the development of speech by semiotics and French structuralists.

In the 60th of the last century, Dell Haymes began to analyze the state of the language in the societies. Moreover, scientist J Austin and linguistic philosophers as Sierl and M. Grays also began to study the language as a social reality, to study the formation of communication and the theory of speech, to choose pragmatic directions and to analyze the meaning of the text. On the other hand, in Britain discourse had a major impact on M. Halliday's functional approach to language. Holliday's scientific work includes the analysis of social functions, content of language, formal written and oral analysis. In addition, linguists Sinkler and Colezart developed a discursive analysis of teacher-student communication that includes discursive analysis of physician-patient, service, interviews, discussions, business dialogue and even monologues.

American discursive analysis is based on onomatological traditions and scientific research on the observation between natural and human communication. They explored some types of communication, such as storytelling, greetings, gestures from different cultures. In the American tradition, the area often referred to as communication analysis can be said to be one of the main sections of the discourse analysis. Communication analysis does not focus on the linguistic structure, but emphasizes the factors such as the character and mood of participants in natural communication. It is shown that various scientists and linguistics from different countries investigated on the target issue and contributed a great deal to develop discourse and discourse analysis in linguistics.

Nowadays it can be stated that discourse is any type of composed and spoken correspondence. It can be represented as the statement of thoroughly considered language. While discourse can refer to the littlest demonstration of correspondence, the investigation can be very mind confusing. A few researchers in a wide range of controls have conjectured about the various kinds and elements of communication. If we talk about initiation of the word, discourse originates from the Latin word “discursus” which signifies “hurrying back and forth.” The meaning of the word along these lines originates from this physical demonstration of moving information “forward and backward”.

There are several ways to classify discourse in modern Linguistics. Firstly, it can be divided into two types according to the formation of the text. If the text is given orally to the listener, it is called as Spoken discourse. It is obvious that any oral speech, spoken dialogues or monologues can be example for Spoken discourse. Also, in this type of discourse speaker emphasizes his/her feelings by talking to someone else or talking to him/herself. On the other hand, any text on paper such as: written form of dialogues, monologues, letters or passages can be example for Written discourse. With the help of these examples it is clear that discourse can be Spoken and Written. According to M. A. K. Halliday “Spoken

and Written Language” 1989 spoken and written discourse differ for many reasons. Spoken discourse has to be understood easily and immediately, written discourse can be referred to many times.

While each demonstration of correspondence can consider a case of discourse, a few researchers have separated it into four essential types. They are: argument, narration, description, and exposition. Many acts of communicate include more than one of these types in quick succession. Below there are given main classification of each type.

Argument: A type of discourse which is intended to persuade a crowd of people that the author or speaker is right, utilizing proof and reason.

Narration: this type of discourse recounts to a story, regularly with feeling and compassion included.

Description: this type of discourse relies on the five senses to help the audience visualize the picture of something.

Exposition: this type of discourse is used to inform the audience of something with relatively neutral language, it's not intended to convince or bring out feeling.

At the same time other researchers have isolated kinds of discourse into five classifications:

Narrative: this type of discourse mostly involves telling or retelling a story. One of the important classifications of narrative is that it includes some features. When the speaker describes he/she needs some elements such as: characters (hero of the narration), setting, plot, conflict and resolution.

Descriptive: this type comprises description of something in relation to the sense. Descriptive discourse allows the audience to develop a mental picture of what is being narrated. Mostly the appearance and character of heroes in fiction works can be described by the help of descriptive discourse. For instance the following piece form “The days gone by” by A. Kadiri, the author describes the hero as the reader can see the picture of her in realia “...her black velvet was sprayed in different directions on the pillow, her black eyes under dark curly eyebrows were staring at something, as if she had seen something, as if something was frightening ... a white moon-like face full of moon turned into red and ashamed of someone...”

Persuasive: the main determination of this type is to persuade the reader or listener to change their manner of thinking or motivate them to take a specific action. There are some essentials to illustrate in this type of discourse. For example, persuasion often demands to emotions and passions from the author or the speaker.

Argumentative: this type is similar with persuasive discourse. However, argumentative discourse forwards logical manner and is often maintained with facts and details.

Expository (exposition): the main focus of this discourse is to help the audience aware about the topic of the discussion or narration.

Discourse of any kind is one of the most significant components of human conduct and development. Innumerable investigations have been done in transit the cerebrum shapes considerations into words and, in fact, the way that correspondence shapes the mind. Numerous investigations have explicitly focused on the way that speakers of various dialects comprehend ideas in an unexpected way. Along these lines, the creation and scattering of talk is absolutely critical to the propagation of mankind. Writing is one of the essential methods for keeping up a record of talk and making better approaches for understanding the world. By perusing writings from different societies and other timespans, we are better ready to comprehend the manner by which the writers of those writings thought. In reality, perusing writing from our own apparent societies can all the more likely feature the manners by which we think and associate. Since each bit of writing at any point made is a case of talk, our comprehension of talk is indispensable to our comprehension of writing.

As a conclusion it is important to state that discourse plays one of the essential characters in both writing and oral speech. With the help of discourse writers compose new pieces, it is a fundamental key to take a social perspective to evaluate language beyond the sentence and language within context. Moreover, it enables people to comprehend the functional nature of language and text which are tied firmly in context.

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The Role of Afghanistan in the Relations of Central Asia and India in the Early 19th and 20th Centuries

Роль Афганистана в отношениях Центральной Азии и Индии в начале XIX –XX вв.

YARMATOV Oybek Shaymanovich¹

MATTIYEV Utkir Begmatdulobovich²

ABSTRACT

This article discusses the social, commercial, and cultural ties between Central Asia and India from ancient times to the early 20th century, and the role played by Afghanistan in these relations. In addition, the histories that have been covered in the history of this subject are briefly mentioned about their value, distance, and obstacles to further development of these relationships.

Keywords: Trade, Buddhism, Monastery, Citizen, Transit, Caravanserai, temple

АННОТАЦИЯ

В этой статье рассматриваются социальные, торговые и культурные связи между Средней Азии и Индии с древних времен до начала XX –го века, а также роль, которую Афганистан играет в этих отношениях. В нем также дается краткий обзор достижений в истории этой темы, ее значения, промежуточных расстояний и препятствий на пути дальнейшего развития этих отношений.

ключевые слова: Торговля, Буддизма, Монастырь, Гражданин, Карван-сараев, Храм,

¹ an independent researcher of the Department of History and Source Studies of SamSU, UZBEKISTAN

² an independent researcher of the Department of History and Source Studies of SamSU, UZBEKISTAN

The ancient Central Asian region has maintained economic, cultural and political ties with many nations of the world. The history of these relations plays an important role between Central Asia and India, first of all cultural, then economic and political. The earliest relations between Central Asia and India have a long history. The Hindus first came into contact with the Kushan Empire in the south of Central Asia in the 1st and 3rd centuries AD. The development of the Silk Road and the spread of Buddhism throughout Central Asia greatly contributed to the deepening of these ties. In the early centuries AD, there were several Buddhist religious associations in Bactria-Takhiristan (south of present-day Surkhandarya). For example, the Karatepa Monastery, the Fayoztepa Temple and the Manastir Complex, the Tower of Zurmala, etc. In addition, Dalvarzintepa, Ayrtom, and Zartepe had Buddhist monumental buildings, with a rich Buddhist group and local priests playing a role in their spiritual life. In addition, many Buddhist scholars came from India to promote Buddhist teachings. In the last period, relations between the two countries have developed. When Amir Temur made his way to India, the skilled craftsmen brought 95 elephants and 10 lepers to India to destroy them and used them to build the Bibihonim madrasah. (1. pages pp.96-97) Since the 16th century, the history of political relations between the two countries has reached a peak. The development of economic relations between the two is connected with the name of the ruler of India Akbarshah and Shaibani Abdullahan. Indian historian Ramish Chandra explains the relationship between 16th century Central Asia and India.

1) 1555-1589 The Cold War period between the Emirate of Bukhara and India.

2) Between 1588-1605 Akbarshah was described as a policy of violence against Central Asia. [2. page. pp 13]

Most of these embassy contacts are for political purposes. From the 16th to 17th centuries, economic relations between the two countries began to develop. The seizure of maritime trade by European imperialists contributed to the development of Indian caravan trade. This is probably the reason for the appearance of large settlements of Indian traders and traders in Central Asia. The earliest information on the major settlements in Central Asia dates back to the 17th century, in the work of Muhammad Yusif Munshi's "Historical Mukhimihoni" [5. page. pp.1]. Afghanistan played an important role in the entry of Indian citizens into Central Asia. The majority of Indian nationals who came to Turkestan were originally from Afghanistan. Kabul, Herat, one of the most important shopping centers in Central Asia, has trade relations with Kandahar.

According to Antonov, in Akbar there were two trade routes from Kabul to Lahira and Multan to Kandahar. In the 19th century, caravans loaded with Indian goods were sent to Persia and Turkestan via three routes through Afghanistan. The first dangerous route was from Kashmir to Lodak, then York and east Turkestan. Another route was a mountain road from India to Kabul via Lahore, Peshawar and Heber, while another route easy to send Indian traders under the control of Afghan immigrants to Dera Ismail Khan in the Treasury Chamber. Through his garden to the city of Cain. The trade route linking Central Asia with Bamyan, Tashkurgan, and Mazar-i- Sharif crosses the Amu Darya river and enters the Bukhara khanates. The caravan Kabul to Bukhara passed the way in 27 days. Afterwards Indians tried to find other ways of arriving in Turkestan because of making unstable custom charges and the political, not peaceful situation in Afghanistan. In the 80s of XIX century Indians reduced their trade commuting through Afghanistan and started business trip from Persian places. But a bit more expenses for carrying the products through from to Turkistan. Indians chose Bombay-Batumi-Caucases-Crasnovadsk direction as suitable variant. Opening this way was permitted in 1895.

In spite of opening other ways, Afghanistan played the main role on the routines between India and Turkistan. We can aware of the proof of above mention ideas with the help of data from trade reports in 1869. Aggrading to the trade report data from India to Turkistan through Afghanistan carried with two help of caravan from 65 to 100000 pounds product by comets. The goods from Indian to Bukhara through Afghanistan . By caravan include: silk,horses,heroin and other items. Kostenko cited lirord' ikins, Kashmir scorts, cheop skins, kimxob, spices afyun apart from above-mentioned ones in the 70-80s of XIX century from India to Bukhara every year brought a-70-pound tea, a-18000-pound indigo, a-1400-pound-kisey, 50 kashmir-scarfs,300 indian parchi. According to that date, it is clear tha India was the main trade partner of Bukhara . However ,dangerous conditions in Afghanistan political sphere of that time, effecte positively both countries' trade links . Although initial peridds of the kingdom of Abdurahman from Afghanistan never rejected trade routines, links from India to Central Asia, then he banned the caravan trip through his places . The trade links Khanates of Central Asia and India begame very ditticult not anly Afghanistan's bad situation but also Ishakhan battle. Up to then England –India's product rate began reducing . step by step in the result, comparing the years of 1883-1884 to the years of 1882-1883 the amount of trade links rate between the north of Afghanistan and Penjab lessened from 19.5 % to 14.4%. In this case, India started to find new ways of trade. Consequently, they used Bender Abbas ,Meshhad, and Kherat directions.

Russian political agent Klemu in Bukhara reported likes these: Owing to the battle in mountainous people in Afghanistan , to their king bringing goods became impossible or dangerous. It leaded to sending products to Bender Abbas ,Meshhad, Kherat and kert. Up to then only goods brought to Bukhara from the Persian kingdoms. All in all caravan commuting via Afghanistan kept its place. Because of the twice long distionce between the Persian kingdom and Afghanistan way. For example, from India through Afghanistan sold a-44000-pound tea (1760 ruble) and a-160544-pound kisey in 418000 ruble, yet from ran a-5395-pound tea in 1667 ruble, a-4697-pound indigo in 48480 ruble. The total amounts of goods from Afghanistan were 2178 ruble, Meanwhile from Iran it became 1935 ruble. A new important way from Central Asia to india passed through Khokand to Margilon , Bulat moan tain chain till Qashgar and then leaded to Kashmir . But this way was dangerous for the trade. There English spies disturbed India and Central Asia trade links. In this case, we should look in a bit about links between India and Central Asia Qashgar Ambassador's northern Indian Kashmir and England India goods brought through Eastern Turkistan and Tibet. The English controlled konjut khanate and the effected on building ways in a strategic way bringing Russian goods through Hindikushi davoni became easy. Opening this way a big profit for English might lake Indian tradesmen.

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Mojarm (Crime)Village

NE'MATOV Ozodbek Ne'matovich¹

Annotation

There are many places and lands of ancient history in Uzbekistan. Knowing their organisation's history draws us even closer to them. There are numerous pilgrimages in Uzbekistan. They have their own history. It is one of the major challenges that we have for historians to organize, to know the historical significance of such pilgrimages, and to introduce them to our people and the world. This article provides information about Mojurum village in Farish district of Jizzakh region, as well as the great scientists who lived and grew in this village, and a 2,000-year-old christmas tree located in the area.

Keywords: Mojurum village, mojarm tree, "Kitab ul-Ansob," "Treasury ul-asfio

Names of places, like other national values, are a priceless spiritual monument. It reflects the lifestyle, profession, views, culture and spirituality of the indigenous people. The more ancient the name of the place, the more abstract its meaning. For this reason, the names, which have a long history, will be carefully researched and searched for in truth. Villages such as Porasht, Arsaf, Okhm, Hoyat, Andagin and Mojarm are also places of historical name. This area on the western border of Ustrushana and has a history of at least two thousand years has been in the eyes of not only its children but also its neighbors.

Historical sources indicate that the city of Ostrushona, with its charming nature, with its cultivation and cattle breeding, has always attracted the attention of various rulers. In particular, it is known that there was constant controversy between the Emirate of Bukhara and the Kokand Khanate for this region, and both rulers sought to make the country their own. Moreover, the shortest caravan route from the northern slopes of the Nurata Mountains connects the historical cities of Bukhara, Samarkand, Ferghana and Shash.

According to the book *The Conquest of Islam*, Islam came to the country of Ustrushana in the first half of the eighth century, 712 AD, which was in the hands of many scattered rulers. Although indigenous people were initially opposed to Islam, the teachings of Islam eventually became firmly

¹ The third year student of the Faculty of History; National University of Uzbekistan named after Mirzo Ulugbek; UZBEKISTAN. E-mail: Ozodbekjon-ne'matovich@mail.ru
ORCID ID 0000-0001-7083-3436

established in the hearts of indigenous peoples. As a result, Islam flourished in the area and the interest of the local people towards education and science gradually increased.

In his book "Respect for the Legacy of the Ancestors" (2006), Professor Rustamjon Rakhmatullozoda, head of the Tashkent Islamic University, clearly states that the religion of Islam was well developed in the area 1200 years ago and a number of scholars were born during that time. With the help of The Book of Al-Ansab (sometimes called Ansobi Sam'ani), written in 1156 by Abu Sa'ad Abdulkarim ibn Muhammad al-Samwani al-Marwazi (1112, Marv - 1167), whose ancestors were related to the Arabian clan tribe, was born in Merv. Historical-geographical and ethnographic work.

The book Al-Ansab was written in Arabic, edited by Arab traveler Ibn al-Asir (1219) and later edited by As-Suyuti (1469). Uzbek scientist H. Hasanov (1964), historian Sh. Kamoliddinov (1993) researched it and published articles. The Uzbek National Encyclopedia (Volume 7, page 483, 2004) contains detailed information about the Samoni. The five volume book Kitab al-Ansab was also published in Beirut in 1988 in Lebanon. Abdulqafur Razzak Bukhari and Komiljon Rakhimov collected information from scholars who lived and worked on the territory of modern Uzbekistan, translated them from Arabic into the modern Uzbek language and published under the name of "Nasabnoma (Al Ansob)" (2003).

Rabbi Rahmatullozoda discovered and copied information from scholars known to the Mojarman and Porashtian proportions on pages 155-156 of the fifth volume of this work, published in Beirut. Copied pages have been translated into plain Uzbek in a simple and fluent way so that readers can understand them. We prefer to give the text published by Rabbi Rahmatullozoda without any changes: "Mojurum (right, Mojarm - Hakimov Q) is from the villages of Samarkand. Scholars from the village of Mojurum are known as the Al-Mojarmic Ratio. Asad ibn Ali ibn Tugayril al-Majhari and his cousin Abu Sa'd Bakr bin Marzaban ibn Tugayril al-Majhari. They both narrated from 'Abd ibn Humaid al-Kashi and others.

Al-Asad al-Majhari narrated the hadith from Abulhasan Muhammad ibn Abdullah ibn Muhammad ibn Ja'far al-Kagazi. Abu Sa'd al-Idrisi (author of the book on the history of the cities of Samarkand and Nasaf) tells me: Muhammad ibn Abdullah from Pashtun was given his own handwritten books by his grandfather Muhammad ibn Hasan Porashti, who lived in Samarkand, where I read: In the house of Ali Timari al-Hakim, we learned the books of Tafsir by Abd ibn Humaid Al-Kashi, from Bakr ibn Marzaban ibn Tugayril al-Majhimi.

Bakr ibn Marzaban was asked when it was the year you went to study for Abd ibn Humayy. He said: We went with my uncle Asad ibn Ali and Hassan ibn Ali to study. The year 249 AH (864 CE) was the month of Muharram. Abd ibn Humaid Al-Kashi read the books Musnad and Tafsir for four months from beginning to end. We were saved from hearing and recording Musnad and Tafsir in Rabi al-AHH 249 AH. I was 15 at the time. We recorded Musnad and Tafsir in Kesh. Our secretaries were Umar ibn Walid al-Samarkandi and Abu Sayyid Khujandi. So we were with Noah.

There is no doubt that Teacher R. Rahmatullozoda has done this so that our children can get to know the ancestors of the aforementioned scholars, let them know what they have done, make their own conclusions and, above all, spend their precious lives on education and science. In fact, we also ask Allah to create such great scholars as our ancestors.

There is also a holy shrine in the village known as Hazrati Zaynulobiddin. According to local legend, Zaynulobiddin was martyred in the hands of the enemy, his body was buried in a village cemetery and his heads were taken to Chust. It is clear that everyone is interested in who the descendants of the Prophet were, where they were born and how they came to this village. The answers to these

questions are found in part in the book by Professor R. Rahmatullozoda "Respect for the Heritage of ancestors" (2006).

According to the findings of the teacher, the answer to these questions can only be found in the book *Khazinat ul-asfio*. The book contains information about one and a half thousand saints. The teacher read the book and discovered that two people in the Muslim world were nicknamed Zaynulobiddin. The first to be nicknamed was Ali ibn Hussein ibn Ali al-Murtaza. The second person known by the nickname Zaynulobiddin is Sayid Alouddin, the 25th generation of Hazrat Ali.

In the book "*Hazinat ul-asfio*" by Domla R. Rahmatullozoda, it is established that there is information about the residence of Sheikh Sayid Jamullah, one of the twelfth descendants of Hazrat Ali, Sayyid Jamilullah (1077-1166). Based on this information, one of the descendants of Sayid Jamullah, Sayid Alouddin, alleged that Zaynulobiddin came or brought from Samarkand to the village of Mojarm. It follows that the grave inside the village shrine belongs to Sayid Alouddin, also known as Zaynulobiddin.

Although Zaynulobiddin has been reported killed in the hands of robbers on Nogur Road, it is not yet known where, who and why his body was brought to Mojarm village. We think that this issue will become clearer in the future.

We also considered it necessary to give a brief description of the village name. Although the name is written in the official document as Mojorum, the locals pronounce it as Mojarm. Some historical sources state that the village has a history of at least two thousand years. (B. Karmisheva, 1964). This conclusion is also supported by natural monuments, turtles and microtoponym in rural areas. There are also commentators saying that the word Mojarm belongs to the ancient Sogdian language, whose scientific etymology is still unknown. (M.Nurnazarov, 2000). The locals often consider the name of the village as related to the Arabic word for conflict. Conflict is controversial, controversial. Bojar is a controversial, controversial village. This interpretation is nothing but folk etymology, and cannot be regarded as true.

Experts note that there are villages called Mojar in Kashkadarya (Kamashi, Chirakchi, Guzar) and Samarkand (Pakhtachi, Narpay) provinces. (S. Karaev, 2006). According to scholars, the conflict is a Turkic ethnonym. For example, it was found that the Turkic peoples' court clan contained the seeds of the conflict. (T. Nafasov, 2009). For this reason, it is advisable for experts to examine what commonalities and differences between the words of scandal and marble are

According to unofficial data, at the beginning of the last century there were 600 households in the village of Mojarm, 80 in Kochak and 60 in Andagin. Initially, all the residents lived in the village of Mojarm, but as the population grew, some said they moved to Kochak and Andagin villages. The former totalitarian regime not only limited the spiritual values of the indigenous people, but also prohibited the blessed religion of our blessed religion, listened to the educated people, and forced the displaced people of these three villages.

At the beginning of the 40s of the last century, 55 families were evacuated from the area of syrdarya to the present Syrdarya region. The same policy was implemented in the early 50's. This time, some of the locals were drawn to the Piskent District of Tashkent Province and the rest to the various regions, including Mirzachul. Because of Soviet pressure, the villages of Mojarm, Kochak and Andagin were deserted.

Today's reality is that the mojarars live in the Pskent district (about 500 farms), Syrdarya and Jizzakh provinces (about 700 farms) and South Kazakhstan region (about 1,500 farms). Famous

families can be found today not only in Central Asian countries, but also in Russia, Europe and even America. It is noteworthy that wherever the settlers moved and settled, they left only a good name.

In the countryside you can find fruit gardens, indicating the centuries-old gardening activity of the local population. They consist mainly of fruit trees such as walnut, mulberry, apple, apricot, quince, grape, and pear. Spicy almonds and wild pistachio are common on the mountain slopes. Today, in the countryside, a rare tree in the Central Asian region - Eastern biodiversity is preserved. This biota, which is more than two thousand years old, is known locally as green grass. Its circumference is about 10 meters.

Mojarm tree

According to experts, in the past, such juniper trees were abundant in the Nurata Mountains, especially in the mountains near the village of Mojarm, at its highest point. Due to the lack of protection of mountain junipers and their rigid use of building materials and firewood, the juniper fell sharply. The only juniper, preserved from that ancient time, is located in the middle of the village of Mojarm, which is the reason for its preservation. There is a rumor among locals that Alexander Zulkarnain rested with his soldiers under this tree when they came from the west and began their journey to Ustrushona.

In the scientific literature this tree is called a spruce, and it grows from 1400 to 2500 meters. According to some sources, the spruce juniper lives more than two thousand years. Various parts of the juniper tree are also used in medicine. For example, from the juniper dome various substances, essential oil, resin, sugar, wax and organic acids were obtained. Tuberculosis tincture is used in medicine as a diuretic, phlegm and digestive agent. Peanut butter is used for wound healing.

In addition, timber was made of coal as fuel. His coal was widely used in the craftsmanship of blacksmiths, smiths, and goldsmiths. It is known that not only coal was made from the fir tree, but its use in wooden architecture, carving, pencil making, and the manufacture of straw led to their decline.

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Об Одном Методе Контрастирования Изображений

Tasvir Tiniqligini Oshirishning Bir Usuli

About One Method Of Contrasting Images

Bir Görüntü Kontrasti Yöntemi Hakkında

ТАВБОЕВ Сирожиддин Ахбутаевич¹

Аннотация. В статье рассматривается нечеткое описание повышения контраста изображений при нечеткой исходной информации. При этом основное внимание уделено к задаче повышения контрастов изображений. Результаты проведенных исследований по этому направлению показали, что методы предварительной обработки изображений, основанные на теории нечетких множеств, позволяют получить достаточно сбалансированные изображения.

Ключевые слова: значение, контраст, обработка, изображения, нечеткая логика, теория нечетких множеств.

Введение. Качество изображения на локальных участках можно улучшать, используя такие параметры интенсивностей пикселей как среднее значение интенсивности и изменение интенсивности (или стандартное среднеквадратическое отклонение интенсивностей элементов локальной окрестности изображения). Среднее значение - это мера средней яркости. Вычисляя и анализируя среднюю яркость элементов изображения существует возможность ее коррекции, т.е. затемненные участки изображения делать более светлыми, а слишком светлые участки изображения затемнять. Однако, в случае, если на изображении присутствуют темные и светлые области, то такой подход только ухудшит его визуальное восприятие. Поэтому целесообразно использовать еще один параметр, который бы характеризовал распределение яркостей элементов изображения в некоторой локальной окрестности. Другими словами этот параметр характеризовал бы изменения интенсивностей или меру контрастности изображения.

Выше была рассмотрена известная трехэтапная технология повышения контрастности изображения. Однако она недостаточно учитывает адаптацию к локальным особенностям

¹ к.т.н., доцент, Джизакский политехнический институт, UZBEKISTAN
E-mail: sirojiddint@mail.ru

изображения [4]. Для устранения этого недостатка предложено использовать адаптивное определение показателя степени в классе степенных функций нелинейного преобразования локальных контрастов изображения [1, 2, 3]. Однако и в этом случае эффективность метода недостаточна.

Для ее увеличения предлагается дополнительно оценивать локальные окрестности W изображения с учетом среднеквадратических отклонений относительно яркости центрального элемента $L(i, j)$ и на том основании формировать функцию нелинейного преобразования локальных контрастов яркостей элементов изображения.

Определим величину показателя степени α так:

$$\alpha = \alpha_{\max} - K \frac{\bar{L}}{\sigma(i, j)}, \quad (1)$$

где K - нормирующий коэффициент, $0 < K < 1$, $\bar{L}$ - среднеарифметическое значение яркости исходного изображения

$$\bar{L} = \frac{1}{NM} \sum_{i=1}^N \sum_{j=1}^M L(i, j), \quad (2)$$

где N, M - размеры изображения $(i = \overline{1, N}, j = \overline{1, M})$,

$\sigma(i, j)$ - среднеквадратическое отклонение значений яркостей элементов изображения в скользящей окрестности W , которое определяется выражением

$$\sigma(i, j) = \left(\frac{1}{mn} \sum_{a=-\left[\frac{n}{2}\right]}^{\left[\frac{n}{2}\right]} \sum_{b=-\left[\frac{m}{2}\right]}^{\left[\frac{m}{2}\right]} [L(i+a, j+b) - \bar{L}(i, j)]^2 \right)^{0,5}. \quad (3)$$

Отметим, что при программной реализации предложенного метода учитывают случай, когда $\sigma(i, j) = 0$, задавая некоторое предельное минимальное значение $\sigma_{\min}$. То есть текущему среднеквадратическому отклонению значений яркостей элементов изображения $\sigma(i, j)$ присваивают $\sigma_{\min}$ в том случае, когда $\sigma(i, j) < \sigma_{\min}$.

Для выражения (2) характерным является то, что когда элементы изображения, которые попадают в скользящую окрестность W , мало отличаются по значению от центрального элемента окрестности $L(i, j)$, то это приводит к малым значениям среднеквадратического отклонения $\sigma(i, j)$. В результате получаем значительное уменьшение коэффициента α от $\alpha_{\max}$ в выражении (1), что адекватно увеличению усиления контраста. Если же элементы изображения в скользящей окрестности W значительно отличаются от центрального элемента окрестности $L(i, j)$, то это приводит к большим значениям среднеквадратического отклонения $\sigma(i, j)$. Поэтому значение степени α будет тем меньше отличаться от $\alpha_{\max}$, чем больше $\sigma(i, j)$ и, соответственно, контраст $C(i, j)$ будет усиливаться меньше. Следует отметить, что параметр α

должен удовлетворять условию $0 < \alpha < 1$. Отметим также, что значение нормирующего коэффициента K нужно выбирать исходя из анализа значений σ , придерживаясь того, что $\alpha \in [\alpha_{\min}, \alpha_{\max}]$.

Выбор значения K существенно влияет на эффективность метода. Использование же глобального среднеарифметического значения яркости $\bar{L}$ позволяет адаптировать обобщенный алгоритм преобразования к конкретному изображению, поскольку значение $\bar{L}$ отображает уровень адаптации за яркостью зрительной системы человека при восприятии изображения. Следовательно, употребляя среднеквадратическое отклонение $\sigma(i, j)$ в качестве количественной оценки гладкости изображения в скользящей окрестности W получаем непосредственную зависимость степени α от $\sigma(i, j)$. Это позволяет в целом реализовать адаптивное усиление локальных контрастов при их степенных преобразованиях.

Заключение. Данная работа отражает результаты исследований, направленных на создание алгоритмов и программного обеспечения обработки и анализа изображений на основе теории нечетких множеств.

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ИШТИРОКЧИ АНКЕТАСИ

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E - mail	sirojiddint@mail.ru
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The Role of Modern Methods and Modern Technologies in English

Maftuna KUSHBAKOVA¹

Zarina RUZIMURODOVA²

Annotation

Innovative technologies and modern intensive techniques are becoming increasingly common in all areas of science today. Teaching foreign languages, including English, is fast and easy, using modern technology and intensive methods. This method made it easier and easier to learn English in a less period with an interesting way, using a variety of methods. Many researchers are doing research in this regard currently serving to make a better picture in that sphere.

Keywords: English, intensive methods, modern technology,

The organization of educational process based on new pedagogical technologies and modern media has a significant impact on the content, quality and effectiveness of the educational process. The introduction of new pedagogical technologies, media tools: multimedia technologies, new pedagogical technologies, electronic textbooks, etc. in the process of teaching English language is important for satisfying everyone's desire to learn.

Each subject is a technique of teaching, and it consists of a set of known concepts. The basic concepts adopted in foreign language methodology include: education system, teaching method, educational principle, teaching tool, methodology[1].

Foreign language teaching refers to a set of teacher and student activities that achieve the practical, universal, educational and developmental objectives of foreign language teaching. In secondary school, foreign language learning is provided with a thematic minimum. The introduction of topics in the school curriculum is based on the “learner and his environment — the methodology.” In short, a student must first refer to himself or her in a foreign language with friends, teacher, home, or family. They should be able to comment on their members, class, and schools, and then be able to think

¹ 2nd course English Language and Literature, Uzbek State World Languages University, UZBEKISTAN

² 2 nd course English Philology, Samarkand State Institute of Foreign Languages, UZBEKISTAN

in a wider context (village, city), and finally, to provide information about the country in which they are studying. The methodological classification of these topics consists of three major titles: Student Learner, Our Motherland, and Countries.

The choice of these topics for foreign speaking is based on several scientific and methodological criteria. First, the learner does not know any language units at the time he or she first learns a foreign language. Criterion: language unknown, topic familiar. Secondly, oral language is taught in a foreign language because listening and understanding are the basis for other types of speech activities and oral speech is the leading activity. Criteria: Speech is the foremost theme. Third, the topics are highlighted for speaking (and listening) and reading (and listening). Criteria: Speech is the basis for reading and writing[2].

The above should be taken into account when teaching foreign language to middle school students. Nowadays teachers use different methods and interactive methods. However, it is also important to take into account students' interests and ideas in the use of each method or innovative technology, which means that students will quickly and easily master the subject, whatever the course of study, it is advisable to pay attention.

A number of studies have been carried out in our country and abroad to intensify the teaching of foreign languages. These have led to the emergence of new intensive techniques. What is a good intensive method? How can it be understood?

The first meaning of intensive learning is to teach students to act in a short time, in other words, to learn or communicate in the language they are learning. This is mainly done by relying on the students' internal psychological capabilities and memory (Leonov A, A. Kitaygorodskaya). Consequently, the following two features of intensive method training are:

Study a short amount of training materials and perform appropriate foreign language activities:

Maximize the use of all the resources (psychological capabilities) of memory, that is, to increase student activity.

If we briefly dwell on the formation of intensive methods, it began to take shape in the early 20th century on the basis of the "Right" method. According to Professor Egiz, "The right method has provided a good basis for the intensive study of a foreign language." In recent years, vocabulary, audiovisual, hypnopedic, relaxed, comedic, rhythmopedic expressions have become increasingly common in methodological literature.

The methods mentioned above are important for intensive study. At the same time, the importance of modern technology in learning foreign languages is very important. Including a variety of topics in modern information technology, as well as a variety of gadgets and new software, will also be a great way for independent learners of English and to replicate the topic and develop independent skills. In conclusion, in today's globalization, the importance of modern techniques and modern technology in every subject area is increasing, and their effective use helps to improve the quality of the teaching process and the rapid and easy learning of foreign languages.

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The Outlookings of Religious and Sufism in Teaching of Abdurakhman Jamiy

Перспективы Религиозности и Суфизма в Обучении Абдурахману Джамии

Lutfillo Karamatilloevich AKHATOV¹

Аннотация

В статье рассматривается тот факт, что процессы, связанные с изучением неоценимого культурного и духовного наследия узбекского народа, восстановлением и восстановлением наших ценностей для будущих поколений, имеют глубокое значение для радикального изменения отношения к святым местам нашей нации.

Ключевые слова: Ислам, духовность, мистика, просвещения, философия, культура, поклонение, путь, суфизм.

Abstract

The article deals with the philosophical views of the great scholar Master Abdurrahman Jami, the Sufi way of teaching (Naqshbandiya) and the Sufism, the Sufi teachings related to the formation of the Islamic world.

Keywords: Islam, road, , theology, moral, spiritual, culture, Sufismi, neat, philosophy

¹ Senior teacher of Tashkent region Chirchik State pedagogical Institute, Tashkent, UZBEKISTAN
Email: laxatov@cspi.uz

1. INTRODUCTION

It is well known from the history that Sufism was an evolutionary development, and in other respects the Islamic world was formed in the mid-eighth century. Divisions will occur in the Islamic world after the death of the Prophet (peace be upon him). These divisions have been shaped in the time of the Uthman (Caliphate of the Caliphs in the Islamic world). These processes lead to religious worship in the religion of Islam - the work of secular work, the interest of the world's goods. This process leads to the dissatisfaction of believers who carry their religious orders through any secular works and riches.

2. MAIN PART

The result of such struggles is that while some of them are defending the religion and fighting for the open struggle, the second part is that the palace men and women, with the main purpose of conceit and zuhd[1], are entirely deviated from their social activity, promoting the idea of idleness in the form of protests against rich morality, - They were busy in prayer. In the words of Hafez al-Sherazi, who in the past, the world is deprived of the world but is not alien to the one who is alienated from the world of philosophy, in the sense of the mind, , but a class of good-natured odams that differ from ordinary believers were shaped by the fact that they were called souls. Some of the people in this category would be astonished by the mysterious prophecies they had predicted from the unseen. They were called by the Prophet, peace be upon him, his family, his tribe, his tribe, and his tribe. At the same time, we can see that more "Sufi" is used in this category. Here are some examples of the people of Sufism and Sufism who built their scientific heritage to the people of knowledge. It is known from the history that XI-XII centuries were the time of formation of Sufi schools, syllables. At that time, Egypt, Baghdad, Basra, Bukhara, Nishapur, Termez and Balkh were the centers of Sufism and teaching. Egypt, Khurasan, Movarounnakh, Iraqi and Turkestan schools were the most important centers.

XIII - beginning of XIV centuries Sufism is known as the rising momentum in both theoretical and scientific aspect as well as in practical mobilization. When we talk about Irfan's knowledge and Sufism, we find that there are different answers to the questions about who was the first Sufis, how the emergence of Sufism and wisdom. Abu Hashim al-Kufi, the first Sufi writer among the people, is mentioned in the works of Sheikh Abdurrahman Jami's book Nafahat ul-minsar hazarot al-quds. In Alisher Navoiy's book, "As-Salam al-muhammad min shamil ul-futuvvat", the first Sufi Muhammad (PBUH), the contemporaries of the Prophet, are called Uways. Hussain Voiz Kashifi's "Futuvvatnomai Sultoni" mentions that the first Sufi one was named Shish, one of the children of Adam, and that she was wearing a white fur coat.

Among these, Majesty Jamiy wrote Abu Khashim Kufi, Sufyan as-Savri, with other known Darwinists (Sufis). Abu Hashim died at the age of 788, and Sufyan al - Thawri died in 807 AD. Sufyan as - Sawri said, "I did not know what the Sufi was until I saw Abu Hashim, and until then there were constant breakers in the chain of zuhd, mujasiba, vara, tawakkul and muhabbat, but it was first named by him as Sufis, they did not call it"[2]. For this reason, Abu Hashim describes Kufi as a Sufi who first saw him

At the heart of inferiority views purity[3], clean emotion, and purity of belief. Fighting against deceit is the essence of repentance and self-purification. As a matter of fact, abstention from the Shari'ah (in this case the writers of the three books of the spiritual education, namely, Sheikh Muhammad Sodiq Muhammad Yusuf, also wrote separate books). We must not forget that it is a Shari'ah requirement to

keep the body clean, to wear clean clothes, not to go to unclean places and to pray in a clean place. The people of Tariq follow that. At the same time, the people of Tariq have a deeper appreciation of purity. Inchunin, in particular, the quality of God-Purity. The Lord is pure and all-powerful, pure and virtuous. Total things depend on Him, but He is not bound to anything.

As Majesty Jamiy explained his relation in this regard, they wrote:

Ваҳдате гашта касраташ торий,
Дар ҳама сорий, аз ҳама орий.
Аз ҳудуди тааллуқот берун
В-аз куюди таайюнот масун[4]

The meaning of this word is: Undoubtedly, the unity of the unity - the unity; everything is available, but everything is clean.

It is hidden and hidden from outside the borders.

From the sources of the Islamic religious, the hadith of the hadith describes many purity issues in the Hadith narrated by Abu Malik al-Ash'ari from the Prophet (peace be upon him) as saying, "Purity is half of the Faith"[5] we can take. In his book Nafahat ul-han hanzat al-quds, which mentions his contributions to the teaching and teaching of the Sufis, who have practiced their purity with his knowledge, it can be seen that this book contains 664 Sheikh-Sufis names.

3. CONCLUSION

It should not be forgotten that "the works of ancient Movorounnakhr and Khurasan are published in the history of world science. Imam Bukhari, Abu Raykhan Beruni, Ibn Sino, Musa Khorezmiy, Abu Nasr Farabi, Rudaki, Ulugbek, Jomi, Navoi, Bobur, Abdullo Qodiriy, Chulpan, Fitrat and other hundreds of people are well aware of the world". The first President of Uzbekistan Islam Abduganievich Education is the result of consciousness, but it also determines the level of consciousness and its development. Therefore, it is impossible to change the mind without changing the educational system. Without changing the mind, it is impossible to create a free and prosperous society". The country has achieved great successes in economic, social, political, spiritual and educational spheres. Particularly global spiritual values, oriented to the development of society, should be shaped to shape their own social mentality and outlook. Tolerance in composers' work - by applying the principles of religious inequality - should be seen as one of the ways in which today's young generation can explain what the root causes of the controversy of various yacht groups in the world political arena!

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The protection of unregistered designs in EU Law

Magdalena KROPIWNICKA¹

Examples of designs

☐ 000289681-0001 - COCA COLA BACARDI [+ info](#)

Design information

Design number: **000289681-0001**
Filing date: **02/02/2005**
Locarno class number: **07.01**
Indication of the product: **Drinking glasses**
Design status: **Registered and fully published (A.1.)**
Reference: **20647**

Owner information

Owner ID number: **161519**
Owner name: **The Coca-Cola Company**

Representative information

Representative ID number: **38647**
Representative name: **ALLEN & OVERY LLP**

¹ Faculty of Law, University of Białystok, Department of Intellectual Property Law and Public Economic Law, POLAND

000858055-0005 - MICKEY MOUSE CLUBHOUSE

[+info](#)

Design information

Design number	000858055-0005
Filing date	14/01/2008
Locarno class number	06.01
Indication of the product	Chairs [seats]
Design status	Design lapsed
Reference	15212.0MR-EP

Owner information

Owner ID number	193503
Owner name	Topstar GmbH

Representative information

Representative ID number	11062
Representative name	MÜLLER SCHUPFNER & PARTNER PATENT- UND RECHTSANWALTPARTNERS MBB

- Industrial design can be the most important element deciding about the attractiveness of a given product, which is why it is so important to ensure its protection.
- Industrial design fulfills the function of advertising goods and using the external appearance of the product. Industrial designs are designed to make an entrepreneur recognizable on the market.
- The interesting and original appearance of a product also inspires consumers' interest.
- The essence of industrial design is to make the product look more attractive.
- Nowadays, it is difficult to imagine the functioning of industry without industrial design.
- Community design may be protected as a registered or unregistered design. Both the registered and the unregistered Community design is protected on the territory of all EU Member States. Many factors have influenced the introduction of an unregistered Community design.
- **The main factor were the dynamics of changes in some branches of industry, for instance fashion, toys or cars industry, which are called short term products.**

- Requirements for protection for an unregistered design do not differ from those provided for registered designs.
- **Design should be new and has an individual character. The condition for granting protection to an unregistered design is to make it publicly available.**
- **Unregistered Community design is protected for three years from that moment.**
- The scope of protection of an unregistered design is reduced to the protection against copying the design.
- There are sectors of industry in which such protection is sufficient, including fashion industry or toy industry.
- In these sectors, more important aspect is that protection of the design is ensured from the date it is made available without the need for registration formalities, rather than a longer period of protection and a wider scope of protection, as in the case of a registered design.
- In the fashion industry, especially in the last few years, there is a tendency for fast fashion. It is an issue that collections are introduced even every few months.
- Trends change quickly, and as a result, investments in protection of rights from the registration of industrial designs are often unprofitable.
- The protection given by an unregistered Community design is appreciated by entrepreneurs to ensure protection of the designs they introduce, **which probably will not function on the market for a long time**, because their appearance is determined mainly by fashion subject to dynamic changes or seasonal products.
- Industrial designs are currently developing extremely dynamically mainly because of the need for new and unusual designs on the market.
- In addition to the aesthetic issue that constitutes the main aspect of industrial design, they are often related to the functionality of the product.

- In sectors that changes are extremely dynamic as a consequence of fashion or trends it is a sufficient solution.
- In addition, unregistered Community design protection is not require any payment and begins with the first public disclosure of the design.
- It is significant that two forms of protection exists because some sectors of industry produce large numbers of designs for products which are on the market for a very short time.
- **Protection without registration formalities and fees is an advantage.**
- One of the important benefit is that unregistered Community design protection do not require any documents but without any doubt the owner will have to prove the exclusive right somehow.
- Another significant advantage is that unregistered community design can turn into registered design during the grace period of twelve months from the disclosure.

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Payment Methods in E-Commerce

Bartłomiej HADASI¹

Jakub KUBICZEK¹

¹ University of Economics in Katowice, POLAND

ONLINE PAYMENT SYSTEMS

Part I.

The online payment system, and in principle the electronic payment system (e-commerce payment system) are **secure** online payment systems for online stores and websites that facilitate the **acceptance of electronic payments for** online transactions.

E-commerce payment systems are operated by internet **payment operators** as an electronic data exchange system. It is a system that gives the possibility of making and receiving payments via the Internet between people who have an e-mail account.

Online payments give you the option of paying by credit card, bank transfer or mobile payments.

ADVANTAGES AND DISADVANTAGES OF IMPLEMENTING ONLINE PAYMENT SYSTEMS

Security

•The main factor that affects the choice of quick payments by customers is security. Customers expect security in online transactions. Lack of such a feeling still causes the popularity of the payment on delivery option. Numerous reports indicate that trust in fast online payments is increasing all the time.

Convenience an Time-saving

•The main factor that affects the choice of quick payments by customers is security. Customers expect security in online transactions. Lack of such a feeling still causes the popularity of the payment on delivery option. Numerous reports indicate that trust in fast online payments is increasing all the time.

Installment payments

•Payment gateways enable installment purchases. This is especially important in stores selling expensive products

Fees and commissions.

- Like any financial transaction, fast payments are charged with fees and commissions. It is a form of operator's remuneration for the service rendered.
- The commission for quick payments is determined as a percentage of the transaction value, and sometimes as an additional one-off amount for each operation.
- The amount of fees and commissions depends on the operator. They can be found on operators' websites, although this is not always easy. The rates can be negotiated.

Transition account (sub-account).

- Fast payment does not mean that the money is immediately transferred to the store's bill, after payment for the goods by the customer. Money paid by customers is accumulated on the sub-account. To transfer funds to the seller's account, a transfer must be made.

HOW DO WE PAY

Payment gateways and
express bank transfers
(pay-by-link)

Credit/debit cards

SMS / text messages

Electronic
wallets: PayPal,
MasterPass,
Revolut etc.

New payment solutions

- Apple Pay, Google Pay, Ali Pay, WeChat Pay, BLIK (...)
- Installment online payments
— PayPo, Twisto

Cash on delivery

PAYMENT METHODS THAT MOTIVATE POLES TO SHOP ONLINE

"WHICH OF THE FOLLOWING PAYMENT METHODS MOST ENCOURAGE YOU TO SHOP ONLINE?", N=1027, SOURCE: "E-COMMERCE IN POLAND 2019", GEMJUS

„E-COMMERCE IN POLAND 2019” REPORT

SOME DATA AND FACTS

Among the various available forms of payment, Internet users most often choose the option of quick transfer through the payment service (option indicated by 66% of buyers).

It is worth noting that the youngest (15-24 years) are the most open to various forms of payment - from traditional ones, such as bank transfers, cash on delivery or cash on delivery, to card payments when placing an order, and mobile payments - both BLIK and QR codes.

The payment service that online buyers use most often is PayU, which was indicated by up to 55% of those who do online shopping and use a fast transfer through the payment service.

MAIN PAYMENT METHODS IN E-COMMERCE

Part II.

EXPRESS TRANSFERS

E-transfer (Pay by Link) – is a payment method that automatically completes the final transfer form for the customer.

This is the payment method that is most popular and is most often used in e-commerce.

The entire transaction is smooth and does not require too much commitment, so even an elderly person is able to handle the payment. The customer logs in to his bank, authorizes the payment, but all other data is filled in automatically, there is no question of a mistake.

The posting takes place immediately, therefore the purchased product can be sent at once after making the transfer.

Express transfers are booked automatically and immediately using the so-called **payment gateways**. These are online payment systems, which automatically fill in the transfer form.

Online payments use a transitional account (as mentioned before) in which the funds from the transaction are saved, and more precisely the information about these funds, i.e. the money paid by customers is collected on the account of the service provider and to transfer it to your own account, you must request a transfer.

The main payment gateways operators in Poland:

- PayU
- Przelewy24 / DotPay / eCard²
- Blue Media
- Tpay.pl (formerly: Transferuj.pl)

All operators above meet applicable safety standards, have appropriate certificates and have a good reputation from the Polish Financial Supervision Authority.

THE PRINCIPLE OF SENDING AND RECEIVING

MONEY IN THE ONLINE PAYMENT SYSTEM

² * PRZELEWY24, DOTPAY AND ECARD HAS STARTED A CONGLOMERATE

PAYING WITH A CREDIT/DEBIT CARD IN THE INTERNET

Unlike making everyday payments, this form is still **not very popular** and relatively rarely practiced.

We are a cautious society and are afraid to give anyone the card number in addition to the code.

However, hardly anyone believes that this is **the safest form** of online payment. It protects against chargebacks at the expense of the seller.

Paying with a card on the Internet is different from paying with a stationary card (using a physical form).

Instead of entering the card into the terminal (or presenting it) and entering the PIN number, use the number entered with convex digits and the expiry date of the card.

Sometimes, in order to additionally authorize and ensure maximum transaction security (e.g. using the 3-D Secure protocol), it may be necessary to enter the 3-digit CVC2/CVV2 security code, which is located on the back of the card.

USING THE VIRTUAL PAYMENT CARD

The virtual payment card has no physical form – it only exists in the form of a record in the system maintained by the bank. Unlike traditional payment cards, therefore, you cannot store it in your wallet and pay with it at stationary outlets. Virtual cards are used only for distance payments, i.e. they work well when shopping in online stores.

Although virtual cards have no physical form, they have an expiration date, number and CVC2 / CVV2 code, which is used to authorize transactions. Their operation is similar to that of pre-paid cards. Paying the bill for purchases in online stores with a virtual card is possible only if it was credited with funds in advance.

Virtual cards are visible in the online banking system. This means that after logging in to their bank account, the customer can check the status of the virtual card account, fund it and use it to pay for purchases. Banks do not require users to have a bank account, although using it at a selected bank can reduce the cost of ordering and using a virtual card.

PAYING WITH TEXT MESSAGES

SMS payments, also known as **premium SMSes**, are a form of payment for selected products and services via text messages.

How does it work? Just send an SMS with specific content to a specific, specified number to receive the selected product. This can be a single purchase or the purchase of a regular subscription service.

Typically, these types of messages cost from **1 to 25 PLN** (net) for an SMS. This amount is taken immediately from the amount in the account (in the case of pre-paid phones) or added to the monthly subscription amount.

More and more e-stores and online companies are using this form as payment for their services or products. E-books or magazines are very popular, for which you can pay by sending an SMS to a specific number. You can also pay by SMS when buying add-ons in online games, accessing the „premium content” of a website/portal or when paying for a hosting/domain/downloading service.

ELECTRONIC WALLET

Electronic wallet is also called an **e-wallet**.

The surfer needs to log in with the selected provider, then receives the account to which he pays the money. Further proceedings look like normal payment for the service. At any time, when we make a purchase, we can use the wallet and transfer money from our account to others.

The entire transaction takes place very quickly and the money is immediately transferred. The service is usually free, in some cases it may involve a 1% commission. This type of payment works just like a traditional wallet only virtually:

- deposits and withdrawals - just like physical insertion and withdrawal of cash
- pinning payment cards - i.e. traditional card keeping in the wallet
- transferring funds between different e-wallets - in fact, it is transferring cash between people or transferring them to another wallet

The most popular electronic wallets across the world are:

THE REVOLUT(ION)

Revolut is not just a simple electronic wallet, but a much more powerful tool. This is a platform through which we **can fully manage our finances**.

In addition to obtaining a virtual card for online payments (as well as a physical card), we can also buy and comprehensively manage your health insurance, buy foreign currencies in a virtual currency exchange and cryptocurrency.

With **Revolut**, you can also transfer money between accounts in different currencies immediately (like PayPal does). Everything is done with the help of the mobile application.

Why „Revolut(ion)”? As the name of the application indicates (as well as the statement of the founder and thus the president of Revolut), they wanted to introduce a revolution in managing the home budget. It seems to be more advanced and complex tool when comparing to PayPal.

„We want to not only redefine traditional financial services, but base them entirely on technology, offering a digital wallet for managing your home budget and spending categories, extended security, with the option of blocking and unblocking the card with one click or access control based on geolocation”

– said Nikolay Storonsky, founder and president of Revolut.

MOBILE PAYMENTS IN ONLINE SHOPPING

Google Pay and **Apple Pay** are well-known payment systems that mobile devices with Android and iOS respectively use for landline contactless payments.

Payment cards are "attached" to these payment systems, which enables the collection of funds and authorization of transactions.

These systems, however, are not only used for landline telephone payments, but also online. If the appropriate payment gateway is properly configured, you can automatically make payments using cards connected to the systems, not only by

phone, but also using Google Chrome (in the case of **Google Pay**) or Safari (in the case of **Apple Pay**).

Payments can also be made using appropriately programmed e-commerce applications for Android and iOS devices.

BLIK – AND IT'S DONE!

BLIK – a Polish mobile payment system that allows smartphone users to make payments in stationary and online stores, withdrawing and depositing cash at ATMs, and making instant interbank transfers and generating checks with a 6-digit code.

The process of using BLIK in online payments:

Select „BLIK” option in payment gateway

Copy your BLIK code from your bank's app after gateway redirecting and click „Pay”

Confirm the transaction in your bank's app

You're done!

AND WHAT IF... YOU CAN PAY FOR YOUR ONLINE SHOPPING LATER?

34% Poles buying online declare that they often or often have to divide the basket into smaller ones due to the high final price of the order³. And what if they help them complete their order despite the lack of funds? **Deferred payments** come in handy.

What are **deferred payments**? This is a form of payment for online purchases that allows you to purchase goods without incurring any initial costs by moving the payment deadline by a specific number of days - usually between 14 and 30 days.

Deferred payments are developing everywhere where the e-commerce market exists. Why this urgent need to introduce this method of payment? It is related to the dominance of the sales market by millennials whose financial situation is not as stable as that of older generations.

It turns out that 52% of millennials during e-shopping during shopping are afraid that they cannot afford to pay for the basket⁴. That is why millennials liked **deferred payments**. Every fifth of them declares that they would feel less guilty during shopping if the seller offered them deferred payment**.

The most popular **deferred payment** solutions in Poland are: PayPo, Twisto & PayU „Płać później”.

INSTALLMENT PAYMENTS IN E-COMMERCE

More and more online stores give their customers the opportunity to pay for purchased products in installments. All you have to do is select a product and complete a simple online application to receive a decision after a few minutes to complete the transaction.

Installments in the e-commerce industry are becoming a very popular transaction tool - in the second half of 2017, 14% of online shoppers have already benefited from installment payments⁵.

Installment payments bring a number of benefits to customers. First of all, it is a great help for people who would like to take advantage of the promotion, but do not have sufficient funds at the moment. In addition,

³ Izba Gospodarki Elektronicznej, „Porzucony E-Koszyk. Dlaczego Konsumenci Porzucają Zakupy W Internecie?”, <https://Eizba.Pl/Wp-Content/Uploads/2018/11/Raport-Porzuconye-Koszyk.Pdf>

⁴ The Paypers, „Payment Methods Report 2018 – Innovations In The Way We Pay”, <https://Www.Thepaypers.Com/Reports/Payment-Methods-Report-2018-Innovations-In-The-Way-We-Pay/R773260>

⁵ Izba Gospodarki Elektronicznej, „Porzucony E-Koszyk. Dlaczego Konsumenci Porzucają Zakupy W Internecie?”, <https://Eizba.Pl/Wp-Content/Uploads/2018/11/Raport-Porzuconye-Koszyk.Pdf>

some customers feel more comfortable applying for a loan on the online store website, and not at a bank or one of the stationary stores.

The online shops themselves also benefit from installment payments. Thanks to the introduction of this form of payment, competitiveness increases, sales and the average value of the basket increases.

„CASH ON DELIVERY” (COD) SOLUTION DOES SOMEONE ELSE USE IT?

Yes, and a lot of people use it. According to the chart on one of the previous slides, almost half of online buyers use COD⁶.

What does cash on delivery mean? It means that we pay for the ordered shipment when it is picked up. This applies to both the courier fee and the stationary pickup point. Cash on delivery can be an intermediate solution between traditional and online purchases. We pay for the product only when it is in our hands.

Advantages:

- certainty that we pay for the goods we get
- ease of transaction cancellation
- posting speed
- privacy

Disadvantages:

- COD payment may be more expensive
- we should prepare the deducted cash upon delivery

⁶ * SLIDE 7: "WHICH OF THE FOLLOWING PAYMENT METHODS MOST ENCOURAGE YOU TO SHOP ONLINE?", N=1027, SOURCE: "E-COMMERCE IN POLAND 2019", GEMIUS.

To sum all the things up ...

The e-commerce market is one of the fastest growing branches of e-business, so the integration of online stores with **payment solutions** is necessary for its functioning and development.

Customers of e-stores appreciate the **freedom** of finalizing the transaction.

Instant transfers are the most frequently chosen form of payment.

Despite the development of new payment solutions such as Revolut, Google Pay or BLIK, a significant number of customers prefer **cash on delivery (COD)**.

However, new payment solutions in the e-commerce industry are quickly gaining a wide range of customers.

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Using IT-Technologies and Resources in the Teaching of the School Course in General Physics

Использование ИТ-Технологий И Ресурсов В Обучении Школьному Курсу По Общей Физике

Kamoladdin MATYAKUBOV¹

Аннотация

Данная статья была написана с целью разработки с использованием ИТ-технологий в преподавании школьного курса по общей физике. В данной статье анализируются основные понятия информатизации и компьютеризации образовательного процесса, разрабатываются рекомендации и даются выводы.

Ключевые слова: общая физика, мультимедийные ресурсы, ИКТ, преподавание физики.

Abstract.

This article was written with the aim of to develop a using IT-technologies in the teaching of the school course in general physics. Current article analyzes the basic concepts of informatization and computerization of the educational process, develops recommendations and gives conclusions.

Keywords: general physics, multimedia resources, ICT, physics teaching

¹ a Methodist of Monitoring and Internal Control Sector, Chirchik State Pedagogical Institute, Tashkent region, UZBEKISTAN. Email: k.matyakubov@cspi.uz

1. INTRODUCTION

Развитие IT-технологий, их внедрение в образовательную сферу открывает новые перспективы для повышения эффективности образовательного процесса. В настоящее время актуальна проблема эффективного использования информационно-коммуникационных технологий (ИКТ) в образовательном процессе в образовательных учреждениях и, в частности, в преподавании физики. Общественный интерес к созданию оптимальных условий для выявления творческих способностей и максимизации способностей всех детей приводит к необходимости использования ИКТ в образовании. Это вытекает из задачи общества удовлетворить интересы человека [4]. В той же мере, в какой человек отвечает перед обществом за количество и качество труда, посвященного обществу, общество отвечает за удовлетворение тех интересов человека, которые не противоречат интересам общества.

2. MAIN PART

Актуальность проблемы обусловлена возрастающей ролью информатизации и компьютеризации на современном этапе развития образования и их недостаточным использованием в повышении качества обучения школьников физике в школе. Создание учебных программ, учебно-методических материалов, а также учебников и учебных пособий нового типа, ориентированных на активное использование компьютерных технологий, имеет особое значение для преподавания физики, поскольку именно здесь открывается компьютер Принципиально новые возможности как в организации учебного процесса, так и в исследовании конкретных явлений в тех случаях, когда традиционные методы неэффективны. Это позволяет считать компьютерное обучение одним из важнейших современных направлений в методике преподавания физики [1]. Прежде всего, необходимо осознать, что использование компьютерных технологий в образовании оправдано только в тех случаях, когда существует существенное преимущество перед традиционными формами обучения. Одним из таких случаев является преподавание физики с использованием компьютерных моделей. Следует отметить, что под компьютерными моделями мы подразумеваем компьютерные программы, которые имитируют физические эксперименты, явления, возникающие в физических задачах. Компьютерные модели позволяют получать динамические, запоминающиеся иллюстрации физических экспериментов и явлений в динамике, воспроизводить их тонкие детали, которые могут ускользнуть при наблюдении за реальными экспериментами. Компьютерное моделирование позволяет изменять масштаб времени, широко варьировать параметры и условия экспериментов, а также моделировать ситуации, недоступные в реальных экспериментах. Некоторые модели позволяют отображать на экране графики зависимости величин от времени, описывающих эксперименты, а графики отображаются на экране одновременно с отображением самих экспериментов, что придает им особую ясность и облегчает понимание общих законов изучаемых процессов. В этом случае графический способ отображения результатов моделирования облегчает усвоение больших объемов получаемой информации [2]. При использовании моделей компьютер предоставляет уникальную, не реализованную в реальном физическом эксперименте, возможность визуализировать не реальное явление природы, а упрощенную теоретическую модель с поэтапным включением дополнительных усложняющих факторов, которые постепенно приближают эту модель к реальному явлению.

Кроме того, возможность организации массового выполнения разнообразных лабораторных работ и на современном уровне в средней школе очень ограничена из-за плохо оборудованных кабинетов физики. В этом случае работа школьников с компьютерными моделями также чрезвычайно полезна, поскольку компьютерное моделирование позволяет создавать яркую, запоминающуюся динамическую картину физических экспериментов или явлений на экране компьютера [5]. В то же время, использование компьютерного моделирования не должно рассматриваться как попытка заменить реальные физические эксперименты их симуляциями, так как число изучаемых в школе физических явлений не охватывается реальными демонстрациями, даже в прекрасно оборудованном классе физики. очень большой. Несколько условный характер отображения результатов компьютерного моделирования может быть компенсирован демонстрацией видеороликов полевых экспериментов, которые дают адекватное представление о реальном ходе физических явлений. Значительное количество компьютерных моделей, которые достаточно адекватно охватывают такие разделы физики, как механика, молекулярная физика и термодинамика, содержатся в первой части мультимедийного компьютерного курса «Познавательная физика» [6]. Некоторые модели курса позволяют одновременно с ходом эксперимента наблюдать в динамическом режиме построение графических временных зависимостей ряда физических величин, описывающих эксперимент.

Такие модели представляют особую ценность, так как школьники, как правило, испытывают значительные трудности при построении и чтении графиков. Компьютерные модели курса «Познавательная физика» легко вписываются в традиционный урок и позволяют преподавателю организовывать новые, нетрадиционные виды учебной деятельности школьников. Приведем в качестве примеров два вида таких действий, которые мы протестировали на практике:

1. Урок исследования. Школьникам предлагается самостоятельно провести небольшое исследование с использованием компьютерной модели и получить необходимые результаты. Более того, многие модели позволяют буквально за несколько минут провести такое исследование. В этом случае урок приближается к идеалу, так как школьники получают знания в процессе самостоятельной творческой работы, потому что им нужны знания, чтобы получить конкретный результат, видимый на экране компьютера. Преподаватель в этом случае является лишь помощником в творческом процессе овладения знаниями. Конечно, такой урок можно преподавать только в компьютерной лаборатории.
2. Урок по решению проблем с последующей компьютерной проверкой. Преподаватель предлагает ученикам самостоятельные решения в классе или в качестве домашних заданий, правильность решения которых они могут проверить, затем настройку компьютерных экспериментов. Возможность самостоятельной последующей проверки в компьютерном эксперименте полученных результатов усиливает познавательный интерес, делает работу школьников творческой и зачастую приближает ее к научным исследованиям в природе. В результате многие школьники начинают придумывать свои задачи, решать их, а затем проверять правильность своих рассуждений с помощью компьютерных моделей. Учитель может сознательно побуждать учеников к такой деятельности, не опасаясь, что ему придется решить «кучу» проблем, изобретенных учениками, что обычно не занимает достаточно времени.

Действительно, для проверки правильности полученного ответа достаточно провести компьютерный эксперимент, который обычно занимает не более одной минуты, кроме того, такие эксперименты проводят сами школьники. Кроме того, задания, оставленные школьниками, могут быть использованы на уроках или предложены другим школьникам для самостоятельного обучения в форме домашней работы [3]. В то же время авторы задач могут стать активными помощниками учителей, помогать одноклассникам решать их проблемы с авторским правом, а также проверять работу и выставлять оценки. Следует отметить, что это значительно усложняет работу с компьютерным курсом «Познавательная физика» ограниченным количеством заданий и вопросов, которые сопровождают авторы модели.

3. CONCLUSION

Использование компьютерной графики реализует, прежде всего, педагогический аспект - принцип наглядности. Особенно эффективны иллюстративные блоки, включающие полноразмерное изображение в сочетании со схемами, которые несут значительную дидактическую нагрузку. Реализация компьютерных возможностей в обучении осуществляется с использованием компьютерных программ в образовательных целях. Эти программы и программные средства называются цифровыми образовательными ресурсами. Цифровые образовательные ресурсы создаются и используются для достижения педагогических целей и задач обучения. Они включают в себя учебный материал, который должен усвоить учащийся, и контрольную часть, которая определяет последовательность изучения учебного материала. Наиболее значимые цели, реализованные с помощью центра в системе школьного физического эксперимента:

- индивидуализация и дифференциация процесса обучения.
- мониторинг с обратной связью, с диагностикой и оценкой результатов.
- обеспечение возможности обучения и его реализации посредством самообучения.
- наглядность, усиление мотивации обучения (за счет динамики зрительных средств).
- моделирование и имитация изучаемых или исследуемых процессов и явлений.

Однако учитель физики, который решил использовать новые информационные и коммуникационные технологии в своей преподавательской практике, сталкивается с довольно большим списком общего и учебного программного обеспечения, типов компьютерных лабораторий и другого нового оборудования. Как известно, специфика компьютерной индустрии такова, что новые версии программных продуктов появляются примерно раз в год. Проблема выбора необходимой методики преподавания программного обеспечения становится сложной, требующей много времени и специальных знаний.

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Psychosocial Functioning and a Sense of The Child's Quality of Life in The Family in Economic and Social Dimensions

mgr Joanna KATA¹

THE SUBJECTIVE QUALITY OF LIFE

The subjective quality of life is a sense of a good and satisfying life. Factors determining the quality of a child's life in the family depending on age and developmental level include internal factors in particular; living conditions related to the socioeconomic status of the family and support received from loved ones. The literature on the subject presents two approaches to quality of life - the objective approach is the objective living conditions measured by objective variables such as health, material and social living conditions. On the other hand, the subjective approach equates quality of life with satisfaction

LEVEL AND SENSE OF QUALITY OF LIFE IN THE CONTEXT OF THEORETICAL ASSUMPTIONS

Quality of life is an interdisciplinary concept. Studies on the quality of life define different interpretations pointing to various research tools. According to one definition, the following factors affect the quality of life:

- ☐ wealth understood as material goods owned by people,
- ☐ health and well-being,
- ☐ security, both in terms of health and in the aspect of loss of property (crime) and in the economic sense (financial resources necessary for life),
- ☐ condition of the natural environment,
- ☐ spiritual wealth related to access to education and broadly understood culture,

¹ UMCS Lublin, POLAND

The assessment of one's own life as a whole and its various spheres is called a sense of quality of life. In psychology it is defined as well-being, happiness or life satisfaction. In the paper, the term used by the Czesław Bywalec who thinks that prosperity is a resource of consumer goods and financial resources at human disposal. In addition, the author defines the standard of living as 'the degree to which the needs of the population are met, resulting from the consumption of man-made material goods and services, and the use of natural and social values.

FACTORS DETERMINING THE CHILD'S QUALITY OF LIFE IN THE FAMILY

- External factors - living conditions related to the socioeconomic status of the family
- Internal factors that are influenced by personality traits, in particular beliefs about yourself.

It is worth noting that children and young people from families struggling with poverty are more likely to take problem behaviors, such as:

- ☐ reaching for alcohol,
- ☐ taking intoxicants
- ☐ using aggression and violence against other people

As Tadeusz Markowski notes, living conditions are usually defined as the overall relationship in which society and the household live. Identified as four basic elements:

- ☐ level of economic well-being - guaranteeing a certain level of satisfaction of material needs
- ☐ the degree of equipment in housing and communal infrastructure
- ☐ degree of equipment in social infrastructure
- ☐ conditions of the natural environment in which man lives

A comprehensive assessment of the quality of life requires a person to rely on the analysis of a lot of information from various sources, which include: a person's experience of affective states, situations and events he has experienced in the past, his goals and expectations for the future of social comparisons.

PROSPERITY AND WELL-BEING

Until the middle of the last century, there was a perception that the increase in the quality of life of society embodies the rapidly growing production of material goods and the equally rapid increase in satisfying these needs. In this sense, the quality of life was synonymous with the concept of so-called well-being (economic, material), which is combined as written by Czesław Bywalec, stock of consumer goods and human resources. Prosperity presented in this way in colloquial terms is synonymous with wealth. It is assumed that the greater the income, the greater the prosperity.

The equation of quality of life with well-being has become popular in psychology, where categories of quality of life are perceived in a subjective dimension, which is why the term literature appears in the literature on the subject. a subjective sense of well-being. In this sense, well-being is defined as a combination of such elements as: life satisfaction of the individual and satisfaction with the most important aspects of one's life.

According to Allardt's concept, needs are met in the following dimensions: having: income situation, housing conditions, education feeling (loving): they relate to interpersonal relations and relate to, among others relations with the local community, family relations existence (being): needs arising from the development of personal and personal prestige of a given individual, related to the possibilities of self-determination, personal development, personal security.

Division: having, loving, being overlaps with the division of the basic needs of the individual. The needs are classified according to the way in which they can be satisfied.

1. Needs are defined by material goods, impersonal – material dimension;
2. Needs realized through relationships with others (the need for love, company, belonging) - the dimension of social relations;
3. Needs related to self-realization, self-esteem (as the opposite of alienation) - the dimension of self-realization.

Feeling the quality of life is referred to as a mental phenomenon. Mental phenomena have take on varying degrees of severity. Good (high) quality feelings affect a high level of satisfaction. Therefore, it should be assumed that the quality of life should be measured by the degree of satisfaction. One approach to measuring quality of life is an economic approach. Measures that are referred to as social indicators are used to measure the quality of life.

SOCIAL INDICATORS SHOULD, AMONG OTHERS:

- address those areas that are most important for the level and quality of life of society; □ □ reflect primarily the effects of the activities of the society and its institutions, and, to a lesser extent, expenditure on their implementation;
- take into account not only the objective state, but also the subjective assessment of members, it should be possible to carry out multiple, mutually comparable measurements of indicator values, so that they can be used to study social processes;
- the change in the indicator value should be assessed as socially positive or negative, and therefore social indicators should be normative;
- refer to the whole country, but at the same time should allow disaggregation so that it is possible to calculate the values of a given indicator for different territorial units and for different social groups;
- describe the significant effects of social or economic policy and at the same time should be selected so as to impede taking actions aimed solely at improving the phenomenon described by the indicator;
- be selected so as to enable international comparisons of living conditions, social development processes (or regress).

STUDIES ON THE QUALITY OF LIFE IN CHILDREN

Children from families with lower financial status are more satisfied with their functioning in the local community, which may suggest that children from these families are more involved in community life, help and activities for it, which gives a sense of fulfillment, happiness . This conclusion is confirmed by previous research on gratitude, which says that regular gratitude causes a strong feeling of happiness and affects better health (Emmons, McCullough, 2003). Different forms of showing kindness, e.g. making dinner, shopping for someone, increase a sense of happiness (Emmons, McCullough, 2003).

Children from families with lower financial status also turned out to be more satisfied with themselves. This result may seem surprising, however, commitment to helping others, focusing on various forms of kindness, which have been found to be a source of happiness, can be explained here. What's more, previous

studies show that young people who have high financial aspirations are more likely to experience depressive symptoms, anxiety, and less satisfaction with life than young people who do not have such aspirations (Kasser, Ryan, 1993).

The analysis showed the existence of a positive correlation of quality of life with positive emotions. In addition, high quality of life negatively correlated with fear, anger and sadness. Thus, the sense of satisfaction with life can be considered in terms of a buffer that protects the child from unpleasant emotions and increases the feeling of joy.

Continuing research on a group of children from families with high material status seems to be a very important issue. The results obtained encourage further, more detailed analyzes. They will allow for more accurate isolation of variables mediating in the study of the assessment of well-being and the feeling of emotions. The results obtained in these analyzes could broaden the knowledge about the perceived quality of life and emotions experienced in the context of a culture promoting material values (Koralewska- Samko J., Sadowska K, 2014).

From the study of adolescents aged 11-18 years²¹ and for teenagers aged 11-13 years, the following are important for the quality of life: a sense of good health, good atmosphere and family relationships, economic factors conditioning the satisfaction of material needs, subject factors (emotions experienced, meeting psychological needs), the need to be loved and understood. For teenagers aged 14–16, psychosocial skills, flexible coping, and adaptability are important for their subjective quality of life (Oleś, 2016).

For young people aged 17-18, explaining the subjective quality of life are the variables concerning the self system: self-esteem, self-efficacy, level of ego identity development, involvement in achieving goals, tasks and values related to the identity process, which involves making commitments that meet the challenges of the period (Oleś, 2016).

In conclusion, it can be said that the criteria for assessing the quality of life change with age, which is significantly associated with the level of emotional, cognitive and social development, with the roles that appear with age, and tasks assigned to specific stages of life, and specificity of needs at every stage of childhood and adolescence. And so, in the assessment of children's quality of life, family, siblings, family life, and relationships with peers are more important (Oleś, 2016).

Objective elements are also important, such as living and housing conditions, satisfying material needs. In adolescents, the focus shifts to subjective variables, such as self-esteem, autonomy and variables conditioning good social functioning, i.e. social relationships, having friends, but also educational opportunities, i.e. school / learning, development opportunities and perspectives for the future (Oleś, 2016).

The key message should be information that childhood is the most sensitive period; a period of intense cognitive and physical development, a period in which skills should be built systematically and consistently, but also a period in which one damage entails another; a period in which future patterns are created and „*pathways*” to health and well-being built, and in which all „stumbles” can have consequences for life (UNICEF, 2013).

Protecting the childhood years is extremely important both for the current conditions and quality of life of those who are children today and for the conditions and quality of life of entire societies in the future. This task cannot be postponed, even temporarily, just because there are more „burning” problems. This task should always be a priority for all communities, both in bad and good times. There may always be something more urgent than caring for the conditions and quality of life of children. But nothing should ever be more important than that (UNICEF, 2013).

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Socio-economic development of the counties in the Podlaskie voivodeship - The chosen aspects

MSc Michał MROZEK¹

The aim of the research:

1. Identification of the differences within level of socio-economic development of the counties of Podlaskie voivodeship.
2. Determination of the groups of counties of the similar level of development.
3. Carrying out the comparative analysis of the level of socio-economic development of the counties of Podlaskie voivodeship in 2018.

Research problems:

1. How does the diversification of the counties of the Podlaskie voivodeship in terms of level of socio-economic development look?
2. Which of the researched counties has the lowest, middle, the highest level of socio-economic development?

Territorial scope of the research: The 17 counties of the Podlaskie voivodeship.

Time scope of the research: 2018.

Methodics of the research: Hellwig's method, comparative analysis, statistical analysis, documentation analysis.

¹ Faculty of Economics, Finance and Management, University of Szczecin, Institute of Economics and Finance Department of Economics, POLAND E-mail: michaladrianmrozek@gmail.com

INTRODUCTION

There are a lot of definitions of development and it was not achieved consensus on this issue in economics (Piontek, 2010, p. 117). It is also worth realising that the way of understanding of development concept in economic theories was changing while the discipline was evolving. There could be indicated the following main steps in the process of defining of development by economists of different epochs: from economic growth, through economic development to socio-economic development. The author of the paper believes that it is essential to indicate features of socio-cultural context that caused change of definition of development. It will allow to understand appropriately definitions of this process that are proposed by contemporary researchers. The purpose of the paper is to identify features of socio-cultural context in which the way of understanding of development concept has changed in economics. The specific objectives are as follows: (1) identification of period in which it was recognised that development is something more than economic growth, (2) identification of sociological, philosophical, historical reasons and circumstances of evolution of development definition: from economic growth to socio-economic development. In order to achieve these aims there will be described considerations in history of economic thought that were taken by the most influential researchers, as well as socio-cultural background that affected the way of thinking in economic theories.

LITERATURE REVIEW

In the literature there exist many approaches to defining the term of development. However, there is no agreement on this issue (Piontek, 2010, p. 117). Generally, development could be understood as a process of change or as an objective (Bellu, 2011, p. 2). As regards the former the considered phenomenon could be defined as a process of transformation of a particular system to better forms and optimal (according to approved criteria) states through a set of quantitative and qualitative changes (Ślódowa-Hełpa, 2015).

As regards development of economies and societies there are indicated many terms that are important for understanding of this process — crucial concepts (that are the most popular ones in economic discourse) are as follows:

- economic growth — reproduction in material sphere; increase of volume of goods and services that are produced, in real terms; this process encompasses quantitative changes;
- economic development — this phenomenon is more complex process than economic growth as it encompasses both quantitative and qualitative changes, e.g. transformation of production structure, implementation of new methods of management of resources; economic development increases opportunities of economic growth as it allows to achieve higher trajectory of the latter (Kubiczek, 2014; Fritz, 2004, p. 2);
- social development -this phenomenon is associated with qualitative changes in social structure- these changes regard, among others, social integrity and social trust; it changes opportunities of individuals whose goal is to achieve higher social status (Fritz, 2004, p. 2);

- socio-economic development (definition is presented below). On the basis of literature research (see: Stemplowski (1987, p. 5), Chojnicki (2010, pp. 7–9), UNDP (2012), Bellu (2011, pp. 5–6)) there was adopted a following definition of socio-economic development: it is a process of quantitative, qualitative and structural changes that are a result of actions of subjects taken within social (economic) practice. This changes influence life conditions in the following fields: material conditions (possibility to satisfy needs associated with consumption of goods and services; it is related with the phenomena of economic growth), economic structure and entrepreneurship, access to public goods and services (that results in changes of education level, a way of taking care of someone's health etc.), relations within social system (integration between individuals, trust, security, social conflicts), environment condition, and life satisfaction.

METHODOLOGY

The chosen scientific methods used in the research:

1. Hellwig's method (method of selection of variables in linear model),
2. comparative analysis,
3. statistical analysis,
4. documentation analysis.

ANALYSIS AND RESULTS

On the base of the presented variables in the table 1., the process of statistical verification was carried out taking into consideration the variation coefficient. It is worth to underline that in the research was used the variables where the values of the variation coefficient $V(x)$ was bigger from 10%. The all of the variables that had the values below 10%, in result reached too low level of variation and were excluded from the present analysis. It was made of taxonomic analysis of socio-economic development using Hellwig's development measure. It was made the comparison of the objects that was described by the aid of the set of variables grouped into three categories. The first category concerns demographic potential and labour market. The second category concerns economic potential. The third category relates to socio-technical potential. It will be carried out multidimensional analysis of the socio-economic development of the counties in Podlaskie voivodeship by the aid of taxonomic methods. The researcher established the following time scope of the research: 2018. Territorial scope of the research consisted of the 17 counties of the Podlaskie voivodeship. For the research sample was determined the three levels of socio-economic development: low, high, middle. The presentation of the chosen ten indicators into the research was placed in Table 1.

Table 1. Diagnostic variables used in the research.

Variable	Indicators
	I. Demographic potential and labour market
x ₁	Mortalities on 1000 people (D),
x ₂	Amount of the unemployed in 24 and less in % totality of the unemployed (D),
	II. Economic potential
x ₃	Production sold of the industry on 1 resident in zł (S),
x ₄	Working people on 1000 people (S),
x ₅	Individuals running the business activity on 10000 people (S),
x ₆	Share of the investment expenses from the budget of county in totality expenses (S),
	III. Socio-technical potential
x ₇	Amount of the given advices in establishments of the primary healthcare facility on 1 person (S),
x ₈	Rental in public libraries in volumes on reader (S),
x ₉	Amount of people on 1 pharmacy (D),
x ₁₀	Public roads hard road Surface (county) in km on 100 km ² surface (S),

Source: Own study.

Table 2. Variables used in research.

Area	I. Demographic potential and labour market		II. Economic potential				III. Socio-technic potential			
Variable	x ₁	x ₂	x ₃	x ₄	x ₅	x ₆	x ₇	x ₈	x ₉	x ₁₀
County augustowski	10,94	4,91	17866,00	169,00	340,50	21,70	4,37	16,20	2779,00	42,70
County białostocki	10,67	4,39	15989,00	150,00	1107,50	36,00	19,25	20,40	3899,00	47,80
County bielski	15,21	4,73	24155,00	202,00	314,30	25,30	44,19	20,10	2494,00	57,10
County grajewski	10,67	5,02	0,00	148,00	241,80	18,30	36,80	19,90	3168,00	64,60
County hajnowski	17,53	3,55	21322,00	211,00	222,00	14,30	39,13	19,00	3595,00	39,50
County kolneński	10,97	11,71	0,00	100,00	196,80	14,50	66,09	16,10	3840,00	52,60
County łomżyński	11,43	6,61	38813,00	102,00	257,90	17,70	33,58	22,40	7286,00	54,90
County moniecki	12,68	7,65	11449,00	93,00	200,40	20,10	50,81	17,80	4071,00	39,10
County sejneński	12,25	5,41	0,00	101,00	100,30	20,10	33,16	17,00	4018,00	50,00
County siemiatycki	13,99	5,63	13304,00	128,00	219,90	30,90	38,98	17,20	3724,00	57,30
County sokólski	14,02	6,67	9422,00	132,00	305,70	25,80	1,97	22,40	3551,00	47,60
County suwalski	10,12	4,88	4900,00	102,00	166,00	26,10	5,70	20,60	8948,00	54,40
County wysokomazowiecki	11,03	8,81	0,00	155,00	329,70	32,40	44,73	16,90	2862,00	87,20
County zambrowski	10,82	3,61	22064,00	186,00	273,10	22,60	20,19	20,60	3370,00	68,20
County city Białystok	9,08	2,07	11650,00	296,00	2652,00	27,70	140,60	19,10	2361,00	340,30
County city Łomża	8,35	2,52	19051,00	232,00	496,60	20,70	39,64	21,20	1853,00	288,60
County city Suwałki	8,61	2,53	20771,00	296,00	525,90	21,80	173,48	19,00	2328,00	191,70
mean	11,63	5,31	14076,67	166,67	883,38	23,43	44,29	19,18	3728,67	91,03
variation	2,28	2,31	10280,13	61,57	1807,02	5,74	43,79	1,91	1695,35	86,08
variability	0,20	0,44	0,73	0,37	2,05	0,24	0,99	0,10	0,45	0,95

Source: Own study

Table 3. Classification of the counties in Podlaskie voivodeship in terms of value of syntetic measure of Hellwig in 2018.

From	Classification		Level of development
	To	County	
0,518	0,687	County city Łomża; County city Suwałki; County city Białystok.	high
0,348	0,518	siemiatycki; bielski; białostocki; zambrowski.	middle
0,179	0,348	koleński; suwalski; sejneński; moniecki; hajnowski; łomżyński; sokólski; wysokomazowiecki; augustowski;	low

Source: Own study

Figure 1. The ranking of counties of Podlaskie voivodeship in terms of syntetic variable d_i in

Source: Own study on the base of GUS, BDL data (access: 02.02.2020)

The results of the carried out analysis showed that the three cities on the rights of the county have the highest level of socio-economic development: County city Łomża, County city Suwałki, County city Białystok. The lowest level of socio-economic development was observed in the following counties: koleński, suwalski, sejneński, moniecki, hajnowski, łomżyński, sokółski, wysokomazowiecki, augustowski, grajewski. Such situation means that the possibilities of spending the UE funds allocated on the development of infrastructure, society, stimulation of the local economics was not enough. The majority of counties of the Podlaskie voivodeship have lower level of development.

CONCLUDING REMARKS

The carried out analysis enabled to familiar with the level of the socio-economic development of the researched territorial units. The results presents the placement of the particular counties in the determined ranking and in consequence the state of the diversification of its. By the aid of made of variables (properties) managed to create the classification of the researched counties. The analysis of the socio-economic development of the counties of Podlaskie voivodeships was made on the base of three categories: demografic potential and labour market; economic potential and socio-technical potential. On the chosen three categories comprised ten variables characterizing diversification of the level of socio-economic development of the particular counties. Using the linear ordering method made it possible to determine the ranking of the researched objects. The received hierarchy of showed that on the first places there are: County city Łomża; County city Suwałki; County city Białystok. The least profitably socio-economic development form itself in the following counties: koleński; suwalski; sejneński; moniecki; hajnowski; łomżyński; sokółski; wysokomazowiecki; augustowski; grajewski. Such situation can indicate that it is necessary to implement more efficient supportive programmes directed on stimulation of the local economics and more effective using the UE funds allocated on the local and regional development.

RECOMMENDATIONS

The carried analysis enabled researcher to put forward some recommendations regarding the researched scientific area. It should be mentioned that the authorities of the particular levels of the territorial units should create the proper institutions supervising and monitoring the existing modifications within socio-economic development of the particular municipal districts, counties, voivodeship. Perspectively, the situation is getting better and better, after all. Looking through the prism of the couple of years the particular counties of the Podlaskie voivodeship is going to get more and more funds on the actions focused on the development of the socjety and economics. In result of that there will be observed the modifications within socio-economic space. Diversification of the level of socio-economic development of the counties in Podlaskie voivodeship is significant. It can be observed within economic development in the distinguishing way. In the recent years has been existed the quick socio-economic development of Poland. It was connected with increasing level of diversification within development between territorial units.

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Retrospective Approach to Scientific Researches on “Orphan hood” at Different Periods

Ретроспективный Подход к Научным Исследованиям “Сиротства” на Рвзличных Периодах

Elyor ZAITOV¹

Аннотация

В статье рассматривается становление и развитие сиротства как социального явления в историческом развитии Узбекистана. Подробно изложены исторические основы институционализации детей-сирот и детей, оставшихся без попечения родителей

Ключевые слова: историческое развитие, Авесто, система, сироты и дети оставшие без родительского надзора, институциональное учреждение, религия ислам, социальное сиротство, дома “Меҳрибонлик”, социальная защита.

Abstract

The article considers the formation and development of orphanhood as a social phenomenon in the historical development of Uzbekistan. The historical foundations of institutionalization of orphans and children without parental care are described in detail.

Keywords: historical development, Avesto, system, orphans and children left without parental supervision, institutional institution, Islam religion, social orphanage, Mehribonlik houses, social protection

¹ A Docent of Chair of Social Work, Fakulty of Social Science, National University of Uzbekistan, Tashkent, UZBEKISTAN. Email: e.zaitov@nuu.uz

1. INTRODUCTION

While wars, infectious diseases, famines and natural disasters led to the deaths of most of the population, including parents, in the early stages of historical development, new classifications were added to these factors. Currently, biological parents are one of the traditional factors that lead children to remain orphans, that is, parents refuse to take care of their children or to be officially abandoned by their parents because of their inability to fulfill this obligation. In this sense, the orphanage has become an integral part of human civilization - as a social phenomenon that characterizes the lives of children without parental care.

2. MAIN PART

It is noteworthy that the problem of orphans from ancient times did not leave indifferent people with intelligence, statesmen and scientists. In particular, in Avesto [1], which sets out the socio-economic, spiritual and moral foundations of the way of life of people in Central Asia before the advent of Islam, the daily life of society, including family relations, is strictly regulated. Therefore, our ancient ancestors assumed parental responsibility. Based on strict standards and methods of raising children, they reached the status of a girl - “cadbonu” - a housewife and a son - “cadhudo” - the head of the family when they came of age [2]. When dealing with orphans, poor and widows, any form of injustice is strongly condemned with a clear understanding of the difference between good and evil. In particular, damage to their property is strictly prohibited [3].

With the advent of Islam, caring for the needy and needy, especially orphans, is one of the central problems of the Islamic faith. In the Holy Qur'an, good deeds, leadership, avoiding delusions, mercy for orphans and compassion are considered as the highest manifestation of humanity and mercy, in the tenth verse in the surah “Niso” it is said: And those who unjustly consume their wealth will be swallowed up and burned in fire”, and on the 22nd it is said: “Return property (orphans who have reached the age of majority), do not exchange the net with nothing. And do not consume orphan property with your property. This is a grave sin! ” Therefore, adherence to the principles of social justice in the Islamic religion is a necessary requirement.

In the sociological views of Khoja Ahmad Yassawi, a representative of the Eastern Renaissance of the 9th-12th centuries, a stranger and orphans were mentioned in his societies, and the need to protect the interests of these groups was emphasized in his teachings [4]. In the end, some of the ideas of mysticism were, in a sense, progressive in their time and sought to protect the rights of socially vulnerable groups.

Ensuring the interests of children without parental care is one of the priorities of state social policy during the reign of Amir Temur and his descendants. According to the builder, the state should protect the interests of all social groups in the country. This should be strictly followed by advice, advice, rules and justice [5]. For this reason, Amir Temur has always cared for the poor, needy and orphaned. Particular attention was paid to the families of those killed in the war, especially orphans. Even the people of conquered countries do not remain aloof from this. Amir Temur told his officials: “I also ordered the dead to transfer their property to their heirs. If he does not have an heir, let him spend it on good deeds” [6].

In the mahalla, which is based on the collective lifestyle of people living in the Central Asian region, prominent community members and elders tried to prevent discrimination against orphans. Amin and a

mosque assistant took a list of orphans and disabled people in the neighborhood and handed out money, clothes and food during Eid. Sheep and sheep are distributed among low-income families, orphans and the poor. Their weddings, funerals and other events are traditionally held with the participation of relatives and close neighbors [7]. This mahalla tradition has been preserved not only in historical times, but also today.

It should be noted that in recent years in Turkestan many children could not satisfy the basic needs of their children in patriarchal families. As a result, such children were seen as labor in the household and assigned to wealthy households as servants and servants.

As a factor of orphans in the former Soviet Union, three devastating wars such as World War I, Civil War and World War II, as well as repressions of the 30s and 40s of the 20th century and the overthrow of the former totalitarian regime. On the one hand, these wars undermined the sociocultural values of the traditional way of life, and on the other hand, parents who worked front and back could not raise their children, which brought them to state orphanages on vacation. As a result, a new form of the orphanage was formed - a social shelter, that is, a layer of children who were transferred to the institution while their parents were still alive.

It is worth noting that in the context of the former totalitarian system, community-based education was considered a priority, and it was found that the family environment, warm relations between parents and children do not affect the formation of the child's personality. This is the result of the content approach, first of all, an orphan, and the parents of children in institutions of a boarding type vasiyligisiz, and secondly, that the family is in a state of crisis in social exclusion. It is preferable to place children in residential institutions, rather than prevent family instability and support for their disability. As a result, there was an increase in the number of orphanages, special orphanages (orphanages) in Uzbekistan and an increase in the number of orphanages.

In the Republic of Uzbekistan, orphans and children left without parental or legal guardianship are accommodated in orphanages and boarding schools. During the years of independence, the Ministry of Education began to call the orphanages "Mehribonlik Ulari" ("Mercy Houses") [8].).

3. CONCLUSION

In our country, denies without parental supervision and orphans are brought up in 21 mehribonlik houses, 13 orphanages, 2 children's towns, 3 SOS orphanages, 1 family orphanage and 6 Muruvvat boarding houses [9]. Although the activities of the Mehribonlik house are aimed at the full development of the school curriculum, the formation and consolidation of labor skills, physical development and improvement of moral and aesthetic education, most children brought up in the institution are more likely to recognize their personality and environment, vital skills and valuable goals that form the basis of the worldview remain undeveloped.

Therefore, as objective and subjective problems that impede the independent life of graduates of institutional institutions, we can mention the following:

First, from the very beginning, failures in the system of targeted measures for the full integration of orphans and children left without parental care in the institution;

Secondly, insufficient coordination of the system of work with graduates at the stage of post-institutional adaptation;

Thirdly, the organizational basis of the initial system of institutional tracking of graduates has not been developed, and the technology is not perfect.

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Whether and Why Can We Think About (Scientific) Media Management in A Humanistic Way? Research Example

MA, Anna TELER¹

INTRODUCTION

What this presentation will be about?

Let me take a few minutes and show you a bit about media management methodology. The starting point for these thoughts and reflections is my doctoral thesis. So please be informed that this presentation will be also a short insight into my doctorate, but not only. Also it will be insight into media management methodology and discussion which scientific point of view is appropriate or/and used.

Why this topic is important?

My presentation's title is: Whether and why can we think about media management in a humanistic way?

I raise this topic, put this question, because this is not so obvious!

Structure of a presentation

1. Media management as a science discipline: historical and nowadays outline
2. Economics methodology and its hegemony
3. Are humanities entitled to media management research and analysis?
4. Why does media management need a humanistic perspective?
5. The humanistic research example in media management
6. Conclusions

¹ The Pontifical University of John Paul II in Krakow, POLAND

Literature review and theoretical part of scientific Media Management

- The achievements of media economics as well as media studies, political economy or social communication and journalism; inspirations from sociology, political science, literary studies and international relations.
- The wealth of crossing disciplinary barriers and overcoming restrictions imposed by navigating only one scientific discipline.
- A valuable part of the study are American research (since the 1980s) of researchers such as John M. Lavine and Daniel B. Wackman, Douglas Ferguson, Alan B. Albarran, Robert G. Piccard, Sylvia Chan-Olmest and Michael Writh. There is also a thriving research center at Jönköping University in Sweden with Lucy Küng.
- Polish main researchers include Bogusław Nierenberg, Tadeusz Kowalski and Bohdan Jung.

1- Media management as a science discipline

Young and hybrid science discipline (researchers discussion):

There is no unanimity or agreement among researchers, whether management (and media management) is rather practice or theory. See: Henry Mintzberg or John Hendry

Various methodology (researchers discussion): humanities vs economics science? The research perspective is not obvious and uniform, since “humanities and management were until recently almost two separate worlds and it must be stated that the accompanying distrust concerned both sides” (K. Barańska, On the relations of humanities and management: misalliance or happy relationship?, Problemy Zarządzania 11/4, 2013, p. 34, own translation from Polish)

A historical and nowadays outline

The management appeared as in the context of scientific orientation at the turn of the 19th and 20th centuries and functioning within the framework of the classical school, it developed in two directions of scientific: management and administration. The beginnings of this discipline are associated with names such as: Henri Fayol, Karl Weber, Frederick W. Taylor, Henry Gantt, Karol Adamiecki and others. Frederick W. Taylor is considered the author of the concept of management understood in a scientific context.

Methodology in Scientific Media Management

*Quantitative research methods*²

Examples

Questionnaires, Records, quantitative content analysis, Statistics, Charts, Diagrams etc

When it useful:

“The goal is to collect numerical data from a group of people, then generalize those results to a larger group of people to explain a phenomenon”.

The limitations

“Does not explore the “why” and “how” behind a phenomenon”.

*Qualitative research methods*³

Examples

Content analysis, narrative analysis, discourse analysis, grounded theory, conversational analysis

When it useful:

Identify or create new ideas, concepts. Agreement or discussion with others researchers to explore subject. Does explore the “why” and “how” behind a phenomenon.

The limitations

These studies are subject to discussion and may be subjective

2 Source: Manu Bhatia, A Complete Guide to Quantitative Research Methods, <https://humansofdata.atlan.com/2018/06/quantitative-research-methods> (access: 15.05.2020)

3 See: Manu Bhatia, Your Guide to Qualitative and Quantitative Data Analysis Methods, https://humansofdata.atlan.com/2018/09/qualitative-quantitative-data-analysis-methods/#Analyzing_Qualitative_Data (access: 15.05.2020)

Never-ending story dilemma in media industry

2 - Economics methodology and its hegemony in scientific (media) management

Popularity of the economics perspective

Hegemony of the economic perspective, and even intellectual tyranny (See. John Hendry, Educating Managers for Post-bureaucracy: The Role of the Humanities, Management Learning 37(3), September 2006), pushed the humanistic approach to management somewhat to the point that the humanities: “today takes this dominant way of thinking - both in science and in the common thinking about organization and management - a weaker position” (Grażyna Praweńska-Skrzypek, Marta Lenartowicz, The Organization and Management Research in the Humanities, Problemy Zarządzania 11/4, 2013, p. 51, own translation from Polish).

Who is doing their math homework... and why everybody?

The popularity of behavioral economics, which notices the presence and behavior of people in the organization, is an increasingly important subject of research in the mainstream of economic research and at the same time: pushes aside purely humanistic reflection.

The temptation of an economic scientific perspective

Economics as a scientific discipline seeks and claims to be recognized as self-sufficient in explaining economic and management phenomena in an organization

3 - Are humanities entitled to media management research and analysis?

The universality of questioning humanistic research and typical allegations

The lack of a clear identity of management sciences and the lack of universally accepted methodological foundations of this scientific discipline is a source of many ambiguities and misunderstandings.

See Jan Lichtarski, Practical dimension of management sciences, PWE, Warsaw 2015, pp. 40-41.

Are humanities entitled to research and analyzes in science?

“By its inherent interdisciplinarity and non-paradigmatic nature, it is the humanities that are proving to provide the most mature pattern of developing science through the dialogue of different cognitive perspectives and working methods” (Grażyna Praweńska-Skrzypek, Marta Lenartowicz, The Organization and Management Research in the Humanities, Problemy Zarządzania 11/4, 2013, p. 55, own translation from Polish).

Humanists study what economists don't care about

By offers and poses valuable research questions, including by researching and analyzing: human life in its social dimension, a relationships of people and in relationships with the outside world, sensemaking, and purpose of acting.

4 - Why does (scientific) media management need a humanistic perspective?

Whether and why humanistic perspective is so crucial?

Humanities research focuses on "how participation in organizational life shapes a person's identity, and how this identity manifests itself in the way people create, manage, and participate in organizations" (Grażyna Praweńska-Skrzypek, Marta Lenartowicz, The Organization and Management Research in the Humanities, Problemy Zarządzania 11/4, 2013, s. 51, own translation from Polish).

Management, being a process and constant change, demands the restoration of the right place for the humanities in scientific reflection and research. Humanistic thought using criteria and qualitative description proves that “changes in the environment affect the functioning of the organization, and the actions of the organization cause, on the principle of feedback, changes in the environment in which it operates. Management is changing the world and the content of this statement is probably the most important luggage necessary for those who undertake management” (K. Barańska, On the relations of humanities and management: misalliance or happy relationship?, Problemy Zarządzania 11/4, 2013, p. 36, own translation from Polish)

ANALYSES

The research example:

Author's doctoral thesis (methodology, question and problem).

In my doctoral thesis I will use scientific, in-depth expert interview as a qualitative research methods and conversational analysis. This is very humanistic perspective: to asking people about people.

With minimum 10 managers of high-level management from Krakow media organisations (like radio, television, publishing house, internet medium, newspaper).

...AND RESULTS

The research hypothesis put forward relates to the approach to employees implemented at the management level, however, it requires verification.

CONCLUSIONS:

Yes, we can think about (scientific) media management in a humanistic way. And thanks to this, the scientific media management can be a valuable polyphony, rather than just a one-dimensional perspective only on what is measurable and computable.

Трудоустройство Иностранцев На Польском Рынке Труда В 2008-2019 Гг.

Mgr. Julita AUGUSTYŃCZYK¹

Введение:

Правовые аспекты трудоустройства иностранцев на польском рынке труда:

- правовые акты, регулирующие трудоустройство иностранцев в Польше,
- формы трудоустройства иностранцев в Польше.

Объём занятости иностранцев на польском рынке труда:

- динамика занятости иностранцев в Польше,
- иностранцы, работающие в Польше, по странам происхождения.

¹ докторант, Факультет Экономики и Финансов Университета в Белостоке,
ассистент кафедры оперативного управления в Институте Управления Университета в Белостоке,

контакт: julita.augustynczyk@gmail.com

рис. 1 Иностранцы постоянно живущий в Польше по данным Национальной переписи 2011 года.

Источник: Собственная разработка на основе данных Главного Статистического Управления, <https://bdl.stat.gov.pl/BDL/dane/podgrup/teryt>, [Дата доступа: 15.05.2020г.]

рис. 2 Количество разрешений на работу, выданных иностранцам в Польше после 2008 года.

Источник: Собственная разработка на основе данных Министерства труда и социальной политики, <https://www.mpips.gov.pl/analizy-i-raporty> [Дата доступа: 15.05.2020г.]

Структура занятости иностранцев на польском рынке труда:

- трудоустройство иностранцев в Польше по профессии,
- трудоустройство иностранцев в Польше по воеводствам.

рис. 3 Иностранцы, работающие в Польше по группам профессий².

	2008	2012	2015	2019
менеджеры, консультанты, эксперты	27,32%	8,31%	5,46%	3,14%
квалифицированные работники	34,51%	33,25%	43,41%	67,99%
простые работники	13,46%	14,64%	22,86%	27,00%
ИТ-специалисты	1,97%	0,62%	2,40%	1,45%
адвокаты	0,29%	0,02%	0,03%	0,00%
художественные профессии	1,23%	0,35%	0,36%	0,09%
медицинские профессии	0,85%	0,47%	0,91%	0,21%
преподавательские профессии	2,21%	0,46%	0,65%	0,12%
делегированные работники	2,21%	x	x	x
Всего	100,00%	100,00%	100,00%	100,00%

² Пояснения: x - нет данных

Источник: Собственная разработка на основе данных Министерства труда и социальной политики, <https://www.mpips.gov.pl/analizy-i-raporty> [Дата доступа: 15.05.2020г.]

рис. 4 Иностранцы, работающие в Польше по воеводствам³.

	2008	2012	2015	2019
POLSKA	18022	39144	65786	444738
DOLNOŚLĄSKIE	1139	1961	3388	23907
KUJAWSKO-POMORSKIE	367	621	3347	37976
LUBELSKIE	381	1059	1615	12981
LUBUSKIE	1102	1182	2666	16395
ŁÓDZKIE	846	1016	1305	41993
MAŁOPOLSKIE	838	1976	6291	37389
MAZOWIECKIE	7760	22554	32502	86348
OPOLSKIE	977	782	1218	11578
PODKARPACKIE	348	497	936	8551
PODLASKIE	287	303	643	9796
POMORSKIE	1067	1925	4133	30409
ŚLĄSKIE	813	1525	2003	39077
ŚWIĘTOKRZYSKIE	182	392	603	6166
WARMIŃSKO-MAZURSKIE	195	317	506	10504
WIELKOPOLSKIE	1157	2182	3608	49069
ZACHODNIOPOMORSKIE	563	852	1022	22599

³ Пояснения: х - нет данных

Источник: Собственная разработка на основе данных Министерства труда и социальной политики, <https://www.mpips.gov.pl/analizy-i-raporty> [Дата доступа: 15.05.2020г.]

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Mirtchanov M. (red.), Zatrudnianie Polaków za granicą i obcokrajowców w Polsce, C.H. Beck, Warszawa, 2006.

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правовые акты:

- Закон от 20 апреля 2004 года о развитии занятости в учреждениях рынка труда.

- Распоряжение Министра Труда и Общественной Политики от 07 декабря 2017 года по вопросу выдачи разрешения на работу иностранцев и внесении в реестр деклараций декларации о поручении выполнения работы иностранцу.

- Распоряжение Министра Труда и Общественной Политики от 29 января 2009 года по вопросу об определении случаев, когда разрешение на работу иностранца выдается независимо от конкретных условий выдачи разрешений на работу иностранцев.

- Распоряжение Министра Труда и Социальной Политики от 29 апреля 2015 года в отношении к случаям, в которых принятие на работу иностранца на территории Республики Польша допускается без необходимости получения разрешения на работу.

Статистические данные:

- Иностранцы работающие в Польше, статистика, MRPiPS, <https://www.mpips.gov.pl/analizy-i-raporty> .

- Иностранцы, постоянно проживающие в Польше, GUS, <https://bdl.stat.gov.pl/BDL/dane/podgrup/teryt> .

Методология:

Анализ доступной литературы, законодательных актов и статистических данных Министерства семьи, труда и социальной политики.

Анализы и результаты:

- преимущества трудоустройства иностранцев в Польше,
- барьеры трудоустройства иностранцев в Польше.

Determinants of searching foreign markets - key factors in choosing the direction of foreign expansion of enterprises

mgr Izabela SAROSIEK¹

INTRODUCTION

The paper presents processes and stages of internationalization of business activity, in which the sequential model dominated, consisting in gradual entering foreign markets.

The concept of business strategy outside the home country is a set of possible ways of expansion along with the classification of factors determining the selection of the appropriate form.

The work was completed with the analysis of motives and threats resulting from internationalization.

METHODOLOGY

The article is of theoretical nature. This study uses research methods to analyse the literature on the subject in entrepreneurship, business law, and micro and macroeconomics related to foreign trade.

The processes of internationalization

- ❖ Evolutionary model
- ❖ Evolutionary model – criticism
- ❖ Network Model

¹ PhD Student, University of Białystok, POLAND E-mail: sarosiekizabela@gmail.com

Strategies for entering foreign markets

- ❖ Export
- ❖ Contractual
- ❖ With full commitment
- ❖ Phase model of internationalization

Determinants of expansion and risk management in foreign trade

- ❖ Motives for internationalization
- ❖ Factors for choosing foreign markets,
- ❖ Export risk

ANALYSES and RESULTS

It seems impossible to start foreign expansion without taking into account the entry strategy, motives and threats. In the considerations, an attempt was made to analyze processes and strategies that allowed to distinguish internationalization methods by the level of enterprise involvement.

A complement was the classification of motives and the risk of internationalization, which showed the main reasons for the internationalization of the business and the risks arising from them.

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Directions of changes in non-profit organizations in the event of a threat to social security - research report

Mgr. Inż. Oskar GÓRECKI

INTRODUCTION

Legal foundations of non-profit organizations

The existence and functioning of non-governmental organizations in the Polish legal system has been guaranteed in the Constitution (Journal of Laws of 1997, No. 78, item 483).

The legal act regulating the functioning of the foundation in Poland will primarily be the Act of 6 April 1984 on foundations.

Another popular form of non-governmental organization is an association regulated by the Act of 7 April 1989 Law on Associations

Foundation

The foundation may be established to implement socially or economically useful purposes (health protection, economic development or social care and assistance)

The founders may be natural persons irrespective of their place of residence or citizenship, or legal persons having their registered office in Poland.

The founders may be natural persons irrespective of their place of residence or citizenship, or legal persons having their registered office in Poland.

The legislator provided for the possibility of organizing voting by the foundation authorities via electronic means of communication in the event of an epidemic emergency or epidemic condition

The Foundation is subject to entry in the National Court Register and then acquires legal personality.

Associations

Associations allow citizens to exercise their right of association guaranteed to them in the Constitution. Associations may speak in public and represent the collective interests of their members vis-à-vis public authorities

The association defines its goals, action programs and organizational structures, and also adopts internal acts regarding its activities

The association can be created by Polish citizens who have full legal capacity and are not deprived of public rights. Persons aged 16-18 may belong to associations and exercise active and passive voting rights

The Association is subject to entry in the National Court Register and then acquires legal personality - then it can also start operating.

The association may establish at least seven people, for this purpose a statute should be created and authorities chosen

Public Benefit and Volunteer Work

The importance of NGOs has increased significantly due to the adoption of the Act of 24 April 2003 about Public Benefit and Volunteer Work (Journal of Laws No. 96, item 873), which refers directly to foundations and associations. This act regulates the principles of conducting public benefit activities, obtaining the status of such an organization, its functioning and exercising supervision over such entities. This Act also defines public benefit activities as socially useful activities provided by specific entities in the sphere of public tasks, which includes tasks in the indicated areas.

Mission in Non-profit organizations managing

Dominant view that the management of this type of organization is no different from the management of an ordinary enterprise

The key issue in the strategic planning process will be its mission, and the lack of its clear definition may introduce chaos - its proper attitude allows the organization to develop in the assumed direction

Properly formulated mission attracts financial and human resources, mobilizes and motivates to act

Literature postulates the need for management professionalization, which results from the expectations of founders and donors who care about the effectiveness of projects they co-finance (other reasons- higher requirements for non-profit organizations as beneficiaries of public funds, administrative pressure in reporting)

Social security threat situation

- The epidemic as a sudden threat threatened various spheres of economic life and led to a temporary decline in economic activity
- Due to the epidemic, the stable development process collapsed, and the situation necessitated violent measures
- The temporary limitation of many types of economic activity, which are often the main and only source of income for citizens, has led not only to a crisis in the economy, but also to psychological crises
- Fear for one's own life and the lives of loved ones, as well as the situation of isolation may be conducive to the appearance of symptoms of psychological or health disorders in society more than before.

Non-profit organizations- online psychological help

counseling for people who, due to the current state of the epidemic, need the support of a psychologist or psychotherapist

in the form of video-conversations, by phone or in the form of a text - consist of an exchange of messages with a specialist

non-profit organizations could provide such assistance to persons who are not able to pay the cost of a traditional visit to a psychologist free of charge, or for a small fee for the statutory purposes of the organization

Non-profit organizations- legal assistance

Non-governmental organizations may also provide free legal assistance in personal contact (Hejbudzki, 2017), but currently, due to the need to limit contacts, such assistance could be implemented on-line.

Due to the emergence of new regulations aimed at supporting entrepreneurs in the current epidemic situation and information noise related to this - Many people are not able to find themselves in a large number of new regulations.

(Non-profit organizations could also provide online tax consultant or accounting assistance. It should be mentioned that some banks in Poland successfully provide such online services)

Non-profit organizations- legal assistance to elderly

Older people should not leave their homes because of the high risk of COVID-19 infection in their age.

Making purchases and delivering them to the address indicated.

It should be noted that before the outbreak of the epidemic, older people could also seek support in their daily existence in the non-profit sector

Support programs for non-governmental organizations in the event of an epidemic crisis in Poland

Research questions

What are the development directions of non-profit organizations in the event of a threat to social security?

What types of nonprofit activities are most in demand?

What changes in the business of non-profit organizations are noticed in connection with the epidemic crisis?

What are the benefits and losses for nonprofit organizations associated with social security threats?

Hypotheses

H1 - it can be assumed that the directions of development of non-profit organizations in the event of a threat to social security will be psychological and legal support as well as economic and professional counseling;

H2- the greatest demand, in the event of a threat to social security, will be for activities implemented remotely using online platforms;

H3- changes in the scope of operations of non-profit organizations relate to the limitation of direct actions and the development of remote actions;

H4 - benefits and losses incurred by non-profit organizations depend on the flexibility of the organization's structures, its rapid response to changes and conducting research on social needs.

Research

The aim of the research was to describe the directions of titles of non-profit organizations in the event of a threat to social security caused by the epidemic. In the research, on the one hand, the diagnostic survey method was used, which allows the study of opinions and social attitudes. The technique was a survey, and the research tool was a survey questionnaire. The questionnaire was sent electronically.

The study group were students of the College of Management and Entrepreneurship in Wałbrzych, students of the Karkonosze State University in Jelenia Góra, students of the Wrocław University of Economics. In total 135 people took part in the research. The survey contained 9 questions, of which 2 were open and 7 closed. On the other hand, a method of analyzing statistics, documents and available studies on meeting security needs by non-governmental organizations was used.

RESEARCH RESULTS

Most respondents declare that (68.1%) know non-profit organizations operating in the local environment. Only 31.9% of respondents declare that they do not know any such organizations.

Similar research was conducted in 2017 - it can be stated that knowledge about non-profit organizations is increasing.

How do you understand the non-profit organization term?

"non-profit-making"	"Aim at the good without looking at profits",	"obtain the necessary financial resources from various public budgets: state, regional, local",
they are organizations that "conducting their activities focuses on supporting private or public good"	"Most often they are voluntary, permanent and self-governing associations with non-profit purposes. "	"They focus on charity, for the benefit of some groups and do not count on profits, they serve the general good."

Research Results

Research results

The largest percentage of respondents (66.7%) believe that if a non-profit organization in the local community would offer legal or tax advice, they would benefit from this offer.

1% of respondents are of the opinion that the use of non-profit organizations would depend on current needs.

The majority of respondents - as much as 76.3% - believe that if an organization offered psychological or vocational counseling, it would meet their current needs.

In addition, as many as 77.8% of respondents were in favor of using pedagogical counseling. At the same time, the respondents claim that the most optimal form of implementation of the above forms of assistance would be on line platforms. Where they could talk to selected specialists without exposing themselves to the external environment. According to the respondents, such solutions would particularly help people at risk for whom infection with COVID -19 would result in serious health consequences.

As for the preferences regarding contacts with an NGO, it is worth noting that the majority of respondents declare that they would choose online contact. This was stated by 43% of respondents, 28.9% of respondents would hesitate to make a decision regarding the form of contact, and 28.1% of respondents would prefer personal contact.

Commenting on whether non-governmental organizations are needed in situations of a threat to social security, the vast majority of 88.9% believe that they play a socially important role. Only 3.7% believe that such organizations are not needed.

On the other hand, it seems interesting that a fairly large group of respondents - 49.6% - do not know what local non-profit organizations do. 35.6% of respondents declare this knowledge. Respondents point to three areas attributable to non-governmental organizations.

Organizations - according to the respondents - deal with care, education and therapeutic activities, secondly training and consulting activities, and thirdly - control activities, manifested, inter alia, in the so-called. "Looking power at your hands."

Most of the respondents (77.8%) believe that NGOs are a perfect complement to the state's activity, wherever its help does not reach or is still too small.

CONCLUSION

It was confirmed that the directions of changes in non-profit organizations in the event of a threat to social security concern the increased demand for psychological and legal support as well as economic and professional counseling. It seems that the increased demand for professional and economic counseling is associated with changes in the labor market. This is confirmed by research.

It was confirmed that the greatest demand, in the event of a threat to social security, would be for activities implemented remotely using online platforms. Statements of the respondents show that there is a visible trend regarding the reduction of direct actions and the development of remote actions.

As for the benefits and losses for non-profit organizations, they are related to new social needs, they include, among others: providing psychological help to people who are unable to cope on their own (61.4%), sewing protective masks (17 %) and assistance in shopping for the elderly (15.5%). Organizations that respond to emerging needs and adapt their activities to social needs can broaden the spectrum of their impacts, gain experience in crisis situations and accumulate a range of good practices in situations of threat to social security.

Research results

Statements of the respondents show that there is a visible trend regarding the reduction of direct actions and the development of remote actions. This trend corresponds to the recommendations for contacts in the event of an epidemic, according to the website <https://blog.assecobs.pl/> along with the progression of the epidemic, measures to suppress the transmission of the virus are tightened. They rely heavily on significantly reducing direct contact between people.

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Взаимоотношения Между Эмиром Бухары и Османским Турецким Султанатом Во Второй Половине XIX Века - Начале XX Века

The Relationship between the Emirate of Bukhara and the Ottoman Turkish Sultanate in the Second Half of the XIX Century - The Beginning of the XX Century

Buhara Emirliği ile XIX Yüzyilin İkinci Yarisinda - XX Yüzyilin Başlarında Osmanlı Türk Sultanlığı Arasındaki İlişki

АМОНОВА Феруза Саъдуллаевна¹

Аннотация. Социальные, политические, экономические и культурные отношения между Среднеазиатскими ханствами и Османской империей имеют давнюю историю. Они всегда поддерживали взаимоотношения, укрепляли свои исторические связи. Во второй половине XIX века между Бухарским эмиратом и Османским государством имели место обширные дипломатические и социально-культурные связи. На этом этапе взаимоотношений Бухарские лидеры пытались заручиться дипломатической помощью Османской администрации, использовать ее авторитет для упрочения собственной власти и практического решения определенных стратегических задач. Используя даже поздравительные письма султана, бухарцы пытались оказать моральное давление на своих политических противников.

¹ докторант, Ташкентского химико-технологического института, кафедра “Общественные и политические науки”, Ташкент, УЗБЕКИСТАН.

Tashkent Chemical-Technological Institute, doctor of philosophy in history PhD, department of Social and Political sciences, Tashkent, UZBEKISTAN E-mail: feruza_amonova88@mail.ru

Особую роль здесь играли паломники из Бухары, которые основали в Стамбуле значительную по численности Центрально-азиатскую диаспору. Именно выходцы из Бухарского эмирата играли роль советников при дворе Османских султанов, когда речь заходила об оказании помощи тому или иному эмирату. Поэтому бухарцы, в частности - шейхи суфийских обителей, пользовавшиеся значительным авторитетом, оказывали влияние на принятие решений о предоставлении помощи, отправке поздравлений, даров и рекомендаций относительно внешней политики. выходцы из Бухары сыграли свою роль в установлении взаимоотношений Османской империи и Бухарского эмирата.

Среднеазиатский ханства были самым могущественным исламским государством того времени и халифом мусульман-суннитов, особенно политических, военных, религиозных, промышленных и других из Османской империи они просили помощи в делах. Первоначально Османская империя поддерживала политические требования узбекских ханств, но проявляла осторожность, опасаясь, что мусульманская община пострадает, оказав влияние на борьбу Туркестанских ханств друг с другом в последующие периоды, и что они нарушат мир с Россией в будущем. Османская империя пыталась выполнить другие требования в военной, религиозной и промышленной областях, но она не смогла полностью понять это из-за расстояния между среднеазиатской ханствами и проблемами во внешней политике.

Одним из важнейших источников исследования являются архивные документы, которые взяты из материалов фонда, найденных в национальном архиве Узбекистана. Документы об общественно-политических и культурно-просветительских отношениях сторон в конце XIX в начале XX века найдены в национальном архиве Узбекистана и под следующими номерами как I-1, I-2, I-3, I-17, I-18, они зарегистрированы в документах фонда. В своем исследовании Л.М. Эпифанова изучила письмо Амира Музаффара султану Османской империи Абдулазизу (1861-1876), которое пролило свет на историю политических отношений между Бухарским эмиратом и Османской империей в конце XIX века. В статье Р. Джалиловой появилась новая информация о культурных связях между центрально-азиатскими ханствами и Османской империей.

Ключевые слова: Великий Шелковый Путь, Центральной Азии, соглашение, политика, шелк.

Abstract: Social, political, economic and cultural relations between the Central Asian khanates and the Ottoman Empire have a long history. Their mutual contact with each other has always reinforced their historical relationship. In the second half of the 19th century, extensive diplomatic and socio-cultural ties took place between the Bukhara emirate and the Ottoman state. At this stage of the relationship, the Bukhara leaders tried to enlist the diplomatic help of the Ottoman administration, to use its authority to strengthen their own power and practical solution of certain strategic tasks. Using even the congratulatory letters of the sultan, the Bukhara tried to exert moral pressure on their political opponents.

A special role was played by pilgrims from Bukhara, who founded in Istanbul a significant Central Asian diaspora. It was the immigrants from the Bukhara emirate who played the role of advisers at the

court of the Ottoman sultans, when it came to helping one or another emirate. Therefore, the Bukhara people, in particular, the sheikhs of sufi monasteries, who enjoyed considerable authority, influenced the decision-making on the provision of assistance, sending congratulations, gifts and recommendations regarding foreign policy. Immigrants from Bukhara played a role in establishing relations between the Ottoman Empire and the Bukhara emirate.

The Uzbek khanates were the most powerful islamic state of the time and the caliph of the sunni muslims, especially the political, military, religious, industrial and others from the Ottoman empire. They asked for help in matters. The Ottoman empire initially supported the political demands of the uzbek khanates, but in the following periods, it was cautious with the fear that the muslim community was damaged by influencing the struggles of the Turkestan khanates, and that it would disturb the peace with Russia in the future.

The documents about socio-political and culture-educational relationships of the sides at the end of the 19th century and at the beginning of the 20th century are founds in national archive of Uzbekistan and under the following numbers as I-1, I-2, I-3, I-17, I-18, I-19, they are registered in fond's documents. In her research L.M.Epifanova studied Ameer Muzaffar's letter to Ottoman empire's sultan Abdulaziz (1861-1876) which shaded light on the history of political relationships between Bukhara emirate and Ottoman empire at the end of the 19th century. There is new info on the cultural relationships held between Central Asian khanates with Ottoman empire in R. Jalilova's article.

Keywords: The Great Silk Road, Central Asia, agreement, politics, silk.

Özet: Orta Asya hanlıkları, dönemin en güçlü islam devleti ve sünni müslümanların halifesi olması dolayısıyla Osmanlı devleti'nden başta siyasi olmak üzere askerî, dinî, sınaî ve diğerleri. Konularda yardım istemişlerdir. Osmanlı devleti, Özbek hanlıklarının siyasi isteklerine başlarda destek olmuş ancak ilerleyen dönemlerde Türkistan hanlıklarının birbirleriyle olan mücadelelerine etki ederek müslüman cemaatin zarar görmesi dolayısıyla, daha da ileriki dönemlerde ise Rusya ile aralarındaki barışı bozacağı endişesi ile ihtiyatlı yaklaşmıştır. Osmanlı devleti, askerî, dinî, sınaî alanlardaki diğer istekleri yerine getirmeye çalışmış, ancak Özbek hanlıkları ile mesafenin uzaklığı ve dış politikadaki sıkıntılar sebebiyle bunu da tam anlamıyla gerçekleştirememiştir.

İstanbul'da önemli bir Orta Asya diasporası kuran Buhara hacıları tarafından özel bir rol oynandı. Bu padişahlardan gelen göçmenler, Osmanlı sultanlarının mahkemesinde danışman rolünü üstlenerek bir ya da daha fazla emire yardım etmeye geldi.

Bu nedenle, özellikle otorite sahibi olan sufi manastırlarının şeyhleri Buhara halkı, yardım sağlama, dış politika ile ilgili tebrikler, hediyeler ve öneriler gönderme kararını etkiledi. Buhara göçmenleri, Osmanlı imparatorluğu ile Buhara emirliği arasında ilişki kurulmasında rol oynamıştır.

Орта Азия ханликлари, заманин эн гўшлў ислам дeвлeти вe сўнни мўслўманларин халифесийди, ўзeлликлe сиياسي, аскeри, дини, eндўстрийeл вe Османлў импaрaторлўғундан дигeрлeри иш хаятнда ярдaм истeдилeр. Бaшлaнгичтa Османлў импaрaторлўғу, Орта Азия ханликлaринин сиياسي тaлeплeрини дeстeклeмиш, аңкaк мўслўман тoплумун ачў чeкeчeғиндeн, Тўркистaн ханликлaринин бирбирлeриылe мўчaдeлeсини дaхa сoнрaки дўнeмлeрдe eткилeчeчeғиндeн вe гeлeчeктe Русия илe бaрışı кирaчaклaриндaн кoркмўштў. Османлў импaрaторлўғу аскeри, дини вe eндўстрийeл aлaнлaрдa дигeр гeрeклilikлeри yеринe гeтирмeчeчeғиндeн, аңкaк Орта Азия ханликлaри aрасиндaки мeсaфe вe диш пoлитикaдaки сoрoнлaр нeдeниылe буну тaм oлaрaк aнлaямaди. Eн ўнeмли aрaştırмa кaынаклaриндaн бири, Ўзбекистaн улсaл aршivлeриндe бoлунан фoн мaлзeмeлeриндeн aлaнaн aршiv бeлгeлeридир. Тaрaфларин сoсиyo-пoлитик вe кўлтўрeл-егитим илїшкeлeри илe илгилe бeлгeлeр Ўзбекистaн улсaл aршivиндe бoлунан вe I-1, I-2, I-3, I-17, I-18 oлaрaк aшaғидaки сaыларин aлтундa бoлунан 19 yўзылн вe 20 yўзылн бaшндa фoнун бeлгeлeринe кaытлїдїрлaр Чaлїшмaсндa L.M. Epifanova, 19 yўзылн сoнундa Бухaрa eмирi илe Османлў импaрaторлўғу aрасиндaки сиياسي илїшкeлeрин тaрихинe ишїк тaнaн султaн Абдўлaзиз'e (1861-1876) би мeктup yздї. R. Dzhaliлова'nın мaкaлeсиндe, Орта Азия ханликлaри илe Османлў импaрaторлўғу aрасиндaки кўлтўрeл бaғлaр хaккндa yени билгилe oртaя чїктї.

Анаhtar кeлимeлeр: Бўйўк Ёпeк Yолу, Орта Азия, aнлaшмa, пoлитикa, ипeк.

В кoнцe XIX и нaчaлe XX вeкoв Бухaрa былa врeмeнeм, кoгдa усиливaлись рeфoрмистскиe движeния и рaспрoстpaнялись идeи джaдидa. В тo врeмя Турция былa мoстoм нaдeжды для бoдрствующeгo Вoстoчнoгo мирa.

Во втoрoй пoлoвинe XIX - нaчaлe XX вeкoв Бухaрскии эмирaт был всeмирнo извeстнoй стрaнoй сo сoиoми шкyрaми кaрaкyлa, шeлкoвыми издeлиями и лeкaрствeннoми рaстeниями, кoтoрыe привлeкaли инoстрaннe влaдeльцы.

На этoй блaгoслoвeннoй зeмлe, гдe дрeвний Шeлкoвыи путь пeрeсeкaет дрeвниe кaрaвaннe пyти, вырoсли бизнeсмeнy и тoргoвцy oни aктивнo yчaствoвaли в выстaвкaх нe тoлькo нa рынкaх Мoсквы, Нoвгoрoдa, Рязaни, Мaкaрeвскa, нo и в тaких знaмeнитых eврoпeйскиx гoрoдaх, кaк Лиoн, Пaриж (Фрaнция), Бeрлин, Лeйпциг (Гeрмaния), Лoндoн (Англия). Бухaрскиe тoргoвцy имeли сoиo сoбствeннe мaгaзинy в Стaмбулe (Турция), извeстнoм кaк Зoлoтoй мoст, и Aлeксaндрии (Египeт), кoтoрый связывaет Aфрикy с eврoпeйским кoнтинeнтoм, a тaкжe сo святыми гoрoдaми Мeккoй и Мeдинoй.

Пoслe тoгo, кaк Бухaрскии эмирaт был кoлoнизирoвaн Рoссийскoй импeриeй, былa пoстрoeнa Кaспийскaя жeлeзнaя дoрoгa, и в стрaнe были сoздaны нeкoтoрыe прoмышлeннe сeктoрa. Сырьe рeгиoнa в oснoвнoм экспoртирyeтся в Рoссию и чaстичнo в зaрyбeжнe стрaны. Нo эти экoнoмичeскиe связи дoлжнy слyжить интeрeсaм Рoссийскoй импeрии.

Сoглaснo yкaзy гeнeрaл-губeрнaтoрa Тyркeстaнa фoн Кaуфмaнa oт 22 aвгyстa и 4 сeнтября 1880 гoдa, импoрт прoмышлeнных тoвaрoв из eврoпeйскиx стрaн, Ирaнa, Индий и Тyрции в Тyрцию был нaпрямyю зaпрeщeн Рoссией (ЦГА РYз, л.66). Зaтeм, кoгдa eмир Бухaры нaхoдился

в Петербурге в 1892 году под давлением министра финансов России Ю. Витте, он был вынужден подписать соглашение о передаче Российской таможенной границы вдоль границ Бухары и Афганистана. Российская таможенная линия была вскоре установлена от Карки до Дарваза (История, 1947:405).

Россия начала экспортировать шелк, произведенный в Туркестане, в Султанат. Шелк был соткан в городе Измире. В 1881 году правительство султана объявило, что качество шелка, ввозимого из Ферганы, Бухары и Самарканда, отличается от ташкентского шелка, и потребовало от правительства России пересмотреть размер таможенной пошлины (ЦГА РУз, л.1-2).

В конце XIX и начале XX веков турецкие граждане увеличили свою деловую активность в Туркестане, открыв малые предприятия, торговые, политические, религиозные и образовательные цели, устроившись на поиски работы и получив российское гражданство. Большинство граждан Турции, проживающих в Туркестане, были турками, армянами и евреями, в основном занимающимися малым бизнесом и торговлей.

Среди них были выдающиеся инвесторы Бухары, такие как караван Мурада Ашурбай, паломник Караматулла и караван Пулатбай. Опытные продавцы хотели, чтобы их дети узнали как можно больше о секретах этой области и стали достойными преемниками в своем бизнесе. Одним из таких крупных торговцев был Караматулла Ходжа и его стальные домохозяйки, которые имели особую карьеру во внутренних и внешних торговых отношениях Бухары.

Сталь Ходжа занималась коммерческой деятельностью и вскоре стала крупным инвестором. Он также путешествовал из Андижана, Маргилана, Кувы, Худжанда, Ош в Ферганскую долину, чтобы развивать торговлю, покупать товары или получать прибыль (Ражабов К, 2011:4). У него были свои магазины в Ош (ныне город Кыргызской Республики).

Сын стального Ходжи Усман Ходжа, который учился в Стамбуле, вернулся в Бухару в начале 1912 года и реорганизовал одну из школ джадидов. Он был одним из активных членов секретной организации “Тарбияи атфал” (основана в 1908 году) и финансово поддерживал школы джадидов (Звезда Востока, 2004:31).

Город Карки играл важную роль в торговых и культурных связях с Афганской и Российской империями. В середине реки Амударья в 1910 году была открыта школа Джадида в Карки. В городе есть русский военный гарнизон, который дает русским купцам право на свободную торговлю. По словам Файзуллы Ходжаева, Усмон Ходжа был лидером по работе с молодежью, возвращающейся из Турции (Ходжаев Ф, 1921).

Информацию о социально-экономической и образовательной сферах Бухарского эмирата можно найти в трудах историка Мирзо Салимбека (Мирза Салимбек, 2009:307). Он написал в своей книге “Тарихи Салими”, что предприниматель из Бухары, мулла Джурабай, получил образование в Стамбуле в конце XIX века. Вернувшись в Бухару, он открыл свою первую школу джадидов в Бухарском эмирате в 1900 году в своем родном селе Вардонзе (Самойлович А, 1922:97-99) “Иттихад и Тараккий” также отправили много представителей в Туркестан. Они оказали всестороннюю поддержку джадидам, которые пытались спасти Туркестан от Российской

империи. Согласно архивным документам, в 1910 году Салих Афанди был отправлен в Бухарский эмират через Петербург (ЦГА РУз, л.1-6).

Российский политический агент в Бухаре написал агент Шульга в докладе от декабря 1911 года, что «арабы, турки и различные шейхи приветствуются учеными Бухары (ЦГА РУз, л.77). Естественно, такие дружеские отношения эмира Бухары с его родственниками и религиозными братьями вызвали недовольство Российских властей, и они боялись подавления Российской империалистической политики в регионе.

Словом, Бухарский эмират занимал особое место и положение среди стран Центральной Азии и даже Востока. Во-первых, эмират и его столица Бухара с древних времен были крупным центром ислама. Именно поэтому он был удостоен звания “Бухорои Шариф” как один из священных городов мира. Во-вторых, Бухарский эмират был самой богатой страной не только в Центральной Азии, но и среди мусульманских стран Востока.

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Digital Technologies in Agriculture: Promblems of Adoption and Solutions

KHOLIKOVA Rukhsora Sanjarovna¹

Abstract

This article reveals the concept and essence of implementation and development of digital technologies in agricultural sphere, considers its impact on the agriculture: to feed a growing population, to meet the demand for quality of food products and services, on improving the efficiency and profitability of agriculture.

Keywords: digitalization, information technology, cluster-network system, agriculture, agro product, digital economy.

Currently, the introduction of the digital economy in the Republic of Uzbekistan is a serious driver of effective growth for the economy. Our country's high intellectual potential, well-developed telecommunications infrastructure, efficiently operating high-tech enterprises form the necessary environment for the introduction and further development of an innovative economy.

In this regard, digital transformation is one of the main trends in the innovative economy. Advanced countries have already developed a number of tools to get away from the trivial methods of doing business and public administration, and are successfully using them in practice. The relevance of the chosen topic is due to the fact that the Republic of Uzbekistan is only embarking on the path of creating the economy of the future, and therefore the term “digital economy” may not be fully understood. The starting point for the development of the digital economy in our republic can be considered the Speech of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev in his message to the Oliy Majlis “... it is necessary to launch a large-scale system program for the development of the economy of a new technological generation, the so-called digital economy” [1].

The easiest way for digital transformation is in the high-tech industries associated with the development and distribution of software. In addition, the financial sector and the service sector are rapidly modernizing. Among industrial enterprises, noticeable progress is seen in the chemical industry,

¹ PhD researcher in Tashkent State University of Economics; UZBEKISTAN. E-mail: rxoligova@bk.ru

mechanical engineering. Almost all industries are inevitably involved in the global digitalization process [2].

The modern economy is post-industrial, and it is often called the new, innovative, economy of knowledge, competencies, network interaction. It should be noted that this series of definitions, on the one hand, has different meanings, and on the other hand, characterizes the same period of economic activity. The combination of two industries - the agro-industrial complex (AIC) and software development (software) - opens up great opportunities for Uzbekistan.

As it is considered, agriculture is not attractive because of the long production cycle, which was exposed to natural risks and large crop losses during cultivation, harvesting and storage, the inability to automate biological processes and the lack of progress in increasing productivity. and innovation. The use of information technology in agriculture was limited to the use of computers and software, mainly for financial management and business tracking. Not so long ago, farmers began to use digital technology to monitor crops, livestock and various elements of the agricultural process.

Technologies developed, and a sharp leap in attention to the segment occurred when technology companies turned their attention to agriculture, which, together with partners, learned to control the full cycle of crop production or livestock production using smart devices that transmit and process the current parameters of each of them, the object and its environment (equipment and sensors that measure the parameters of soil, plants, microclimate, animal characteristics, etc.), as well as unhindered communication channels between them and external partners. By combining objects into a single network, exchanging and managing data based on the Internet of things, increasing computer performance, developing software and cloud platforms, it became possible to automate the maximum number of agricultural processes by creating a virtual (digital) model of the entire production cycle and creating interconnected chain links, as well as with mathematical precision, plan a work schedule, take emergency measures to prevent losses in case of fixed the risks, calculate the possible yield, production costs and profits.

“Goldman Sachs predicts that next-generation technology can increase global agricultural productivity by 70% by 2050.”[3]

Agriculture is on the verge of the Second Green Revolution. Experts estimate that thanks to precision farming technologies based on the Internet of things, a surge in yields of a scale that mankind has not seen even at the time of the advent of tractors, the invention of herbicides and genetically modified seeds.

The world's population is growing. In 30 years, humanity will need 1.7 times more food than it produces now. For this purpose it is necessary to modernize agriculture seriously.

According to UN forecasts, the world population by 2050 will reach 9.8 billion people, to feed it, it is necessary to increase food production by 70% [4].

This means that farmers must change the production processes, make them as efficient as possible. The technologies have evolved, became cheaper and have advanced to such a level that for the first time in the history of the industry it has become possible to obtain data on each agricultural object and its environment, mathematically accurately calculate the algorithm of actions and predict the result.

The industry, which was the farthest from IT, began to receive data. And with them inquiries for vacancies of specialists in the field of Big Data, Data Science, mathematics, analytics, robotics. Digitalization and automation of the maximum number of agricultural processes is included as a conscious need for a development strategy for the largest agro-industrial and engineering companies in the world.

By 2010, there were no more than 20 high-tech agricultural companies in the world, and for the period 2013-2016. Investors have already invested more than 1,300 new technology startups totaling more than \$ 11 billion in 4 years. A new investment segment, AgroTech (Agrotech), was formed, which in 2014 overtook FinTech (Fintech). Moreover, Canada, India, China, and Israel are also notably active [5].

A long value chain of agricultural products and a large number of unresolved problems in the industry that can be solved using IT and automation is one of the main reasons for the investment attractiveness of the industry.

Nowadays elements and modern IT instruments in agriculture are [6]:

- SMT: GPS / Glonass trackers, fuel sensors
- Animal Activity Sensors / Boluses
- Personal Identifiers (RFID Cards, IButton)
- Parallel driving systems
- Precision farming systems
- UAV / Drones
- Smart weather stations
- Weight measuring instruments
- IP cameras
- Smartphones / Tablets
- Animal milking systems
- ERP systems

The concept and essence of the digital technologies in agriculture.

The standard processing schedule (continuous irrigation, fertilizer, and chemicalization) do not take into account local characteristics and natural variability and lead to an ineffective result - over-use of resources or undetected problems. Drought or excess moisture, lack or excess of fertilizer, weeds and insects require immediate intervention. An outbreak of the disease may occur unexpectedly and it is not always easy to determine its cause; with late detection and mistreatment, the disease can destroy part of the crop.

During the season, the farmer has to make more than 40 different decisions: what seeds to plant, when to plant, how to treat them, how to treat a diseased plant, etc., how to cope with situations threatening the well-being of the field. The lack of information for decision making leads to the fact that in the process of planting, growing, caring for crops up to 40% of the crop is lost. During harvesting, storage and transportation another 40% is lost. Moreover, as scientists have revealed, besides the weather, 2/3 of the loss factors can be controlled today using automated control systems (Hi-Tech Management) [5].

The task of IT is to maximize automation of all stages of the production cycle to reduce losses, increase business productivity, and optimize resource management. But even in this case, the result applies only to plants ready for harvesting or animals, but does not guarantee profit, because the crop still needs to be collected, stored, carried out primary processing and transported to the buyer / consumer. Further automation represents a higher level of digital integration, which affects the most complex organizational changes in the business, but their implementation can dramatically affect the profit and competitiveness of products and the company as a whole. Integration of the received data with various intelligent IT applications that process them in real time realizes a revolutionary shift in decision-making for the farmer, providing the results of the analysis of multiple factors and the rationale for subsequent actions. Moreover, the more sensors, sensors and field controllers are connected to a single network and exchange data, the more intelligent the information system becomes and the more useful information it can provide to the user.

According to experts in the Uzbekistan, the general level of automation and informatization of agricultural enterprises is not satisfactorily developed. Even the elementary supply of farms with the simplest information technologies - a computer with access to the global information network "Internet" today is an overwhelming problem for Uzbek farms. Meanwhile, based on statistics, we can observe the following picture of the use of information technology in agriculture around the world (see Table. 1).

Table 1. Farmers using the information technologies (Data for 2018) [7]

Country	Number of farms	Number of farmers using computers		Number of farmers using internet	
		number	%	number	%
Norway	70 000	52 000	74.3	40 000	57.1
Denmark	60 000	48 000	80	30 000	50
Finland	80 000	50 000	62.5	40 000	50
Netherland	100 000	60 000	60	50 000	50
Switzerland	30 000	24 000	80	14 000	46.7
Great Britain	80 000	60 000	75	30 000	37.5
Germany	170 000	75 000	44.1	55 000	32.4
Japan	426 000	144 000	33.8	52 000	12.2
Spain	100 000	45 000	45	10 000	10
France	330 000	110 000	33.3	25 000	7.5
Italy	260 000	80 000	30.8	10 000	3.8
Poland	200 000	100 000	50	5 000	2.5
Czech	175 000	30 000	17.1	4 000	2.3
Russia	275 000	9 000	3.3	3 000	1.1

The table shows that the most intensive use of information technology occurs in the European Union. At the same time, the use of computers for communication with the global Internet rarely exceeds 50%. Many of the farmers work to provide food for themselves and their loved ones, and do not consider it necessary to increase the informatization and automation of their farms. But recently in the sphere of agro-industrial complex huge efforts on introduction of information technologies are made. First of all it concerns programs of optimization of placement of agricultural crops in zonal systems of crop rotation and rations of feeding of animals. Applied computer programs on calculation of doses of fertilizers, regulation of a mode of food of plants in greenhouses, and also on management of technological processes in processing and storage of meat and meat products are developed. There are programs for the complex of land management.

Currently, the Republic of Uzbekistan occupies the 76th place in the world in the development of the digital economy based on the BCG rating. The calculation of the BCG digitalization index is based on the growth dynamics of online spending and user activity. However, like most indices, the BCG digitalization index is a statistical indicator that has a share of conventionality [8].

The agro-industrial complex (AIC) is the most important intersectoral complex. It was created to provide the population with food and is one of the main priorities of the economy. AIC is a complex bioeconomic production system. Its central link is agricultural production, the main resources of which, along with tools and labor resources, are land, climate, weather, which together constitute a bioclimatic potential.

In the world of digital technology, innovative technologies for effective management should be introduced in all spheres of life. New challenges in agriculture: to feed the growing world population, to satisfy the demand for high-quality food products and services are no less acute problems of increasing labor efficiency, profitability of the agricultural enterprise. To conclude:

1. The digital economy has enormous potential for promoting economic development in all areas, as well as in agriculture.
2. The Internet significantly activates the existing markets for goods, services and labor, as well as the principles of the functioning of the agricultural sector.
3. Directions for further research are seen in the development of proposals to address the problems of digital transformation of the agro sector, in the development of a system for ensuring digital economic security.
4. For these purposes, the republic should work on the creation of technology parks, research and production clusters and other innovative projects, the widespread and accessible training of farmers of digital literacy, the introduction of digital technologies, ensuring the coverage of the country's rural area with the Internet with a network of 5G or higher, and the introduction of electronic management in the activities of farms.

All these measures will require huge financial investments from the state, trained specialists to educate employees of farms and the population in the basics of the digital economy. Thus, the Digital Uzbekistan-2030 program is not just another major state project of the country, it is an important aspect of the innovation activity of the Republic of Uzbekistan, the main purpose of which is not only to achieve a high level of development, but also to integrate and interact with developed countries of the world.

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Innovative Methods and Ways to Teach and Learn Foreign Language

Maftuna KUSHBAKOVA¹

RUZIMURODOVA Zarina²

ASLONOV Shahram³

Annotation

Today, foreign language proficiency is an integral part of professional education. Foreigners have a high demand for language skills because of their high level of co-operation with foreigners. Today foreign languages are becoming an important component of vocational education. People will learn this knowledge first, at schools, colleges, lyceums, and then at universities, courses, or in basic learning materials that help them learn a foreign language independently. Today there is a large collection of educational materials for people with different levels of language skills. Success in achieving this goal depends on the skills and skills of the teachers.

INTRODUCTION

The use of information technology and modern teaching methods can help you quickly understand new material. (1, 10). A combination of different methods will be able to solve specific educational programs. In this regard, teachers and students should learn modern methods of teaching foreign languages. As a result, you will develop the skills to choose the most effective ways to achieve your goals. The use of several teaching and learning methods is most effective. Teaching is done in small steps and is based on the learner's existing knowledge system. (2, 235). With each passing day, there is more and more innovation in every field. There are many different styles of language teaching. In English teaching, gradual learning, based on the learner's abilities and level, yields excellent results. In this case, students are divided into groups on the basis of elementary education, mid-level training, advanced level training. For each step, a special program is developed by the teacher. At the initial

¹ Student, UzSWLU, UZBEKISTAN

² Student, SamSIFL, UZBEKISTAN

³ Student, SamSIFL, UZBEKISTAN

stage, pronunciation is very important. According to Harmer, the first requirement for native speakers is pronunciation. At the beginning of the learning process, the teacher should focus on the student's pronunciation. Although grammar and glossary are key, and if the speaker's pronunciation is inaccurate, it is useless. Native speakers can also understand grammatical spelling if they speak the words correctly. (3, 64). Therefore, the emphasis is on pronunciation. The use of a variety of native speakers' audio results in this. The teacher should teach the correct pronunciation of sounds and words during the lesson. Similarly, at the initial stage, great emphasis is placed on oral speech and the development of reading techniques.

MAIN PART

If we look at the foreign language teaching activities, we need to do the following:

- a) Create a learning mechanism;
- b) Oral reading techniques;
- c) Teaching comprehension.

At the beginning of the course, the reading is mainly concentrated in the type of reading. Reading texts are also complicated by the simplest and simplest. However, it should be noted that although the initial work focuses primarily on the development of oral language skills, it does not address the problem of speaking in English. It only takes the preparatory phase to work on verbal speech. In addition, a beautiful and fluent reading of words will enhance the reader's love for learning that language.

In addition, students are required to be familiar with and use the verbs at the initial stage such as The Present indefinite Tense, The Low indefinite Tense, The Future indefinite Tense. Students also use the nouns in the singular and plural, adding the suffix "s" or "es" to the singular form III of the verb in the present uncertain times, and interrogating, rejecting, and commanding forms at the initial stage. during the study period.

In the mid-level English language learning process, the emphasis should be on the use of methods that can enhance your thinking, speech, and initiative in reading more texts. Students are given texts as homework. There are exercises for checking comprehension of the text, which can be expressed as follows:

Answer the question on the text Samarkand:

Why is Samarkand called like this?

Where is the ancient center of the city?

How many population is there?

Question - Answer exercises will help the learner improve his / her speech, improve memory, and repeat results. New words are remembered in the texts. As a result of the question-and-answer, you will be able to repeat those words in the memory and to develop the ability to use them in speech. In addition, the organization of different games in the classroom increases the student's interest in learning languages

and increases the pace of learning. In the "Hot Ball", students will be able to make a circle, swinging each other's words. Participants will not repeat each other's words, repeating or interrupting each other's words. This way the game continues.

In the intermediate level, grammar is taught deeper than in the first phase, and students are given exercises, tests, and tests based on past grammar rules.

Computer and language training programs are also good for beginner and intermediate language learning. Examples include Talk (English speaking practice), Daily English, Learn English (How to speak real English). These programs are organized in such a way as to include reading, listening, listening and test sections.

Another great way to keep your listener in your free time is to record the words you have learned on your phone. In addition, more subtitles in English subtitles and cartoons are also effective ways of teaching language.

High-level independent work plays a special role. The requirements for the lesson at this stage are different from the previous ones. The course will no longer be based on oral language as most of the language material is passively (prescriptive). Reading comprehension is of particular importance. (4, 48). The texts are also large in size, and the language material is complex. Reading, speaking, listening exercises are held regularly. When organizing the lesson, there is a special day for Reading, a separate day for Speaking, a separate day for Listening. Homework assignments are also more complex and complex than the previous stages. In the Speaking lessons, a two-minute talk is followed by a theme. In another way, cards with text themes are distributed to readers. Each student has his or her own comments on the card that they have chosen. The speech requires the use of past combinations, phrases, introductory words, new words and synonyms.

Using homemade material, such as print, periodicals, media, and internet materials, can be used as homework. Readers are interested in texts of interesting research and scientific discoveries.

CONCLUSION

To conclude, modern language teaching is designed to build a more cultured personality, with the ability to analyze and systematize new knowledge. Innovative methods are an integral part of the whole system modernization. Accordingly, teachers can learn from best practices and then integrate them and achieve significant growth in the education system by using them in their work. Many organizations are moving to a new level using multimedia capabilities to send and receive information. The use of computers and other devices determines the success of the entire educational process.

Training should be given sufficient attention to the development of speaking skills and social adaptation. In addition, the success of each lesson depends on the proper organization of the lessons. The lesson should be based on the creative collaboration of the teacher and the student. Only then will the students be able to think freely and develop their will.

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The Main Directions for Mastering a New Language

BOYMURODOVA Nodira Xusniddin qizi¹

Annotation

This article presents about mastering a target language is a basic and common demand in the progressive life and learning subject in different ways which have their own methods, techniques, formulas, directions and tendencies

Keywords: insert new language, learning method, target language, hack way of learning, fluency, electronic dictionary, supplementation

Learning a target language is a basic and common demand in the progressive life. At present it comes evident not only for people whose future job connected with language especially studying second language in the Institutions or in Universities ,but also in encompasses with another branches of occupation. The ways of learning of subject are different. They have their own methods, techniques , formulas ,directions or tendencies and so on. Learning a target language is easier than social or natural branches of sciences. But it should not be reasoning as disregarded. Studying a new language is like entering into the new world. According to the new background, each of countries turn on special ways , requirements , orders and structures which are connected to all sphere , it should be mentioned that it is concerned with language learning. There are a lot of ways of close study of target language in the whole way, that put into practice by learners out of teaches, masters or educators. Undoubtedly, a person can do a large demand of actions if he wants to achieve his goals in life. Tutors give instructions to the learners for mastering a new language, but the main demand depends on your own enthusiasm, on your will for getting knowledge, helping for being patient through studying language widely ; intelligence, aiding to realize formulas and strategies quickly; on interest, which will be continued till the taking possession this sphere and obviously it depends on your own endeavor! It is noted that learners should understand it in their actions. Most of all advice can be done only by them in a daily life, help for learners to understand the main keys of mastering language firmly. What are they ? How learners can use these techniques ?

¹ Student of Samarkand State Institute of Foreign Languages , Samarkand, UZBEKISTAN

For answering to these questions above, let's get acquainted with the following answers as advice which help more than expected.

1. Firstly you should insert new language in your daily life.

Make a bit effort every day. It is not said without a reason that: "Today is your tomorrow". Attempts and efforts that you will do for long time, are not remain without result. Knowledge in a day can be seen not enough for through brains, but after some time it will be clear that you already know many words and can speak common sentences easily.

2. Learning method depends on the individual.

Actually everybody has his own learning style. One may not understand language in completely with another one's strategy. Learners should identify the way and method that help to comprehend works during studying a new language. Practice English every day, if you miss a day, do not get discouraged from that. If listening to music or audio works for improving knowledge do that, instead of exercises according to your planning. If classes help you, do classes, but you must find anything which helps you to learn a second language.

3. Try to speak in a target language.

Try to make an attempt on speaking in a target language. You will adapt on this soon, if you keep it on every day. Not after much time you make clear, that you continue speaking without any difficulty. The more efforts you spend in oral speech, the better it will be.

4. The way of a "secret" or "hack" way of learning a new language.

An hour of conversation (with corrections and a dictionary for reference) is as good as five hours in a classroom and 10 hours with a language course by yourself. Meet with friends or with people that are learn a new language or to make a dialogue you need to interact with native speakers. "Maintaining a language is a matter of dedicating enough time to it," "Make every possible effort to speak the learned language on a daily basis". Of course, for the beginning it will be difficult to speak in a new language, you may think more than normal for completing whole sentence's structure in your mind, then you will speak words in a correct order but can make another mistakes in pronunciation.

5. Continue challenging yourself even after you have reached fluency.

Sign up political or philosophy classes and groups, they also can be found in electronic forms by joining in such groups from the sites of Facebook, Email, British Council .uz and etc. There every day you can read some information, quotes, advises in form of aphorisms, jokes and so on. These groups send you new information and interesting quotes from their tapes, if you consider them as necessary topics and useful phrases to teach not only in life lessons, but also to new language within themselves' superiority.

6. You should start with 100 general words.

Words which used often in your daily life, can firstly be connected with your family, house's equipments and utensils, with clothes, types of food or meals. In meeting of among friends again may be found

abstract nouns such as personality characters and think how it will be in English. At the street you notice that there are a lot of things that you do not know and should learn them one by one. If you collect all words from any field of life, as a result there will be a lot of words which can not be learned by heart in twenty-four hours. Write new words with their translations on small papers (you can find it in any store) and stick them in rooms, especially where you spent much time and like to be most of all. Every day you come across to the stucked words and on purpose or suddenly look to them during another housework, after some times you can realize that you already know these words with the translations.

7. Carry an electronic dictionary app.

Electronic dictionary suited for any time and anywhere. When learner wants to say his ideas and thoughts in English, he can immediately find the translations of new words from it. This makes much convenience. And it has many opportunities which distinguish it from another learning ways, with thrifty time in 3 or 4 seconds for searching new word. It is suitable, because of comfortable form, it is necessary to carry big dictionary books while going to somewhere or to some countries, to the meeting where hold conversation in a new language.

8. Make practice in your mind.

People have conversations in their minds which called monologue. They keep thinking about daily plans or events. Trying to think thoughts and ideas in new language makes easier to adapt on this. In fact, this sort of visualization leads to much easier conversations when actually having them. For instance, you can envision and practice a conversation about a topic you are likely to have. To practice more and more translating monologues into English makes easy to think about new topics in mind without difficulty.

9. Movies, TV shows, newspapers and magazines are a good supplementation.

Movies, TV shows, newspapers and magazines are a good supplementation. Various types of choices on the different topics expand supply of your knowledge and informing on this. All of these supplementations have their own benefits which accustom learners on each categories of getting knowledge. Improving listening skills also connected with watching TV, listening to radio or music in English language. It could be clear even in absence of subtitles, by movements, mimicry and body language. Learners also comprehend the pronunciation. Magazines and newspapers are good choice for the reading and finding the main part of ideas and taking a maintenance from the context.

10. Find a fun from learning new language.

As with anything, if you are going to stick on it, you have to find a way to make it fun. Find people you enjoy talking to. Go to events where you can practice while doing something fun. Do not just sit in a classroom in front of a book. Talk about personal topics which you care about. Find out about the person you are talking to. Make it a personal, life experience, or else you are going to be in for a long, boring process which will likely end up in you forgetting everything you learned.

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Применение цифровой и электронной технологии в педагогической сфере, открывающие широкие возможности для дистанционного образования

Ким Татьяна ВАЛЕРЬЕВНА¹

РАХМАТОВ Хабибулла Зикрулла угли²

Abstract

In this scientific article explored the questions connected with introduction the distant education and digital technology in pedagogical sector. Explored the innovative measures and digital technologies of foreign universities in their educational system. By analyzing innovative and progressive methods of education there are given some suggestions and recommendations to improve and develop of intellectual potential, educational sector and academies in general.

Мақолада педагогик таълимга оид бўлган ва унда қўлланиладиган ахборот-коммуникацион воситалар, масофавий ўқитиш тизими ёритилган. Хорижий университетлар ўз ўқув жараёнларида рақамли ва электрон технологиялар ёрдамида ташкил этган бир қатор ғоялар кўрсатилган ва ўрганилган. Қуйидагиларни таҳлил қилиб педагогик таълимда масофавий ўқитиш тизими бўйича керакли таклиф ва тавсиялар ишлаб чиқилган.

В статье рассматриваются вопросы касательно применения дистанционного обучения и внедрения информационно-коммуникационных технологий в сферу педагогического образования. Рассматривается опыт зарубежных университетов в достижении уровней по внедрению электронных и цифровых технологий в процесс образования. Анализируя современные методы обучения, даны соответствующие рекомендации, которые могут послужить для развития и модернизации сферы дистанционного обучения путём инновационных технологий.

Ключевые слова: указы Президента Р.Уз., дистанционное обучение, цифровая и электронная технология, опыт зарубежных университетов, термины, рекомендации.

¹ Старший преподаватель кафедры «Экономическая теория» Экономического факультета Национального университета Узбекистана имени Мирзо Улугбека, (PhD) по экономическим наукам.

² Студент 2-ого курса направления Экономика (по отраслям и сферам) кафедры Экономической теории Экономического факультета Национального университета Узбекистана имени Мирзо Улугбека

Государственная программа по реализации Стратегии действий по пяти приоритетным направлениям развития Республики Узбекистан на 2017–2021 годы в «Год поддержки активного предпринимательства, инновационных идей и технологий», утвержденный Указом Президента Республики Узбекистан от 22 января 2018 года «Об образовании» Поставлена задача разработки новой редакции законопроекта Республики Узбекистан.³

В ходе разработки законопроекта были изучены законы об образовании более двадцати зарубежных стран как Россия, Южная Корея, Германия, Италия, Англия, США, Франция, Швеция, Дания, Норвегия, Нидерланды, Украина, Беларусь и Казахстан.

Основным направлением в разработке законопроекта было:

- адаптация национальной системы образования к международным стандартам на основе углубленного изучения зарубежного опыта;
- отразить в содержании закона факторы, влияющие на качество образования и его механизмы;
- устранение препятствий на пути повышения качества образования;
- регулирование отношений, прав, обязанностей и ответственности участников образовательного процесса;
- образование для взрослых, инклюзивное образование, государственно-частное партнерство, инвестиции в образование, юридические лица, предоставляющие образовательные услуги независимо от форм собственности, а также ряд других понятий в отдельной статье и т. д.

В целях модернизации педагогической отрасли, подготовки и переподготовки квалифицированных специалистов, учитывая огромный потенциал нашей страны в организации внедрения современных технологий в начальном, средне-специальном и высшем образованиях Президент Республики Узбекистан в Послании Олий Мажлису 24 января 2020г. отметил следующие приоритетные задачи по модернизации сферы педагогического образования:⁴

- ✚ методы обучения и воспитания, информационные и коммуникационные технологии
- ✚ а также подготовка профессиональных преподавателей, обладающих глубокими знаниями иностранных языков, умение использовать современные педагогические технологии в учебном процессе;
- ✚ выявление молодежи с высоким интересом к педагогической профессии и внедрение непрерывной системы целевого обучения и воспитания;
- ✚ совершенствование учебных планов и программ в области педагогического образования в области образования и специальностей на основе передового зарубежного опыта, создание и внедрение инновационных учебно-методических ресурсов;

³ Об утверждении Программы по разработке и внесению в Законодательную палату Олий Мажлиса Республики Узбекистан проектов законов в 2018 году.

⁴ Послание Президента Республики Узбекистан Олий Мажлису 24 января 2020г.

- ✚ повышение качества образования, подготовка конкурентоспособных кадров, эффективная организация научной и инновационной деятельности путем обеспечения интеграции образования, науки и промышленности в отрасли;
- ✚ регулярное изучение потребностей и потребностей учителей, развитие сотрудничества с ними, а также определение и реализация научно обоснованных долгосрочных планов подготовки учителей;
- ✚ внедрение цифровых технологий в высшем педагогическом образовании, создание дополнительных условий для непрерывного развития профессиональных навыков педагогических кадров в результате обеспечения сильной интеграции современных информационно-коммуникационных и образовательных технологий;
- ✚ систематическое развитие высших учебных заведений, которые готовят преподавателей и совершенствуют их управление;
- ✚ совершенствование инфраструктуры педагогического образования, дальнейшее расширение международного сотрудничества в этой области;
- ✚ повышение эффективности процесса формирования современных педагогических кадров с высокой культурой, практическими профессиональными навыками, глубокими знаниями в области образования, методами обучения и критериями оценки.

Методы цифровых технологий в организации учебного процесса растут день за днём. Использование дистанционных технологий еще больше расширило возможности современного образования. Сегодня образование можно получить из любой точки мира, используя возможности информационно-коммуникационных технологий. Хотя традиционное образование сохранило свое место, методы дистанционного обучения стали более популярными в последние годы.

Сегодня в нашей стране строится система образования, нацеленная на переход в новую глобальную информационную образовательную среду. Это сопровождается значительными масштабами работ в организации учебного процесса в соответствии с передовыми техническими возможностями. Внедрение современных информационных технологий в сфере начального, средне-специального и высшего образования позволяет качественно упростить методы обучения учебного процесса на основе нового подхода. Информационно-коммуникационные технологии являются важной частью модернизации системы образования. ИКТ - это способ обработки информации с помощью различных аппаратных и программных устройств. Это в первую очередь компьютер и телекоммуникационное устройство с необходимым программным обеспечением.

Статья 1 Закона Республики Узбекистан «Об образовании», принятого 29 августа 1997 года, устанавливает правовые основы образования, воспитания, профессиональной подготовки граждан и конституционное право каждого человека на образование. Было подчеркнуто, что оно направлено на обеспечение права на жизнь. Нынешняя ситуация свидетельствует о необходимости новых требований к образованию. Использование и управление технологиями дистанционного обучения в образовательном процессе также играют важную роль. В связи с этим в республике проводится ряд неотложных работ.⁵

⁵ Общие правила указа Республики Узбекистан об образовании от 29 августа 1997г.

Ещё с 2012 года во всех высших учебных заведениях (ВУЗах) Республики Узбекистан внедрена единая образовательная технология для проведения видеоконференций, и в настоящее время большое внимание уделяется электронному обучению. В то же время ведется плановая работа по открытию новых возможностей и перспектив для университетов. Примером этого является дистанционное управление человеческими ресурсами в регионах. Новый этап электронного обучения или дистанционного обучения включает в себя не только использование информационных технологий, но и предоставление ресурсов электронного обучения.⁶

Электронные и дистанционные технологии - это комплексные меры, которые предусматривают использования информационных и коммуникационных технологий в сфере образования.

Электронное обучение - Ранее термин «электронное обучение» понимался как обучение с помощью компьютера, но с развитием информационных технологий эта концепция расширилась. Сегодня электронное обучение охватывает многие образовательные технологии, которые можно разделить на два типа, синхронные и асинхронные.

Синхронное электронное обучение - это дистанционное обучение, но это обучение в режиме реального времени. Это похоже на регулярное очное обучение, за исключением того, что участники далеко друг от друга. Вебинары, которые становятся все более популярными, являются самой яркой формой этой формы обучения. Специальное программное обеспечение используется для организации лекций.

Асинхронное электронное обучение - это когда студент получает всю необходимую информацию из онлайн-источников или электронных носителей (компакт-диски, DVD-диски или флэш-карты) и самостоятельно организует темп и график обучения. Асинхронная система электронного обучения включает в себя все типы курсов на компакт-дисках и курсы электронного обучения, осткасты и васкринкасты. Сегодня электронное обучение стало неотъемлемой частью образовательного процесса во многих университетах, что также сыграло свою роль в организации курсов повышения квалификации, в некоторых корпорациях есть подразделения. Их задача - организовать электронные курсы для сотрудников.

Технологии дистанционного обучения. Дистанционное обучение - это более широкое понятие, чем электронное обучение, представляющее собой интенсивное консультирование, объединяющее интерактивное независимое обучение и поддержку. Таким образом, электронное обучение является частью дистанционного обучения. Дистанционное обучение предоставляет студентам базовые учебные материалы и интерактивное взаимодействие между учеником и учителем в процессе обучения. Руководства могут быть доставлены с помощью компьютера или интернета.

Преимущества дистанционного обучения. Есть много преимуществ использования дистанционного обучения. Возможность учиться из дома. Люди, живущие в отдаленных уголках

⁶<https://www.uzbekistan.de/ru/nachrichten/nachrichten>

страны, не всегда имеют возможность поехать в большие города и поступить в университет. Технологии дистанционного обучения позволяют им учиться, не покидая родного города.

Совмещение учебы и работы - студенты имеют возможность учиться, не покидая работу, что особенно полезно для повышения квалификации или второго высшего образования.

Овладение качественными технологиями и учебным контентом ученика можно обучать с использованием качественных учебных материалов, взаимодействовать с учителем и создавать свою индивидуальную учебную программу.

Беспристрастность оценки - технологии дистанционного обучения предполагают постоянный мониторинг качества знаний, оценку результатов, объективную автоматизированную оценку без учета человеческого фактора, потерю материального интереса к области.⁷

Индивидуальный подход к обучению - сочетание изменения расписания, работы и учебы, а также адаптации материала к скорости индивидуального обучения делает дистанционное обучение доступным для всех.

Современная гуманитарная академия является одним из лидеров дистанционного обучения. Это инновационный вуз, который позволяет студентам в разных частях мира получать качественное электронное обучение по доступным ценам без изменения своего образа жизни.

Для наглядного примера можно привести опыт Современной гуманитарной академии (ЗНА) в сфере электронного образования которая была основана 23 ноября 1992 года. Сегодня это крупнейший университет в России и Европе, в котором обучается около 100 студентов. За 22 года выпуск получили более 300 000 студентов. В настоящее время академия предлагает широкий спектр образовательных программ:⁸

- по направлениям бакалавриата («Лингвистика», «Юриспруденция», «Менеджмент», «Экономика», «Информатика и ВТ», «Психология», «Философия», «Педагогическое образование», «Политология», «Социология», «История искусств», «Торговля», «Социальные вопросы», «Государство и местное самоуправление»);
- специальности («Налоги и налогообложение», «Перевод и переводоведение», «Социальная работа»);
- по специальностям (юриспруденция, экономика, менеджмент, информатика и ВТ, философия, психология, управление персоналом, государственное и местное управление).

⁷ Хейзер Нойлен “Подготовка образованного и интеллектуально развитого поколения –как важнейшее условие устойчивого развития и модернизации страны”, материалы Международной конференции, Ташкент, 16-17 февраля 2012 года

⁸ <https://muh.ru/nauchnaya-deyatelnost/innovacionnaya-deyatelnost>

Также Современная гуманитарная академия (ЗНА) предпринимает ряд инновационных мер в сфере среднего специального образования - подготовка специалистов среднего уровня («Экономика и учет (по отраслям)», «Менеджмент (по отраслям)», «Право»).

По сути, ZGA является одним из немногих университетов в области среднего специального образования, который не только использует принципы электронного обучения, но и создает совершенно новые образовательные продукты.

Академия в пути к технологиям дистанционного обучения. Среда электронного обучения ZGA включает в себя широкий спектр инструментов, включая лекции, супервизоров, логические схемы, адаптивные тестовые тренинги, программы тестирования и оценки, сотрудники ZGA для разработки этих индивидуальных рабочих планов, обучения, оценки, реализации планов. организационные дидактические роботы, которые отслеживают, выполняют финансовые расчеты и создают рейтинговые книги.

Хотя идея использования компьютеров в системе образования появилась давно, использование информационных технологий во всех областях системы образования было полностью реализовано с появлением компьютеров, оснащенных мультимедийными устройствами. начал применяться на практике. Использование мультимедиа в образовании позволяет:

- обеспечение гуманизации образования;
- повышение эффективности образовательного процесса;
- развитие личностных качеств студента (овладение, жажда знаний, самостоятельное обучение, самообразование, способность к самосовершенствованию, творческие способности, применение полученных знаний на практике приобретение, интерес к учебе, отношение к работе);
- развитие коммуникативных и социальных навыков студента;
- возможности индивидуализации и дифференциации открытого и дистанционного обучения будут значительно расширены за счет использования компьютерных инструментов и информационных ресурсов электронного обучения для индивидуального обучения;
- смотреть на ученика как на активного ученика, признавать его достоинство;
- учитывать личный опыт и индивидуальные особенности учащегося;
- проведение самостоятельной учебной деятельности, при которой учащийся учится и развивается самостоятельно;
- развивать способность студентов использовать современные образовательные технологии, чтобы помочь им адаптироваться к быстро меняющимся социальным условиям сегодняшнего дня, чтобы успешно выполнять свои профессиональные задачи.

Анализируя, современные технологии и методы, предпринимаемые за рубежом, в том числе и в нашей стране разработаны ряд предложений для модернизации и организации дистанционного обучения в нашей стране:

- ✓ Увеличение количество квот для абитуриентов поступающие в заочные отделения в высших учебных заведениях. А также разработка комплексных мер по созданию широких возможностей путём открытия в высших учебных заведениях отдельных дистанционных направлений обучения;
- ✓ Создание нового поколения педагогической, учебно-методической, научной литературы, инструментария и дидактических материалов в педагогическом образовании. Интеграция интеллектуальных ресурсов вокруг актуальных проблем развития педагогического образования;
- ✓ Совершенствование механизмов обеспечения непрерывности образования и воспитания. Создание возможностей для быстрого взаимодействия с дошкольными, средними и высшими учебными заведениями, и другими абитуриентами при подготовке учителей. Научное обоснование необходимости связи, связи и сотрудничества между звеньями педагогического образования;
- ✓ Обеспечение дистанционном обучении преемственности и преемственности содержания основных учебных материалов и вспомогательных словарей, энциклопедий, электронных источников и т.д.;
- ✓ Организация периодических учебных курсов в сотрудничестве с областными управлениями народного образования с целью устранения пробелов в уровне знаний преподавателей учебных заведений регионов. Укрепление научного сотрудничества с научно-исследовательскими институтами, исследовательскими центрами и базовыми высшими учебными заведениями в целях повышения научного потенциала преподавателей и преподавателей института;
- ✓ Привлечение преподавателей с возможностью проведения исследований в средних школах в научно-исследовательской работе. Проведение стажировок в ведущих зарубежных вузах с целью приобретения передового зарубежного опыта в области педагогики.

В заключение следует отметить, что на современном этапе развития нашего общества инновационный кластер инновационного педагогического образования обеспечивает внутренние и межотраслевые связи в образовании, эффективное внедрение научных исследований, опыта и научных достижений во всех сферах образования и социально-экономической жизни общества представлена как самая важная система. В то же время целесообразно обеспечить целостное и бесперебойное взаимодействие образовательных учреждений и других заинтересованных сторон общества, создать научные, творческие, духовные, экономические возможности для развития всесторонне зрелых педагогических кадров и принести пользу обществу. Потому что уровень знаний и конкурентоспособности персонала является основой для развития и конкурентоспособности экономики производства, промышленности, сельского хозяйства и других секторов общества. Опыт развитых стран, а также сама жизнь ясно показывают, что качество и эффективность всего тесно связано с этим вопросом.

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Problem thinking and mistakes of reasoning in a situation of professional isolation

Mgr inż Mateusz ŚWIĄTEK¹

Dr. Beata ŚWIĄTEK²

Abstract

The aim of the research was to show the dependencies between problem thinking, thinking errors and professional isolation indicators. Thinking was examined with the author's tool developed on the basis of E. Ennis (1986) and A. Kisielewicz's theory (2017), while thinking errors were examined with the tool developed on the basis of CRT3 and CRT4 tests. The authors developed questions examining the susceptibility of the subjects to giving in to representativeness heuristics and the anchoring mechanism. Occupational isolation was examined with the author's scale of occupational isolation which included questions about the sense of security, assessment of well-being, level of health risk and the closest group of people staying in common isolation. It has been assumed that occupational isolation is a predictor of thinking errors. People who are more vulnerable to isolation may make more thinking mistakes than people who are more resistant to isolation stress.

INTRODUCTION

In the science of management, the ways of thinking of individuals involved in work processes are analyzed. A variety of thinking, problem solving strategies, and avoidance of employee's thinking errors seem to be important for increasing the efficiency and competitiveness of an organization. This aspect, from the perspective of the market activity of enterprises, is exhibited by A. Kwiatek (2014), for whom "the creation of an appropriate work environment for employees constituting the key value of each company is becoming increasingly important". This area is described by the concepts of R. Lawthom (2003) and J. A. Clair, J. E. Betty, T. L. MacLean (2005), E. Groos-Gałacka (2018) pointing out the diversity from the perspective of the visible and invisible features.

¹ Uniwersytet Ekonomiczny we Wrocławiu, POLAND

² Wyższa Szkoła Zarządzania i Przedsiębiorczości w Wałbrzychu, POLAND

M. Loden and J. B. Rosner (1991) seem to present an interesting approach. The researchers defined the basic categories of diversity, among which they include primary and secondary dimensions. Whereas P. Arredondo added a third organizational dimension to the previous two ones. Primary identity embraces the personality and linguistic dimensions of an individual on the basis of which the opinions, grades and stereotypes are formulated.

Secondary identity includes variables shaped during an individual's life, such as education, parental status, marital status, appearance, place of residence, and social class. Whereas, organizational identity includes thinking style, professional experience, workplace, scope of work, seniority, functions, etc. The organizational aspect was the subject of the authors' research meditations.

Problem thinking

The management processes use knowledge about thinking, among others: strategic, divergent and convergence thinking, abstract and concrete thinking, creative, reflective, logical and critical thinking. Cognitive processes utilized by humans, such as thinking or perception, are processes involved in solving many professional tasks. However, there is still lack of research that sufficiently recognizes these issues (Sarnecki, Porzucek-Miśkiewicz, 2018, p. 51). Conducted research deepens the knowledge about the course of thinking processes, however, it mainly concerns cognitive psychology, psychology of individual differences and cognitive science (Bremer, 2005; Mainzer, 2007; Szwabe, 2008; Urbański, 2009; Wiener, 2009; Michalak 2016). In the field of diversity management, problem-based thinking seems to be important, and it is spread between two extremes: the question and the answer, so it consists in solving problems. For this reason, it is also called problem thinking or questioning, and, as such, is closely associated with creative thinking (Pobojewska 2011, p. 100). Problem thinking is part of strategic thinking, which is "the art of seeing the whole, and in it – separate parts and their mutual relations" (Senge, 1998, p. 19-24). The existence of this kind of thinking is conditioned by having a "developed intellectual and mental organizational culture" (Ziarko, 2019, p. 27). Moreover, it helps in discovering dependencies and links among seemingly unrelated events, processes, things, beings. Its essence is circular understanding of causality, and this understanding consists in rejecting cause-and-effect (linear) reasoning in favour of circular understanding of dependency, where elements interact with each other on the principle of feedback, which can be negative or positive (Ziarko, 2019, p. 27).

Problem thinking appears when a question is asked – it is an initiating moment, according to philosophers, the most important stage of intellectual work is the formulation of problems and problem questions (Gadamer, p. 494). John Dewey, considered the creator of the idea of problem teaching, distinguished several stages of problem thinking, among which he distinguished the feeling of difficulty, its detection and determination of its measure, formulation of a possible solution, drawing the appropriate conclusions from it, as well as further observations and expertise that will eventually allow to accept or reject the assumptions (J. Dewey, 1988, p. 98-102). Problem thinking is about developing aporias, regardless of whether they form a coherent system or not (Hartmann, p. 15).

Essential in problem thinking is the subject's activity, appearing in a specific situation, forcing him to ask himself questions-problems, formulate hypotheses and verify them in the course of mental

and practical operations (Hłobił, 2009, p. 76). Problem thinking requires seeking answers through abstract thinking, research attitude and intellectual effort.

Problem thinking is closely associated with creative, reflective and critical thinking. Creative thinking is about questioning and restructuring one's knowledge, which allows you to take a fresh look at a given issue, and creativity is the ability to go beyond what is commonly known and obvious (Wertheimer, Weinmann). There is a close link of dependency between the creative thinking of individuals and the effectiveness and efficiency of an organization (Proctor, 1998, p. 46). Because the organization encounters many problems on its way, which often require innovative solutions. Initially, management science was content with conventional solutions based on possessed knowledge. However, with time, in the field of management, there was a need to use methods of creative problem solving, and existing solutions based solely on logical thinking ceased to be sufficient (Jagoda-Sobalak, Knosala, 2011, p. 13).

Reflective thinking is associated with mental openness and cognitive sensitivity (Tickle, 1994). According to Fish and Teinn (1997), reflective thinking must be critical, systematic and creative. This thinking is about the event, including the sources and the processuality of this event (Perkowska-Klejman, 2013, p. 6). Moon (1999, p. 54) even created a list of the activities related to learning process which cannot exist without reflection – among others, he pointed out that the acquired knowledge cannot be used in practice at that time. Mezirow, on the other hand, believed that the ability of reflective thinking is an indicator of the highest human maturity (1991, p. 65).

Critical thinking is another type of thinking. R.H.Ennis, assumes that it is a reasonable reflective thinking focused on deciding what to believe in or what to do. The author identifies the concept of critical thinking with logical thinking, wherein he includes the critical types of logical thinking, e.g. conditional logic and class logic, in the composition of critical thinking. He believes that a critical thinker is characterized by specific skills. Among other features, he is open-minded and attentive to alternatives, and tries to be well informed. He can assess the credibility of sources well, he identifies conclusions, causes and assumptions. He judges well the quality of argumentation, including the acceptability of its causes, assumptions and evidence. He is also able to develop well and defend a reasonable thesis; he asks adequate explanatory questions; formulates credible hypotheses; plans experiments well. He defines terms in a context-specific manner. He draws conclusions in justified cases, but with caution, and integrates all these elements, deciding what to believe or do. A. Kisielewicz, on the other hand, believes that the process of critical thinking contains a preliminary assessment of prejudice, digressions and side threads, reporting facts and other people's positions. Then, using the principle of friendly interpretation, the next step is to identify undisclosed premises and conclusions. Furthermore, the logical structure of argumentation is discovered, followed by extraction and naming of the premises and conclusions. Then, an argumentation diagram is drawn up and the arguments are evaluated using the ARS method, and finally the unaccounted opportunities are stated.

Some identify problem thinking as critical thinking, using these two terms interchangeably (Pobojewska 2011, p. 100), but for the needs of this article the author assumes they are two different concepts.

Thinking errors

Due to the fact that a person is not able to process too much information, they have also developed certain strategies that allow them to intuitively assess the reality (Lelonek, 2009, p. 209). In some situations, people make certain systematic, repetitive errors that can be predicted. Knowledge about this has particular implications for the diversity management systems. A. Tversky and D. Kahneman hypothesized that people are prone to thinking errors being guided by practical principles and heuristics (Thaler, 2016, pp. 1577-1600). According to A. Kisielewicz (2017, p. 47), those involved in considering a certain matter are not completely objective. This applies, inter alia, to: adopting a specific cognitive perspective, a particular point of view, positive commitment, attitude, possessed prejudices, bias, one-sidedness and sometimes blindness (Kisielewicz, 2017, p. 47). In addition to the foregoing, it is worth noting that each person has their own individual style of reasoning that can affect thinking errors (Nosal 2001).

Heuristics, i.e. rules of conduct resulting from experience or common knowledge, allow decisions to be made in an automated and nonreflective way (Lewicka, 1993, p. 15). These simple rules allow you to limit in advance the possible solutions to a given problem. One of such heuristics will be representativeness heuristic, which we use to assume that "every object or person sharing certain features with members of a particular category also belongs to them" [Ciccarelli, White, 2019, p. 259]. Therefore, this issue should be associated with all stereotypes – for example, concerning the representatives of a certain profession or a certain social group. Another heuristics described in literature is availability heuristics – estimating the probability of a certain situation occurrence is determined by a subject on the basis of the possessed information or the possibility of easy association with other situations (Ciccarelli, Noland White, 2019, p. 259). Another heuristics is the tendency to give answers on the basis of the suggested comparative value. When a question about a certain numerical value is asked, and, at the same time, the question indicates a suggested value that could be the answer to the question asked – with high probability, the answer to this question will be given taking into account the comparative value – therefore it will be equal or close to it (Tomczak, Korotusz, 2016, p. 15). Using heuristics allows you not to put effort into solving issues that seem clear at first glance. Although they are useful in everyday life, they do not always provide the right answers.

(brakujący fragment:) D. Kahneman describes two systems of thinking: fast and slow. 'System 1' is responsible for taking decisions in an automatic and nonreflective way, while 'system 2' becomes involved only when 'system 1' cannot cope with a given situation or issue, or when the given situation or issue is inconsistent with the subject's opinions. In rare situations, one will be inclined to reflection when they decide that the given issue requires this (Kahneman, 2012, p. 31). System 1 may be tied to the state of lack of reflection, in J. Maciuszek's understanding, and called by the author a "state of non-reflection", i.e. holding one's own standpoint without seeing the necessity of analysing the given question (J. Maciuszek, 2012, p. 16).

Impact of isolation on thinking

An interesting issue is the impact of emotions on the effectiveness of solving tasks that require logical thinking. The issue of emotions impact on human behaviour was dealt with by B. Fredrikson

who, in her considerations, emphasized the role of positive emotions. Negative emotions perform an adaptive function and induce the body to act quickly and effectively (...), while positive emotions increase human cognitive and intellectual abilities. These claims have been confirmed in the research of Isen and colleagues (2005). They showed that people experiencing positive emotions are more creative, think more flexibly, act more effectively and are better able to solve tasks requiring logical thinking. Fredrickson and Branigan (2005) conducted a study that showed that people who were induced by positive emotions were able to solve logical problems more effectively than people who were experiencing negative emotions (Wirga, 2013, p. 206). However, according to Bless, Bohner, Schwarz and Starck (1990), positive emotions favour shallow analysis of a problem, reaching for heuristics and simplifications, and negative emotions are conducive to analytical information processing. Bless argues that the feeling of positive emotions can be conducive to the appearance of a mistaken belief about the quality of the results of one's own thinking and may inhibit creative thinking (Tokarz, 2011, p. 317). It can be assumed that the situation of isolation resulting from the imposition of restrictions on the movement of citizens and recommendations to stay at home leads to negative emotions such as loneliness, fear, anger, longing for loved ones, or sadness. It should be remembered that a human being is a social being and needs proper contact with other people to function properly, therefore a situation in which the opportunity to leave home is limited merely to fulfilling the basic needs of everyday life can be a significant problem for most people. On the other hand, the need to remain exclusively in the company of members of the household can lead to family conflicts, which, in turn, can also impact the emergence of negative emotions. A significant negative emotion may also be one's fear for their own and the beloved health, or for the economic and social conditions, because many people have lost their sources of income due to closing many jobs – as a result of the situation – temporarily or permanently.

It should be emphasized that in the Western tradition, reason and emotions are treated as opposite concepts, since it is believed that emotions impede cognitive activities. Ben-Ze'ev also points to factors that distort cognition, such as bias, intimacy and the dimension of intense feeling (Ben-Ze'ev, 2000, 53). Bias and closeness make looking at a given phenomenon from the right perspective impossible, and experiencing intense emotions impairs intellectual abilities. Also Aristotle divided mental activities into sensual and intellectual ones, as well as cognitive and lustful ones, thus contrasting emotions with reason (Dąbrowski, 2012, p. 321). Today, it is recognized that the opposition of the spheres of reason and the emotions is a significant simplification, and these spheres cooperate with and complement each other (E. Bedford, W. Lyons, M. Nussbaum, R. Solomon). Taking in consideration the foregoing, the following questions seem interesting: does the situation of professional isolation lead to negative emotions among people; and also, if such emotions occur, do they positively or negatively affect the correct solution of tasks requiring reflective and logical thinking?

RESEARCH METHODOLOGY

The aim of the research was to demonstrate the link of dependency between problem thinking indicators, thinking errors made, and occupational isolation. The following research questions were asked:

1. What thinking mistakes are made in a situation of professional isolation?

2. What level of problem thinking do the respondents display in a situation of professional isolation?
3. Are there dependencies between thinking indicators and occupational isolation?

The following hypotheses were put forward in the paper:

H1 – the lower is the level of problem thinking, the more thinking errors are made by the subjects;

H2 – professional isolation may contribute to the occurrence of thinking errors. People who are more prone to isolation may make more thinking errors than people who are less prone to isolation stress.

H3 – occupational isolation may contribute to the reduction of the problem thinking level. People who are more susceptible to the isolation factor may display difficulties in logical, critical and reflective reasoning.

An independent variable in the research is the situation of isolation, while the dependent variables are the level of problem thinking and the thinking errors made. Thinking process was examined with a tool developed by the authors on the basis of E. Ennis' (1986) tests and A. Kisielewicz's theory (2017). The first part of the test includes short problems that were meant to induce the subjects to reflective thinking. The next part contains selected tasks in the field of logic and argumentation developed by A. Kisielewicz (2017). The third part of the test contains critical-thinking tasks in the scope of R. Ennis' class logic, and the fourth part examined critical analysis in the scope of conditional logic and is also based on the R. Ennis' test. For the needs of this test, questions with various level of difficulty were selected. Thinking errors were tested with a toll developed on the basis of CRT3 and CRT\$ tests. The test examined the students' tendency to succumb to heuristics and to the anchoring phenomenon. In the analysis 107 extramural students of Pedagogy and Management Faculty took part, who perform their professional duties remotely and expressed their willingness to participate in the analyses. Statistical analyses were conducted using the IBM SPSS Statistics 25 package.

RESEARCH RESULTS

In the first step of data analysis, the following were calculated: descriptive statistics of problem thinking indicators (reflective, critical and logical thinking), thinking error indicators (reflective and anchoring errors) and the insulation assessment indicators (safety assessment, mood assessment, threat assessment, and the number of people remaining in isolation). The obtained statistical values showed that in most cases the variables exhibited significant deviations from normal distribution.

Table 1. Descriptive statistics

indicators	Descriptive statistics						
	R	M	SD	W	S	K	p
TOTAL REFLECTIVE	6.00	4.4299	1.59665	2.549	-1.216	.834	p<0.001
TOTAL RIDDLES	2.00	.8692	.55088	.303	-.065	.173	p<0.001
CLASSIC LOGIC	5.00	2.1495	1.10576	1.223	.252	.021	0.007
CONDITIONAL LOGIC	5.00	2.3084	1.20855	1.461	-.095	-.498	0.176
TOTAL LOGIC	9.00	4.4579	1.85452	3.439	-.317	-.011	0.562
TOTAL THINKING	24.00	14.2150	4.62974	21.434	-.651	-.773	p<0.001
REFLECTIVITY ERRORS	4.00	1.5794	1.07315	1.152	.163	-1.308	0.007
ANCHORING ERRORS	3.00	1.1028	1.18906	1.414	.518	-.392	p<0.001
TOTAL ERRORS	7.00	2.6822	1.68006	2.823	.528	.286	0.033
SAFETY EVALUATION	4.00	3.3645	.78178	.611	.100	-.841	0.020
ASSESSMENT OF FEELING	4.00	3.1776	1.21168	1.468	-.057	.015	p<0.001
ASSESSMENT OF HEALTH THREATS	4.00	2.8879	.97446	.950	-.145	.074	p<0.001
NUMBER OF RELATIVES	2.00	1.2150	.49579	.246	.405	.584	p<0.001

* $p < 0.05$; ** $p < 0.01$ ($p < 0.05$ - the distribution differs significantly from normal. $p > 0.05$ - the distribution is normal)

In a number of cases, clear features of asymmetry and kurticity were observed (the absolute value of kurtosis exceeds doubled statistical error, so we have kurticity). In the case of the reflectivity error indicator, platocurtharity occurs. However, in case of the total reflective thinking index, left-sided asymmetry occurs.

In the next part of the analysis, it was decided to verify whether occupational isolation significantly differentiates statistically significant main variables in the form of the level of thinking and the mistakes made. Student's 't' tests were carried out for independent trials. The level of significance was considered $\alpha = 0.05$. Significant results at the level of $0.05 < p < 0.1$ were considered significant at the level of statistical trend.

First, the results were compared in groups of people alone or with one partner, and in a larger group of more than 3 people. As indicated in the data in Table 2, there are no significant differences at the level of statistical tendency in terms of thinking indicators and thinking errors made between people staying alone or only with a partner and people staying in a wider group of people.

Table 2. The impact of isolation on thinking indicators and committing thinking errors

indicators	G1		G2		t	p	95% CI	
	M	SD	M	SD			LL	UL
TOTAL REFLECTIVE	4.454	1.6378	4.375	1.563	.07955	0.806	-0.56039	0.71948
TOTAL RIDDLES	0.863	0.5515	0.875	0.563	-.01136	0.919	-0.23229	0.20956
CLASSIC LOGIC	2.333	1.1001	1.825	1.059	.50833	0.021	0.07718	0.93948
CONDITIONAL LOGIC	2.257	1.0123	2.375	1.496	-.11742	0.631	-0.60095	0.36610
TOTAL LOGIC	4.590	1.6170	4.200	2.197	.39091	0.296	-0.34669	1.12851
REFLECTIVITY ERRORS	1.515	1.0413	1.675	1.141	-.15985	0.462	-0.58891	0.26922
ANCHORING ERRORS	0.984	1.1831	1.300	1.202	-.31515	0.189	-0.78818	0.15788
TOTAL ERRORS	2.500	1.6664	2.975	1.702	-.47500	0.161	-1.14250	0.19250
TOTAL THINKING	14.500	3.9932	13.650	5.554	.85000	0.363	-0.99396	2.69396

G1 – He stays alone or with a partner

G2 – He is in a wider group

The next step was to perform a correlation analysis with the rho-Spearman coefficient (Table 3). It was used to check whether there is a statistically significant dependency between the level of reasoning, thinking errors and a sense of isolation. As a result of the analysis, it turned out that one of the indicators of isolation: the assessment of well-being is associated with committed mistakes of thinking. The indicator turned out to be statistically significantly related to thinking errors, it is strong and negative ($r_s = -0.265$; $p = 0.006$). This means that the lower the individual's well-being, the more thinking mistakes they make. This may be associated with a lower faith in one's own abilities and a relatively faster resignation from seeking a solution to the problem by people who feel depressed.

Table 3. Dependencies between thinking indicators, thinking errors and indicators of professional isolation

Indicators of reasoning and thinking errors	SAFETY EVALUATION		ASSESSMENT OF FEELING		ASSESSMENT OF HEALTH THREATS		NUMBER OF RELATIVES	
	Rho	p	Rho	p	Rho	p	Rho	p
TOTAL REFLECTIVE	0.016	0.867	0.012	0.904	-0.005	0.959	-0.052	0.596
TOTAL RIDDLES	-0.110	0.260	-0.055	0.571	-0.064	0.512	0.004	0.969
TOTAL LOGIC	-0.122	0.212	0.068	0.488	-0.096	0.324	-0.099	0.309
TOTAL ERRORS	0.004	0.964	-0.265**	0.006	-0.003	0.974	0.129	0.186
REFLECTIVITY ERRORS	-0.008	0.935	-0.344**	0.000	-0.010	0.921	-0.008	0.935
ANCHORING ERRORS	-0.002	0.984	-0.094	0.338	-0.053	0.585	-0.002	0.984
TOTAL THINKING	-0.098	0.313	0.064	0.514	-0.105	0.283	-0.067	0.490

*. Significant correlation at 0.05 (bilaterally).

**. Significant correlation at the level of 0.01 (bilaterally).

A strong negative dependency ($r_s = -0.344$; $p < 0.001$) is visible between the subjects' well-being and the reflective errors they make. This means that the lower well-being of an individual, the more reflective mistakes they make. It can be assumed that with the decrease in well-being, the individual's sensitivity decreases, e.g. to the sub-items contained in the questions.

In the next step, using the analysis of correlation with the rho-Spearman coefficient (Table 4), it was checked whether there is a statistically significant dependency between the indicators of problem reasoning and the general level of problem thinking, and the thinking errors made.

Table 4. Dependencies between problem thinking indicators and thinking errors

THINKING ERRORS	Problem thinking		Logical thinking		Logical thinking class logic		Logical thinking – conditional logic		Critical thinking		Reflective thinking	
	Rho	p	Rho	p	Rho	p	Rho	p	Rho	p	Rho	p
REFLECTIVITY ERRORS	0.095	0.333	0.107	0.273	0.137	0.159	0.100	0.304	.005	.961	0.117	0.230
ANCHORING ERRORS	-0.142	0.146	-0.086	0.377	-0.193*	0.046	0.042	0.669	-.167	.085	-	0.573
											0.055	
REFLECTIVITY error 1	0.105	0.285	0.085	0.385	0.190	0.051	0.003	0.977	.068	.487	0.133	0.174
REFLECTIVITY error 2	0.066	0.502	0.032	0.743	-0.052	0.596	0.122	0.212	.109	.267	0.057	0.561
REFLECTIVITY error 3	0.019	0.846	0.080	0.417	0.049	0.618	0.105	0.287	-.130	.186	-	0.727
											0.035	
ANCHORING error 1	-0.210*	0.030	-0.144	0.140	-0.232*	0.016	-0.015	0.879	-	.031	-	0.687
									.208*		0.039	
ANCHORING error 2	0.012	0.903	0.035	0.720	-0.064	0.515	0.123	0.208	-.095	.329	0.067	0.494
ANCHORING error 3	-0.104	0.288	-0.063	0.518	-0.145	0.137	0.025	0.800	-.058	.550	-	0.159
											0.137	
TOTAL ERRORS	-0.054	0.579	-0.001	0.993	-0.043	0.661	0.078	0.422	-.123	.206	0.028	0.777

*, Significant correlation at 0.05 (bilaterally)

**, Significant correlation at 0.01 (bilaterally)

A negative dependency was observed between the general indicator of problem thinking and one of the anchoring errors ($r_s = -0.210$; $p = 0.030$). It can be assumed that with the decrease in problem thinking, the susceptibility to thinking errors in terms of stereotyping thinking and taking over the views of the majority may increase. There is a negative dependency between logical thinking (in terms of class logic) and the overall index of anchoring errors ($r_s = -0.193$; $p = 0.046$). A negative dependency is also visible in the case of logical thinking and one of the anchoring errors ($r_s = -0.232$; $p = 0.016$). This means that the lower the logical thinking, the more anchoring errors an individual makes. It can be assumed that as logical thinking decreases, the tendency of individuals towards a schematic, rigid, stereotypical approach to problems increases. A negative dependency is visible in the case of critical thinking and one of the anchoring errors ($r_s = -0.208$; $p = 0.031$) and a weak negative dependency between critical thinking and the overall index of anchoring errors ($r_s = -0.167$; $p = 0.085$). It may suggest that people who fall in critical thinking tend to give in to stiff thinking.

The final stage of the analysis was an attempt to isolate predictors of reasoning and thinking errors in a situation of professional isolation caused by the state of epidemic. For this purpose, a series of multivariate regression analyses were performed. The group of explanatory variables included safety assessment, well-being assessment, health risk assessment and the number of people staying together in isolation. Regression models were calculated for subsequent indicators of problem thinking (logical thinking, critical thinking, reflective thinking) and indicators of thinking errors (reflectivity errors and anchoring errors) as well as the general level of problem thinking and the overall level of thinking errors. Before starting the analyses, diagnostic tests had been carried out for subsequent regression models. Durin-Watson tests showed that regression residues are not correlated, which means that random constituents are not related to each other, and there is no autocorrelation in this model, and the measurement errors are independent (Bedyńska, 2012; Field, 2009).

The first model was calculated for the general level of problem thinking (Table 4).

Table 5. Isolation indicators as predictors of problem thinking

Predictor	B	β	p
SAFETY EVALUATION	0,05	0.05	0.587
ASSESSMENT OF FEELING	-0.43	-0.31	0.001
ASSESSMENT OF HEALTH THREATS	-0.02	-0.02	0.852
NUMBER OF RELATIVES	0.13	-0.04	0.181
F	11.285		
R ²	0.10		

The proposed model appeared to be well matched to the data and explains 10% of the variance in problem thinking. The well-being indicator ($\beta = -0.31$; $p = 0.001$) turned out to be the only statistically significant predictor. Based on its increase, a moderate decline in problem thinking can be expected with a decrease in well-being. It can, therefore, be assumed that if isolation causes a decrease in well-being, it can also lower the level of problem thinking ability. Other factors were excluded from the model as they had no significant impact on the variable being explained.

Next model was calculated for the overall level of thinking errors. The model did not turn out to be well matched to the data. Other models regarding subsequent indicators of problem thinking (logical thinking, critical thinking, reflective thinking) and thinking error indicators (reflectivity errors and anchoring errors) also did not prove well matched to the data.

CONCLUSION

The aim of the research was to show the dependency between problem thinking, thinking errors and professional isolation indicators.

It has been confirmed that together with the decrease of problem thinking and its constituents (reflective thinking, logical thinking, critical thinking) the number of thinking errors increases. As the overall problem thinking index decreases, the number of thinking errors in the scope of anchoring increases. Moreover, with the decrease in logical thinking, the tendency of individuals to a schematic, rigid, stereotypical approach to problems increases. A negative dependency is visible in case of critical thinking and one of the anchor errors, and a weak negative dependency between critical thinking and the overall anchor error index. It may suggest that people whose critical thinking drops tend to give in to stiff thinking. This trend is confirmed by J. Nowak's research (2007), which shows that creating situations that trigger critical thinking prevents thinking rigidity. A higher level of ingenuity, initiative and independence were observed in people facing problem situations. It can be assumed that a transfer takes place, enabling the use of knowledge and learned strategies as well as heuristics to solve problems in new situations. The dissimilarity of the problems encountered by a human being requires him to be able to launch specific resources of personal knowledge efficiently (Nowak, 2007).

The assumption has been confirmed that professional isolation can contribute to the occurrence of thinking errors. Studies have assumed that people who are sensitive to isolation stress may feel unwell. This indicator turned out to be strongly and negatively associated with thinking errors. This can mean that the lower the individual's well-being, the more thinking mistakes they make. The condition of isolation in some cases may be interpreted as a traumatic situation which, according to H. Cudak (2015, p. 57), causes aggression or passivity in behaviour, indifference to other people's harm, is the basis for various negative experiences and stress that contribute to the creation of negative reactions in relation to socially accepted norms, behaviour patterns and universal values. It can be assumed that the impact of the isolation being the result of the epidemic crisis on humans has not been sufficiently studied and requires more extensive research and detailed analysis.

Concerning the assumption that occupational isolation can reduce the level of problem thinking, the research conducted reveals a tendency to a moderate decrease in problem thinking, accompanied by a decrease in well-being. The research outcomes show that there is a dependency between the accurate

use of strategic thinking skills and the prediction of potential changes in a competitive environment (Goldman, 2008). What's more, these results present a variety of strategic behaviours of the surveyed enterprises and emphasize the impact that these skills exert on the achieved market results (Goldfarb, Yang, 2009, p. 612–613).

An answer to the question whether there are relationships between dimensions measured by the problem thinking test, thinking errors and professional isolation was given by the analysis using the Spearman rho correlation coefficient. When it comes to the dependencies between professional isolation and thinking errors, it turned out that the well-being indicator is associated with thinking errors. This dependency is strong and negative. In addition, it was observed that there was a negative dependency between the well-being of the subjects and the reflective errors made. On the other hand, when it comes to the dependency between problem thinking indicators and thinking errors, a negative dependency was observed between the general indicator of problem thinking and one of the anchor errors and logical thinking (in terms of class logic) and the general indicator of anchoring errors.

In summary, a few critical remarks are worth mentioning, which were noted by the authors after conducting the study. The first concerns a relatively small research group ($N = 107$). The study was attended by students of the College of Management and Entrepreneurship in Wałbrzych, those who study Care and Educational Pedagogy, Resocialization and Management (year two and three of the first-degree studies). It can be assumed that all respondents are learning and working people, which presumably could have influenced the obtained results of the research. The second remark concerns the problem thinking tool used in the research. The tests that were the basis for the construction of the tool were mainly used to examine the thinking in education. Its construction (only 3-4 tasks were assigned to each of the five critical thinking indicators) caused that the obtained results were characterized by a small degree of variability (small standard deviation).

Analysing the limitations of problem thinking ability and the occurrence of thinking errors, in relation to diversity management, can be associated with a situation of professional isolation in which some employees remain. It seems that by interpreting this issue, it can be referred to a positive concept in management. It draws on the achievements of positive psychology, the essence of which is to shift the interest of researchers from the negative aspects of the psyche to the search for sources of happiness and human well-being (Haffer, Glińska-Neweś, 2013, p. 92). The positive trend emphasizes the interest and focus of research on the talents and strengths of employees, which include the skill of problem thinking and avoidance of thinking errors (Peterson, Seligman, 2003, p. 15). Positive phenomena have an opportunity to appear in an organization when difficulties and negative phenomena have been eliminated. Preventing negative processes is not synonymous with creating positive phenomena because "generating positives is more than just preventing negatives." The results of the presented study can be an inspiration for further research.

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Redenomination in Uzbekistan?

ABDURAIMOV Usmanjon¹

Keywords: Redenomination, currency units, inflation, hyperinflation, value of currency, exchange rate, international capital market

A number of developing countries have already engaged in currency redenomination. The reason for this, definitely, is economic ups and downs. Many governments of developing countries experience high levels of inflation and deterioration in their currency value compared to currency of other countries. But some choose to redenominate, while others not. What is more, some governments wait many years after hyperinflation, or after their currency is priced at 10000 or 80000 units to US dollar, to redenominate, while others do so relatively quickly. It is likely that explanations depend on a combination of economic and political factors, including inflation, concerns about credibility, and the effect of currencies on national identity. According to some observations and analysis of economic wellness of Uzbekistan, It is found, not surprisingly, that inflation is leading the currency to be redenominated. But it is just the beginning.

Redenomination involves reducing the value of the currency by removing three or four zeros. This state is related to inflation, political variables, the fractionalization of the government and legislature and last but not least, the number of currency units in a given country. To be more precise, when the number of currency units of certain country reaches 13, the currency should be changed to another currency or redenominated, according to view of some economists. But that is not the case always a country has 13 currency units. As mentioned, it is more complicated process to apply redenomination. There are a few other things that can be the reason to begin redenomination. And this is not always bad as it seems to be!

While decisions about the redenomination and design of currencies may seem more technical than political, a government's control and administration of its currency and more broadly, of transactions within its boundaries - is one of the hallmarks of the modern nation-state. If citizens lose confidence in the national currency, they may begin to use foreign currencies, particularly those with

¹ Overdue Loans specialist on JSCB "Aloqabank", UZBEKISTAN

greater prestige. This may be both a psychological and an economic blow to the government: with widespread foreign currency substitution, the central bank no longer controls the money supply, rendering it unable to provide lender of last resort functions. Economic policy is influenced not only by international capital markets but also by foreign markets. Currency redenomination, then, is a means by which governments can attempt to reverse this currency substituting behavior. While the act of dividing a currency's value by a factor of ten is somewhat symbolic, it also can help to convince citizens of a currency's worth. As a result, redenomination often occurs after economic crises, as governments attempt to convince citizens and markets that hyperinflation is a thing of the past. In some cases, the timing is correct, in that redenomination caps off high levels of inflation. In other cases, governments are not able to rein in inflation immediately after redenomination, and they may make multiple efforts at currency reform.

Yet not every country with high levels of inflation, or with a low local currency/dollar exchange rate chooses to redenominate its currency. Some governments are content for citizens to spend four thousand soum for a cup of coffee, even if this leads citizens to question the legitimacy of the local currency. In other cases, governments do choose to redenominate, but only after a sustained period during which inflation has been reigned in; the time between hyperinflation and redenomination, then, may stretch to over a decade. Were redenomination a purely technocratic exercise, this pattern would be surprising: redenomination seems to have few real costs, beyond the short-run expense of printing new notes and advertising the change to citizens and financial markets.

In an era when money is backed up by confidence rather than by gold and silver, governments may be tempted to manipulate the value of the public's currency stocks as a revenue-generating measure. One means of manipulation is inflation: a government can reduce its own domestic currency-denominated obligations by allowing a dramatic expansion of the money supply. Another means of manipulation is currency reform, in which the government introduces totally new currency, but makes it difficult for citizens to convert their holdings of old currency.

The use of redenomination as a means of improving credibility is ultimately an account rooted in domestic politics. Governments want to keep inflation low because they are rewarded by voters for strong economic performance, and low inflation helps the economy. Alternatively, governments want to impress international markets, as this allows them to borrow more cheaply and to attract foreign investment, which in turn facilitates government spending and domestic economic growth. All of this assumes that governments are responsive to the views of citizens, which may be far more true in democracies.

When it comes to Uzbekistan, some specialists say that it's time to redenominate local currency. But deep analysis show why Uzbekistan is not facing the redenomination process. First, we consider the support for that process. Uzbekistan has already had 13 units of currency (1, 5, 10, 25, 50, 100, 200, 500, 1000, 5000, 10000, 50000, 100000 units), which is one of the leading factor for redenomination. But why we have not begun to redenominate our currency yet? Our currency is priced nearly 10000 soum to 1 US Dollar, but that is not the case also. Although these two factors play an important role on implementing redenomination, it does not mean to be the same. These factors are required, but not sufficient.

There are other two main factors that overwhelm the abovementioned ones.

One of them is, certainly, the level of inflation. Uzbekistan is continuing to have high inflation rate, but not enough to carry out redenomination. Hyperinflation, usually, leads currency to get rid of excess zeroes, but this type of inflation is not the case in Uzbekistan. The rate of Inflation in Uzbekistan is more static around 14%, as shown in the diagram below.

Diagram-1²

It can be seen that the rate of Inflation is around 14% in last three years. In 1994, When Uzbekistan issued a second som at a rate of 1 new som, which is equal 1000 old som. To be more precise, three zeroes were dropped from our old currency. From the diagram, the percentage of inflation of Uzbek som is 1568% before the redenomination in 1994. It is clear that inflation rate is key factor to currency redenomination, a state in which Uzbekistan is beyond.

Even if the inflation is not utmost important to decide whether to choose or not to redenominate, there is another factor hidden, that delay the process. In democracies, the electoral calendar can be a vital determinant of the timing of redenomination. If governments want to signal to voters in the pre-election period that times have changed, redenomination could be more likely as elections approach. At the same time, however, redenomination can be seen as an admission of failure. The government, or some past government, allowed rampant inflation and the deterioration of the local currency's purchasing power in world markets. Governments may be hesitant to remind voters of such policy mistakes, just as they are hesitant to devalue just before an election. Once elected, with the next election

² STATE COMMITTEE OF THE REPUBLIC OF UZBEKISTAN ON STATISTICS

in the more distant future, these same governments should be more willing to redenominate, particularly if they can blame the need for redenomination on their predecessors. Moreover, concerns about redenomination as an admission of failure may be particularly pronounced with single-party governments; coalition partners can share blame for past policy mistakes, while single party governments have difficulty avoiding blame. As long as ne next election of President of Uzbekistan is approaching, it is more likely to postpone the redenomination.

To sum up, redenomination in Uzbekistan requires more complex process and related more factors to be implemented. Maybe, we go through redenomination process after the election.

Use of Modern Digital Technologies in the Education System

ALIMDJANOVA Dilbar Negmatovna¹

AZMIEVA Elzara Ernestovna²

Annotation

The modern world level of development of information and communication technologies is such that the creation of a national system in the country in accordance with the integration of the infrastructure of the global information space and the national information and computer network is an important factor in national economy, management, science and education. These problems are quite complex and at the same time relevant for our republic. This article provides information on the role of digital technologies in the education system.

Keywords: Methods, modern pedagogical and information technologies, communication, modern technologies.

INTRODUCTION

The results of the changes will depend on how and in what timeframe the problems of informatization in the country will be solved. The creation of e-learning tools in academic disciplines will further expand the use of modern information and communication technologies in the teaching of these disciplines. This, in turn is a key factor in deepening students' knowledge of these disciplines increases the quality and effectiveness of education.

The same kind of effort goes into the educational process to further accelerate the widespread use of modern pedagogical and information technologies, to equip professors and teachers with advanced pedagogical knowledge and technologies, to improve their skills, to study in depth the experience of foreign higher education institutions and to develop effective methods and tools. In our system. Multimedia is a rapidly evolving modern information technology. Its distinguishing features include:

¹ Senior teacher of Samarkand State Institute of Foreign Languages. Samarkand, UZBEKISTAN

² Senior teacher of Navoi State Pedagogical Institute. Navoi, UZBEKISTAN

- Different types of information: traditional (text, tables, ornaments and others), original (speech, music, video clips, TV footage, animation.), integrates the types in one software product.
- Work at a particular time, text that is static by nature, and unlike graphics, audio and video signals are only considered at certain time intervals. The high mobility of the CPU for processing and displaying video and audio information on a computer, the capacity of the data bus, RAM and video memory, large-capacity external memory, volume and the speed of exchange on computer input and output channels should be approximately doubled.
- A new level of "human-computer" interactive communication in the process of communication, the user receives a much wider and more comprehensive information, which allows to improve the conditions of education, work or leisure.
- Teaching students and staff based on multimedia retraining is a topical issue today. The concept of multimedia came into our lives in the early 90s. The question is, what is it? Many experts have different interpretations of this term. We believe that multimedia is the software and hardware of computer science is an integrated view of the delivery of learning materials to students based on audio, video text, graphics and animation effects.

MAIN PART

The role of innovative technologies in the organization of higher education is growing day by day. The use of distance technology has further expanded the possibilities of modern education. Today, education can be obtained from anywhere in the world using the capabilities of modern information and communication technologies. Although traditional education has retained its place, distance learning technologies have become more popular in recent years.

Today, our country is building an education system aimed at integrating into the new global information and educational environment. This is accompanied by significant changes in the organization of the educational process in line with modern technical capabilities. The introduction of modern information technologies in the field of education allows to qualitatively simplify and change the methods of teaching and the organization of the teaching process on the basis of a new approach. Information and communication technologies are the most important part of the modernization of the education system. It is primarily a computer and telecommunications device with the necessary software.

The current situation shows the need for new requirements for education. The use and management of distance learning technologies in the educational process also play an important role. In this regard, a number of urgent work is being carried out in the Republic.

Since 2012, a single videoconferencing educational technology has been implemented among all higher education institutions (HEIs) of the Republic of Uzbekistan, and now a lot of attention is paid to e-learning. At the same time, planned work is underway to open new opportunities and prospects for universities. An example of this is the remote management of human resources in the regions. The new phase of e-learning or distance learning involves not only the use of information technology, but also

the provision of e-learning resources. In recent years, distance learning (Latin distance - distance) is widely used in the system of continuing education.

Distance education is a modern educational technology that is provided to a wide range of people based on distance learning methods. It is a textbook from a set of educational services provided to a wide range of the population of the country and to foreign countries remotely using a specialized information environment, relying on the means of exchange (satellite, television, radio, computer communications). Ensuring regular communication between the educator and the learner is key to increasing the effectiveness of the training of future professionals in the distance education system.

The following educational opportunities are available:

- Provides a positive approach to distance learning;
- Have the opportunity to guide the student as a goal of the pedagogical process;
- Allows to acquire methodological, theoretical, methodological knowledge;
- Allows to organize educational activity independently;
- Allows to find and master various educational information;
- Effectively used in the implementation of educational activities organized on the basis of modern pedagogical technology;
- Provides ample opportunities for the development of information on how to meet the needs for information, how to obtain and use information.

Distance education enhances the creative nature of pedagogical activity, that is, the ability to search for the necessary information, to work with selected information and to communicate effectively with people using computer tools will continue to further optimize education in line with educational requirements. Distance learning is a form of continuing education that aims to ensure the right to education and information. There is no definitive recommendation for the use of the terms "**education**" and "**teaching**". Both learning and process are defined as outcomes. From the term "distance learning" in recent times use becomes habitual. It is a process of distance learning and its teaching technology.

Distance learning information - means of data transmission from the learning environment, information resources, interactions, user learning needs satisfaction-oriented hardware - software, organizational - methodological software, etc. It is widely used in the formation of system-organizational complexes. Distance Learning Technology was the Prime Minister of the United Kingdom in 1969. It is said to have been formed on the initiative of G. Wilson. However, it is stable and much earlier occurred during the formation of regular postal communications. At the University, all applicants are invited to submit their applications (correspondence or independently) for academic degrees in all specialties and in all fields, regardless of education allowed to take the exam.

Distance Learning Technology International Council on Distance Learning since 1938, Since 1982, the International Council on Distance Education has been the oldest international education operates as one of the organizations. Teacher Training Program in the UK. It covers 130 courses, most of which focus on interdisciplinary links developed. There were about 40 such educational institutions in England in the 1990s and 65,000 people apply to them every year. This is its technology has created great opportunities for learners to teach at a convenient time.

Advice for learners through affiliate networks, TV studios and computer networks is given. Distance learning is now introduced in every country in Europe institutions have increased significantly. Such as the United States, Canada, the United Kingdom, Germany, and France the leading universities of the countries to their telecomputing system or network.

These are the Asian Association of Open Universities, the development of distance learning. Latin American Cooperation Network, European University Association and widely developed in others. Exploring the world experience of creating distance learning technologies in terms of the principle that education is carried out using a computer network it is seen as an evolving technical system.

Synchronous e-learning is distance learning, but it is real-time learning. It is similar to regular full-time training, except that the participants are far apart. Webinars are becoming more and more popular. Special software is used to organize the lectures.

Asynchronous e-learning is when a student receives all the necessary information from online sources or electronic media (CDs, DVDs or flash cards) and independently organizes the pace and schedule of learning. The asynchronous e-learning system includes all types of CD courses and e-learning courses, podcasts and vaskrinkasts. Today, e-learning has become an integral part of the educational process in many universities, which has also played a role in the organization of professional development courses, some corporations have divisions. , their task is to organize e-courses for employees.

Distance Learning Technologies - Distance learning is a broader concept than E-Learning, which is an intensive counseling synthesis of interactive independent learning and support. Thus, e-learning is part of distance learning. Distance learning provides students with basic learning materials and interactive interaction between student and teacher during the learning process. The manuals can be delivered without a computer or the internet.

Appears in the preparation of various e-learning materials to fill the content of the educational server. The main role in this work, of course, belongs to educators, but also to students the activity area opens. This could be, for example, the preparation of Web pages containing review materials, annotated catalogs with lists of the most valuable sources of information (Internet links) in a particular subject, the formation of databases in modeling software.

The use of hypertext technology, too allowing both educators and students to easily modify and expand the entire system while constantly improving their ability to work with information.

The use of hypertext technology automatically puts all developments into a single standard framework, but software is usually the only one for complex operation. Standard program-shell is created or involved, which ensures the formation of the information space and represents the problem-oriented information environment, which can be operatively used by students, teachers and administration.

CONCLUSION

Educators have already given their suggestions to the developers during the pilot phase study their capabilities to organize the educational process. Unfortunately, there is no single standard for such software. Distance learning and open learning programs and centers (at home and abroad) are developing their own software to maintain the information environment, taking into account the specifics of their activities.

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Assessment of Human Resources in The Digital Economy

RUSTAMOV Dostonbek Jamshid O'g'li¹

RAZZAKOV Talatjon Nigmatovich²

Annotatsiya: Ushbu maqolada raqamli iqtisodiyotni shakllantirish jarayonida ko'proq ma'lumot olishdan ko'ra ko'nikmalarga ega bo'lish, shuningdek, individual ko'nikmalarga emas, balki axborotlashtirish sohasidagi ko'nikma yoki vakolatlarga ega bo'lish haqida gap boradi.

Kalit so'zlar: Raqamli iqtisodiyot, rivojlanish, ko'nikmalar, davlat va biznes, raqamli ko'nikmalar.

Аннотация: В этой статье рассматривается приобретение навыков, а не приобретение дополнительной информации в процессе формирования цифровой экономики, а также приобретение навыков или компетенций в области информации, а не отдельных навыков.

Ключевые слова: Цифровая экономика, развитие, навыки, правительство и бизнес, цифровые навыки.

Annotation: In the process of shaping the digital economy, it is more about acquiring skills than knowledge, and moreover, about acquiring a set of skills or competencies in the field of informatization, rather than individual skills.

Keywords: Digital economy, development, skills, government and business, digital skills.

¹ Researcher of Tashkent State University of Economics, Tashkent, UZBEKISTAN

² Chief Specialist of the Internal Audit Department of Turon bank JSCB, Tashkent, UZBEKISTAN

Many sets of terms have emerged, such as hard skills, soft skills, digital skills, artificial intelligence skills, knowledge engineering, public license, home office, freelancing, on-line jobs, which reflect radical changes in education. The ratio of the above groups varies among the skills mentioned for all professions. Skills in the Hard skills group include, as a rule, professional skills that can lead to automation and, for example, can be measured using an exam.

Those in the group of soft skills (Soft skills) fall within the scope of personal qualities, acquired in the process of socialization and professional experience of the person, allowing to be successful regardless of the specifics of the main activity. As for the Digital skills group, it is important to know who should receive such a package of skills. For example, "non-digital" professions (doctor, lawyer, actor, literature teacher), and professionals who need digital skills - as ordinary members of the modern digital society of the network - must have a standard package of powers.

Those who make up the technical elite of this society need a completely different package. Moreover, for members of this group, digital skills are just as important as hard skills. The same thing happens with soft skills.

For some professionals, communication and management skills are necessary to support the overall professional level. For pedagogical and management teams, such competencies are included in the hard skills package along with narrow professional knowledge. It is well known that gifted teachers differ from average statistical educators in their ability to convey them more than in the depth of their knowledge, their more perfect communication skills.

In the discussions, first of all, the ratio of these three components and their harmonious structures are discussed. It is only necessary to strengthen the fundamentals of education in order to prepare a student who has a variety of interdisciplinary knowledge and interdisciplinary research methods, in-depth knowledge of technical and humanities, capable of further continuous development.

A blockchain is a distributed data set in which data storage devices are not connected to a shared server. This data set is called blocks and is stored in a constantly growing list of organized records. Each block will have a time stamp and a link to the previous block. The use of encryption ensures that users would not be able to write to a file without them, and the presence of private keys can change only a certain part of the blockchain. In addition, encryption allows synchronization of copies of blocks distributed chains in all users.

Sometimes blockchain technology is called the "internet of values" and we consider it a good metaphor. Anyone can post information on the internet and then other people will be able to connect to it from anywhere in the world. Blockchains allow you to send data to any point in the world where a blockchain file or some values are open.

However, you only need to have a private key created by a cryptographic algorithm to allow access to the blocks you "own". When you give a private key to someone, you are essentially giving that person the funds stored in the corresponding section of the blockchain. In the same way, the function of recording the transfer of funds is performed. In addition, another important function is the establishment of trust relationships and authentication of the person, because without matching keys, no one can change the blockchain. Changes that are not confirmed with the appropriate keys will be rejected.

The global network of financial services is currently fraught with many problems. It is quite outdated because it is lagging behind the high-dynamic digital world and is therefore based on technologies left over from the last century that run slowly and unreliably. It is a monopoly that prevents billions of people from accessing basic financial instruments. It is centralized, so it is prone to information leaks and other attacks and denials. It is monopolized and therefore tends to support the status quo, preventing vain innovations. Blockchain allows innovators and entrepreneurs to solve these and many other problems by finding new ways to create value on this powerful platform. Global financial experts need to think carefully about the following ideas related to blockchain:

For the first time in history, different entities can enter into an agreement and conduct business without knowing and trusting each other. Confirmation and trust of the individual ceased to be the right and privilege of the financial intermediary. Moreover, in terms of financial services, the declaration of trust will have a new meaning. The blockchain can establish a trusting relationship when necessary, confirming the exact similarity and solvency of each party based on the history of transactions (on the blockchain), reputation value (based on aggregated views) and other general economic indicators. Value. In blockchain, the network performs value peer-to-peer P2P signal clearing and regulates them, doing so on a regular basis, so its register is always up to date.

If banks had taken advantage of this opportunity in the first place without changing their business model, they would have saved about \$ 20 billion a year in operating costs - a figure that belongs to Spain's Santander Bank, and the real numbers are much higher. Due to the sharp decline in value, banks would be able to provide more access to financial services, markets and capital to private and corporate clients in societies that are not adequately covered by banking services.

This would be beneficial not only for market leaders, but also for start-up entrepreneurs around the world. Anyone can join global financial flows from anywhere, only with a smartphone and internet connection. Currently, it takes seven days to regulate cash flow, two to three days to regulate exchange transactions, and 23 days to cash in on a bank loan.

The SWIFT network transfers fifteen million payments per day among tens of thousands of financial institutions around the world, but spends a few days regulating and clearing them. The same thing happens with the Automated Clearing House system, which spends trillions of dollars a day in the United States. It takes an average of 10 minutes to process and clear all transactions made on the Bitcoin network at this time.

Other blockchains are faster, and modern innovative solutions such as the Bitcoin Lightning Network seek to increase the size of the bitcoin blockchain by reducing regulation and clearing time to a fraction of a second. "In a banking system where the sender is in one network and the recipient is in another network, money can literally get lost on the way through many registers, intermediaries, transit platforms.

In fact, the transition to an instantaneous and cost-free type of value transfer frees up capital that remains in an intermediate position for a long time; This, of course, does not please intermediaries who benefit from the money on the "road".

The current state model, which is aimed at curbing monopolies and trusts and supporting competition, does not mean that it has not faced any violations in the past. However, in order to throw the centralized

government into the rubbish bin, a monopolized - or in other words, centralized - power capable of controlling the future economy will have to call for help.

While cryptocurrency proponents tend to view Google, Facebook, Twitter, Apple, Microsoft, and the like as centralized, and therefore hostile (hostile) structures, it is important to keep in mind that at some point they may even become radical companies because of unknown startup ideas.

Thanks to a properly organized legal system, such cryptocurrency-based startups will be able to develop and benefit. As a result, the world will change for the better as a result of persuasion.

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Improving Higher Order Thinking Skills (HOTS) of EFL Students in E-Learning Process Through Webquests

BEKMANOVA Sayyora Shokirjonovna¹

SHAMURATOVA Muborak Muxtarovna²

ABDISHERIBOV Sulayman Javlanbek og`li³

Abstract

This article illustrates information on importance of improving HOTS (Higher Order Thinking skills) among EFL students (English as a-Foreign Language) whose education is online- based teaching, difficulties to organize HOTS questions in e-learning process and how to overcome them by using WebQuests. In this article the structure of organizing WebQuests for EFL students is provided together with ideas for each stage, and some effective websites are suggested for English teachers who have online based classrooms.

Keywords: HOTS (Higher Order Thinking skills), EFL students, online- based teaching, WebQuests.

¹ Bachelor students of Foreign Philology Faculty, Urgench State University, Urgench, Khorezm, UZBEKISTAN

E-mail: bekmanovasayyora097@gmail.com

² Bachelor students of Foreign Philology Faculty, Urgench State University, Urgench, Khorezm, UZBEKISTAN

³ Bachelor students of Foreign Philology Faculty, Urgench State University, Urgench, Khorezm, UZBEKISTAN

Higher-order thinking skills (HOTS) are a concept that distinguishes critical thinking skills from low-order learning outcomes, such as those attained by rote memorization. HOTS include synthesizing, analyzing, reasoning, comprehending, application, and evaluation. Most teachers are familiar with Higher-order Thinking (HOT) due to Bloom's taxonomy (Figure 1).

Figure 1. Bloom's Taxonomy.

Over the decades, the aim of developing and enhancing EFL students' HOT has been a major educational goal. Most teachers agree that it is crucial to teach students HOT, especially in EFL classrooms, together with four main skills (listening, speaking, reading, and writing) primarily to guide their idea generation. Usually, this can be done through discussion on different topics, problem solving tasks or asking students opinion on a topic in face-to-face conversation. However, when teachers have to improve their students HOTS in online education, they may face some challenges. As there is almost no face-to-face interaction between a teacher and students in e-learning, it is difficult to have an influence on students for teachers, because they cannot exchange their ideas at the same time. These difficulties can be overcome with appropriately planned WebQuests.

According to March, "a WebQuest is an inquiry activity that presents student groups with a challenging task, provides access to an abundance of usually online resources and scaffolds the learning process to prompt higher order thinking" The main goal of WebQuests is to promote critical thinking skills by challenging students to transform information found in the Web rather than simply searching and recalling information.

The structure of a WebQuest for EFL students in online-based learning process may have different versions and teachers should design their webquests to suit the needs and learning styles of their students. There are usually four main sections to a webquest and this should be taken as a basic guideline.

First one is the Introduction stage is normally used to introduce the overall theme of the webquest. It often introduces key vocabulary and concepts which learners will need to understand in order to complete the tasks involved.

A good illustration for it can be the “BBC News Archives” website, some important news stories can be chosen from 2004 for different categories like politics, health, and crime. There are new words of each topic and it provides the audios of topics and new words.

The Second section is The Task of the webquest explains clearly and precisely what the learners will have to do as they work their way through the webquest. The task should obviously be highly motivating and intrinsically interesting for the learners, and should be firmly anchored in a real-life situation. This often involves the learners in a certain amount of role-play within a given scenario.

As they have already introduced with a topic and new words, now they should prepare a short summary of each topic they chose. For it, teachers should mention about some tips for their summary on their e-learning course page.

Next one is The Process stage of a webquest guides the learners through a set of activities and research tasks, using a set of predefined resources. These resources - in the case of a language-based webquest, the Process stage of the webquest may introduce (or recycle) lexical areas or grammatical points which are essential to the Task. The Process stage of the webquest will usually have one (or sometimes several) 'products' which the learners are expected to present at the end. These 'products' will often form the basis of the Evaluation stage.

Students text their own new story on that topic, they should use information on the chosen topic. On their home page every students should be able to see each other's new stories and give comments on content, structure, language and meaning.

Last one is the Evaluation stage can involve learners in self-evaluation, comparing and contrasting what they have produced with other learners and giving feedback on what they feel they have learnt, achieved, etc. It will also involve teacher evaluation of the same, and good webquests will give guidance to the teacher for this particular part of the process. Teachers should provide a Self-evaluation Questionnaire to help them to understand how they should evaluate themselves.

The structure of a WebQuest shows that even in online-based teaching, teachers can improve their EFL students HOTS by different interesting and interactive tasks. EFL students not only read texts and do several activities online but also they should create new stories, exchange their ideas online by texting, give their opinions and show their attitudes to others' works by commenting, which are actually help them to develop their HOTS that are shown in Bloomy's Taxonomy.

Bloom's Taxonomy shows the importance of teaching HOT effectively as a matter of fulfilling a national aspiration in education. There may have some differences of student's HOTS between student of Teacher College who are study with full e-learning and conventional. However, in this article we try to illustrate some ways to overcome this problem and to reach effectiveness in improving HOTS in EFL students in online teaching without significant difference with the HOTS of the students in classroom teaching. There are several WebQuests sites which can offer different

tasks for e-learning EFL students such as “BBC News Archives” and “Onestopenglish WebQuests” or even more teachers can themselves designs them.

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The Last Commander of Prophet Mohammad: Usama b. Zayd

Zehra Betül GÜNEY*

Abstract

Little is known about the last commander of Prophet Mohammad and his last expedition called *The Expedition of Usama* which aimed to avert the danger of Byzantine threat toward Moslems. This article seeks to reveal the aim of this latest army, the challenges that emerged on that time after Prophet Mohammad ordered Usama bin Zayd to lead this last troop and why he insisted to march the army as expeditiously as possible even though he was on his deathbed. This article after quick glance at the concept of war into Islam will give a complete digest of Prophet Mohammad's last troop to Byzantine and of his last commander called Usama bin Zayd. Next, it will shed light into the reasons why this troop did not complete its mission successfully and why some of the companions of Prophet Mohammad were reluctant to go with such army. As a result, this work aims to throw light into the Prophet's last expedition and the events paralleled with it which caused some disputes among the companions.

Keywords: Expeditions of Mohammad, Usama b. Zayd, Companions (Sahaba), Byzantine.

INTRODUCTION

The first versus revealed in Islam about jihad (fighting/struggling) were fully about the self-restraint (jihad of self) and to struggle in order to purify the soul from the desires and sins. Therefore, The first meaning of the word of *jihad* in Islam is well known as a self-discipline and struggle of the self¹ which considered as a major struggle (al-jihad al-akbar). The jihad of fight (holy war) and battles (al-qital) was emerged right only after the jihad of self completed its messages into the Moslems' life.

However Prophet Mohammad tried to deal with heathens and polytheists gently and kindly they did not stop attacking and torturing Moslems. Even after the Moslems left Makka to Madina, the heathens never stopped enmity. They not only confiscated Moslems' houses and lands in Makka and disposed freely on their personal property but also imposed the ban on their trades and placed an embargo on

* Phd, Lecturer, Sakarya University, The School of Theology, Turkey, zbguney@sakarya.edu.tr.

¹ Surah as-Shams/7-9; Surah Fussilat/36

their purchase. Therefore, the Prophet's first war broke out in response to their attack and to avoid their harassment. These battles and wars lasted until the last day of Prophet Mohammad's life.

In addition to internal enemies, the threat of external enemies also had been captured the city of Mohammad. Last two expeditions to Byzantine which called *Mu'ta* and *Tabuk* were sent to eliminate their threat over Muslims new state, but never stopped their tendency to attack. In his last days before his death The Messenger Mohammad ordered to prepare an army led by Usama b. Zayd to attack Byzantine in its land. But this army could not accomplish its way before the Prophet's death because of the unwillingness of some companions (sahaba) to leave Madina. In this article we will unveil the details about Usama bin Zayd and will study the whole stages his army went through, and why he did not find the majority approval by his soldiers. Finally, we aim to shed new light on the incidents happened as a result of disputes occurred on that time as soon as Prophet Mohammad ordered Usama to lead his last army.

The Battles of Islam

Before we go into details of last army of Prophet, we would like to clarify briefly the reasons of battles which he sent out from Madina. There were seventy expeditions during the life period of Prophet Mohammad. (Qasem, 2006: 6). From the first day of Prophet Mohammad's message began to separate on 610, there were a lot of heathens and polytheists who did not have the desire to accept this divine message, because this message were contrary to their interests and life system, and aimed to change customs and traditions that caused to social deterioration and the moral degradation.

When we stand on the thirteen years of Prophet Mohammad's prophethood we find only his strict avoidance of going into conflict or war with nonbelievers in Makka, even though they were very brutal on Muslims.² Despite the peaceful and gentle movement of Prophet Mohammad toward heathens he experienced a lot of difficulties and hostility. Therefore, he had to leave Makka to protect himself and his companions from their torture, harassment, threats and intimidation. He and his companions progressively emigrated (hejira) to Madina in 622 to escape the persecution and to practice Islam in peace.

After their emigration from Makka the heathens and polytheist not only used every single opportunity to bother Muslims but also they attacked Muslims trade caravans in order to deprive them of their most basic goods, supplies that were necessary to keep them alive. All they wanted was to rob of Muslim's decent and humane life in order to force them to give up their ideology and leave their religion.³

According to many verses in Quran, there is no divine permission for anyone to fight as long as there is no life-threatening. Therefore, Muslims were not allowed to fight only after the heathens started

² Surah an-Nahl/125; Surah al-Furqan/52; Surah al-Ankabut/47; Surah al-Kafirun/6; Surah az-Zukhruf/89.

³ For more details about Prophet Mohammad's first years of message and his immigration to Madina after the torture of heathens see Abu Cafer Mohammad b. Jareer al-Tabari, *Târih al-Tabari*, ed. Mohammad Abu al-Fadl Ibrâhîm, Vol. 2, Dâr al-Ma'ârif, Qairo 1967, p. 327-387.

the war and made Moslems suffering shortages of resources which left them no choice but confrontation and war.⁴

The first expeditions Prophet Mohammad sent out were first year of Hijra by attacking polytheist's trade caravan in order to intimidate them and to offset the losses which resulted from the heathens previous attacks. These expeditions were followed by other expeditions and all of them aimed to turn the tables on the enemies and to spread Islam all around the world (al-Salâbî, 2007: 7-8).

Usama bin Zayd

There were a lot of battles Prophet Mohammad had to wage against the potential external threats as well as internal threats. According to Islamic history there were seventy battles during Prophet Mohammad era, and there were forty seven commanders led the armies in those battles (Qasem, 2006: 40). Usama bin Zayd was the latest commander of his last battle which was ordered to march towards Syria in order to eliminate the risk of Byzantine Empire attack.

Before going into the details of this battle we would like to introduce Usama bin Zayd, in order to understand why the Prophet Mohammad appointed him as commander of this army, and why the other companions opposed his decision. His name is Usama bin Zayd who was born in Makka eight years before the Hijra on 614. His father Zayd bin Haritha was a slave of Khadija, the wife of Prophet Mohammad. When Khadija married the Prophet, she gave his slave Zayd bin Haritha to him as a gift and the Prophet set him free, but Zayd still stayed with him until the last day of Prophet's life. He was the first man to have accepted Islam after Khadija (al-Tabarî, 1967: 316). He was one of the scribes of revelation (Kuttâb al-Wahy) who were writing down the revelation and memorized the entire Quran by heart. He was also Prophet Mohammad's translator in Hebrew. Because Prophet Mohammad did not trust Jews and asked him to learn Hebrew in order to be his advisor and translator in his relations with Jew (al-Khuzâi, 1999: 75).

Prophet Mohammad loved Zayd and loved his son Usama from the first day his wife gave birth to him. Zayd and his son Usama were famous as "*The person whom Mohammad loved* (Hobbu Rasolillah)". Because of Zayd, they called Usama as "*Beloved son of the person whom Rasolillah loved* (Hobbu Hobbi Rasolillah)" (al-Bukhârî, 1998: XI/466). When Prophet Mohammad instituted brotherhood between the emigrants (Mohajirun) and the settlers of Madina (Ansar), he chose his father as a brother to his uncle Hamza who was the greatest and strongest man among companions. It was obvious to everyone that he and his son Usama were very precious to the Prophet. The Prophet was giving Usama fine clothes and his valuables, so that everyone started call him "*Son of Mohammad*".

Usama is characterized as a black-skinned, intelligent, chaste, humble, devout man who loved people, and people loved him too. He was kind of a person who always said the truth without any hesitation. He was raised in an atmosphere of revelation, and purely grew up by Prophet Mohammad's great moral and Islamic education. Due to this, he inherited Prophet Mohammad's high ethics and good moral standing. His childhood and teenagerhood was with him and under his

⁴ Surah al-Hajj/39-40; Surah al-Baqara/190; Surah at-Tawbah/36.

great care and attention that protect him from the unbelief and ignorance of that era (al-Suyûti, 1982: 83; al-Jahaz, 1991: 147).

His first attempt for an involvement in battles was in 625 when he was eleven years old. He wanted to join the battle of Uhud but Prophet Mohammad did not allow him due to his young age. When he was fourteen years old, he came to Prophet Mohammad again in the battle of Trench (Khandaq) to get the permission for participating in a battle by trying to show his height a little longer. After seeing his cute effort, the Prophet showed him his compassion and allowed him to join the army. In the battle of Hunayn he drew attention by showing great courage and heroism. When the Moslims faced with defeat, he was among the few companions who did not escape from the war ground, fought bravely and stayed with Prophet Mohammad (al-Baladhuri, 1959: 88).

As had been narrated, the Messenger of Allah had taken Usama to his camel's back on many occasions. One of those remarkable one was when he entered the Kaba and during the Farewell Pilgrimage (al-Hajj) he was by the side of Prophet with Bilal of Ethiopian. This was interpreted as a reflection of love by Prophet Mohammad (Ibn Saad, 1970: IV/64; al-Waqedi 1966: 1118; Ibn Hanbal, 1969: VI/248). Later on in the battle of Mutha against Byzantine Empire in 629, Usama fought under the flag of his father Zayd b. Haritha. This war was the first battle between Moslims and Byzantine, the most strongest army on that era. Usama had not yet turned eighteen back then. Even he personally saw the martyr of his father, he continued the war under the command of eminent companions like Cafar b. Abu Talib and Khalid b. al-Waleed. Eventhough this war did not end with the absolute victory of Moslims and they pulled back, but it was milestone for them in their battles and strategic success. This war was a warning precursor for Moslims that Byzantine is a big threat for them as long as has stood around them. Hence, the Prophet Mohammad was mentioning on many occasions that he is going to conquer the land of Romans anyway during the first day of his message. The battle of Mutha was the prime example for this aim. Later on, after the conquest of Makka, Prophet Mohammad sent several letters to the Kings of his era to invite them to Islam. Heraclius, the king of the Byzantine Empire was one of those kings (al-Bukhârî, 1998: XXIV/283; Ibn Ishaq, 1978: 209; Ibn Heshâm, 2009: 420).

Eventhough Heraclius welcomed his letter, but soon Prophet Mohammad received some news of the preparations of Byzantine to attack Moslims. Eventhough the army of Mohammad went to fight Romans on 630 under a very difficult circumstances, such as long distance, poverty, famine, lean season and the propaganda of hypocrites (Munâfiqun) against this expedition, they came back to Madina without a fight. Because, when the Moslim troop reached close to Byzantine borderline, they saw that the news about Roman military preparations had not been correct. Quite the reverse, the Roman king sent some envoys and signed peace treaty with Moslims. This expedition demonstrated the military and political power of Mohammad against the Byzantine and neighboring states outside the Arabian Peninsula, as well as Moslims' determination to protect their borders from enemies. Tabuk expedition was the last expedition that Prophet Mohammad attended before his death (al-Salâbi, 2007: 313).

Usama As A Commander

Since he was little young man, Usama always was side by side with Prophet Mohammad in his battles and his important occasions. He was always the best example for that the merit is not by age. From his first few years of youth he became one of the bravest companions and the privileged gifted man of Prophet Mohammad. He was the most eligible man whom Prophet Mohammad trusted on him as a loyal companion, warrior and a leader in his last troop he sent when he was on deathbed. As a consequence of his brave life and his loyalty, the Prophet prepared an army in the month of Safar by the 11th year of immigration (May 632) under the command of Usama b. Zayd. He was only eighteen years old when the Prophet chose him as a commander of a troop numbering four thousand to Byzantine (al-Sakhawî, 1980: 166; al-Asqalânî, 1960: 152). Eleven days before his death (on the last day of Month Safar),⁵ Prophet Mohammad called Usama over and asked him to get his father's and Moslems' revenge (al-Halabî, 1980: 227). It was the last biggest and important expedition of Moslems far away from the city of Madina during the Prophet era. Because it was prepared to confront for the third time one of the biggest military power called Byzantine which was forcibly ruling the North of Arab Peninsula.

The Prophet gave the leading of biggest and strongest companions like Abu Bakr, Omar, Khalid b. Walid, Talha, Zubayr, Saad b. Abi Waqqas, Abu Obaida b. Jarrah and so many older and more experienced companions to Usama's command. There was no one left from the companions but was ordered to join the army of Usama, except Ali b. Abu Talib (Ibn al-Asîr, 2003: 317; al-Asqalânî, 1960: VIII/152; Ibn Saad, 1970: II/189; Ibn Kather, V/1998: 225; al-Zahabî, 1990: I/477). His name was not mentioned among those four thousand companions asked to go (Ibn Saad, 1970: II/216). He and couple men from Banu Hashem stayed with him in Madina when he sent Usama's troop.⁶

This decision had a shocking effect on everyone. This was the first time the Prophet insisted to send this amount of companions to join the expedition. Companions were wondering, why the Prophet was in such a hurry while there was the movement of apostases (riddah) threatening them from all surrounding areas? Why he was insisting to send a troop while he was almost dying? Why not any time else? And why all those elder and stronger companions were under the leadership of eighteen-years-old Usama? Most of them were discontented and reluctant to leave the Prophet in this condition (al-Tabarî, 1967: 185).

There is no convincing or clear answer on why the Prophet was so persistent on this expedition in Sunni references. But in Shia references there are interpretations for this urgent action of Prophet Mohammad. They think that it was a good timing for Prophet Mohammad to send Usama with almost all of companions out of Madina, in order to avoid the dispute that may arise after his death on caliphate issue. They came to this conclusion based on the hadith that had been mentioned by Saheh al-Bukhari and Saheh Moslem. Ibn Abbas narrated this hadith while he was crying when he remembered that Thursday when the quarreling attitude arose between companions in the presence

⁵ Prophet Mohammad died on 12th of Rabiulawwal (Ibn Saad, Vol.II, 1970: 240).

⁶ According to Prophet's *Sirah Literature* (Mohammad Biography), Ali b. Abi Talib was never sent under the commandment of anyone else. He was always the superior and the leader to all of the companions in any troop he was sent by the Prophet (Ibn Hanbal, 1960: VI/300; al-Maqrîzî, 1999: XIV/17).

of Prophet after he asked them to bring a writing materials in order to issue a statement for them. Ibn Abbas said:

“Thursday! What a Thursday! His tears started flowing on his cheeks and then he said: “He said, bring me a tablet and an ink, so that I write you a book after which you will not go a stray at all.” But no one willed to bring him what he asked. Omar b. al-Khattab said: “Indeed, pain has gained control over the Prophet! We have the Quran. The Book of Allah suffices us.”. Some of them said that the Prophet is saying unintelligible things and raving (yahjor) due to his illness. When they started disagreement and disputed whereas no one should dispute before a Prophet, the Prophet felt sorry and said: “Go away and leave!” and he could not write anything. Ibn Abbas used to say: “It was a great disaster that their difference and noise prevented Allah’s Messenger from writing that message for them” (Moslem, 2014: 354; Ibn Hanbal, 1935: III/409; al-Bukhârî, 1998: V/79; al-Zahabî, 1990: I/813).

This event called *The Calamity of Thursday* or *Black Thursday* in Shia’s sources due to the disobedience of companions to Prophet Mohammad. Shia ulama (clerics, and religious authority) linked this event with the event of expedition of Usama, and interpreted that Prophet Mohammad was about to reveal their leader to them after his death. Because they claim that the Prophet expressed several times that Ali b. Abi Talib is in charge after him. One of these was when the Prophet charged him as his deputy in Madina during his absence to take care of the people as Caliph when he left to the expedition to Tabuk (al-Asqalânî, 1960: VIII/112; al-Shaybânî, 1993: 560). The other important incident that Shia provide as a proof for Ali b. Abi Talib’s leadership issue is while returning from the Farewell Pilgrimage (al-Hajj) the Prophet stopped at Ghadir Khumm and made an announcement to pilgrims that Ali b. Abi Talib will be a leader after his death (Ibn Hanbal, 1969: II/71,94; Ibn Kather, 1998: V/210, 224; Malek b. Anas, 1997: II/480; al-Asqalânî, 2012: 1063-1065).

Not long after that, his health condition had begun to deteriorate and started to tell that he would die in a month’s time. Shia claim that the Prophet Mohammad asked unexpectedly Usama to march immediately with almost all oldest and powerful men from companions with the exception of Ali in order to make him the only one next to him on his death. This urgent evacuation of the city from almost all of the companions was to take precaution in case if he died Ali would be a certain leader after him. That is the reason he did not want anyone left in Madina besides Ali, so he could become the leader without any objection or conflict, or intrusion by other companions. The Prophet aimed to avoid even the slightest possibility of conflict or dispute over Ali’s leadership.

Shia argue that the reason companions objected to go with Usama to the battle was the same as they objected to the previous one, when they were reluctant to bring writing materials to the Prophet when he asked them to do while he was dying. They felt that the Prophet wanted to tell them something they have to do after his dead and was about to announce their new leader (caliph) after his death (al-Asqalânî, 1960: I/209; Ibn Kather, 1998: V/227-228, 251). Shia ulama claim that all signs were pointing to Ali as a leader after Prophet Mohammad. Ali’s absence in the army of Usama was one of these signs and caused discontent among companions which made them reluctant to obey Prophet’s orders (al-Baldâwî, 2013: I/417; al-Tîcânî, 1993: 103).

On the other hand, it was very strange that Prophet Mohammad asked Usama to move with almost all of companions out of Madina eventhough there was a threat of apostases. It was supposed to make them stay and defend the Madina city in those critical days against the internal rebellion. Eventhough the departure of Usama's army from the city was making the city vulnerable against that movement, the Prophet never changed his mind nor backed from his decision. This determination raised questions and doubts about the accuracy of Prophet's actions, which was disobedience to him. Shia ulama severely condemned companions' attitude to the Prophet decision (al-Amen, 1983: I/292-293; al-Baldâwî, 2013: I/417; al-Tîcânî, 1993: 103), which was equivalent to Allah's decision. They think that companions' skeptical approach to Prophet's orders contradicts the verses in Quran which consider the obeying the Messenger Mohammad is obeying Allah. Because, Allah and his Prophet Mohammad, both have the same standing in Islam and are equal to each other.⁷ Sunni's ulama also mentioned that this was one of the biggest disagreements and disobediences that occurred in Prophet's era eventhough they had been asked to obey Allah and obey the Messenger no matter what (al-Shahrestânî, 1968: I/21). Because, Moslems have no choice after the decision of the Prophet, and this was a major sin mentioned in Quran.⁸

As a result, sudden preparation of Usama's army with almost all companions with exception of Ali b. Abi Talib and the companions disobedient attitude towards Prophet's decision criticized by Shia and perceived as a protest movements against Ali b. Abi Talib's leadership's possibility. While the companions reluctance and disobedience to Prophet's order interpreted by Sunnah as unwillingness to leave the Prophet on his deathbed eventhough this was disobedience and sin according to Quran. But, no comment has been made about why the Prophet asked them to leave Madina eventhough the city was under the serious threat of riddah movement. And why they were reluctant also to bring writing materials to the Prophet when he asked them to do in order to give them his last word.

When most of the companions rejected to go with Usama's army out of Madina, and Prophet Mohammad heard their criticism, he got very angry. Although he was feverish and very sick he left his bed with his head bandaged, covered with sheet and walked slowly to the mosque leaning on the arms of Abbas b. Abdulmuttalib and Ali b. Abi Talib (Ibn Hanbal, Vol. 1969: VI/300; al-Tabarî, 1967: III/189, 196; al-Zahabî, 1990: I/810). He was barely standing and said these words while recalling the days he had appointed Zayd b. Harisa as commander for the Battle of Muthah:

"I have been informed that some of you object to my oppointing Usamah as a commander. You had also opposed my appointment of his father as a commander before. But he is just as worthy of command as his father was. His father was the most lovely one to me and his son Usama is the most lovely one to me after him. So I entrust you to treat him well" (Ibn Saad, 1970: II/195; al-Bukhârî, II/Hadith No: 3730).

Companions were looking in wonderment at Prophet's decision. Because he was very sick and about to die, secondly they thought that there were a lot of companions who were most worthy and more experienced than Usama to be a commander to such a danger expedition. After this accusing speech,

⁷ Surah al-Najm/3-5.

⁸ Surah al-Ahzab/36.

the Prophet asked Usama to leave Madina immediately. He was repeatedly and insistently saying on his deathbed that the army should leave Madina and Allah has cursed whoever stays behind from the army of Usama (al-Tabarî, 1967: III/186; . al-Jawharî, 1993: 45; al-Ya'morî, 1978: II/369).

Companions were still slackened and reluctant to leave the Prophet sick. Actually, Usama himself was either not willing to leave Madina while the Prophet in this condition. He asked him to permit him to stay for few days but the Prophet ordered him to proceed. He asked him again and again for permission to stay with him. He said that his heart is swollen with pain because he is leaving him sick. But the Prophet insisted that he had to go and leave Madina immediately (al-Jawzî, 1968: II/560).

On 12th of Rabiulawwal Usama left the city and established his headquarters outside of Madina at a place called *Jurf*, because some companions were still reluctant to move forward and insisted to stay in the city (al-Jawzî, 1992: IV/73). In the meantime, the disease of the Messenger of God were intensified. Usama decided to visit the Prophet to see closely his last condition. When he saw him the Prophet told him again to leave and proceed. After these words Usama fully ascertained that he must take his troop immediately to the battle. As soon as he arrived to the camp he ordered people to get prepared for departure. While he was almost leaving the camp he received a message from his mother Ummu Ayman from Madina telling him that Prophet Mohammad is dying. He immediately went back to Madina, the Prophet was counting his last breaths. He, and only six men were with him in his last minutes. Ali b. Abi Talib washed his body while Usama and the others helped him in the funeral and burial procedures (al-Tabarî, 1967: 212, 225; Al-Waqedi, 1966: 120-123; al-Makkî, 1998: II/308; Ibn Hesham, 1990: 557-560; Ibn Kather, 1998: 260; al-Zahabî, 1990: 828-829).

Usama's army perhaps did not get on the road when the Prophet was alive, but it completed its mission right after his death. As soon as Abu Bakr was elected as a Caliph he regathered all the four thousand companions the Prophet Mohammad had previously gathered for the battle and asked Usama to complete the mission which Prophet Mohammad had asked him to do. But many of the companions told him to stop sending the army for the security of Madina because of the apostases movement emerged among the people after the Prophet's death. Actually, Abu Bakr was in need to a strong army to fight those apostases but he wanted to fulfill the Prophet's last desire. He said that he could not turn down the army which was prepared by the Messenger of Allah. He wanted to carry out his decision no matter what was the result.

Omar b. Khattab was looking at the event from another angle. He still was thinking that Usama is not right for this and asked him to relieve Usama's commandment of the army. Abu Bakr felt deeply angry of his request. He pulled him from his beard and said that Usama has been appointed by Prophet Mohammad and nothing would change his decision (al-Waqedi, 1966: 1120; al-Tabarî, 1967: 226). After gathering the army again in a place called *Jurf*, Usama sent Omar to Abu Bakr and informed him that there were some people in the army who were still uncomfortable with his commandment, and for that reason he wanted to return to Madina with the army. Abu Bakr was quite determined to send this army to that battle as the Prophet was. He went to *Jurf* and told to them that this army should go immediately to the mission no matter what the results, because this was the Prophet's last desire.

Then he gave them important farewell speech reflecting the spirit of Islamic conquest (al-Tabarî, 1967: 224-227).

After this speech the army headed out, and the expedition ended with victory. This was the first military campaign of the Arab Muslims to Syrian Region in the style of influx. This victory erased the fear of Byzantine in Muslim's hearts. Furthermore, it was the best opportunity to show the world that Muslims are still so strong even after the death of their Prophet. This army went to fight apostases as soon as returned to Madina city. Usama's extraordinary life and his courage and heroism was his best feature told over generations in hadith narrating and history books. He won the favor of all Caliphs, especially Omar b. Khattab even though he was opposed to the idea of his command. He used to call him "*My commander*" and always gave him privileges by treating him differently. Omar's son, Abdollah, once asked his father why he pays to Usama more than him when he was determining the amount of the salary that everyone would receive. He said: "*The Messenger of Allah loved Usama's father more than your father, and he loved Usama more than you*" (al-Jahez, 1991: 216). Usama died in Jurf during the caliphate of Mo'awiyah b. Abu Sofyan in 674 at the age of sixty.

CONCLUSION

The most important detail that makes Usama's expedition different from other expeditions was because it was an urgently prepared army while the Prophet Mohammad was dying. According to Islamic history, an army of this size had never been prepared before. It was an army of four thousand men, almost all of the companions joined it with the exception of Ali b. Abi Talib. This detail interpreted by Shia as it was in order to avoid the dispute that may arise after the Prophet's death on caliphate issue. They claim that companions' strong reluctant to leave Madina was because they knew that the Prophet was dying and he was about to appoint the new leader for them after his death which was Ali b. Abi Talib himself.

In Sunna resources there is no comment has been made on Ali b. Abi Talib in Usama's issue. The only interpretation had been made on companions reluctance to join the army of Usama was because of Usama's young age and the Prophet was almost dying. For them, the expedition was very danger and difficult but he was the youngest man among them all. Furthermore, there was a serious threat of apostases and the Prophet Mohammad was very weak and no army was with him in the city.

Despite everything, the Prophet Mohammad never gave up persisting on this expedition and asked them to leave Madina as soon as they can. But his effort was inconclusive and unsuccessful. Companions waited his death while they were skeptical to Prophet's decision. According to Shia, it was a big disobedience toward the Prophet whom his order is equal to Allah's order.

Usama's expedition found its way after the Prophet's death immediately in Abu Bakr's era. He was quite determined to send this troop even though there was a big threat of apostases. Usama's expedition was very successful and ended with victory. It was the big chance to show the world that Muslims are still strong even though they have some disagreements between each other and do not have their Prophet among them.

Usama's close relationship with the Prophet Mohammad always lived with his name until the last day of his life. All of companions treated him with respect and he was privileged one in the period of all Caliphs he lived in.

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Ijtimoiy va Iqtisodiy Tizimlarni Boshqarishda Prognozlashtirish Modellarini Qo'llash Ahamiyati

**Значение Применения Прогнозных Моделей в Управлении Социально-
Экономическими Системами**

**The Importance of Application of Forecasting Models in the Management of Social
and Economic Systems**

BURLIYEV Abdulla Ubaydullayevich¹

Annotatsiya

Ushbu tadqiqot ob'ektini o'rganish muammosi uni naqadar o'rganish dolzarbligini ko'rsatib beradi. Chunki iqtisodiy va ijtimoiy jarayonlarni tahlil qilish, uning rivojlanishi va kelgusidagi holatini prognozlashtirish muhim ahamiyat kasb etadi. Tizimni boshqarishni prognozlashtirish uchun turli modellar yaratish va uni qo'llash tahlili ko'rib chiqiladi. Bunda matematik modellar, iqtisodiy matematik modellar, ekstropolyatsiya metodi, prognozlashning ekspert baholash metodi, modellashtirish metodi va adekvat modellarini qo'llash ahamiyatini tahlil qilingan.

Tayanch iboralar: matematik model, iqtisodiy matematik model, ekstropolyatsiya, ekspert, ijtimoiy tizim, iqtisodiyot, nominal va real daromad indekslari, turmush qiymati indeksi, inson barkamolligi indeksi.

Abstract

The problem of studying this research object shows how relevant it is to study it. Because the analysis of economic and social processes, its development and forecasting of the future is important. An analysis of the development and application of various models for forecasting system management will be considered. It analyzes the importance of applying mathematical models, economic mathematical models, the method of extrapolation, the method of expert evaluation of forecasting, the method of modeling and adequate models.

Keywords: mathematical model, economic mathematical model, extrapolation, expert, social system, economy, nominal and real income indices, cost of living index, human excellence index.

¹ Jizzax Politehnika Instituti Assistenti; UZBEKISTAN; E-mail: a.burliyev@gmail.com

Hozirgi davrda iqtisodiy jarayonlarni tahlil qilishda amaliy matematika yutuqlaridan tobora kengroq foydalanmoqda. Modellastirish, matematik formulalardan iqtisodiyotda foydalanish, iqtisodiy o'zgaruvchilar va ob'ektlarning eng muhim va ahamiyatli bog'lanishlarini aniqlashga, tasvirlashga, iqtisodiyotning qoidalari va xulosalarini aniq bayon qilishga imkon beradi.

Model iqtisodiy prognozlashni, o'rganilayotgan jarayonni ilmiy anglashning muxim vositasi bo'lib hisoblanadi. Modellastirish jarayoni, ob'ektni yoki jarayonni boshlang'ich o'rganish, uning amalga oshadigan xususiyatlari va belgilarini ajratish, modelning nazariy va tajribaviy taxlili, modellastirish natijalarini ob'ekt haqidagi haqiqiy ma'lumotlar bilan solishtirish, modelni korrektirovkalash xamda oydinlashtirish kabilar asosida model qo'rishni tashkil etadi.

Matematik usullar va modellar ahamiyatini quyidagilarda ko'rish mumkin:

1. Iqtisodiy-matematik usullar yordamida moddiy, mehnat va pul resurslaridan oqilona foydalaniladi.

2. Matematik usullar va modellar iqtisodiy va tabiiy fanlarni rivojlantirishda yetakchi vosita bo'lib xizmat qiladi.

3. Matematik usullar va modellar yordamida tuzilgan prognozlarni umumiy amalga oshirish vaqtida ayrim tuzatishlarni kiritish mumkin bo'ladi.

4. Iqtisodiy-matematik modellar yordamida iqtisodiy jarayonlar faqat chuqur tahlil qilibgina qolmasdan, balki ularning yangi o'rganilmagan qonuniyatlarini ham ochish imkoni yaratiladi. Shuningdek, ular yordamida iqtisodiyotning kelgusidagi rivojlanishini oldindan aytib berish mumkin.

Iqtisodiy-matematik usullar va modellar hisoblash ishlarini kompyuterlashtirish va avtomatlashtirish bilan birga, aqliy mehnatni yengillashtiradi va iqtisodiy soha xodimlarning mehnatini ilmiy asosda tashkil etadi va boshqaradi.

Prognozlash tamoyillari prognozlash modellari va turli metodlarini metodologik yagonaligini ta'minlaydi. Prognozlarning izlanilayotgan ob'ekt xarakteriga ko'ra bo'linishlari har xil qayta ishlab chiqarish jarayonlari bilan bog'liq. Shunga ko'ra, prognozlash quyidagilarga ajratiladi:

- ishlab chiqarish munosabatlarining rivojlanishi;
- ilmiy-tehnika jarayonlarni ijtimoiy-iqtisodiy xarakterlari va oqibatlari;
- iqtisodiyot dinamiklari (sur'atlari, faktlari va tuzilishlari);
- bandlik, mehnat resurslari va kadrlarni qayta tayyorlash;
- tabiiy resurslardan oqilona foydalanish;
- asosiy fondlar va kapital qo'yilmalarni qayta tiklash.

Boshqarish tizimida ijtimoiy-iqtisodiy jarayonlarni modellashtirish va prognozlash vazifalarning turli tumanligi prognozni qurish metodlari va xar hil sistemalarini qo'llanilishini talab qiladi. Har bir prognoz kerakli informatsiyaning olinishi, ishonchliligi, asoslanganligi, baholanganligi, qayta ishlanishi natijasida paydo bo'ladi. Prognoz ishlab chiqarish uchun qanday ma'lumotlarni olishni informatsiya tashuvchining tanloviga, uni olish usullariga, tahlil qilinayotgan ob'ekt rivojlanishini baholovchi mahsus hisob kitoblarga bog'liq.

Amaliyotda prognozlarni ishlab chiqarishni 130 xil metodlari mavjud. Ijtimoiy- iqtisodiy jarayonlarni prognozlashda shartli ravishda metodlarini 3 xil muhim guruhlariga bo'lish mumkin:

- ekstrapolyatsiya metodi
- prognozlashning ekspert baholash metodi
- modellashtirish metodi

Modellashtirish jarayonining asosiy bosqichlari turli sohalarda, shu jumladan, iqtisodiyotda ham o'ziga xos xususiyatlarga ega bo'ladi. Iqtisodiy-matematik modellashtirish bitta tsiklining bosqichlari ketma-ketligi va mazmunini tahlil qilaylik.

Birinchi bosqich - iqtisodiy muammoning qo'yilishi va uning nazariy sifat jihatdan tahlili. Bu bosqichda iqtisodiy jarayon har tomonlama o'rganiladi, uning ichki va tashqi ahborot aloqalar, ishlab chiqarish resurslari, rejalashtirish davri kabi asosiy parametrlari aniqlanadi. Bu bosqichda asosan muammoni asl ma'nosi ifodalanadi. Qanday masalalarga javob topilishi kerakligini aniqlash kerak bo'ladi. Izlanayotgan noma'lum o'zgaruvchilar nima, qanday maqsadni ko'zda tutadi, natija nimalarga olib keladi, kabi savollar aniqlanadi.

Ikkinchi bosqich - matematik modelni tuzish. Modellashtirayotgan jarayonning iqtisodiy matematik modeli tenglamalar, tengsizliklar tizimi, funksiyalar shaklida ifodalanadi. Oldindan modelni turi, keyin uning o'zgaruvchilari, parametrlari, aloqa shakllari aniqlanadi. Demak, matematik modelni qurilishini o'zi bir necha bosqichlardan iborat.

Uchinchi bosqich - modelning matematik tahlili. Bu bosqichning maqsadi - modelni umumiy xususiyatlarini aniqlash. Bu yerda modelni matematik usullar bilan tekshiriladi. Eng asosiysi, modelni yechimi borligini isbotlash zarur. Agar modelni matematik yechimi bo'lmasa, unda keyingi bosqichlarni bajarish mumkin emas bo'lib qoladi. Shuning uchun yoki masalani iqtisodiy qo'yilishini o'zgartirish kerak yoki matematik ifodalashni yanada aniqroq qo'yilishi zarur bo'lib koladi.

Turmush darajasi bitta ko'rsatkich bilan emas, balki aholi daromadi va turmushining turli qirralarini ifodalovchi ko'rsatkichlar tizimi bilan tavsiflanishi lozim. Bu tizim quyidagi asosiy guruh ko'rsatkichlarini o'z ichiga olishi lozim:

- umumlashtiruvchi sintetik ko'rsatkichlar;
- aholining moddiy ehtiyojlarini qondirish darajasini tavsiflovchi ko'rsatkichlar;
- aholini ma'rifiy-ma'naviy darajasini tavsiflovchi ko'rsatkichlar;

- aholining ijtimoiy sharoitini tavsiflovchi ko'rsatkichlar.

Bu ko'rsatkichlar natural va qiymat ko'rinishda ifodalanib, aholi turmush darajasining miqdor va sifat tomonlarini o'zida aks ettiradi.

Aholi turmush darajasini dastavval qo'yidagi ko'rsatkichlar umumlashtirib ifodalaydi:

- aholi jon boshiga to'g'ri kelgan sof milliy daromad;
- nominal va real daromad indeksleri;
- turmush qiymati indeksi;
- inson barkamolligi indeksi;
- qashshoqlik indeksi;
- aholi pul daromadlari va xarajatlari balansi;
- yashash minimumi va boshqalar.

Agarda olingan natijalar haqiqiy ishlab chiqarish sharoitiga to'g'ri kelmasa, unda bunday mos kelmaslik sabablari iqtisodiy talqin qilinadi. Bunday sabablar quyidagi hollarda bo'lishi mumkin: ma'lumotlarni yetarlicha ishonchli emasligi, foydalangan matematik usul yoki modelni o'rganilayotgan iqtisodiy ob'ektnining xususiyatlari va mazmuniga mos kelmasligi va boshqalar. Asosiy sabab aniqlanganidan so'ng modelga zarur bo'lgan o'zgartishlar kiritiladi, ma'lumotlar tuzatiladi va masalani yechish boshidan takrorlanadi.) [4]

To'rtinchi bosqich – modellashtirilayotgan ob'ekt buyicha iqtisodiy ma'lumotlarni tayyorlash. Modellashtirishda bu bosqichni ahamiyati juda muhim. Ma'lumotni real olinishi, modellarni ishlatilishini cheklashtiradi. Shunda ma'lumotni tayyorlashga ketadigan harajatni e'tiborga olish kerak. Bu harajatlar modellashtirishdan bergan samaradan kam bo'lishi zarur. Masalani yechish uchun kerak bo'lgan barcha iqtisodiy ma'lumotlar to'rejaadi va zarur bo'lsa statistik usullar bilan qayta ishlanadi. Modelda qatnashadigan koeffitsiyentlar aniqlanadi. Masalani yechish uchun uning dastlabki matritsasi tuziladi [3].

Beshinchi bosqich – masalani yechish algoritmini tuzish, kompyuter dasturlarni tayyorlash va ular asosida masalani hisoblash, yechimini olish.

Bu bosqichning murakkabligi, masalaning katta o'lchamligi va juda katta ma'lumotlar massivlarini qayta ishlashdan iborat. Masalaning matritsasini iqtisodiy ahborotlar bilan to'ldirilib, kompyuterdagi maxsus dasturga kiritiladi.

Oltinchi bosqich – masala yechimini miqdoriy tahlili va uni amalda qo'llanilishi.

Sonli natijalar tahlili va ularning tatbiqi. Masalaning yechimi miqdor va sifat jihatidan tahlil qilinadi. Bu yerda ishlab chiqarish samaradorligini oshirishning yo'llari, resurslardan optimal foydalanish variantlari, izlanayotgan noma'lumlarning miqdoriy qiymatlari topiladi.

Yuqorida sanab o'tilgan bosqichlar bir-biri bilan chambarchas bog'liq va biri ikkinchisini to'ldirib, yagona maqsadni amalga oshirish uchun xizmat qiladi. ekstropolyatsiya metodi prognozlashning ekspert baholash metodi modellashtirish metodi.

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How Does Online Learning Facilitate Teaching? Is it a New Phenomenon or Due to Coronavirus? A Collection of Students' Views

Mehmet Veysi BABAYİĞİT¹

Mehmet Necati CİZRELİOĞULLARI²

Özlem ALTUN³

Abstract

Many students are not able to participate in face to face education due to the global virus phenomenon; hence, new technological facilities which have been already available come to the surface. This has taken the attention of many researchers in terms of grasping the practical aspects of these facilities. In many parts of the world, students cannot go to class, and they all have their courses via online tasks or distance learning programs. Currently, there has been a huge ambiguity among professors, researchers, students, and teachers in terms of practical and functional uses of online learning; hence, the purpose of this study is to seek students' views towards the employment of online learning tools for teaching. The data collection tool for this study is a likert scale based questionnaire comprising of 10 items. There have been 300 participants who are university students and taking courses via online learning tools. The data has been obtained via online programs and analyzed within SPSS programs. The data collection duration took two weeks, and the data was analyzed in one week. The results of the study revealed that there have been both positive and negative attitudes towards online learning by students. The ones claiming positive attitudes feel more secure and relaxed while the others feel insecure and unsuccessful during online classes.

Keywords: Online learning, coronavirus, learning, perception

1 Batman University, m.veysi.babayigit@gmail.com

2 Asst. Prof. Dr., Cyprus Science University, mehmetcizreliogullar@csu.edu.tr

3 Asst. Prof. Dr., Cyprus Social Sciences University, ozlem.altun@kisbu.edu.tr

INTRODUCTION

Technology has become an integral part of human life, and it is inevitable to come across the engagement of technology in education because it has many impacts on learning and teaching programs, curriculum and developing online materials.

To start with, technology has a great impact on learning as it is enhancing different teaching and learning experiences through different technological devices, and (Relf, 2007; Jones and Relf, 2004). In addition, Valli & Priya (2016) investigated the role of technology or technological gadgets in language teaching and learning, and they found out that featuring audio and visual animation, the brainstorming activities, group discussions, debates with technology had promoted students' positive thinking and communication skills ; therefore, it can be claimed that students are able to develop their deducting skills, analyzing, motivation and reasoning skills thanks to technology in language learning and teaching, and they are always eager to use technology in learning and teaching in order to decrease the anxiety and enhance the success. Also, online learning takes a significant place for education process in many domains. Harmon and Jones (1999) highlight the roles of online learning as informational, essential, immersive, supplemental, and communal which are very efficient to have a successful learning setting online at schools. Also, Oliver and Herrington (2001) asserted that there are multiple materials for online learning and each of these materials is able to convey the knowledge, let the learners engage into the learning setting via instructional elements, supply means for learners and teachers in the organization, and make it possible for both teachers and students to develop online learning materials. In addition, Wild and Quinn (1997) asserted that the technology-based environments or materials have rather fundamental impacts in determining learning outcomes that is why the activities or task within technological gadgets contribute learners to construct knowledge in an interactive and fruitful way. Also , the current outbreak of coronavirus has changed the education and learning system of many programs, and the deep learning of many students have been affected (Zhu, H. et all, 2020). Most of the students have adopted the online learning facilities instead of having classes face to face, and it is clear that they have adaptation problems for this process.

In sum, online learning should be integrated into teaching curriculum at a great rate in various ways such as videos, podcasts, quizzes, games and texts. And students should get benefits for using the online tools efficiently; hence, the programs should be well-equipped and the faculty members should be well-educated.

METHOD

The aim of our current study is to investigate students' views towards the employment of online learning tools for teaching. Also the students' views about coronavirus and durations for being online are aimed to be investigated.

There were 300 university students as participants in this study. All of the participants took roles in this study as voluntarily and their identities have been kept anonymous. The participants were studying at the departments of English Language and Literature, Tourism and Faculty of Education. Their ages changed from 18 to 26 and they had Kurdish, English and Arabic as their native languages. Also these

participants' nationalities were Turkish, Kurdish and Arabic. The participants were not chosen directly and each of them was chosen as randomly. For data collection, The questionnaire scale was compiled from the data collection method of the previous studies in accordance with the purpose and subject of the research. Students had a questionnaire comprised of a demographic part, and a questionnaire part; there were questions about participants' ages, class, nationalities and native languages in the demographic part and in the questionnaire part ;the 10 items were about how much students stay online before and after coronavirus, their feelings towards this virus and some other questions for online learning process such as having enough knowledge and flexibility to use these online tools efficiently. Also these items included likert-scale items such as 1. Strongly Disagree; 2. Disagree; 3. Neutral; 4. Agree; 5. Strongly Agree. The study is a qualitative study and all of the data is analyzed via SPSS IBM 22 package program. Via this tool, demographic information and factor analysis of the items based on Sweekness and Kurtosis were calculated. Also, standard deviation and mean values for each item in the questionnaires were calculated in details. The data collection process took two weeks, and each participant had a hard copy of the questionnaires to fill in for the study, then they were all collected and analyzed throughout a week.

In sum, the methodology was conducted based on available literature successfully in order to get valid and reliable data.

FINDINGS AND CONCLUSION

The present study indicated numerous data about students' views about the utilization of online learning during these coronavirus days. The following tables highlight the averages and results about the items in the questionnaires.

When the demographic information of the participants is examined in Table 1, 185 of the 300 university students participating in the research are male and 115 are female. It is the age range of 18-22, with a maximum of 138 participants, when controlled for age groups. Next, there are 122 people aged 22-25 and 40 people aged 26 and over. The majority of the university students participating in the research are in the first year with 115 people, while the least participants are in the third class with 35 people. When the nationality of the participants is examined, 155 people are Turkish, 125 people are Kurdish and 20 people are Arab. On the other hand, 163 people have Kurdish native language, 117 of them have Turkish and 20 of them have Arabic language as their mother tongue.

Table 1. Demographic Information

Demographic Variables		Frequency	Percent %
Gender	Male	185	61,7
	Female	115	38,3
Age	18-22	138	46
	22-25	122	40,7
	26 and Over	40	13,3
Class	1	115	38,3
	2	104	34,7
	3	35	11,7
	4	46	15,3
Nationality	Turkish	155	51,6
	Kurdish	125	41,7
	Arabic	20	6,7
Native Language	Turkish	117	39
	Kurdish	163	54,3
	Arabic	20	6,7
TOTAL		300	100

Also students' views were investigated about the current global issue which is coronavirus. Students had a questionnaire to state their views. Table 2 indicated their views about this global phenomenon.

Table 2. Frequency distributions of views about coronavirus

Variables	Frequency	Percent %
How long do you stay online during these coronavirus days?		
Less than an hour	15	5,0
2-3 hours	112	37,3
3-5 hours	103	34,3
5-8 hours	65	21,7
More than 8 hours	5	1,7
How long did you stay online before these coronavirus days?		
Less than an hour	137	45,7
2-3 hours	135	45,0
3-5 hours	13	4,3
5-8 hours	12	4,0
More than 8 hours	3	1,0
Do you feel anxious and scared due to coronavirus those days?		
Too much	195	65,0
Much	68	22,7
Neutral	20	6,7
Less	10	3,3
A bit	7	2,3
Total	300	100

As it is clear in Table 2, 112 of the 300 students who participated in the research stated that they spent 2 to 3 hours for the question “*How long do you stay online during these coronavirus days?*”, while 103 people stated that they stayed online for 5 to 8 hours. In addition, 5 people with the lowest participant rate stated that they stayed online for 8 hours or more. However, based on the question of “*How long did you stay online before these coronavirus days ?*” they stated that 137 people with the highest number of participants stayed online less than 1 hour before the coronavirus. Also, it is observed that 135 people stay online before coronavirus between 2 and 3 hours, 13 people between 3 and 5 hours, 13 people between 5 and 8 hours, and 3 people more than 8 hours.

Table 3. Descriptive Analysis of Variables

Questions	Mean	Standard Deviation	Skewness	Kurtosis
Q1. I find online classes more motivating and informative	3,5967	1,33414	,276	1,264
Q2. I wish to have online classes for my whole university education	3,0533	1,18962	-,211	-,953
Q3. I am able to get enough support for portal issues of online learning by University student affairs.	3,4100	1,18317	-,509	-,639
Q4. My lecturers are gifted in using online learning program.	4,1367	1,33814	-,125	-1,228
Q5. I am able to ask questions to my lecturers via online learning programs easily.	3,2967	1,28354	-,397	-,978
Q6. I can upload or download online learning tasks very easily.	3,3200	1,27660	-,239	-1,139
Q7. During online classes, I feel more secured.	3,5467	1,11353	-,803	-,029
Q8. I can program my online classes for anytime I wish.	2,8167	1,03002	,126	-1,194
Q9. I have gained a great deal of experience and knowledge for now thanks to online learning.	3,5967	1,15691	-,720	-,317
Q10. I find online learning documents satisfactory.	3,4167	1,30463	-,399	-,976

Note: (1. Strongly Disagree; 2. Disagree; 3. Neutral; 4. Agree; 5. Strongly Agree)

It is clear from Table 3 that Descriptive analysis of the questions were conducted for the answers of the participants. The 300 university students participating in the research are regarded the highest average result for the statement “*my lecturers are gifted in using online learning program.*” ($X=4,13$; $SS=1.33$). On the other hand, for the question; “*I can program my online classes for anytime I wish.*”, the results indicates the lowest average meaning that the participants do not support the statement ($X=2,81$; $SS=1.03$). Also, in the analysis, if the skewness and kurtosis values are between -3 and +3 (Kalaycı, 2008) or between -2 and +2 (Berber and Sari, 2010), the data are considered to have a normal distribution. Therefore, the calculated skewness value of the data set of this research is -0,803 and 0,276; the kurtosis value is observed to be between -1,228 and 1,264. Accordingly, it can be stated that the research data has a normal distribution.

It is concluded that there have been 300 students as participants for the present study and, all of the participants are university students studying at different classes. When the analyses of the tables are considered, it is clear that the participants spend more time online after the outbreak of coronavirus; however, there have been fewer users for online programs, and even they were not aware of the online processes for education before coronavirus. Also, many participants claimed that the instructors at university don't have enough knowledge on how to use these online programs affluently. Lastly, it is clear that many students stated that they couldn't update or program for their classes and that is why this is regarded as a handicap.

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Автоматлаштирилган Ноинвазив Глюкометр Яратишда Информацион Математик Моделини Қуриш Босқичлари

ЭШОНҚУЛОВ Ш.У.¹

ЭШОНҚУЛОВА Ш.Э.²

Аннотация

Цель данной статьи - определить уровень глюкозы в крови при сахарном диабете. Было показано, что наиболее часто используемые инвазивные глюкометры состоят из 3 модулей.

Ключевые слова: Панкреатические островки, артериальная гипертензия, диабет, ноинвазивного датчика глюкометра

Annotation: This article aims to determine blood glucose levels in diabetes mellitus. It has been shown that the most commonly used invasive glucometers consist of 3 modules.

Keywords: Pancreatic islets, arterial hypertension, diabetes, non-invasive glucometer sensor.

Жамиятнинг барча соҳаларидаги самарали ижобий ўзгаришлар, маълум маънода, ахборот-коммуникация технологиялари (АКТ)нинг амалиётга жорий қилиниши билан бевосита боғлиқлиги ҳеч кимга сир эмас. АКТ нинг қаралаётган соҳа билан интеграллашуви жараёнида келиб чиқадиган муаммо ва масалаларнинг ечимини топишга қаратилган илмий изланишлар тизимли таҳлил, маълумотларни қайта ишлаш ва бошқариш инструментларини таъқозо қилиши

¹ ЖизПи

² ЖДПи

табiiй ҳол. Кўп ҳолларда интеграллашув жараёни автоматлаштирилган тизимли бошқарув восита ва усуллари жорий қилишда намоён бўлади.

Ноинвазив усуллар орқали олинган маълумотларни, АКТнинг ютуқлари, восита ва усуллари асосида қайта ишловчи модел, усуллар ва ускуналар яратиш давр талабидир. Натижада, ўлчанган маълумотларни тезкор равишда қайта ишланиши, узатилишини таъминловчи алгоритмик ва дастурий таъминот тизимини ишлаб чиқиш, шифокорга ҳар қандай касалликнинг профилактикаси ва даволашнинг тезкор ҳамда самарали усуллари танлаш имконини беради. Бу эса қарор қилувчи шахсга, яъни шифокорга информацион кўмак тизими сифатида хизмат қилади. Жаҳон соғлиқни сақлаш ташкилоти маълумотига кўра “Ер юзидаги умумий аҳолининг ҚД ҳасталик билан касалланиш 2018 йилда 549 миллиондан 2025 йилга келиб 1,5 баробарга қадар кўпайиши башорат қилинмоқда”, бу умумий аҳолининг 6-8 % ни ташкил этади.

Ҳозирги кунда кенг қўлланиб келинаётган инвазив глюкометрларнинг 3-хил усули мавжуд, масалан: фотометрик, электрохимик ва Рамоновский усуллари.

1.Фотометрик глюкометрлар- аппаратининг махсус жойида ўзининг ранг ўзгаришини сезувчи махсус пластинкадан иборат бўлиб, пластинкага қон томчиси томизилганда глюкоза миқдори таъсирида турли хил ранг ҳосил бўлади. Натижада қон таркибидаги глюкоза миқдори ўзгариши асосини пластинкадаги ранг миқдорининг ўзгариши жадвали белгилаб беради.

2.Электрохимик глюкометрлар- ҳам махсус тест полоскадан иборат бўлиб полоска ранги қон таркибидаги глюкоза миқдорини аниқлашда биохимик реактивлар замонавий приборлар асосини ташкил этади.

3.Рамоновский глюкометрини кўп тиббиёт ходимлари келажак глюкометри деб ҳам аташади. Глюкометрнинг ишлаш принципи бу қурилма қондаги глюкоза миқдорининг тарқалиш спектри терининг умумий спектрал тарқалиш тўлкинидан таққослаш усули натижасида ажратиб олиш орқали аниқланади.

Моделлаштиришнинг циклик жараёни босқичлари:

1-босқич. Моделкўриниши босқичлари. Тадқиқот қилинаётган объект оригинал эканлиги ҳақида дастлабки билимларга эга бўлиш кераклигини тақозо қилади.

2-босқич. Бу босқичда объект сифатида бирор бир жараён олинади ва бужараёни мустақил равишда ўрганилади. Бундай изланишлардан бири моделда тажриба ўтказишдир. Тажриба моделнинг параметрларини онгли равишда хатоликка йўл қўймасдан, аниқ ускуналарда тажриба ўтказилади, унинг натижасида модел ҳақидаги билимлар мажмуасига эга бўлинади.

3-босқич. Ушбу босқичда билимлар моделидан объект оригиналга кўчирилади. Объект ҳақида билимлар жамланади.

4-босқич. Моделда ўтказилган тажрибалар натижасида олинган билимларни амалда қўллаб кўриш ва объектнинг умумлашган назариясини яратиш лозим.

Масаланинг математик таърифида қондаги глюкоза миқдори Y чиқиш параметри деб қабул қилинди, кириш параметрлари яъни, информатив репрезентатив БФН- $x_1, x_2, x_3, \dots, x_n$ лардан олинган ЭҚ орқали баҳолаш масаласи ўрганилади. Асосий объект ҚД касаллиги бўлиб, Тошкент тиббиёт академиясининг 1-клиникаси эндокринология касалликлари стационарида даволанаётган беморлар қон анализини топшираётган вақтда, параллел равишда компьютерли сканер биоўлчагич ускунаси, яъни ЭПДУ орқали ноинвазив усулда БФНдан ЭҚни ўлчашни амалга ошириш лозим бўлади. Натижада, ҚДда АНГММни яратиш асосини Y чиқиш параметри қон таркибидаги глюкоза миқдори ва кириш параметрлари информатив БФН $x_1, x_2, x_3, \dots, x_n$ лардан олинган ЭҚ ёрдамида баҳолаш мумкин. АНГММ функционал схемаси 1-расмда тасвирланган. [4]

1- расмда $X_1, X_2, \dots, X_n$ -информатив БФН даги ЭҚ миқдори; Z – био кимёвий ортотопиудин усул (энг аниқ ишловчи усул ҳисобланади); Y_o – қондаги глюкоза миқдорини баҳоловчи биокимёвий ортотопиудин усули бўйича олинган натижалар; Y_m -АНГММ ёрдамида аниқланган қондаги глюкоза миқдорининг модели, янги ноинвазив усул; C – регрессия коэффиценти; $Q = Q(Y_o, Y_m)$ – баҳолаш мезонлари.

Бу расмда идентификация блоки информатив БФН мажмуасини шакллантиради ва информативлиги бўйича тартиблаш вазифасини бажаради, информатик ранг бўйича тартибланган БФНдаги электр қаршиликлари кейинги АНГММ блокига боради, қон таркибидаги глюкоза миқдорининг математик модели кўриниши намоён бўлади, Баҳолаш мезони $Q = Q(Y_o, Y_v)$ – биокимёвий ортотопиудин усулдан олинган қон анализи натижалари ва АНГММдан олинган натижалар ўртасидаги фарқини аниқлайди. Мураккаб жараёнларда математик моделлаштириш асосини регрессия усули ташкил этади, уни қуйидаги формула кўринишида ёзиш мумкин:

$$y = F(x_1, x_2, \dots, x_n, c),$$

бу ерда: C - регрессия коэффициентлар, у кичик квадратлар усули орқали аниқланади. Структура, нинг кўринишини моделлар синфи: чизикли, ночизик, логарифмик, параболик, даражали ва бошқа турлари орқали танланади. Наъмолум параметр C ни топиш, функцияни минимумлаштириш натижасида аниқланади:

$$J(C) = \sum_{i=1}^n [Y_i - F(x_{1i}, x_{2i}, \dots, x_{ni}, C)]^2,$$

Куйидаги формуладан ҳақиқий ва модел кийматлари фарқини қолдиқли дисперсияни ҳисоблаш орқали аниқланади. Натижада куйидаги формула ҳосил бўлади:

$$\bar{S}_{OCT}^2 = \frac{1}{n-1} \sum_{i=1}^n [Y_i - F(x_{1i}, x_{2i}, \dots, x_{ni}, C)]^2,$$

Структура F - нинг адекватлилик эҳтимоллигини кўп коэффициентли корреляция усули орқали аниқлаймиз:

$$R^m = \sqrt{1 - \frac{\bar{S}_{OCT}^2}{S_y^2}} > R^r(n-1, \alpha)$$

Бу ерда: $\bar{S}_y^2$ - тўлиқ дисперсия.

Формуладаги $\bar{S}_y^2$ тўлиқ дисперсия дейилади, у ўзгармас кийматга эга бўлади, натижада кўп коэффициентли корреляция R^m киймати $\bar{S}_{OCT}^2$ қолдиқ дисперсия ўзгаришига боғлиқ бўлиб қолади. Кўп коэффициентли корреляция ўзининг юқори киймати $R^M=1$ бўлишига, $\bar{S}_{OCT}^2 = 0$ тенг бўлганда эришилади. Натижада ҳақиқий y^0 киймати билан y^M модел кийматлари ўртасида фарқи минималлашиш жараёнига қолдиқ дисперсия $\bar{S}_{OCT}^2 = 0$ га тенг бўлганда эришилади.

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Raqamli iqtisodiyotda blokcheyn va mayning texnologiyalari

MEYLIYEV Obid Rahmatullayevich¹

FARHODOVA Aziza Furqat qizi²

Abstract

Ushbu ilmiy tezisning asosi blokcheyn hamda mayning texnologiyalarning raqamli iqtisodiyotda tutgan o'rnini bo'lib, bunda blokcheyn hamda mayningning hozirgi kunda ushbu sohanini rivojlantirishdagi eng muhim masalalardan biri ekanligi yoritib berilgan.

Tayanch so'z va iboralar: raqamli iqtisodiyot, raqamli iqtisodiyot elementlari, P2P, blokcheyn, Bitcoin, mayning, mayner

The basis of this scientific thesis is the role of blockchain and mining technologies in the digital economy, highlighting that blockchain and mining are one of the most important issues in the development of this industry today.

XXI asr "Texnologiyalar asri"da kundan kunga yangi texnologiyalar yaratilishi barcha sohalarga ta'sir qilganidek, iqtisodiyotda raqamli iqtisodiyot rivojiga ham o'z ta'sirini ko'rsatdi. Dastlab, "Raqamli iqtisodiyot" atamasi olimlar tomonidan turli nomlar bilan ham atalgan. Ma'lumotlarga ko'ra, 1995-yili Massachusetts universiteti olimi Nikolas Negroponte axborot-kommunikatsiya texnologiyalarining intensiv rivojlanishi ortidan eski iqtisodiyotdan yangi iqtisodiyotga o'tishdagi o'zgarishlar haqida fikr bildirib o'tgan. Olimning fikricha, "raqamli iqtisodiyot - xo'jalik faoliyatini yuritishning zamonaviy ko'rinishi bo'lib, ishlab chiqarish va xizmat ko'rsatishdagi asosiy omil raqamlar ko'rinishidagi ma'lumotlar bo'lib, umuman olganda, onlayn xizmatlar ko'rsatish, elektron to'lovlar amalga oshirish, internet savdo, kraudfanding va boshqa turdagi sohalarni raqamli kompyuter texnologiyalarini rivojlanishi bilan bog'liq bo'lgan faoliyatdir".

¹ PhD., Toshkent moliya instituti dotsenti, Moliya fakulteti o'quv ishlar bo'yicha dekan o'rinbosari; E-mail: meyliev-obid@rambler.ru

² Toshkent moliya instituti "Iqtisodiyot" fakulteti, "Korporativ moliya", E-mail: dearafarhodova@gmail.com

Qo'shimcha qilib aytganda, raqamli iqtisodiyot deganda real voqellikni to'ldirib turadigan virtual muhitni ko'z oldimizga ketirishimiz mumkin. Negaki uning asosiy elementlari bo'lgan elektron tijorat, internet banking, elektron to'lovlar, internet reklama va shu bilan birga, internet o'yinlarining barchasi kompyuterlashgan tizimlar orqali faoliyat yuritadi. Iqtisodiyotning bu tarmog'i rivojlanishi globallashuv jarayoniga vaqtni tejash, ish samaradorligini bir necha barobarga oshirish hamda har qanday iste'molchilar uchun ko'plab qulayliklar yaratadi.

Ta'kidlab o'tish joizki, bugungi kunda raqamli iqtisodiyot shiddat bilan rivojlangan mamlakatlar qatoridan Norvegiya, Shvetsiya, Shvetsariya, AQSH, Buyuk Britaniya, Daniya, Finlandiya, Singapur, Janubiy Koreya va Gonkong kabi rivojlangan davlatlar joy olgan.

Mamlakatimizda raqamli iqtisodiyotni rivojlantirish borasida so'nggi yillarda bir qator islohotlar amalga oshirilmoqda. Raqamli iqtisodiyotni rivojlantirish borasida davlat tomonidan keng ko'lamli chora-tadbirlar ko'rilmoqda, elektron hujjat aylanishi tizimlari keng ko'lamda joriy etilmoqda, elektron to'lovlar hamda elektron tijorat sohasidagi huquqiy baza takomillashtirilmoqda.

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev tomonidan 2018 yil 3 iyulda "O'zbekiston Respublikasida raqamli iqtisodiyotni rivojlantirish bo'yicha chora-tadbirlar to'g'risida"gi PQ-3832 sonli Qarori qabul qilindi³.

Ushbu Qarorda raqamli iqtisodiyotni yanada rivojlantirish bo'yicha eng muhim vazifalar belgilangan bo'lib, ular jumlasiga quyidagilarni kiritish o'rindir;

- investitsiyaviy va tadbirkorlik faoliyatining turli shakllarini diversifikatsiya qilish uchun kripto-aktivlar aylanmasi sohasidagi faoliyatni, jumladan mayning, smart-kontrakt, konsalting, emissiya, ayirboshlash, saqlash, taqsimlash, boshqarish, sug'urtalash, kraud-fanding, shuningdek, "blokcheyn" texnologiyalarini joriy etish va rivojlantirish;

- "blokcheyn" texnologiyalarini ishlab chiqish va ulardan foydalanish sohasida zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalangan holda amaliy ish ko'nikmalariga ega malakali kadrlarni tayyorlash;

- xorijiy mamlakatlarning ilg'or tajribasini hisobga olgan xolda "blokcheyn" texnologiyalarini joriy etish uchun zarur huquqiy bazani yaratish;

- raqamli iqtisodiyotni yanada rivojlantirish uchun innovatsion g'oyalar, texnologiyalar va ishlanmalarni joriy etish sohasida davlat organlari va tadbirkorlik subyektlarining yaqin hamkorligini ta'minlash.

Raqamli iqtisodiyotni jadal rivojlantirishda davlat boshqaruvi tizimini yanada takomillashtirish, undan foydalanish imkoniyatlarini kengaytirish hamda zamonaviy infratuzilmani qo'llash maqsadida 2018 yil 21 noyabrda O'zbekiston Respublikasi Prezidenti Shavkat

³ O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev tomonidan 2018 yilning 3 iyulda "O'zbekiston Respublikasida raqamli iqtisodiyotni rivojlantirish bo'yicha chora-tadbirlar to'g'risida"gi PQ-3832 sonli Qarori. www.lex.uz.

Mirziyoyevning “Raqamli iqtisodiyotni rivojlantirish maqsadida raqamli infratuzilmani yanada modernizatsiya qilish chora-tadbirlari to‘g‘risida”gi PQ-4022 sonli Qarori qabul qilindi⁴.

Barcha rivojlangan mamlakatlarda tezkor sur‘atlar bilan rivojlanayotgan raqamli iqtisodiyotning asosiy turlaridan biri – blokcheyn ya’ni “blokklar zanjiri” texnologiyasi hisoblanadi. Bu tizim vositalarsiz barcha operatsiyalarni ishonchli amalga oshiruvchi taqsimlangan ma’lumotlar to‘plami bo‘lib, ularning tuzilmasi tarqoq ya’ni markazlashmagan. Shu sababli barcha tarmoq P2P (peer-to-peer) ko‘rinishida ya’ni, bir huquqqa ega bo‘lgan mijoz dasturlaridan foydalanadi. Umuman olganda, blokcheyn raqamli identifikatsiya qilishda, to‘lov tizimlari hamda mulk huquqlarini himoya qilishda samarali vosita hisoblanadi. Shubhasiz, Blokcheyn atamasini “qadriyatlar internet” deyish ham mumkin. Negaki bunda axborotlarni internet orqali dunyoni qaysi nuqtasida bo‘lmaylik ma’lumotlarni bir zumda olish hamda yuborish imkoniyatlari mavjud.

Blokcheyn texnologiasida eng ko‘zga ko‘rinarli misollaridan biri bu – Bitcoin ya’ni ingliz tilida bit- bit, coin- tanga so‘zidan olingan bo‘lib, dunyoning eng yirik kriptovalyutasi hisoblanadi. Bu kriptovalyuta anonim tranzaksiyalarning global bozorda davlat nazoratisiz milliardlab dollarlarni P2P elektron tizimi shaklida moliyaviy instrumentlarsiz onlayn to‘lov orqali joylashtirishga yordam beradi. Uning qisqacha kelib chiqishiga nazar tashlaydigan bo‘lsak, taxminiy ma’lumotlarga ko‘ra, 2009-yilda noma’lum shaxs tomonidan yaratilgan va birinchi bo‘lib yaponiyalik Satoshi Nakasomi tomonidan ishlatilgan.

Bitcoin pul ko‘rinishida emas balki sonlar ko‘rinishida bo‘lib, uni istalgan paytda odamlar matematik algoritmlar orqali ishlab topish mumkin. Bu jarayon ya’ni kriptovalyutalar emissiyasi mayning deb ataladi. Blokcheyn mayning asosan kriptovalyutalar zanjirini hosil qilishda Bitcoin operatsiyalarning amalga oshirishini nazorat qiladi hamda tasdiqlash uchun kerak bo‘ladi. Mayning operatsiyalarining ishtirokchilari maynerlarning vazifasi bir vaqtning o‘zida yangi kriptopullarni topish va kriptovalyutaning barcha mumkin bo‘lgan turlardagi tranzaksiyalarini amalga oshirishdan iboratdir. Maynerlarsiz tranzaksiyalarni amalga oshirish murakkab masala bo‘lib, oddiy shaxsiy kompyuterlarda juda katta hisoblash quvvati mavjud bo‘lmaganligi sababli alohida “mayner” – tezkor va quvvatli kompyuter stantsiyalari yaratilgan. Maynerlar tranzaksiya yuboruvchilardan o‘zlarining blokklariga joylashtirganliklari uchun mukofot pulini olishadi. Bundan ko‘rinib turibdiki, har bir blokda yangi bitcoin maynerlari sonining ko‘payishi mayner xizmat haqqini mayningdan tushgan daromadlardan foiz ajratiladi.

Bitcoin mayningdagi asosiy qiyinchilik SHA-256 deb nomlangan blok xeshi bo‘lib, u tarmoq tomonidan qabul qilinishi kerak bo‘lgan blok qiyatidan past yoki o‘ziga teng bo‘lishi kerak. Ushbu muammoni bartaraf etish uchun blok xeshi noldan boshlanilishi kerak. Nollardan boshlanadigan xeshlarni hisoblashdagi ehtimollik juda past bo‘lganligi uchun ko‘p urinish talab etadi.

Bugungi kunda mamlakatimizda axborot-texnologik platformalarda faoliyat ko‘rsatadigan raqamli iqtisodiyot jadal rivojlanmoqda, bu esa iqtisodiyotda yangi modellarni yaratish zaruratini taqozo etmoqda.

⁴ O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning “Raqamli iqtisodiyotni rivojlantirish maqsadida raqamli infratuzilmani yanada modernizatsiya qilish chora-tadbirlari to‘g‘risida”gi PQ-4022 sonli Qarori. www.lex.uz.

Raqamli iqtisodiyotda blokcheyn va mayning texnologiyalarini yanada samarali ishlashini va keng qo'llanilishini ta'minlash maqsadida, *birinchidan*, aholi o'rtasida iqtisodiy hamda kompyuter savodxonligini oshirish muhim ahamiyat kasb etadi. Negaki har bir qilingan xatolik iqtisodiyotga ko'rinmas bo'lsada milliardlab zarar keltirishi mumkin. *Ikkinchidan*, iqtisodiyot sohasi malakali mutaxassislari axborot texnologiyalari mutaxassislari bilan hamkorlikda ish yuritishlari, yaratilgan tizimning mustahkamligini ta'minlashlari zarur bo'ladi. *Uchinchidan* esa an'anaviy iqtisodiyotdan farqli ravishda raqamli iqtisodiyotda blokcheyn maynerlariga sohani rivojlantirishlari uchun keng sharoit yaratib berish bilan bir qatorda, internet tezligini kuchaytirish kerak. Negaki mayning jarayonida tezlik juda muhim bo'lib, bu albatta internet orqali amalga oshiriladi.

Xulosa qilib aytganda, raqamli iqtisodiyotning rivojlanishida blokchayn hamda mayning texnologiyalari asosiy o'rin egallaydi. Chunki blokchayn zanjirida barcha ma'lumotlar bazasi shunday mukammal joylashtirilganki, har biri kriptografik xesh bilan belgilangan tranzatsiyalarda ko'rinadi. Bundan tashqari moliyaviy risklarni oldini olishda to'lovlarning bitimni tartibga solish jarayonida umuman xato qilmaslik, kongrogentlik ya'ni tomonlar bitimida ikkinchi tomon bitimni tartibga solmaguncha defolt e'lon qilishni hamda barcha kongrogentlik risklarni yig'indisi bo'lgan tizimli risklarni o'z zimmasiga oladi. Mayning texnologiyasi blokchaynni to'ldirib turuvchi hamda kriptovalyutaning uzluksiz davomiyligini ta'minlab turuvchi qurulma sifatda muim ahamiyat kasb etadi. Ushbu ko'zga ko'rinmas lekin murakkab bo'lgan ushbu qaltis jarayonlar orqali bittada davlatni yoki tranzaksiya ishtirokchilarini boy qilishi yoki hech nimasiz qoldirishi mumkin. Shuning uchun xatoga yo'l qo'ymaslikka harakat qilishda bu sohaga kirishdan oldin uni chuqur o'rganib tahlil qilib chiqish o'rinlidir.

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New Phase in Banking: Digitalisation and Innovative Technologies

Банк Тизимида Янги Босқич: Рақамлаштириш Ва Инновацион Технологиялар

Новая Фаза в Банковской Деятельности: Цифровизации и Инновационные Технологии

Bankacilikta Yeni Faz: Dijitalizasyon ve Yenilikçi Teknolojiler

RAKHMATOV Ulugbek Tukhtanazar ogli¹

Abstract

Today Banking system needs more remote banking devices in order to attract more customers. Clients of banking system are trying to get away hustles of face to face speeches, long queues and bank employees need to use automated technologies for analyzing big data about customers. This article releases innovative FinTech technologies in modern banking system, serving customers remotely and new solution to internet payment securities with easy use to banking service for improving key business indicators of Uzbekistan's banks.

Keywords: Cryptocurrency, Neo banking, digital banking, biometric authentication, mobile banking, cognitive banking, AI in Finance, wearable banking

Financial and Banking system faced with great changes since the introduction of money to the population use. Over the years, they were the main source of capital, which boost the economic growth, fighting against drawbacks of liquidity. In this changing world, we are facing with great changes and innovations in IT and technologies. They are helping to increase service quality with decreasing labor cost in companies, removing barriers with face to face speak in public organizations such as government organizations and banks. The way of traditional banking is changing. Nowadays leading

¹ Teacher in Business Administration department of Kokand University, UZBEKISTAN. E-mail: rahmatov.ulugbekk@gmail.com Tel: +998975573837

banks is not trying to open new branches in physical locations but to solve serving clients remotely. Main tendencies as a priority of investing are big data analysis, online transactions and crediting services, digital solutions to consumer demand and improving customer relationship with communication tools such as chatbots. In order to optimize resource use, get better financial performance in banking sector, advanced technology improvements should be adopted by the sector. Upgraded Fintechs and know-hows are engines of the banking and financial institutions. Following graph describes impact of technologies on banking system over the next years:

Graph1. Most needed technologies for banking sector.

Source: Efma-Infosys Finacle © November 2018 The Financial Brand.

Today, Uzbekistan banking system mostly using ATMs, mobile banking, SMS banking and online payment systems. They are the source of main retail banking in Uzbekistan. However, in order to increase scope of financial service, they need to implement new business models with innovative technologies such as Artificial Intelligence (AI), Magnetic Script Reader and Biometrics in financial industry. According to Deloitte report on “2019 Banking and Capital Markets Outlook Reimagining transformation”, following adaptation of digital technologies to financial organizations should be primary aim:

Graph 2. Most important technology area to the organization.

Source: 2019 Banking and Capital Markets Outlook Reimagining transformation report.

Following innovative technologies and techniques can be adopted by banking sectors of our country for improving key business indicators:

1. **Developing mobile banking by IT technologies as well as marketing.** The changes in mobile banking over the last years are intensely changing the way; clients are remotely interacting with their accounts. Mobile wallets are the new aspects of mobile banking. They allow users to make payments online or with their phones not physically touching to cards. They are very convenient to use; you can make payments through your mobile app even though you do not have your card. Uzbekistan banks are using digital wallets. This term also used interchangeably with mobile wallets. However, there is a big difference between them. With digital wallets, we can make only online payments, such as paying through internet. On the other hand, using mobile banking with mobile wallet creates virtual wallet which opens convenience like in-store purchases without card, decreasing the risk of losing card or cash. According to CACI research, following five years will be the period of mobile banking users. This graph is from the Financial Research Survey data, based on the UK population:

Graph 3.Channels used to manage current account

Source: <https://pages.caci.co.uk/rs/752-EBZ-498/images/caci-future-growth-digital-banking-report-2019.pdf>.

We can see from the graph, mobile banking users outstrip branch users after 2022. Additionally, we can add that digital options are not replacing branch services but they are supplementing it. From this point of survey, Uzbekistan banking sector should also accelerate to attract mobile clients. With the development of it technologies people in Uzbekistan try to use convenient apps or technologies such as Samsung Pay, Apple Pay. In order to be competitive such technology giants, commercial banks should adopt advanced Fin technologies by doing partnership and upgrading mobile app options.

2. Wearable banking. They refer to computer technologies combined with daily use accessories. They can any operations like computer tasks, personal finance as well as being a jewelry or decorative item. In our country, most widely used wearable devices are smart watches and smart glasses. Nowadays, Advanced countries using such gadgets with banking services with the help of innovation. They do same operations with bank employee or mobile banking applications, provide easy access to holders' account, taking balance or making payments in stores. They will help banks to decrease costs, increase service quality. However, to be more competitive, wearable devices should have more benefits than mobile phones. Because mobile phones have multiple functions which cannot be performed by such gadgets. Following benefits are accounted in Infosys report:

- Most wearable devices have voice recognition and hands-free functions, which helps users to access gadgets without physical touch;
- Bankers can send promotions, notifications or balance reconciliations when their clients near bank branches or ATMs

- Users might be informed with their bill payments.

According to analysis of payments, wearable payment worldwide transactions will grow from 3.1billion US dollar in 2015 to around 500billion US dollar till 2021. Sharply increasing volume of wearable banking transactions pushes banking methodology to implement banking services to gadgets.

3. Introducing Digital currencies. Traditional money is supplementing with digital currencies. According to Bloomberg report crypto currency market reached to \$220 billion. E-sales with crypto currencies are increasing and private investors want to invest monies to crypto trading, launch new crypto services. Goldman Sachs Group became the first bank that offers bitcoin trading product to its clients. NASDAQ is also trying to become cryptocurrency futures market operator. Bank customers may change their transaction way to trade with crypto currencies rather than traditional money, as they have many advantages:

- It easy way to do actions in peer to peer electronic transactions
- Users do transactions under decentralized platform this gives attenders same opportunity
- They do not have inflation
- There is huge privacy policy over crypto currencies and currencies are not controlled by government agencies
- All transactions are not in traditional double entry bookkeeping but in chronological order

Crypto currency transactions might not be appropriate to some government compliance, but adopting it to finance sector like Goldman Sachs and NASDAQ, opens new way of marketing, attracting new clients and keeping stability in banking. These type of financial services might be introduced in Uzbekistan financial sector, which give crypto currency users to use national banking service rather than trading in foreign markets as well as banking sector earn some profit.

4. Development of digital banking product or Neo banking. This type of banking offers banking services without physical existence. Firstly, they introduced 5 years ago in the UK by Monzo and Atom Bank. They are changing the traditional culture of banks. They are 100 percent digital and mobile, there is no any branch but operates with bank license in apps or web interfaces. Fully digitalization offers decreasing operational costs, saving money for branches. They can be more competitive because of affordable pricing. Cryptocurrency exchange, no fee credit card, Multi-currency cards, low foreign exchange rate services have been providing by Neo Banks in Europe. According to Deloitte survey, these digital improvements should be adopted by banks:

- Personal loan segment is increasing, so banks should develop digital products to seek solutions to online lenders, such as partnership or deposit systems.
- Partnership with neo banks or traditional banks should develop neo-banking departments, which offers digital services.

5. Developing Cognitive Banking. Cognitive computing systems can learn information changes and requirements progress; simply cooperate with users, other gadgets, by basing on natural language processing and machine learning. In contrast to other computing models that calculate based on configured rules and programs, cognitive classifications can handle conditions, which are dynamic,

data rich. If we apply it to banking, cognitive systems can suggest huge benefits to banks as well as clients.

It enables banks to create artificial intelligence solutions. This way helps to gain improved knowledge of the business and ultimately leads to smarter and more innovative ways of interacting with customers. Combining analytics of banks with computer technologies will help analyze customers and developing business strategies. In Fact, JPMorgan Chase has recently deployed an AI-powered contract intelligence platform (COIN) that is said to save them over 360,000 hours of manual labor work.

6. Biometric Authentication. Security systems in banking industry make hardiness in some places. New users of digital systems in banking wants easier authentication rather than passwords or two-step procedures. Biometric authentication has many advantages such as reducing technical complexities, overcoming fraud and increase customer experience. According to Ponemon Institute research, biometric solution for authentication is the best choice such as 23% USA bank clients, 26% UK clients, 40% German clients want such services. Today some financial institutions using such systems for example: Face ID recognition in Lloyds Banking Group and Commonwealth Bank of Australia, eye-scanning technology in Bank of America as well as biometric authentication in ATMs. These security systems help to decrease time spent and improves risk-based password typing system.

Based on the above-mentioned innovations in Global Banking industry, National banking system of Uzbekistan might implement following steps to enhance digital financial technologies:

- Central Bank may consider introducing blockchain and other crypto currencies to our economy. By this way, we may create new opportunities for personal investors and digital currency service providers such as commercial banks. Also this action may decrease dollarization of economy by bringing competitive way of worldwide transaction systems;

- Commercial banks should enhance mobile banking service coverage by marketing. Such way of remote services will be very useful technology in isolation condition, such as COVID-19 pandemics as well as increasing banks' revenue;

- Implementing new biometric authentication such as in-app fingerprint authorization. Challenges in internet payment systems might be removed with such securities;

- We should develop national base of coders for implementing innovative technologies into finance. This is the cheaper way of financing digitalization, as we do not need to buy completed Fintechs but create national human resources to create such technologies and innovations. Government initiative "One million Uzbek coders" is one of the example of such activity.

To sum up, in order to overcome resource management, loan payback problems as a cause of pandemics, future solution to marketing tools of client assimilation, national bank system of Uzbekistan need to go with innovative upgraded FinTechs in the world

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Computer and its Place in Human Life or its Role in the Education System

Kompyuter va Uning Odam Hayotidagi O'rnı Yoxud Ta'lim Tizimidagi Ahamiyati

Компьютер и Его Место в Жизни Человека Или Его Роль в Системе Образования

Bilgisayar ve İnsan Yaşamında Yeri veya Eğitim Sistemindeki Rolü

MUKHAMMADIEV Feruz¹

ODILOVA Adiba²

Abstract

The purpose of the study to evaluate the importance of Moodle usage in teaching foreign languages in universities. The paper summarizes the most effective types of Moodle and distance learning for blended learning, distance education, flipped classroom and other e-learning projects in schools, universities, workplaces and other sectors and communication competence of foreign languages.

Keywords: Moodle (Modular Object-Oriented Dynamic Learning Environment); distance learning

INTRODUCTION

In the era of globalization, we would not be mistaken to say that the speed and intensity of all the developmental processes of the diverse and diverse spheres of our people's life are continuously growing. From the beginning of the 20th century, many discoveries and inventions have been made in virtually all aspects of science and technology. Also, science has become a direct production force of our society. It is customary to make great discoveries and inventions in every field of science that explores the laws of nature and society. Thus, in the mid-20th century, there was a need to automate the calculations requiring more labor and will than to make a complex and expensive instrument such as a computing machine. As noted above, the development of human life has led to the creation of new discoveries. Humanity is faced with

¹ Uzbekistan State World Languages University, UZBEKISTAN. E-mail: muhammadiyah1@gmail.com

² State World Languages University, UZBEKISTAN. E-mail: adiba.corolino@gmail.com

various barriers to innovation, and overcoming these obstacles, new inventions will emerge. However, from the examples of life experience, many new discoveries occur during a particular problem solving.

The creation of computers was one of the greatest discoveries of the 20th century.

Computer is an English word, which means that you have computing, the Computer Exposure Compensation Machine is an automated device running software. Uniformity with electronic computing machine (exposure). However, besides computing, its function is quite wide. It is possible to show several generations of computers in the development of computers. These generations are different from the types of elements, their structural and technological properties, their logical structure, software, technical details and ease of use. At present, technology of copywriting has grown dramatically.

The dramatic changes that have taken place in the development of society have an impact on the informatics sector as well. This effect is so strong that changes in information technology are changing over and over in months, not within years.

METHODOLOGY

Currently, the Moodle e-learning system is becoming more and more popular in the field of education, as well as by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan of December 30, 2016 " On the organization of introduction of entertainment complexes "№ 526 on the implementation of the 4th paragraph of the Moodle e-learning system placement of educational-methodical complexes, 'is being processed.

Moodle is a free and open-source learning management system (LMS) written in PHP and distributed under the GNU General Public License. Developed on pedagogical principles, Moodle is used for blended learning, distance education, flipped classroom and other e-learning projects in schools, universities, workplaces and other sectors.

With customizable management features, it is used to create private websites with online courses for educators and trainers to achieve learning goals. Moodle (acronym for modular object-oriented dynamic learning environment) allows for extending and tailoring learning environments using community sourced plugins.

Moodle (Modular Object-Oriented Dynamic Learning Environment).

An open source, online courseware platform that runs under all major operating systems.

Moodle is a Web-based software component that runs on-the-go learning and on-line tutoring. Moodle is an acronym for English words Modular Object Oriented Dynamic Learning Environment is a modular object-oriented dynamic learning environment.

The system is primarily intended to provide a mutual (knowledge) relationship between the teacher (s) and the student (s). Moodle Truck - Martin Dougiamas. Upon completion of the course, he completed his Ph.D. in Computer Science and Education (Ph.D.). The theme of doctoral dissertation is "The use of open source software to support a social constructionist epistemology of teaching and learning with the reflective inquiry of Internet-based communities."

Distance learning enables all those who want to pursue their education continuously. During such instruction, the student gets an independent learning curriculum, checks, supervises the supervision of the teacher directly and interacts with other groups of the "vertical learning group" in the group.

Distance learning uses a variety of information and communication technologies - each technology depends on the purpose and the essence of the problem. For example, traditional text-based teaching aids (manuals, textbooks) are based on introducing new material to students, and interactive audio and video conferencing may involve interoperability, and is designed to send and receive messages that are inaccurate and inaccurate.

DISCUSSION

Distance learning is a form of education based on information and telecommunication technologies, such as correspondence and daytime education, which includes the best traditional and innovative methods, teaching tools and forms. Distance learning - is a new educational system based on information technology, telecommunications technology and technical means.

It is a system that requires the trainee to be more independent of the learners by providing access to the learning environment and teacher-friendly learning standards and standards. At the same time, the learning process does not depend on the time and place of the training. The LMS / LCMS system also includes the basic functions of organizing e-learning (distance learning).

Atribut is an LMS system that manages the educational process on the web. Training modules available on the system:

- Forums,
- Materials,
- Messenger,
- Chat,
- Exercises,
- Group work,
- Student tracking and other modules are available.

Because the system supports multiple standards, physically disabled students on the Internet can use educational resources through the system. In particular, visually impaired students can listen to audio content in educational content when connected to the system through web applications.

CONCLUSION

In summary, it should be noted that most Internet users have access to news, information search, e-mail, or sales. Internet opportunities are increasing day by day. A new stage of Internet access has begun - the Internet

has been implemented in various sectors. Internet technologies: distance learning, electronic libraries, telemedicine, telemetry, e-business, electronic magazines and others.

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O'rta maktablarda chet tili o'qitishning bosqichlari

SAYFIDDINOVA Mushtariybegim Faxriddin qizi¹

Annotatsiya: Ushbu maqola o'rta maktablarda chet tili o'qitishning bosqichlari haqida bo'lib unda muallif chet tilini o'rganayotgan o'quvchining tilga bolgan qiziqishlari, o'zlashtirishi, bilim va ko'nikmalarini rivojlantirishining yosh hususiyatlari bilan kechadigan bog'liqliklarini yoritib bergan.

Kalit so'zlar: Boshlang'ich bosqich, o'rta bosqich, yuqori bosqich, nutq, matn.

Insonda bolalik chog'idanoq nutq so'zlashga, ya'ni idrok etishga extiyoj seziladi. O'z fikrini ifodalash extiyoji bola o'sib borishi bilan kengayib boradi va u tobora ko'proq, murakkabroq til birikmalarini o'z nutqida qo'llay boshlaydi. Demak bolaning tilni bilishi nutqiy faoliyat asosida kechadi. Shuning uchun ham kichik yoshdagi bolalarda xorijiy tildagi nutqiy ko'nikmalarni shakllantirish va o'stirish ham nutqiy asosda ko'rilmog'i kerak. U albatta, ona tilini egallash va chet tilini egallash o'rtasida anchagina o'ziga xoslik va farqli tomonlari bor. Masalan, xorijiy tilni o'rganishni boshlagan kichik yoshdagi o'quvchilarda ona tili mexanizmi shakllangan bo'ladi va ular ona tilida o'z fikrini yorqin ifodalay oladilar. Shuning uchun ham maktabda ona tili nutqiy ko'nikmalarini kergaytirib, o'stirib borishga ko'proq e'tibor beriladi. Chet tilini o'qitishda esa avvalam bor nutqiy ko'nikmalarni shakllantirish asosida nutqiy mexanizmini ham shakllantirish (bu erda so'z chet tili nutqiy mexanizmini shakllantirish haqida ketayapti) va nutqiy ko'nikmalarini o'stirish yuzasidan ya'ni shunga yo'naltirilgan ish olib borish talab etiladi. Biroq ikki til uchun ham xos bo'lgan narsa muloqot uchun ehtiyoj zarurligidir. Ma'lumki nutqiy muloqot ayrim belgilar, so'zlar, so'z birikmalari va nutqiy konstruktsiyalar asosida amalga oshiriladi, bular esa turli tillarda turlichadir. Shuning uchun ham nutqning rivojlantirishida til muhitining roli juda kattadir. Bolalar nutqiy muloqot jarayonida og'zaki nutqni egallash bilan bir qatorda bilim saviyasini ham kengaytirib boradilar. Boshqacha qilib aytganda ularning dunyo qarashi nutqiy muloqot jarayonida o'sib boradi. Bu esa o'quvchilarda nutqiy ko'nikmalarni o'stirishda yuqorida ta'kidlangandek ehtiyoj va til muhitining zarurligi bilan bir qatorda ulardagi dunyo qarashni o'stirishni taqozo etuvchi aniq til materiali bo'lishi kerakligini ham ko'rsatadi. Demak, chet tilidagi og'zaki nutqni o'stirishda ham o'quvchilarning yosh hususiyatlari, qiziqishlari, dunyo qarashlarini kengaytirish zaruriyati va ular tarbiyasiga qo'yilgan talablardan kelib chiqqan holda til birliklarini va tematikani tanlash kerak bo'ladi. O'quvchilarning og'zaki nutqini o'stirishdagi yana bir muhim

¹ Namangan davlat universiteti Ingliz filologiyasi fakulteti talabasi, UZBEKISTAN

omil - bu nutqiy ko'nikmalar hosil qilishdir. Ma'lumki, nutqiy ko'nikmalar nutqiy harakatni ko'p marta takrorlash natijasida hosil qilinadi. Buning uchun esa ma'lum nutqiy muhit yaratish va o'rganilayotgan so'z va iboralarni gaplar yordamida ko'p marotaba takrorlash lozim.

Metodik adabiyotlarda o'rta maktabda chet tili o'qitish uch bosqichga bo'linishi ko'rsatilgan. Bu 5-10 sinflarni o'z ichiga olgan uch bosqichdan iboratdir. Lekin so'ngi yillarda maktab o'qitish tizimida o'qitish o'n bir yillikka aylantirilganligi va chet tillarni o'rganish ikkinchi va uchinchi sinflardan, xatto bog'chadan ham boshlanayotganligi avvaldan mavjud bo'lgan o'quv bosqichlariga o'zgartirish zarurligini ko'rsatmoqda, chunki 2-3-4 sinf o'quvchilari bilan 5-6 sinf o'quvchilarining dunyo qarashi, psixofiziologik xususiyatlari o'rtasida anchagina farq mavjud. Bu esa shu aytilganlarni hisobga olgan holda darsni tashkil qilish kerakligini ko'rsatadi. Umuman olganda har bir bosqichning o'ziga xos va ularni boshqa bosqichlardan farqli tomonlari o'quv materialini tanlashda va darsni tashkil qilishda hisobga olinmog'i kerak. Shu boisdan olib qaraganda hozirda metodik adabiyotlarda mavjud bo'lgan, ya'ni berilgan o'rta maktabda chet tili o'qitishning uch bosqichiga 1-2-3-4 sinflarni ichiga olgan bosqich qo'shiladi va o'rta maktabda o'qitishni to'rt bosqichdan iborat deb talqin qilish mumkin. Ammo bu psixologik va pedagogik nuqtai nazardan yaxshilab o'rganishni va eksperimental yo'l bilan sinab ko'rishni taqazo etadigan murakkab ish hisoblanadi.

Kichik maktab yoshidagi o'quvchilarda ingliz tilidagi og'zaki nutqiy ko'nikmalarni shakllantirish va o'stirish hususida so'z yuritilganda, eng avvalo nutq faoliyati, inson nutqining hosil bo'lishi va o'quvchilarda nutqni shakllanish masalalariga bir oz to'htalib o'tish maqsadga muvofiqdir. Tilning eng asosiy vazifasi kishilar o'rtasida muloqot qilish vositasi bo'lishidadir. Inson butun xayoti davomida nutqini o'stirib boradi. Psixologik va metodik adabiyotlarda inson nutqining shakllanishi va rivojlanishi hususida bir qator kontsepsiyalar va ko'plab ilmiy maqolalar mavjud. By masala, ayniqsa, П.Я. Гальперин, Жинкин Н.И, Леонтьев А.А, Зимняя И.А va boshqa taniqli olimlarning asarlarida keng yoritilgan. Bularning ichidan А.А. Леонтьев va И.А. Зимняя asarlarini ko'rsatib o'tish o'rinlidir. Chunki ularning asarlarida nutq hosil bo'lish bosqichlari ilmiy nuqtai nazardan tahlil qilinishi bilan birga ular chet tili o'qitish metodikasi bilan bog'lab berilgan va chet tili o'qitish uslubi uchun asos bo'lib xizmat qiladi.

Birinchi bosqichda ingliz tili o'rganishning asosiy "poydevori" yaratiladi. Maktabda bu bosqichlar o'rtasidagi farq aniq ajratilmagan va shuning uchun ham o'qitish jarayonida bir bosqichdan ikkinchi bosqichga o'tish asta-sekin bir ma'romda olib boriladi. Shuning uchun ham bosqichlar o'rtasidagi chegara shartli ravishda o'quv yilining oxiri deb olinadi. Aslini olganda ayrim bir bosqichning o'ziga xos tomonlari ikkinchi bosqichga o'tilganda ham ma'lum bir paytgacha davom etishi mumkin. Birinchi bosqich chet tili o'rgatishning va o'qitishning boshlang'ich bosqichi bo'lganligi tufayli ham unda og'zaki nutqqa va o'qish texnikasini o'stirishga katta e'tibor beriladi. Ushbu bosqichda talaffuzga o'rgatish chet tili nutqiy mexanizmining ayrim elementi bo'lmish chet tili nutqining idrok etish va og'zaki nutqiy muloqotning eng sodda va oddiy savol-javobdan iborat nutqiy birikmalardan foydalanishga o'rgatish katta ahamiyatga ega. Birinchi o'quv yilida ayniqsa, ingliz tili talaffuziga o'rgatishga alohida e'tibor berilmog'i kerak, chunki bu davrda talaffuz ko'nikmalari shakllantiriladi va keyingi bosqichlarida esa u kengaytirilib, rivojlantirib boriladi. Agar o'quvchilarda boshlang'ich bosqichda ingliz tili tovushlarining aniq talaffuziga, artikulyatsiyasiga erishilmasa, keyingi bosqichlarda ushbu masalasini xal etish ancha mushkul bo'ladi. Nutq tovushlarining korrektsiyasi maxsus mashqlarni va ish usulini talab qilganligi uchun ham bu ishga yuqori bosqichda quyi bosqichdagiga nisbatan ko'proq vaqt sarf qilishga to'g'ri keladi.

1. Birinchi bosqichdagi eng asosiy vazifa tanlab olingan leksik materialni ma'lum gramatik strukturalar asosida nutqda qo'llashni o'rganishdir. Bu esa nutq hosil qilish mexanizmining shakllanishiga yordam

beradi. Ushbu o'rganilayotgan grammatik strukturalarni yuqori darajadagi avtomatlashuviga erishmoq talab etiladi. Birinchi yili chet tili o'rgatishning o'ziga xos tomoni bo'lmish leksik va grammatik jihatdan chegaralanganligi o'quv jarayonini ma'lum tematik asosida tashkil qilishga to'sqinlik qiladi. Shunday qilib boshlang'ich bosqichda o'qitishning keyingi bosqichlarida o'rganilishi kerak bo'lgan tematika asosida tashkil qilish uchun sharoit yaratib beradi.

2. Agar boshlang'ich bosqichda chet tili o'qitishni nutq faoliyati turlari bo'yicha ko'rib chiqadigan bo'lsak, ularni o'rgatishda quyidagi vazifalarni bajarish zarur:

- a) o'qish mexanizmini hosil qilish;
- b) og'zaki o'qish texnikasini o'stirish;
- c) o'qiganini tushinishga o'rgatish.

3. Bu jarayonni o'ziga xosligi shundaki, bu ish avval to'la o'rganilgan - leksikgrammatik, grammatik material asosida tekstlarni ovoz chiqarib o'qish orqali amalga oshiradi.

4. Boshlang'ich bosqichga yozma nutqni o'stirish ingliz tili xusni-xati og'zaki nutqda o'zlashtirilgan so'zlarni yozishni o'rganish bilan xarakterlanadi. Chet tili o'qitishning og'zaki ilgarilab ketish tamoyiliga (printsipiga) ko'ra til materialini o'rganish og'zaki nutqda va o'qishda bir vaqtda olib borilmaydi. Bu bosqichda til materialini o'rganish quyidagi sxema asosida olib boriladi: – tinglab tushunish – gapirish – o'qish – yozish. Bundan ko'rinib turibdiki boshlang'ich bosqichda nutq faoliyati turining og'zaki nutqiy harakterga ega turlariga ko'proq e'tibor beriladi. Chet tili o'qitishning boshlang'ich bosqichda "og'zaki kirish qism" degan atama tez-tez uchrab turadi. Metodik adabiyotlarda (masalan Palmer asarlarida va Dekson seriyasi asosida chiqarilgan darsliklarda) bu qism, ya'ni og'zaki ilgarilab ketilgan 1 – 1.5 soat ajratilgan. Ayrim metodistlar esa bu davr 2 - 3 soatni o'z ichiga olsa kifoya, qolgan davrlar o'qitish jarayoni kompleks holda olib borilishi ma'qul deb aytiladi. Og'zaki ilgarilab ketish davrdagi ish, asosan quyidagilardan iborat:

- 1. O'quvchilarda to'g'ri inglizcha talaffuz ko'nikmalarini o'stirib va o'rganilayotgan til material yani o'z ichiga olgan grammatik strukturalarni intonatsion jihatdan to'g'ri tuzlanishiga erishish.
- 2. Grammatik strukturalarni tinglab tushunish va gapirish jarayonida o'rganib, ularni boshlang'ich bosqichda o'rganish uchun tanlab olingan leksik material bilan to'ldirish hamda savol-javob harakteriga ega bo'lgan mashqlar yordamida to'g'ri talaffuz qilishga va og'zaki nutqda qo'llashga o'rgatish.
- 3. Leksik birliklardan grammatik strukturalarni o'rganishda uning ayrim qismlarining o'rnini almashtirib turli gaplar tuzish va o'rnini almashtiruvchi mashqlar yordamida nutq faoliyatining boshqa turlarini o'rganish uchun zamin tayyorlovchi vosita sifatida foydalanish.
- 4. Ingliz tili alifbosidagi kirish kursiga ingliz tili xarflarini, xarf birliklarini yozilishi va o'qilishini o'rganish. Garchi og'zaki nutq kirish kursiga ingliz tili xarflarini, xarf birikmalarini va ayrim so'z va gaplarni yozish kiritilsa ham bu og'zaki ilgarilab ketishi tamoyiliga zid bo'lmaydi, chunki bu davrda o'quvchilarda qilinadigan yozuv va o'qish ko'nikmalari nutq faoliyatining shu turlarini egallash uchun tayyorgarlik vazifasini bajaradi xolos.

Boshlang'ich bosqichda o'qishning asosan ovoz chiqarib o'qish turiga keng o'rin ajratilgan. O'qish uchun ajratilgan tekstlar ham eng sodda va oddiydan asta-sekin murakkablashib bordi. Lekin shuni aytish kerakki, boshlang'ich bosqichlardagi ish faoliyati asosan og'zaki nutqiy ko'nikmalarni rivojlantirishga yo'naltirilgan bo'lishiga qaramay ingliz tilida og'zaki nutqiy o'stirish masalasini xal qila olmaydi. U haqiqiy og'zaki nutq ustida ishlash uchun faqat tayyorgarlik bosqichini o'taydi. Ushbu bosqichda og'zaki nutq ustida ishlashning asosiy og'irligi o'quvchilarning alohida gaplar emas, balki bog'liq gaplar ham tuzishlariga imkon beruvchi ma'lum leksik birliklarni egallab olgan davriga to'g'ri keladi. Bundan tashqari o'quvchilar boshlang'ich bosqichda The Present in definite Tense., The Past in definite Tense. , The Future Tense in definite Tense kabi fe'l zamonlarini yaxshi bilishlari va fe'l shakllaridan ushbu zamonlarda yorqin foydalana oladigan bo'lishlari talab etiladi. O'quvchilar otlarni birlikda va ko'plikda ishlatilishini, hozirgina noaniq zamonda kelgan fe'lning III shaxs birlikdagi shakliga "s" yoki "es" qo'shimchalarini qo'shilishini, gaplarning so'roq, inkor va buyruq shakllarini ham boshlang'ich bosqichda o'qish davrida egallaydilar. Agar o'quvchilar oddiy savollarga javob bera olmasalar va ular faqat bir xil grammatik konstruktsiya yordamidagina gaplar tuzsalar biz ularning bu nutqini haqiqiy ingliz tili nutqi deb qabul qilmasligimiz kerak. Bundan tashqari oddiy so'roqlarga javob berish ham ingliz tilida nutqni egallash degan narsani bildirmaydi. Shunda harakterdagi mashqlarni ham og'zaki nutqni o'stiruvchi mashqlarni ham shu bosqichda chet tilini o'rganayotgan faoliyatiga va o'quvchilar tomonidan ingliz tilini o'rganishda quyidagi vazifa va asosiy diqqat e'tiborni qaratmoq lozim. Ingliz tili talaffuzi ustida ishlash va uni o'zgartirish o'quvchilar nutqini tovush va intonatsion tuzilishni o'z ichiga oladi. Bu davrda o'quvchilarning ingliz tilidagi talaffuziga bo'lgan diqqat e'tibor sira ham susaymasligi kerak. Ko'pincha o'qishga og'zaki nutqda shakllantirilgan tovushlar artikulyatsiyasining buzilish xollari uchraydi. Bunga yo'l qo'ymaslik va kerak bo'lganda qo'shimcha og'zaki mashqlar bajarish lozim. Yangi so'zlarni o'rganish avval o'zlashtirilgan grafik konstrugadayalar asosiy olib boriladi. Bu esa ushbu bosqich uchun tanlab olingan material asosida nutqiy mexanizmini shakllatirgan tomonidan eng oddiy muloqotni o'lyab borishga imkon yaratadi va kelgusida ingliz tilidagi nutqni tinglab tushunishga va ingliz tilida gapirishga imkon beradi. O'qiganini tushunib olish va texnikasini o'zlashtirish. O'qish texnikasini o'stirish avval og'zaki nutqda o'rganilgan so'zlar asosida olib boriladi. O'quvchilarning og'zaki nutqida o'zlashtirilgan so'zlarning o'rfografiyasini o'rganishni yozma mashqlar asosida olib borish va o'rganilgan leksik va grammatik materialni yozuv orqali mustahkamlash. Boshlang'ich bosqichda tinglab, tinglab-tushunish va gapirishga o'rgatish grammatik strukturalarini nutqda qo'llashni mashq qilish jarayonida olib boriladi. Og'zaki nutqqa o'rinish. Og'zaki nutqiy muloqotga o'rgatish, tinglab tushunish va gapirish orqali amalga oshiriladi. Bu yerda gapiruvchi axborot berish jarayonida nutqiy muloqotni amalga oshirsa, tinglovchi esa uni tinglash va tushunib olish orqali nutqiy muloqotni amalga oshiradi. Suhbat davomida gapiruvchi bilan tinglovchining rollari (o'rin) almashib turadi, ya'ni ular navbat bilan goh tinglab, goh gapirishlari mumkin. Og'zaki nutqiy muloqot bir tomonga yo'naltirilgan bo'lishi ham mumkin. Bunda birinchi shaxs faqat gapiradi, ikkinchisi esa tinglaydi. Bunday holatdagi nutqni bir tomonlama yo'naltirilgan nutq, ya'ni "Monologik" nutq deb ataymiz. Gapiruvchi va tinglovchining o'zni almashib turgandagi nutq shakli "Dialogik" nutq deb ataladi.

O'rta bosqichga 6-7-sinflar kiradi. Bu bosqichning muhim obyektiv faktorlari bo'lib, 6-7-sinflar chet tili o'qitishning maqsadi, vazifalari, til materialining xajmi hisoblanadi. Bular og'zaki nutqqa va o'quvchining iqtidorida o'quv protsessini tashkil etishni va o'z predmetini mustaqil izlash formalarini tanlashni muhim omillaridan biridir. O'rta bosqichning o'ziga xos psixologik hususiyatlaridan biri o'quvchilarni yosh xususiyatlaridir. Bu yoshdagi o'quvchilar uchun o'zini kattalardek tutishga intilish kuchli.

Ayni huddi shu yoshdagi bolalar o'zining kasbga bo'lgan qiziqish va maktabda o'rganiladigan o'quv predmetlariga nisbatan differentsial munosabatda bo'lish shakllana boradi. Ular o'quv predmetlarini kerakli va keraksizlarga ajrata boshlaydi. Psixologlarning aytishicha VI-VII sinf tafakkurining mantiqiy ketma-ketligi, tanqidiy ko'z bilan qarash, mustaqillik kabi formalari rivojlanadi. O'rta bosqichni o'ziga xosligi chet til o'qitishning maqsadi, til o'rganishning hususiyatlari o'z til materialining harakteri, xajmi, murakkabligi bilan belgilanadi. Til materialasi asosan og'zaki nutqda o'rganiladi. Ya'ni aktiv minimum hosil qilish yo'li bilan. Bu bosqichda 4-sinflarda hosil qilingan ko'nikma va malakalar rivojlantiriladi, yangidan individual nutq tajribasi bilan boyitiladi. O'qitishning bu bosqichida o'quvchilar nutqi mazmunli, informatsiyaga boy, grammatik va leksik nuqtai nazaridan to'g'ri hamda muloqotni amalga oshirish uchun (oshirishga undovchi) motivga ega bo'lishi kerak. Bu bosqichda o'qitishning roli va joyi o'zgaradi. O'qish amaliy maqsadning biri bo'lishi bilan birga kommunikatsiyaning mustaqil ko'rinishi, yozuv matnlaridan informatsiya olish vositasi sifatida ham muhim rol o'ynaydi. 6-7-sinfda biz yuqorida ko'rib o'tgan ba'zi bir psixologik hususiyatlar o'quvchilarda mustaqil ishlash ko'nikmalarini hosil qilishga imkon beradi. Mustaqil ish shakllaridan eng muhimi bu uyda, individual yoki qo'shimcha o'qishdir. Bundan tashqari lingofon xonasida ishlash, yoki programmalashtirilgan darslik bilan ishlash, o'qituvchining ba'zi bir topshiriqlarini bajarish (masalan: doklod tayyorlash, xabar tayyorlash) va x. k, shakllarida ham bo'lishi mumkin. O'rta bosqichda o'qitishning turli usul va priyomlarini qo'llashda ham o'zgarish bo'ladi. Masalan: boshlang'ich bosqich turli xil harakatchan o'yinlar, topishmoqlar, nutqda aytilganini harakat bilan bajarishni o'z ichiga oladi. O'rta etapda asosiy e'tibor ko'proq xajmdagi matnlarni o'qib tushinishda fikrlashni, nutq faoliyatini, tashabbuskorlikni oshirishga yordam beradigan metod-usul va priyomlarni qo'llash kerak. Bu bosqichda mashqlarni avval ularni maqsadini tushitirmasdan bajarish, xor bilan taqlid qilish emas balki mashqdan ko'zlangan maqsadni tushintirib so'ng uni bajarish lozim. O'rta bosqichdagi o'quvchilarning o'ziga xos hususiyatlaridan yana biri ularni og'zaki nutqqa bo'lgan qiziqishlarini pasayishidir. Ularni og'zaki kommunikasiyani amalga oshirish uchun doim qiziqtirib turish kerak. Ularni chet tilida gaplashishga nisbatan tashabbus ko'rsatmasliklarining sabablaridan biri ularni bu sinflarda chet tilida amalga oshiriladigan og'zaki nutqni primitivligidadir. Dars soatlarida o'zgarish yo'q. Lekin til materialining xajmi va harakteridagi o'zgarishlar va farqlar mavjud. O'qish (Reading) ko'proq kommunikativ harakter kasb etadi. Bu bosqichda tekst informatsiya manbaigina bo'lib qo'lmasdan, balki gapirishga undovchi kommunikativ stimuli xoldir.

Yuqori bosqichga 9-11-sinflar kiradi. 9-11-sinf o'quvchilarining yoshi o'smirlikning ilk davriga kelib bir qator psixologik hususiyatlar bilan harakterlanadi. Ulardagi yosh hususiyatlarining o'ziga xosligi 8-sinfdan boshlab tarkib topa boshlaydi. Psixologiya kursidan ma'lumki har bir yosh bosqichda oldingi bosqichdan yosh hususiyatlaridan ayrimlari saqlanib qoladi. O'smirlik - bu shaxsni tarkib topish va kamolatga yetishishidir. Bu yoshda o'smirlarda tashqi muhitga munosabat va o'z faoliyatiga baho berish hususiyatlari rivojlanadi. Lekin shu bilan birga o'smirlarga xos narsa bu kuchiga ortiqcha baho berish va o'zligini ko'rsatishdir. Bu esa tez-tez turli xil qiyinchiliklarni keltirib chiqaradi. O'quvchilarning xotirasida, o'quv predmetlariga, chet tili predmetiga bo'lgan munosabatlarida ham sezilarli o'zgarish yuz beradi. Masalan: 7-8 sinf boshlarida chet tili o'rganishga bo'lgan qiziqish so'nadi. Lekin 9-10-sinfga kelib o'quvchilar chet tili o'rganishga alohida bir qiziqish va javobgarlik bilan qaraydilar. Bu bosqichda o'quvchilar psixologiyasining o'zgarishi tufayli avvalgi bosqichlarda yaxshi natija bermasligi mumkin. Yuqori sinf o'quvchilari bajarish maqsadi aniq bo'lmagan mashqlarni qiziqishsiz, befarqlik bilan bajaradilar. Ammo ular ma'no jihatdan bog'liq tekstlarni alohida bir qiziqish bilan o'qishadi. Bu bosqichda mustaqil ishlash alohida rol o'ynaydi, ayniqsa chet tili bilan. Yuqori sinflarda darsga qo'yilgan talablar oldingi etaplardagidan farq qiladi. Endi dars og'zaki nutq asosida ko'rilmaydi, chunki bu bosqichda til materialining

ko'pchilik qismi passiv ravishda (retseptiv holda) o'rganiladi. Ya'ni o'qib tushinish asosiy rol kasb etadi. Tekstlar ham hajmi jihatidan, katta til materialini esa murakkabdir. Darsni kompleks asosda tashkil qilish til materialining ayrim tomonini (leksik va grammatik) ayrim holda o'rganish bilan almashib turishi kerak. Bu bosqichda chet tili o'qitishning qiyinchilik tomonlaridan biri dars soatlarining kamayib ketishidir. Og'zaki nutq ko'nikmalari faqat darsda erishiladi, shuning uchun yuqori sinflarda dars soatining cheklanganligi tufayli biz avval dialogik va monologik nutq sohasida erishilgan ko'nikma va malakalarni saqlashimiz va takomillashtirishimizga to'g'ri keladi. O'quvchilar sinfda mamlakatimiz va Angliya xayotidagi o'zlarini qiziqtiradigan voqealar yuzasidan suhbat olib borishlari kerak. Nutqni tinglab tushinish malakalarini o'stirishga e'tibor bermoq kerak. Bu bosqichda tez o'qishga o'rganishdan tashqari o'quvchilar chet tili, ona tili lug'atidan foydalanishni o'rganishlari kerak. Kontekstdan tushinishga o'rgatish ko'nikmalari ham shu bosqichdan boshlanadi, demak, tekstlarda ba'zi notanish so'zlar bo'lishiga yo'l qo'yiladi. O'qish bo'yicha amaliyot yengil lug'atga murojaat qilmaydigan matnlar asosida amalga oshiriladi.

Metodik adabiyotda yuqori sinflarda bir maqsadga ega darslar bo'lishi kerak deyiladi. Darslarni matn bilan ishlash bosqichlariga muvofiq bo'lish (passiv) maqsadga muvofiq emas, chunki monolog va dialog ko'nikmalarini hosil qilish bosqichlari bunga mos kelmaydi. Darslarni matn bilan ishlashga qarab gaplar tiplarga ajratiladi. Yakun to'g'ri tanqid qilinadi. Bu holda chet tili o'qitish matnini o'rgatishga tenglashib qolgan bo'lar edi.

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The Place of Ishokhon Ibrat in the History of Uzbek Literature

KHAKIMOV Abdalboki Abdulakhatovich¹

KHAKIMOVA Mokhichekhra Abdalboki kizi²

Аннотация: Влияние Ишоххона Ибрата в области Ўзбекской литературы играет значительную роль в его работах по лингвистике, научных, исторических и образовательных работах.

Ключевые слова: просвещение, образование, язык, наука, культура, новая школа, литературные книги.

Abstracts: Enlightener Ishokhon Ibrat's influence in the field of Uzbek literature plays a significant role with his works on linguistics, scientific, historical and educational works.

Key words: enlightenment, education, language, science, , culture, new school, literary books.

Ibrat's life devoted to the development of the Motherland and prosperity of the country served and serves as an outstanding example for all of us.

Sh.MIRZIYOYEV

The history of Uzbek literature in the study of information about life and work of the sign plays a significant role in the beginning of twentieth century. Because the way of life and scientific activities of our youth through the study of Ishokhon Ibrat is in the history of the Motherland, love of science, enthusiasm to the professional art and literature.

Ishokhon Junaydullohoja's son Ibrat, is an enlightener poet, a trained linguist, one of the first typographer of our country, was born in 19th century in Turakurgan district of Namangan in the family of intelligentsia. He receives his primary education at the local madrassa and then in the hands of his mother Huribibi. After moving to Kokand, he went to study at a large madrassa. In 1886, having completed his

¹ Associate-professor, PhD, Namangan Engineering Construction Institute, Namangan city, UZBEKISTAN

² Student of Namangan State University, Namangan city, UZBEKISTAN

studies, he returned to his home village, Turakurgan. After that, he begins to carry out educational activities among the population. At the end of the year, he opened a school that was significantly different in education from other schools. Later, the school gained in popularity and the rest of the local schools switched to the education system of the newly formed “Ishokhon Ibrat” school.

In 1887, Ishokhon Ibrat went to Mecca to perform the Hajj. After leaving Mecca, he begins his journey through the countries and cities of Europe and Asia. He has been in Central European cities such as Istanbul, Sofia, Athens, Rome and lived Jeddah, Bombay, Calcutta. During his travels Ibrat will perfectly learn languages such as, Greek, English, Turkish, Arabic, Persian, Hindi and Urdu. Later he also learns Russian.

In 1896, after a long journey of nine years, Ibrat had extensive knowledge of science, culture, art of the East and Europe, brought advanced technical innovations of his time to our country. Ishokhon Ibrat is his original name, Sign is his literary nickname. He chooses it due to signing out advanced news, the world's science and culture created himself from his people and enjoy them live intensely in each work.

In 1901, he finished his work under the title “Lugati sitta-alsina” (dictionary of six languages) and published it. It served as a unique guide in all Jadidist schools to learn Russian, Arabic, Persian, Indian, Turkish and Uzbek words. In 1907, Ishokhon Ibrat organized a new school “Usuli Savtia”, in which he taught rural children and further he opened in the name “Library of Isaac”.

As one of the printers in our country, Ibrat bought a lithographic machine in Orenburg in 1908, took it by train to Kokand, then on camels to Turakurgan and opened “Ishokiya” printing office in his house. Scientific-enlightenment books, brochures, a national newspaper published there, dozen of book-stores were opened for their distribution throughout the Fergana valley.

In 1912, Ibrat finished his work on the history of writing languages under the name “Jome ul-Khutut” and published a book in the editorial under the name “Matbaai Ishokiya”.

In the next twenty years of his life he writes 14 scientific, historical and linguistic books. Among them there are such books as “Tarixi Farg’ona”(History of Fergana), “Tarixi madaniyat”(History of culture), “Mezon ul-mezon”(Periods in details) are especially known. During this time he also combines all his verses accumulated over 30 years of poetic life in a collection titled “Devoni Ibrat”. Ishokhon Ibrat promoted science, education and culture in the articles which published in the newspapers such as “Sadoi Turkestan” and “Sadoi Fergana”.

The most terrible time of Uzbekistan of the state, that is, the enlightenment of his people in the year 1937 his entire life, who gives prospects for a 75-year-old poet on the stand of Andijan prison and can not withstand two months of life, eyes closes. The burial place is still unknown.

To honour the name of the enlightener the 14th secondary school in the Turakurgan district of the Namangan region and a street in Toshkent are named after the poet’s name. A large-scale creative work was carried out over the past period in the memorial complex Ishokhon Tura Ibrat. The complex includes the garden, in the centre of which there is a monument to Ishokhon Ibrat, a printing house, a musical fountain, a specialized-400-seat boarding school in learning foreign languages and a museum located in historical architectural building. The museum will acquaint visitors with the life and multifaceted works of Ibrat. All these objects, united in a single complex, will play an important role in promoting the great merits of the enlightener and studying his heritage.

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Pullik Ta'lim Tizimi Muammolari

Проблемы Платной Системы Образования

Problems Of Paid Education System

Ücretli Eğitim Sistemi Sorunlari

KATTAKISHIYEV Beknazar¹

Annotatsiya. Maqolada O'zbekistonda maktabgacha va umumta'lim muassasalari faoliyatining bugungi kundagi ahvoli va istiqboldagi rivojlanishlarini ta'minlovchi omillari tahlil qilinadi. Bugungi kundagi mavjud muammolar va ularni bartaraf etish yo'llari ko'rsatib beriladi. Pullik ta'lim tizimini moliyalashtirish va boshqaruv muammolari, ularning yechimlari qonun ustuvorligi va jamiyat manfaatlari nuqtai nazaridan tahlil qilinadi.

Kalit so'zlar: Ta'lim, tarbiya, davlat ta'lim muassasasi, nodavlat ta'lim muassasasi, qonunlar.

KIRISH

Xalqimiz azaldan ta'lim-tarbiyani, jamiyatning asosiy tayanch ustunlaridan biri deb qaraganligi tariximizdan ma'lum. Bugungi kunda rivojlangan davlatlarning barchasi yosh avlodlarining ta'lim-tarbiyasiga ertayu-kech juda katta e'tibor bilan qarashganligi va ushbu jarayonning samarali kechishini ta'minlaganligida ekanligini hayotning o'zi tasdiqlab turibdi.

Ta'lim-tarbiyaning qudratli va yuksaltiruvchi kuch ekanligini Prezidentimiz ham, har bir chiqishlarida, takror-takror ta'kidlab keladi. Prezidentimiz qachon ta'lim-tarbiya haqida gapiradigan bo'lsa, albatta, Abdulla Avloniy haqida to'xtaladi. Uning ibratomuz so'zi va ishini misol qilib aytadi: "Men Abdulla Avloniyning "Tarbiya biz uchun yo hayot, yo mamot, yo najot, yo halokat, yo saodat, yo falokat masalasidir" degan fikrini ko'p mushohada qilaman," – deb, bu muallimning bosib o'tgan hayot yo'lini yoshlarga ibrat qilib ko'rsatadi^[1].

¹ dotsent, i.f.n., Jizzax Politehnika Instituti, UZBEKISTAN. E-mail: kattakishiev@mail.ru

Muammolar. Ta'lim-tarbiya jarayonini boshqarishdagi ilmiy-tadqiqot natijalari ikki yo'nalish mavjudligini ham ko'rsatadi:

1. Tashkiliy boshqaruv jarayoni.
2. Ta'lim-tarbiya (joiz bo'lsa ishlab chiqarish) boshqaruvi jarayoni.

Odatda ishlab chiqarishni boshqaruv jarayoni tashkiliy boshqaruv jarayonidan tezroq kechishi kuzatilishi fanda isbotlangan hodisadir.

Lekin O'zbekistonning ta'lim-tarbiya jarayonida buning aksini ko'rishimiz mumkin. Masalan, Prezidentimiz tomonidan 2019-yil 16-dekabrda imzolangan "Maktabgacha ta'lim va tarbiya to'g'risida"gi O'zbekiston Respublikasining qonuni yana 6 oy o'tib amal qila boshlaydi, uning asosida turli xil qonun osti hujjatlari ham yaratiladi. O'zbekiston Respublikasining "Ta'lim" to'g'risidagi qonuni yangi tahrirda qabul qilinmoqda, ya'ni bu jarayonning kechishi uchun qonuniy asoslar ta'minlanmoqda va bu jarayonda jahonning ilg'or va samarali modellarining bizning mentalitetimizga mos keladigan tajribalari ham kiritilmoqda^[2].

Ikkinchidan, ta'lim-tarbiyani boshqarishning ikkinchi yo'nalishi bo'yicha faqat maxsus ilmiy adabiyot va davriy nashrlarda ayrim tajriba, maqola va tezislarda chop etilmoqdaki, bu katta auditoriyani tashkil etuvchi O'zbekiston hududidagi barcha o'qituvchi va tarbiyachilarga yetib bormayapti, o'zining ilmiy-tadqiqot faoliyatini olib borayotganlar bundan mustasno.

Uchinchidan qabul qilinayotgan yangi tahrirdagi "Ta'lim" to'g'risidagi qonunning 25-moddasi 5-xat boshi - Davlat ta'lim standartlari va davlat ta'lim talablari bilan bog'liq bo'lmagan o'quv dasturlari asosida o'qitish, o'qish muddati va shartlari, to'lov miqdori, tomonlarning huquq va majburiyatlari hamda boshqa shartlar ta'lim oluvchilar yoki **voyaga yetmagan ta'lim oluvchilarning ota-onalari (qonuniy vakillari) hamda nodavlat ta'lim tashkilotlari o'rtasida tuziladigan shartnomaga muvofiq amalga oshiriladi**, deb bitilgan^[3].

To'rtinchidan ta'lim-tarbiya beruvchi deyarli barcha guruhlarda bolalar sonining ko'pligi. Qabul qilinayotgan yangi tahrirdagi "Ta'lim" to'g'risidagi qonunning 9-moddasi oxirgi xat boshida guruhdagi o'quvchilar soni 35 tagacha ("ta" emas, "nafar" deb bitilsa yaxshiroq bo'lardi) etib belgilangan^[3].

Xulosa. Qonunchilik tashabbusi huquqiga ega mutassadi idoralar ta'lim-tarbiya to'g'risidagi normativ-huquqiy hujjatlarni yaratishlarida, albatta o'zligimizni ham namoyon qiladigan jihatlarimizni unmasliklarini taklif etardik.

Ikkinchi muammomiz bo'yicha ta'lim-tarbiya sohasida jonkuyarlik, novatorlik bilan mashg'ul va har bir mashg'ulotlariga innovatsion tushunchalarni yo'g'irayotgan kadrlarimizning faoliyati faqat, ilmiy va davriy nashrlarda chop etilmasdan, balki televideniye sohasidagi muxbirlarimiz orqali namoyishlar tashkil etilishi lozim.

Fikrimizcha, ushbu muammoning yechimini topishda **Ta'lim sohasidagi davlat boshqaruvi va Mahalliy davlat hokimiyati organlari** tashabbuslari mavjud emas. Shu maqsadda "Pedagog mahorati" yoki "Tarbiyachi mahorati" kabi ruknlarda alohida kanallar tashkil etilishi zarur. Natijada yosh pedagog yoki tarbiyachini o'z ish faoliyatida qo'llashga undovchi ko'rgazmalar yuzaga keladi, ya'ni "yuz marta eshitgandan, bir marta ko'rgan afzal".

Uchinchi va eng og'riqli muammolarimizdan biri – bu pullik ta'lim-tarbiya muassasalari.

“Maktabgacha ta’lim va tarbiya to’g’risida”gi O‘zbekiston Respublikasining qonunining 4-bobi shu masalaga bag‘ishlangan.

Qabul qilinayotgan yangi tahrirdagi “Ta’lim” to’g’risidagi qonunning 25-moddasi shu masalaga bag‘ishlangan.

Fikrimizcha, Konstitutsiyamizning 41-moddasi talabiga asosan har bir yosh shaxsga umumta’lim maktablarini (nodavlat ta’lim tashkilotlarida o‘qiyotgan bo‘lsa ham) **bitirib chiqqunicha, unga davlat tomonidan belgilangan miqdordagi xarajatlar kafolatlangan**^[4].

Ikkinchi tomondan, har qanday nodavlat (maktabgacha yoki umumta’lim) ta’lim tashkilotlariga davlat tomonidan vakolatli etib tayinlangan muassasa (komissiya) uning faoliyat ko‘rsatishi uchun ruxsatnoma (litsenziya) beradi. Ruxsatnoma berish jarayonida komissiya, haqiqatda, ushbu nodavlat (maktabgacha yoki umumta’lim) muassasasi davlat maktabgacha yoki umumta’lim muassasasiga nisbatan ta’lim-tarbiya sohasida salohiyati yuqoriligini tan olsagina, ushbu nodavlat (maktabgacha yoki umumta’lim) ta’lim tashkilotiga davlat tomonidan har bir yosh shaxsga belgilangan miqdordan ortiqcha xarajatga yo‘l qo‘yilishini ham tasdiqlashi zarur va ushbu ortiqcha xarajat ham davlat tomonidan qoplansa maqsadga muvofiq bo‘lar edi, chunki qaysi turdagi muassasada ta’lim-tarbiya olmasin yosh shaxs O‘zbekiston fuqarosi, o‘zimizning farzandlarimiz hisoblanadi. O‘zbek oilalarining bolajonlik xususiyatlaridan kelib chiqadigan bo‘lsak (masalan, bir oiladan birdaniga 3 va undan ko‘p farzandlar bog‘cha va maktab yoshlarida). Albatta, bu yerda, yana nodavlat ta’lim muassasasi mulk egalarining birvarakay katta miqdorda kapital kiritgan holatini ham hisobga olmoq zarur. Bu masalaning samarali yechimini mas’ul davlat boshqaruv organlari raqamli iqtisodiyot sharoitida muassasa asosiy aktivlari qiymati doirasida har xil imtiyoz va preferensiyalarni belilangan davrlarda qo‘llab va nazorat (monitoring) olib borish asosida topishlari mumkin.

Qabul qilinayotgan yangi tahrirdagi “Ta’lim” to’g’risidagi qonunning 25-moddasi 5-xat boshida “Davlat ta’lim standartlari va **davlat ta’lim talablari bilan bog‘liq bo‘lmagan o‘quv dasturlari asosida o‘qitish**, o‘qish muddati va shartlari, to‘lov miqdori”^[3], degan tushunchalar keltirilgan. “**Davlat ta’lim talablari bilan bog‘liq bo‘lmagan o‘quv dasturlari**” mazmunidagi mavhum tushunchalar har qanday qonun osti hujjatlarida belgilanib, tushuntirilsa-da, fikrimizcha, ta’limda noo‘rin harakatlardir ba qo‘shimcha daromad olish uchun “ijodlar” boshlanishiga turtki bo‘ladi, xolos. Davlat ta’lim standartlari va davlat ta’lim talablari hamma uchun bir xil bo‘lishi shart. Uning samaradorligini oshirish esa muassasa pedagog xodimlari jonkuyarligi, vazifasiga sodiqligi, novatorligi, o‘quv dasturlarini sifatli yaratishi bilan egallanadi.

To‘rtinchi muammoning yechimi bo‘yicha taklifimiz bitta: imkoni boricha barcha guruhlarda ishtirokchilar soni ko‘pi bilan 15 nafardan oshmasligi lozim. Albatta bunga bir kunda yoki bir yilda erishib bo‘lmaydi, chunki barcha muassasalarimizning moddiy-texnik bazalari bunga tayyor emas va shu maqsad uchun birdaniga katta mablag‘ talab etiladi. Shuning uchun to‘rtinchi muammoning yechimini, ta’lim sohasidagi davlat boshqaruvi va mahalliy davlat hokimiyati organlari, tashabbuskorlik ko‘rsatishib, davlat-sherikchilik shaklidagi muassasalarni ko‘plab ochilishiga va talab etiladigan miqdordagi pedagog kadrlarni tayyorlashni yo‘lga qo‘yishga erishishganlaridan keyin hal qilishlari mumkin.

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ISHTIROKCHI AHKETACHI

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Khorezm Regional Musical Drama Theater Named After Ogahi: New Forms and Solutions in Directory

ISOKOVA Matluba Komilovna¹

Аннотация: Бир асрлик тарихга эга бўлган Огахий номидаги Хоразм вилоят мусикали драма театри вилоят театрлари орасида ўз ўрнига эга бўлган маскан. Театр режиссураси ҳақида гапирсак, авлодлар алмашилиши ҳар бир даврга хослиги билан ажралиб турган. Ушбу мақолада режиссурасига тамал тошини қўйган кекса авлод ва уларнинг издошлари бўлган ёш режиссёрларнинг ижодий жараёнларига аҳамият қаратамиз.

Калит сўзлар: режиссёр, драматург, актёр, сахна, декорация, репертуар.

Аннотация: Хорезмский областной музыкально-драматический театр имени Огахи с вековой историей является одним из региональных театров. Если говорить о режиссуре театра, то смена поколений также была уникальной для каждого периода. В этой статье мы фокусируемся на творческих процессах старшего поколения, заложивших основы режиссуры для будущих поколений, и молодых режиссерах, которые являются их последователями.

Ключевые слова: режиссёр, актёр, драматург, сцена, декорация, репертуар.

Abstract: The Khorezm Regional Musical Drama Theater named after Ogaha with centuries of history is one of the regional theaters. If we talk about the direction of the theater, then the change of generations was also unique for each period. In this article, we focus on the creative processes of the older generation, which laid the foundations of directing for future generations, and the young directors who are their followers.

Keywords: director, playwright, actor, stage, scenery, repertoire.

¹ Docent, Department of Art History and Cultural Studies

Historically, the Government Theater, originally built in Khiva, began its work on April 22, 1922. It is worth remembering the founders of the theater and its first director Muhammad Sharif Polvonov. Many performances have been staged with his initiative and entrepreneurship. At the same time, the work done by H.H. Niazi for the local people at that time is noteworthy. In order to raise the morale of young people, in particular, to further support their attention and interest in the arts, the "Amateur Club" is formed. He staged "Punishment of slanderers", "Fergana tragedy", "Khan's tyranny or Khiva revolution" and a number of other works. Shortly afterwards, in 1924, Muhammad Sharif Polvonov died heroically at the hands of the invaders. In a small pamphlet entitled Theaters of Uzbekistan, the following caught my attention. On April 1, 1925, the Khorezm regional party committee made a decision. It reads: "Considering his services in the field of art, the Khorezm State Drama Theater should be named after Muhammad Sharif Polvon."

In 1933, in connection with the relocation of the Government Theater to Urgench, the ensemble was reorganized. Zuhur Kobulov, Sayfi Olimov, Armugon Mukhamedov, theater directors of the next period, fully support the development of Khorezm theater. Directors also gain experience and skills over the years and create masterpieces. Only Zuhur Kobulov's directorial skills are different from those of his colleagues. The director of the Khorezm Theater intends to stage performances based on the epics "Alpomish". It is safe to say that the expected positive result was the invention of musical drama, especially in the preparation of high-profile arias and concert programs in the theater.

Over the years, traditions, demands and desires have been renewed in the field of theater. Tashkent Theater and Painting named after AN Ostrovsky was filled with young directors who had graduated from the institute. At the Agahi Theater, the originality of the selected works, directed by Hashim Islamov and Habib Opponov, gives a new impetus to the theater. Soon, another talent in directing, Ibodulla Niyazmatov's arrival, testified to the scale of the selected works, the audience's deep understanding of the spirit of the time. The fact that both directors work on the basis of teacher-student traditions is also a sign of generational change. Their plays "Love", "Mevlana Ogahi", "Dam", "Between two fires", "I see the sun" give the theater a step towards maturity.

The purpose of remembering each of the directors mentioned above is whether the succession of generations after them could continue this "chain". The talent and high skill of each director mentioned is a testament to the fact that they are mature professionals from the stage productions they have staged.

From the first years of independence, the work of new directors at the Ogahi Theater has been controversially debated by experts. Because of the lack of a specific director of the theater, there is a need in the creative team. It is gratifying that new generations are coming to the theater one after another. Because if we say that the teacher-student tradition continues, on the other hand, a new approach, a new style and a new perspective will appear in the repertoire. The expansion of the ranks of young directors at the Agahi Theater in 2010 brings a new dimension to the theater. In a word, creative competition intensifies.

For the first time, the young director Jurabek Ruzmetov focuses his creative work on serious drama. Mahmudkhoja Behbudi's work "Padarkush" is an example of belonging to each stratum of the period. In the play, ignorance is condemned and the society is called to enlightenment. When Jurabek

Ruzmetov opened the idea of the work, the atmosphere of the time, the sharp conflicts between the heroes, the consequences of ignorance were resolved in the play. It is revealed that the child of an uneducated rich man was given to wealth, to life, and caused the death of his father. "That's the consequence of ignorance and ignorance," he said. If they had been taught by their father, this crime and patriarchy would not have happened. He insists that he would not take the wrong path and would not give in to alcohol. Such negative aspects are presented in the play as an ax to the development of society. At the end of the play, we witness that ignorance and ignorance hit both the father and the child.

The selected works of young directors attracted the attention not only of the audience, but also of the general public. Because the work approached by each director was distinguished by its spiritual upbringing of young people.

The presentation of the creative products of young directors in the creative field in the theater will certainly inspire the theater team. The director Usmon Kalandarov was not indifferent to the relevance of the idea and theme put forward in the play "Thornless Hedgehogs" (1981) by playwright Sharof Boshbekov. In the process of staging the play, a careful study of the events in it leads to the idea that children are not responsible for the guilt of their parents. It is known that the hedgehog protects itself from thorns in the outside world with a thorn. For this purpose, a thorny skin protects it from any evil. The protagonists of this work are like thornless hedgehogs and therefore cannot defend themselves.

The protagonists of the play "Hedgehogs without thorns" reflect on the lives of children who are isolated from the outside world. They argue about the evils that are happening in society, such as injustice, betrayal, careerism. In short, this play is about the role of the next generation in society.

Makhtumkuli, who lived and worked in 1733-1782, is the father of Turkmen classical literature, a brilliant lyric poet and thinker. He drew realistic scenes of the life of the people in his best poetic works. He strives to put an end to the oppression and violence of the oppressed working masses. It aimed to unite the scattered Turkmen tribes and create a strong just state. Patriotic ideas are strong in his poetry. He thinks of liberating his homeland from invaders, which for centuries was under the oppression of the Iranian horns, the emirs of Bukhara and the khans of Khiva.

The play "Makhtumkuli" by playwright Kurban Muhammadriza is based on the socio-political situation in the middle of the XVII century and the fate of the poet in this situation, in which the friendship of the Turkmen-Uzbek fraternal peoples is glorified.

The young director J. Ruzmetov will stage the musical drama "Makhtumkuli". The play condemns the backward traditions and customs of that time. The poet, who has not reached his lover, lives a lifetime of longing and suffering. Makhtumkuli's father married him to his late brother's wife, according to the custom of the time. Her lover Menglikhan is given to him by his father. The dreams of the two lovers become a mirage. The essence of the puzzle of the world is sought by the poet in the following appeal.

The focus of Jurabek Ruzmetov, Kutlimurod Yakubov, Usmon Kalandarov and Alisher Otajonov on historical, drama, comedy and everyday genres shows that during their theatrical career they tried to create their own style of directing, using new forms and solutions.

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The importance of digital marketing strategy in the development of the fashion industry: Example of China

Raqamli marketing strategiyasini moda industriyasini rivojlantirishdagi ahamiyati (Xitoy misolida)

Важность стратегии цифрового маркетинга в развитии индустрии моды (на примере Китая)

Moda endüstrisinin gelişiminde dijital pazarlama stratejisinin önemi (Çin örneği)

MAHMUDOV Tohirjon Olimjonovich¹

The world of digital media is changing at fashion industry. Its constantly evolving technologies, and the way people are using them, are transforming not just how we access our information, but how we interact and communicate with one another on a global scale. It's also changing the way we choose and buy our textile products and fashion-design services. People are embracing digital technology to communicate in ways that would have been inconceivable just a few short years ago. Digital technologies are no longer the preserve of tech-savvy early adopters, and today ordinary people are integrating them seamlessly into their everyday lives.

The global online population was around 7 billion at the end of 2015. Projections suggest that figure will hit 8 billion by 2021. In the developed world internet access is becoming practically ubiquitous, and the widespread availability of always-on broadband connections means that people are now going online daily to do everything from checking their dress, wears textile to shopping for their fashion product.

It is predicted that by the end of 2019 China will surpass the USA in the capacity of Fashion & Apparel Market. Over the past 10 years it has grown almost 4 times bigger. China's fashion market is growing at the rate of 25% per year, and in 2019 it is about to reach 121 billion USD in total annual sales. That is 1 billion USD more than that of the USA, with the USA fashion growth rate stuck at 3% per year.

¹ Doctoral student; Namangan Engineering Technology Institute in Uzbekistan. E-mail: zonex02@mail.ru

There are many reasons that contribute to the power of Chinese consumption in the field of fashion:

- Relatively low material, transportation and labor costs make the clothes affordable;
- Presence of low-cost and high-cost merchants on the market;
- RMB being a strong currency;
- Of course, the population is huge here – it has an endless capacity as clothes comprise one of the basic human needs anyway.

China apparel markets are a huge market of big opportunities for very diverse brands. It is just because there are two large groups of apparel brands that can satisfy the needs of any social group in China, these are:

- Brands of the mass market (like Uniqlo for the domestic ones or Zara for the foreign ones; they provide fashionable but inexpensive clothes and can satisfy a young consumer, mostly);
- High-grade clothing brands (they serve to the high income consumers who prefer high quality luxurious goods and can afford it).
- So, considering the volume of fashion market in China, its growth, its capacity and also the position of foreign brands here, it should be admitted that there is no other apparel market on Earth that is as valuable as this one.

There's another trend forecast for 2020 made by tmall trade center – a forecasting mechanism of the most popular B2C platform in china. According to it, Chinese fashion trends would include the following motives:

- Poetry;
- Tech Forward;
- Heritage;
- Impact

Let's take a closer look of which message each of them conveys. (graph1)

<u>Trend</u>	<u>Poetry</u>	<u>Tech Forward</u>	<u>Heritage</u>	<u>Impact</u>
<u>Content</u>	Part of Chinese women follow the fairytale-like style to stress the soft feminine silhouettes	Designers use industrial-inspired materials to bring technology to life through fashion	Involving Chinese embroidery and even philosophy to balance again globalised styles	Advocating for socio-economic trends, using recycled materials, sustainable concepts, vintage stuff
<u>Color Palette</u>	Romantic pink and earthy neutrals	Metallic purple-blue shades, reflective gray, neon greens	Earthy ceramic, bright vegetable/fruit colours	Urban/industrial colours combined with highly saturated bright colours
<u>Trending Looks</u>	Ruffle tops, chiffon dresses, lace-ups	Minimalist clothes, tech wear	Logomania t-shirts, techno jackets in nature-inspired colours	Pastel suits, military vests, cropped sweatshirts, etc.

Graph1. Trend forecast for 2020 made in China

With over 900 million Chinese now connected online China boasts the largest online community in the world. On top of this the web has developed in a unique set of conditions, it's therefore been built for the ultra-consumerist society of modern China & is perfect for online marketing, sales & branding. All marketing campaigns are almost completely online now, simply because this offers the best exposure, reach, influence & Return On Investment.

In the unique digital eco-system of modern China, you have a host of Chinese platforms that developed to cater for the Chinese user in a very effective way. No Facebook, rather WeChat, No Twitter, No Google, Instead Baidu & forget Youtube, time to embrace Youku.

This is a unique feature of China, people are the scale of online research. The average user spends 2 hours browsing the web per day. The best strategy is to understand where users are searching for information and ensure you are highly visible and reputable in front of your target demographic. The discerning Chinese consumer will research a lot in a marketplace often associated with counterfeit products, fakery and lower quality local products.

Why fashion industry need a digital marketing strategy? The simple answer: because without one you'll miss opportunities and lose business. Formulating a digital marketing strategy will help you to make informed decisions about your foray into the digital marketing arena and ensure that your efforts are focused on the elements of digital marketing that are most relevant to your business.

Digital marketing achieves its marketing goals through the use of technology and digital tools. It is the promotion and promotion of goods or products distributed through digital channels such as search engines, websites, social networks, email and mobile applications.

In addition, digital marketing has become a central marketing strategy for companies to increase revenue and open a business.

Digital marketing techniques are essential, fundamental and decisive for the prosperity of any business. As a result, graduates who can effectively use digital technologies, traditional marketing skills are in great demand.

Without a coherent strategy of engagement and retention through digital channels fashion business is at best missing a golden opportunity and at worst could be left behind, watching your competitors pull away across an ever-widening digital divide. Unlike conventional forms of mass media marketing, the internet is unique in its capacity to both broaden the scope of fashion marketing reach and narrow its focus at the same time. Using digital channels you can transcend traditional constraints like geography and time zones to connect with a much wider audience. At the same time, digital technology allows you to hone fashion marketing message with laser-like precision to target very specific niche segments within that wider market. Implemented effectively, it can be an incredibly powerful combination.

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Reading and Selecting Texts in Professionally Directed Training

KORTABAYEVA Gulzhamal Kydyrbayevna¹

KANGOZHAYEVA Raikhan Baltabaevna²

KLYCHNIYAZOVA Gulnar Nurgalievna³

Annotation: *The article researches the importance of reading in the frame of necessary skills development for future professionals. In this case it should be paid attention to the choice of original texts as a main source of improving of such competences*

Keywords: *Educational system, competences, authentic text, professional communication, cognitive abilities*

Аннотация: *В статье исследуется важность чтения в рамках развития необходимых навыков у будущих специалистов. В этом случае следует обратить внимание на выбор оригинальных текстов в качестве основного источника совершенствования таких компетенций*

Ключевые слова: *Образовательная система, компетенции, аутентичный текст, профессиональная коммуникация, когнитивные способности*

Түйіндеме: *Мақалада болашақ мамандарға қажетті дағдыларды дамытудың бір бөлігі ретінде оқудың маңыздылығы қарастырылады. Бұл жағдайда осындай компетенцияларды жетілдірудің негізгі көзі ретінде түпнұсқалық мәтіндерді оқытудың маңыздылығына назар аудару керек.*

Кілт сөздер: *білім беру жүйесі, құзіреттілік, түпнұсқалық мәтін, кәсіби қарым-қатынас, танымдық қабілеттер*

¹ Candidate of Philological Sciences, Kazakh National University named after Al-Farabi, Almaty, KAZAKHSTAN

² Assistant professor of Kazakh Leading Academy of Architecture and Civil Engineering, Almaty, KAZAKHSTAN

³ Teacher of the highest category, № 109 school, Master of Pedagogy; Almaty, KAZAKHSTAN

Today's mobile world introduces the amendments in all spheres human lives. It is art, family, the personal relations, human relations, science. Education as one of the predominating spheres in life of any person plays a huge role in his formation, development and education, improvement of its personal and professional qualities. Nobody will challenge value of educational process on the identity of the person in moral and in the professional plan.

The educational system in turn reacts to the changes happening in the sphere of the political, cultural and social relations. Of course, requirements to quality and level of training of future experts at the same time raise. These requirements are dictated by the changing conditions not only in the educational sphere, but also in political and economic spheres. Globalization and integration contribute to this process. Future experts will be forced to communicate at the professional level at the international conferences and seminars and to carry out the professional activity in a foreign language.

And it is natural that future expert, finishing a higher educational institution, has to have a so-called set of competences allowing it painless occurrence both in communicative and in professional space.

Abilities to work with information in a foreign language, to critically estimate foreign-language sources, to make the weighed decisions when conducting business negotiations give existence of these competences to it. At the present stage, thanks to scientific and technical progress and expansion of international relations, the amount of information in different languages increases, the need for the people able to accept it and to use in these or those purposes increases. Due to the expansion of cooperation in all spheres of human activity more and more great demands are placed on mastering foreign – language as means of cross-cultural communication and, respectively, reading as a type of the mediated communication between people.

In this regard, there is clear a decision of educational bodies of the Republic of Kazakhstan to strengthen control to requirements imposed to university graduates and colleges. Process of training in reading texts in the specialty on economics departments has to be conducted purposefully on the basis of specially selected texts corresponding to criteria of authenticity, professional orientation and assistance to creation of positive motivation of the doctrine [1, p. 282]

The text as the central unit of training in a foreign language is considered as the main method of training now. As in real life the student probably should face information processing of various texts (article, the essay, the presentation, summarizing, annotation, etc.), he needs to be acquainted with them and their features during training. Training materials whenever possible have to be the most different types and genres: publicistic, popular scientific, monological, dialogical, etc. One of the major conditions is an authenticity of the text, in terms of form and content. The authentic text reflects real language reality, shows feature of functioning of a foreign language and also it is sated with the facts of other culture and stimulates informative activity of students. For example, when training students of various specialties it is necessary to use original texts by profession.

So, for students of economic specialties authentic materials from such newspapers as The Financial Times or "The Economist" are used. It is necessary that the texts used in training were original or are as close as possible to original with the specifics of information transfer and composite structure. Therefore here we have also aspect of sociocultural orientation of contents as texts are the main carriers

of culturological information. By means of authentic texts such environment which induces students to search of compromise solutions in situations of coexistence of various cultures is created. That is when using such original texts also the motivational orientation of training increases.

All aforesaid speaks about need to pay bigger attention to "reading" as to one of four types of speech activity and the text, in particular.

Process of reading is difficult, multicomponent as for understanding and the analysis of information of the text the student has to use knowledge of grammar of a foreign language, be able to define a subject, the author's plan, to apply skill of compensation of a lack of understanding of separate parts of the text, using a context. Besides support and improvement of logico-semantic and cognitive abilities of students, reading in terms of a technique acts as a basis for development of productive skills of the foreign-language speech, namely speaking and the letter. Practice in reading provides formation of information culture in general.

Now there are bases to say that information culture is not only an indicator of professional culture, but also an important factor of development of each student.

Its basis are knowledge of the information environment, laws of its functioning and also ability to be guided in information flows. Systematic reading develops at the overcoming information barrier and free orientation studying skill in the foreign-language information environment. Thus, there is a registration and expansion of information basis of own professional activity that allows to organize effectively it "according to a vector the purpose - result" [2, p. 48].

In this regard there is relevant a problem of careful selection of the texts for training in the foreign-language professionally focused reading promoting formation of professional communicative competence, information culture of students and providing management of training process. Therefore it is extremely important to define correctly criteria of selection of texts for vocational education.

Different authors offer the classifications. S.K. Folomkina for example, marks out relevant signs of the texts optimum suitable for professionally focused reading: integrity; semantic completeness; completeness; compliance of the adapted texts to characteristics of original texts; language availability; the contents motivating students; information saturation; text size.

Many authors studying this problem consider that the most essential point at selection of texts for training of a vernacular is information which is contained in them. Such authors as T.S. Serova adhere to such concept. She considers that the text, being the center of communication, becomes the main unit of a training material. [3, p. 97].

Texts make subject aspect of contents to training in professionally focused reading at not language faculties.

Analyzing linguistic works of a number of authors, T.S. Serova marks out the following signs of texts:

1. connectivity (as the phenomenon arising between components of the text and consisting of interdependence of parts and whole);
2. coherence or integrity (as correlation of the text with one object forming meaning of the text and which is shown in unity of a subject);

3. continuity (as the property allowing the reader to attract the background knowledge to understanding of text material);
4. completeness (as the characteristic which is shown in intelligence of maintenance, formulation of conclusions, assessment);
5. existence of pragmatism (as manifestation of reaction at the reader from understanding before action);
6. informational content (as relevance and novelty of information for the reader).

S.K. Folomkina marked out one more characteristic of texts for professionally focused reading. The advantage of application of authentic texts within the organization of training in a foreign language in the conditions of remoteness from the country of its use is not called in question. The authenticity at the same time is understood as originality, loan from the original sources created by native speakers and which are not pursuing the educational aims. Key characteristic of the authentic text is its complexity [3, p. 68].

She assumes total immersion in foreign-language reality and is provided with a number of parameters. The authenticity of the text has to be traced both in composite, and in the language plan. It demands existence of such attributes as integrity, logical connectivity, the features of creation of offers inherent in scientific style of the speech and technical texts in general.

The language field of the selected original text is set by lexical, grammatical standards of the modern language and reflects features of professional communication in a foreign language. The authenticity is nearly the most important component at selection of texts for vocational education. The text has to be authentic, i.e. original in terms of contents and a form. Such text not only reflects real language reality and shows feature of functioning of a foreign language, but also is sated with the facts of other culture and stimulates informative activity of students. At the same time authentic texts support and increase motivation of students who when reading the original realize prospect of availability of knowledge of foreign-language scientific information.

Now one of the main tasks of training in a foreign language is formation of ability to read not adapted texts in the specialty and to take from them necessary data. The competence of the modern expert means ability to obtain professionally significant information from the texts written in a foreign language – first of all in the English which is today not only language of international communication, but also the main language of conducting the international business.

The foreign language is required to graduates of not language higher education institutions mainly for deeper development of specialty and for practical use in professional activity. Thus, the students who are getting higher education have to be able to read freely scientific, publicistic and business texts on the specialty. Therefore one of problems of training in English in not language higher education institution is formation at students of abilities to work with original English-speaking literature in the specialty.

Reading is recognized a modern technique of training in foreign languages as one of fundamental abilities without which development further training is impossible. Reading as speech activity always purposefully, its purpose is extraction of information which is contained in the written-down speech work – the text. [4, p.7].

Besides, on the basis of the readable text it is possible to train also in other types of speech activity: to speaking, audition, the letter in the learned language.

Thus, problems of development of the methods of training in reading conforming to modern requirements are particularly acute for teachers of foreign languages at the higher school today.

Of course, if to speak about reading in terms of art reading and training at base of professional authentic texts is a little different ways and methods of training." The initiative when choosing the text for house reading has to belong to the student. It will allow it to find the most interesting to itself a subject and will promote obtaining more profound and strong knowledge both on a foreign language, and on the studied specialty. However at the initial stage of the organization of work on reading the teacher is recommended to check what texts students select for independent reading and whether these texts answer the purpose and problems of training [4, p.117].

Reading is recognized a modern technique of training in foreign languages as one of fundamental abilities without which development further training is impossible. Reading as speech activity always purposefully, its purpose is extraction of information which is contained in the written-down speech work – the text [5, p.7].

Besides, on the basis of the readable text it is possible to train also in other types of speech activity: to speaking, audition, the letter in the learned language. Thus, problems of development of the methods of training in reading conforming to modern requirements are particularly acute for teachers of foreign languages at the higher school today.

Art reading the greatest effect gives when training at a stage "General English. So, students of the first courses should not choose for independent reading texts from serious scientific publications as they contain too large number of special terminology which can be not familiar to the first-year student only mastering elements of the specialty yet. At the organization of house reading it is at the first year optimum to choose articles from newspapers and magazines of the general character and focused on the mass reader.

It is the most effective to use authentic texts at a stage of "Professional English". At the professional level a large number of the terms characteristic of these concrete specifics of the trained subject is entered.

Besides, application of professionally focused texts having a sociocultural component in substantial aspect gives an idea of a condition of this or that discipline and ways of action of experts in the conditions of a foreign-language lingvo society. Existence in some selected texts of the sociocultural facts expands knowledge of the norms accepted in real professional communication. At the same time the motivation mechanism on further studying of a subject, both in the mode of classroom occupations, and in the course of independent and independent implementation of the foreign-language professionally focused reading is started in action.

Thus, the developing reading function as increasing motivation to foreign-language speech activity, to the subject "Foreign language" by means of development of thinking, the comparative analysis, informative abilities, formation of the conscious relation to studying of language for the professional purposes is shown.

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Effective use of information and communication technologies in secondary school lessons

JABBAROV Nigmatjon Ravshanovich¹

*"In the 21st century, ICT has not been used man,
like the people of the twentieth century, he neither reads nor writes "
"Academician Viktor Mikhailov Glushkov"*

Today, the effective use of information and communication technologies in education is an important condition for the sustainable development of society. The introduction of new information and communication technologies in education in secondary schools, along with the solution of certain pedagogical tasks, provides opportunities for qualitatively new education, develops independent learning skills, promotes the development of didactics and methods. 'strengthens, allows the creation of a new form of education.

It is one of the fastest growing industries in the world of modern information and communication technology (ICT) based on computer technology.

Effective use of ICT in the classroom of secondary schools is one of the most important tasks in today's education system reform. The effectiveness of the use of ICT in the classroom often depends on the personal qualities, professional skills, creativity and ICT literacy of the science teachers who organize the educational process.

"Although the computerization of school education began a long time ago (2005-2012), the level of effective use of ICT in the classroom by teachers remains low. At the same time, it is impossible to imagine a teacher's work without the use of information sources." The use of ATC allows to enrich, qualitatively update and increase the efficiency of the educational process in secondary schools.

Interactive whiteboards are one of the main advanced information and communication technologies used in education. These miraculous boards are one of the pinnacles of modern technology. This board looks like a simple whiteboard, with every piece of text, graphics, views, drawings, tables,

¹ Mathematics and Computer Science Teacher, Tashkent district 19 - general secondary school, Tashkent, UZBEKISTAN

figures, diagrams, etc. that appear on the computer screen in minutes. The main advantages of electronic boards are:

- width scope of data editing;
- Availability of copies of results, storage of e-mails;
- wide access to text, sound, animation, graphics;
- the ability to create a virtual audience.

Today, ICT needs to be introduced and used effectively in education, and every subject teacher in secondary schools needs to explain the subject using ICT. You will need a personal computer (laptop), a multimedia projector, a speaker, and a screen. In organizing such classes, first of all, computer classes in existing secondary schools must meet the standards of SANP, and the programs used must be licensed and age-appropriate.

The application of general pedagogical principles of teaching and implementation of the requirements for the use of ICT in the educational process will help to improve the quality of education. Information and communication technologies in education are a means of communication that is mainly carried out as part of educational activities, but also in the process of organizing these activities.

The use of the act in the educational process radically changes the role of the teacher. In traditional education, the teacher's role is to provide information (explain, repeat, reinforce topics, etc.), while in ICT, these tasks are performed by the computer, the main task of the teacher is to manage the student's cognitive activity, learning will plan and control the process.

In conclusion, no matter how much the advantages, conveniences and opportunities of using ICT in the educational process are reformed, as ICT develops, the spells, methods and techniques of its use in the educational process will change.

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O'zbek Tilshunosligi Terminlari Lug'atini Tuzishda Innovatsion Yondashuv

Инновационный Подход К Составлению Словаря Узбекских Лингвистических Терминов

Innovative Approach to Composing Uzbek Linguistic Terminology Dictionary

Özbekçe Dil Terimleri Sözlüğü Derlemeye Yenilikçi Yaklaşım

ZARMASOV Shahboz Shahridin o'g'li¹

Annotatsiya: mazkur maqolada lug'at tuzish masalasida innovatsion yondashuv tamoyillari aks ettirilgan va uning o'zbek tilshunoslikdagi ahamiyati ko'rsatib o'tilgan. O'zbek tilshunosligi terminlari lug'atini tuzishda modellashtirish metodi va an'anaviy tilshunoslikning sistem-struktur tamoyillariga tayanilgan. Shuningdek, maqolada tilshunoslik terminlarining elektron lug'atini tuzish masalasi ilgari surilgan.

Kalit so'zlar: model, modellashtirish, struktur model, innovatsiya, axborot texnologiyalari, raqamli iqtisodiyot, an'anaviy lug'at, elektron lug'at, lug'at, termin, formal, sistema, struktura.

Аннотация: эта статья отражает принципы нетрадиционного подхода к составлению словаря и подчеркивает его важность в узбекской лингвистике. Метод моделирования при составлении словаря узбекских лингвистических терминов и базируется на системно-структурных принципах традиционной лингвистики. В статье также поднимается вопрос о создании электронного словаря лингвистических терминов.

Ключевые слова: модель, моделирование, структурная модель, инновации, информационные технологии, цифровая экономика, традиционный словарь, электронный словарь, словарь, термин, формальная, система, структура.

¹ Nizomiy nomidagi TDPU o'qituvchisi; E-mail: shakhbozzarmasov1993@mail.ru

Annatation: this article reflects the principles of a non-traditional approach to compiling a dictionary and emphasizes its importance in Uzbek linguistics. The method of modeling and compiling a dictionary of Uzbek linguistic terms is based on the system-structural principles of traditional linguistics. The article also raises the issue of creating an electronic dictionary of linguistic terms.

Keywords: model, modeling, structural model, innovation, information technology, digital economy, traditional dictionary, electronic dictionary, dictionary, term, formal, system, structure.

Özet: Bu makale, bir sözlük derlemeye yenilikçi bir yaklaşım ilkelerini yansıtmakta ve Özbek dilbilimindeki önemini vurgulamaktadır. Özbek dil terimlerinin derleme sözlüğü, geleneksel dilbilimin modelleme yöntemine ve sistem-yapısal ilkelerine dayanmaktadır. Makale ayrıca dilsel terimlerin elektronik sözlüğünü oluşturma konusunu da gündeme getiriyor.

Anahtar Kelimeler: modeli, modelleme, yapısal model, yenilik, bilgi teknolojisi, dijital ekonomi, geleneksel sözlük, elektronik sözlük, sözlük, terim, resmi, sistem, yapı.

XXI asr axborot texnologiyalari asridir. Kundalik hayotimizda axborot texnologiyalari xizmatlaridan foydalanishga shu darajada ehtiyoj sezamizki, bugun ularsiz hayotimizni tasavvur qila olmaymiz. Xorijiy mamlakatlarning ijobiy tajribalarini o'rganish, fan-texnika va madaniyatning barcha sohalarida erishilgan yutuqlaridan xabardor bo'lib borish, xalqaro tajribalar asosida, jahon andozalariga mos hayot kechirishning asosiy vositasi axborot-kommunikatsiya texnologiyalaridir.

Axborotlashgan asrimizda ijtimoiy-iqtisodiy, ma'naviy-madaniy va siyosiy hayotning har bir sohasida raqamli iqtisodiyot tarmoqlaridan foydalanish, xususan, iqtisodiyotning barcha sohaları kabi tibbiyot va ta'lim sohalarini elektronlashtirish, ularda axborot-kommunikatsiya texnologiyalaridan keng foydalanish tizimining joriy etilishi innovatsiyaning ahamiyati ortib borayotganligidan darak beradi.

Ta'lim jarayonini elektronlashtirish, ta'lim samaradorligini oshirish bilan birga, berilayotgan bilimlarning sifatlilik darajasini ham ta'minlaydi. Shu jihatdan ta'lim tizimining barcha yo'nalishlarida axborot-kommunikatsiya texnologiyalari rolini oshirishga doir keng ko'lamli ishlar amalga oshirilmoqda. Xususan, o'quv fanlari bo'yicha elektron o'quv vositalarining yaratilishi mazkur fanlarni o'qitishda zamonaviy texnologiyalardan foydalanish imkoniyatini yanada kengaytirmoqda.

Shuningdek, ilm-fan sohasida kompyuter xizmatlari yordamida ilmiy va badiiy adabiyotlarning elektron shakllarini yaratish zamonaviy ta'limning bir ko'rinishi sifatida qaralmoqda. Jumladan, elektron lug'atlarning yaratilayotganligi, murakkab jarayonlarni soddalashtirish maqsadida qilinayotgan samarali ishlardan biridir. Chunki, kerakli so'zlarning elektron lug'atlar orqali topilishi, lug'at kitoblari ustida ishlashdan ko'ra ko'proq qulayliklarga ega: lug'at kitoblarni doimiy ravishda olib yurish birmuncha noqulayliklar tug'diradi va ulardan foydalanish ma'lum bir vaqtni talab qiladi. Zamonaviy elektron lug'atlar esa so'zlarni tezda qidirib topish bilan birga, undan istalgan paytda foydalanish imkoniyatini beradi.

Ma'lumki, bugungacha ilm-fan, xususan, tilshunoslikda lug'atlarning xilma-xil turlari yaratilgan. Jumladan, "*O'zbek tilining izohli lug'ati*", "*O'zbek tilining imlo lug'ati*", "*O'zbek tilining etimologik lug'ati*", "*Sinonimlar lug'ati*", "*Antonimlar lug'ati*", "*Omonimlar lug'ati*" va "*O'zbek tilining morfem terminlar lug'ati*" kabilar. Bundan tashqari, har bir sohaning "*Terminlar lug'ati*", "*Qomusiy lug'atlar*" hamda "*Ensiklopedik lug'at*" turlari mavjud. [3, 227.]

O'zbek lug'atchiligi tarixidan ma'lumki, lug'atlar tuzishda so'zlarni alifbo tartibida joylashtirish an'anaga aylanib qolgan. Ya'ni, lug'atlarda dastlab [a] harfi bilan boshlanuvchi so'zlar, undan keyin esa alifbodagi harflarning joylashish tartibiga muvofiq [b], [s], [d] va undan keyingi harflar bilan boshlanuvchi so'zlar joylashtiriladi. So'zlarning ikkinchi, uchinchi va undan keyingi harflari ham alifbo tartibida beriladi. Mazkur holat lug'at tuzishdagi tarixiy va odatiy an'anadir.

Endilikda, tilshunoslikda "*O'zbek tilshunosligi terminlarining formal lug'ati*"ni yaratish ham dolzarbdir. Mazkur lug'atni tuzishdagi dastlabki yo'l an'anaviy tamoyillarga tayangan tarixiy yo'ldir. Bunda, tilshunoslik terminlari alifbo tartibida beriladi va unga yondosh holatda uning modellari ilova qilinadi. Ayni paytda, modellarning izohlari ham keltirib o'tiladi. Mavjud "Tilshunoslik terminlari tarkibiga ularning modellarini kiritsak-da, bu yangilik sifatida qaralmaydi, modellarning ahamiyati ko'rinmay qoladi Shu bois, modelga asoslangan lug'atlarni tuzishda modellashtirish metodining mazmuniga mos lug'at tuzish tamoyillarini ishlab chiqish talab etiladi.

	Tilshunoslik terminlari	Termin izohi	Model		Model izohi
1	Ot	Shaxs-narsa va joy nomlarini bildirib, kim? nima? qayer? so'roqlariga javob bo'luvchi mustaqil so'z turkumi ot deyiladi.	Ot	Ot	Ot so'z turkumining nomi, uning modelidir. Shakliy ixchamlik nomning modelga ko'chishiga asos bo'lgan.
1.1	Shaxs otlari	Shaxs nomini bildirib, kim? so'rog'iga javob bo'luvchi otlar shaxs otlari deyiladi. Masalan: <i>bankir</i> , <i>o'qituvchi</i> , <i>Alisher kabi</i>	ot/Sh	Sh	Shaxs otining modeli, uning birinchi harf bilan belgilanadi.
1.1.1	Sanaladigan shaxs otlari	Shaxs nomini bildirib, son shaklini qabul qiluvchi otlar sanaladigan shaxs otlari deyiladi. Masalan: <i>o'qituvchi</i> , <i>banker</i> , <i>Alisher</i>	ot/Sh⁺	Sh⁺	Shaxs otining modeli darajasida [+] belgisini qo'yish orqali sanaladigan shaxs oti modeli ifoda etiladi.

1.2	Narsa otlari	Narsa-buyum nomini bildirib, nima? so‘rog‘iga javob bo‘luvchi otlar narsa otlari deyiladi. Masalan: <i>kitob, stol, stul, qalam kabi</i>	ot/N	N	Narsa otining modeli, uning birinchi harf bilan belgilanadi.
1.2.1	Sanaladigan narsa otlari	Narsa-buyum nomini bildirib, son shaklini qabul qiluvchi otlar sanaladigan narsa otlari deyiladi. Masalan: <i>stul, qalam kabi</i>	ot/O'+	O'+	Narsa otining modeli darajasida [+] belgisini qo‘yish orqali sanaladigan narsa oti modeli ifoda etiladi.
1.3	O‘rin-joy otlari	Joy nomini bildirib, qayer? so‘rog‘iga javob bo‘luvchi otlar o‘rin-joy otlari deyiladi. Masalan: <i>Samarqand, mahalla, qishloq kabi</i>	ot/J	O'	O‘zin-joy otining modeli, uning birinchi harf bilan belgilanadi.
1.3.1	Sanaladigan o‘rin-joy otlari	O‘rin-joy nomini bildirib, son shaklini qabul qiluvchi otlar sanaladigan o‘rin-joy otlari deyiladi. Masalan: <i>qishloq, mahalla</i>	ot/O'+	O'+	O‘rin-joy otining modeli darajasida [+] belgisini qo‘yish orqali sanaladigan o‘rin-joy oti modeli ifoda etiladi.
1.3.2	Sanalmaydigan o‘rin-joy otlari	Narsa-buyum nomini bildirib, son shaklini qabul qila olmaydigan otlar sanalmaydigan o‘rin-joy otlari deyiladi. Masalan: <i>Toshkent, Samarqand kabi</i>	ot/O'-	O'-	O‘rin-joy otining modeli darajasida [-] belgisini qo‘yish orqali sanalmaydigan o‘rin-joy oti modeli ifoda etiladi.
1.4	Atoqli ot	Shaxs, narsa-buyum va joylarga atab qo‘yilgan otlar atoqli otlar deyiladi. Masalan: <i>Toshloq tumani, “G‘uncha” jurnali, Olapar, Mustaqillik kuni.</i>	ot/At	At	Atoqli otning modelini uning birinchi va ikkinchi harflari ifoda etadi. Bunda, boshqa birlik modellaridan farqlash inobatga olingan.
1.4.1	Sanalmaydigan atoqli otlar	Ko‘plik qo‘shimchasini qabul qila olmaydigan atoqli otlar sanalmaydigan atoqli ot deyiladi. Masalan: <i>Buxoro, Samarqand, Toshkent kabi</i>	ot/At-	At-	Atoqli otning modeli darajasida [-] belgisini qo‘yish orqali sanalmaydigan atoqli ot modeli ifoda etiladi.

1.4.2	Sanaladigan atoqli otlar	Ko'plik qo'shimchasini qabul qilib, ko'plik ma'nosini ifodalovchi atoqli otlar sanaladigan atoqli ot deyiladi. Masalan: <i>Zilola, Alisher, Shahboz</i>	ot/At⁺	At⁺	Atoqli otning modeli darajasida [+] belgisini qo'yish orqali sanaladigan atoqli ot modeli ifoda etiladi.
1.5	Turdosh ot	Bir turdagi narsalarning umumiy nomini bildiruvchi otlar turdosh otlar deyiladi. Masalan: <i>qishloq, mahalla</i>	ot/T	T	Turdosh otning modeli, uning birinchi harf bilan belgilanadi.
1.5.1	Aniq ot	Sezgi a'zolari yordamida sezish mumkin bo'lgan, otlar aniq otlar deyiladi. Masalan: <i>kitob, olma kabi</i>	ot/A	A	Aniq otning modeli, uning birinchi harf bilan belgilanadi.
1.5.1.1	Sanaladigan aniq ot	Ko'plik qo'shimchasi bilan qo'llana oladigan aniq otlar sanaladigan aniq otlar deyiladi. Masalan: <i>uzum, olma, tut kabi</i>	ot/A⁺	A⁺	Aniq otning modeli darajasida [+] belgisini qo'yish orqali sanaladigan aniq ot modeli ifoda etiladi.
1.5.2	Mavhum ot	Sezgi a'zolarimiz orqali bilishimiz mumkin bo'lmagan, tafakkur va tasavvur orqali idrok qilinadigan otlar mavhum otlar deyiladi. Masalan: <i>dev, xayol, aql, o'y kabi</i>	ot/M	M	Mavhum otning modeli, uning birinchi harf bilan belgilanadi.
1.5.2.1	Sanalmaydigan mavhum ot	Mavhum otlar ko'plik qo'shimchasini qabul qilib ko'plik ma'nosini ifodalay olmaydi. Shu bois ular sanalmaydigan mavhum ot deyiladi.	ot/M⁻	M⁻	Mavhum otning modeli darajasida [-] belgisini qo'yish orqali sanalmaydigan mavhum ot modeli ifoda etiladi.
1.5.3	Yakka ot	Birlik shaklda bir turdagi buyum-narsalarni yakka- yakka bildiruvchi otlar yakka otlar deyiladi. Masalan: <i>olma, stul, barmoq kabi.</i>	ot/Y	Y	Yakka otning modeli, uning birinchi harf bilan belgilanadi.
1.5.3.1	Sanaladigan yakka ot	Ko'plik qo'shimchasi bilan qo'llana oladigan yakka otlar sanaladigan aniq yakka	ot/Y⁺	Y⁺	Yakka otning modeli darajasida [+] belgisini qo'yish orqali

		deyiladi. Masalan: <i>olma, stul, barmoq kabi</i> .			sanaladigan yakka ot modeli ifoda etiladi.
1.5.4	Jamlovchi ot	Birlik shaklda ham bir xil buyum-narsalarning to‘dasini, jamini bildiruvchi otlar jamlovchi otlar deyiladi. Masalan: <i>omma, xalq, armiya kabi</i> .	ot/J	J	Jamlovchi otning modeli, uning birinchi harf bilan belgilanadi.
1.5.4.1	Sanaladigan jamlovchi ot	Ko‘plik qo‘shimchasi bilan qo‘llana oladigan jamlovchi otlar sanaladigan jamlovchi otlar deyiladi. Masalan: <i>armiya, xalq kabi</i>	ot/J⁺	J⁺	Jamlovchi otning modeli darajasida [+] belgisini qo‘yish orqali sanaladigan jamlovchi ot modeli ifoda etiladi.

Tilning sistem-struktur munosabati ma’lum bir butunlikdan iborat: tilshunoslikni sistema sifatida oladigan bo‘lsak, uning ichki tarkibi, bo‘limlari, strukturadir. Ayni paytda, tilning ichki bo‘linishida ham sistema-struktura munosabati davom etadi. Ma’lumki, ilmiy adabiyotlarda sistema-struktura munosabati aks ettirilgan bo‘lsa-da, lug‘atlarda so‘zlar an’anaviy alifbo tartibida joylashtirilib kelingan. Bunda, asosan, qidirilayotgan so‘zning tezda topilishi zarurligi inobatga olingan.

Yuqorida namuna sifatida ot so‘z turkumiga oid terminlarning [4, 113.] formal lug‘ati tavsiya etildi. Unda, lug‘at tuzishning an’anaviylikdan holi noan’anaviy tamoyiliga tayanilgan. Bu jarayon tilshunoslik terminlarini lug‘at yordamida sistema-struktura munosabatida o‘rganishni ta’minlaydi. Mazkur lug‘atning yaratilishi o‘zbek tili o‘rganuvchilariga tilning ichki bo‘linishlarini qulay usulda o‘rganish imkoniyatini beradi. Shuningdek, lug‘atda tilshunoslik terminlari modellarining berilishi, modellashtirish metodida ham sistema-struktura munosabatini ko‘rsatadi.

“O‘zbek tilshunosligi terminlarining format lug‘ati”ni elektron shaklda yaratish muhimdir. Chunki, bu o‘zbek tili o‘rganuvchilarida qidirilayotgan tushunchaning nomi, ta’rifi yoki modelidan ixtiyoriy birini tez fursatda topa olish imkoniyatini beradi. Masalan, kompyuter lingvistikasi, avtomatik tarjima bilan shug‘ullanuvchi uchun tilni modellashtirish, modellashtirish jarayonini o‘rganish [2, 24.] juma muhim. Bu paytda ular “O‘zbek tilshunosligi terminlarining format lug‘ati”ga o‘zbek tilshunosligi terminlari nomini yoki uning ta’rifini qidiruvga berish orqali, uning modelini o‘rganib borishlari mumkin. Shuningdek, o‘zbek tilini ikkinchi til sifatida o‘rganuvchilar xalqaro modellar bilan taqqoslangan o‘zbek tili milliy modellaridan xabardor bo‘lib, biroq, ular tushuncha nomi va ta’rifi haqida bilimlarga ega emas. Bu jarayonda modellarni qidiruvga berish orqali undagi bilimlarni o‘rganib borishlari mumkin.

Aytish mumkinki, til o‘rganishga sistem-struktur yondashuv o‘rganuvchi bilimlarining soddadan murakkabga tomon kengayib borishini ta’minlaydi. Bu jarayonda elektron shaklda yaratilgan “O‘zbek tilshunosligi terminlarining formal lug‘ati” mazkur bilimlarni o‘zlashtirishni soddalashtirishga xizmat qiladi.

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Formation of Information- Technological competence of Future Philologists under Conditions: Digitalization Education

Raqamlashtirish Ta'limida Bo'lajak Filologlarning Axborot-Texnologik Kompetentligini Formallashtirish

Формирование Информационно-Технологической Компетентности Будущих Филологов В Условиях: Цифровизации Образования

Bilgi Oluşturma-Teknolojik Gelecek Felolojiklerin Koşullarda Yetkisi: Sayisallaştırma Eğitimi

ZOKIROVA Feruza Makhmudovna¹

MUKHAMMADIEV Feruz Gafurjonovich²

Abstract

The article shows information technology competence future philologist in modern conditions. The topics of disputes and discussions on this problem.

Keywords: future philologist, competence, information, technology, digitalization of education, student, teacher, university.

¹ Doctor of Pedagogical Sciences, Professor, Director of the Branch, Center for Continuing Education and Retraining of Teachers, Tashkent Muhammad al-Khorazmiy University of Information Technologies, Republic of Uzbekistan. E-mail: feruza.zakirova.2018@mail.ru

² Uzbekistan State World Languages University; Assistant teacher; UZBEKISTAN. E-mail: muhammadiyevf1@gmail.com

The solution of current needs in the context of digitalization of education depends on competencies of future personnel, philologists among them. Philological graduates Universities will face the challenges of the present, offering new ideas and constructive solutions to emerging problems. And for this they must be taught communication in a new environment, the ability to work in a team, be able to master the necessary skills of academic work, to form the habit of working in high pace, try yourself in an interesting business, feel the joy of success in study and extracurricular activities [1, p.37] .

In order for a model of successful student self-realization to be formed, to form their information technology competence, create conditions for effective socialization and self-determination in the future. Therefore with student high school teachers motivate students to conscious educational work, knowledge of the new, the study of the phenomena and processes of the world. So student educational support is provided in the educational process activities, and most importantly - favorable conditions have been created for self-knowledge, self-determination and the formation of information technology competence personality.

The basis of our educational concept was the training of students with different levels IT competencies. They studied theory in interactive lectures and reinforced acquired knowledge through active group forms of practice and individually, solving problems at the computer. Training methods such as trainings, workshops, contests, hackathons, con-tests allowed students, on the one hand, to master the material, simulate and play options for difficult situations by finding options to exit them, on the other hand, - satisfied the needs of the individual in intellectual self-realization and emotional communication. In addition, some talented student's philological universities enthusiastically conduct master classes in 3D modeling, playing in chess, neural networks, etc. This will allow in the future to introduce them to the basics electrical engineering and then go on to study the programming of microcontroller boards.

The base for training can be a Micro device: Bit_Smart_Robot.

In our opinion, this will allow students to learn how to manage various elements and devices that surround us in everyday life, to explore receptions of work, beginning from light-emitting diodes and buttons, and finishing with various sensors and special microcircuits. For these purposes, teachers of our department are invited hold disputes and discussions with students on the topics: "We are with IT along the way", "Your course: IT for youth ", " The trajectory of interaction in the development of digital skills ", aimed at popularizing specialties in the field of IT technologies and the formation of future philologists of information technology competence

This approach to teaching the exact sciences at a philological university will allow, along with the development of public speaking skills among students to develop the ability to accurately and specifically build your development path for self-determination

In the era of digitalization, it is important to keep students alive among themselves and communication with the teacher. The model of successful self-realization of students in our university creates effective conditions for the socialization of each student, given his personality and personal choice of the path of self-development.

Digitalization of education is aimed at increasing the level of informatization and computerization of education, the general level of IT literacy of modern students, the formation of a new

system of extracurricular activities aimed at involving students youth in IT creativity of different directions. During the design of such a digital educational environment in higher educational institutions of Uzbekistan is conducted focused work to identify key digital modules, within which should be the introduction of new digital elements in the learning process. The training digital module should include the resources of classrooms, interactive systems, multimedia equipment, digital microscopes, digital laboratories, digital knowledge quality monitoring systems, equipment for distance learning.

The system of higher education in the period of development of digital technologies will be respond to these changes to meet the spirit of the times and educational needs society.

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Қишлоқ хўжалигида ёнилғига бўлган эхтиёжни ҳисоблаш

ХАТАМОВ О.Қ.¹

ҚУЛМАТОВА С.С.²

Аннотация. Мақолада Сурхондарё вилоятида қишлоқ хўжалигида нефть маҳсулотларига бўлган талаб меъёрий усуллар орқали аниқланиш масалалари қараб чиқилган. Ёқилғига бўлган талабни ҳисоблаш иқлимий, ишлаб чиқариш омилларини ҳисобга олинган ҳолда индивидуал меъёрлардан фойдаланишга асосланган. Вилоят фермер хўжаликлари учун ёқилғи сарфининг индивидуал меъёрларини ҳисоблашнинг математик модели таклиф қилинган ва ҳисоблаш натижалари келтирилган.

Таянч тушунчалар: қишлоқ хўжалик техникалари, индивидуал ва гуруҳий меъёрлар, ёқилғига бўлган талаб, ёқилғи сарфи.

Abstract. The article discusses the issues of determining the demand for petroleum products by regulatory methods in agriculture of the Surkhandarya region. The calculation of fuel demand is based on the use of individual standards, taking into account climatic, production factors. A mathematical model for calculating the individual norms of fuel consumption for tractor-transport processes on regional farms is proposed and the results of the calculations are presented.

Keywords: agricultural machinery, individual and group norms, fuel demand, fuel consumption.

¹ иктисодиёт фанлари доктори, доцент.

² мустақил тадқиқотчи; E-mail: squlmatova@mail.ru

Кириш

Қишлоқ хўжалиги ишлаб чиқарилишидаги нефть маҳсулотларига бўлган эҳтиёжни топиш ҳар йили ҳал қилиниши муҳим бўлган масаладан бири ҳисобланади. Нефть маҳсулотларига бўлган эҳтиёжнинг қанчалик аниқ ҳисобланганлиги нафақат истеъмолчиларни нефть маҳсулотлари билан узлуксиз таъминлашни, балки ишлаб чиқариш ҳажмини аниқ ҳисоблашни, иқтисодий кўрсаткичларининг қанчалик баланслаштирилганлигини ҳам белгилайди. Одатда, кўпгина фермер хўжаликларида нефть маҳсулотларига бўлган талаб олдинги йиллардаги истеъмол даражаси билан аниқланиб келинади. Масалага бундай ёндашиш объектив бўлмай, айрим ҳолларда истеъмолнинг режадан ошиб кетишига ёки истеъмолчиларга нефть маҳсулотларини ўз вақтида етказиб берилмаслигига сабаб бўлади. Айни пайтда мамлакатимиз қишлоқ хўжалигида амалга оширилаётган чуқур иқтисодий ислохотлар ер, сув, меҳнат, энергетик ва бошқа ресурслардан самарали фойдаланишга қаратилган янги кўринишдаги аграр муносабатларни юзага келтирмоқда.

Ўзбекистон Республикаси Президентининг 15.04.2017 йилдаги “2018-йилда қишлоқ хўжалиги экинларини оқилона жойлаштириш чора-тадбирлари ва қишлоқ хўжалиги маҳсулотлари етиштиришнинг прогноз ҳажмлари тўғрисида”ги ПҚ 3281-сонли қарорида қишлоқ хўжалиги экинларини фермер хўжаликлари ва экин майдонларининг контурлари бўйича жойлаштириш тизимини жорий этиш, бундай тизим қишлоқ хўжалиги маҳсулотлари етиштиришнинг тўлиқ циклини, шу жумладан фермер хўжаликлари билан харид қилувчи ташкилотлар ўртасида шартномалар тузилишини, моддий-техника ресурслари етказиб берилишини, молиялаштириш таъминланишини, агротехника тадбирлари ўз вақтида ва сифатли ўтказилишини, ҳосил йиғиб- териб олинишини назарда тутати; фермер хўжаликлари билан харид қилувчи ташкилотлар ўртасида шартномалар тузиш, моддий-техника ресурсларини етказиб бериш, молиялаштириш таъминлаш, агротехника тадбирларини ўз вақтида ва сифатли ўтказиш; ғўза парваришида агротехника тадбирларининг сифатли ўтказилишини, моддий-техника ресурсларини етказиб бериш бўйича шартнома мажбуриятларига риоя этилишини таъминламаётган давлат ва хўжалик бошқаруви органларига нисбатан қаттиқ интизомий жавобгарлик чоралари кўрилишини таъминласин дейилади[1]. Ўзбекистон Республикаси Президентининг 14.03.2019 йилдаги “Мева-сабзавотчилик соҳасида қишлоқ хўжалиги кооперациясини ривожлантириш чора тадбирлари тўғрисида” ПҚ-4239-сонли қарорида шартнома асосида қишлоқ хўжалиги бирлашмалари аъзоларини қишлоқ хўжалиги техникаси, ёқилғи-мойлаш материаллари, ўғит, уруғлар, кўчат ва экинлар, шунингдек, кимёвий ҳимоя воситалари билан таъминлаш тўғрисида алоҳида таъкидланди[2]. Ўзбекистон республикаси Вазирлар Маҳкамасининг 2001-йил 30-мартдаги “Ўзбекистон республикаси қишлоқ ва сув хўжалиги вазирлиги, ўрмон хўжалиги бош бошқармаси, сув хўжалиги департаменти, Ўзбекистон қишлоқ хўжалиги илмий-ишлаб чиқариш маркази, шартнома мажбуриятлари бажарилишини назорат қилиш бош давлат инспекцияси тўғрисидаги низомларни тасдиқлаш ҳақида”ги 160-сонли қарорига кўра вазирлик қишлоқ хўжалиги экинлари ўстиришда технологияга ва барча агротехника тадбирларига риоя қилиниши, айниқса минерал ва органик ўғитлардан самарали фойдаланилиши, уруғлик материалдан илмий асосланган нормалар бўйича фойдаланилиши ва

сув ресурслари тежаб сарфланиши устидан мониторинг олиб боради;янги техникадан фойдаланишга доир норматив хужжатлар тайёрланишини ташкил этади, уларни қишлоқ хўжалиги ишлаб чиқаришига жорий этиш ҳамда янги техникадан фойдаланилиши устидан назорат ишларини амалга оширади дейилади[3].

Мавзуга оид адабиётлар таҳлили

Фермер хўжаликларида нефть маҳсулотларига бўлган талаб ва уни таъминлашнинг илмий-амалий масалалари иқтисодиёт соҳасидаги олимлар томонидан ўрганилмоқда. Қишлоқ хўжалигида ер, сув, меҳнат, энергетик ва бошқа ресурслардан самарали фойдаланишга қаратилган янги кўринишдаги аграр муносабатларни юзага келтирмоқда. Натижада олимлар фермер хўжалиги қишлоқ хўжалиги маҳсулотлари етиштиришда ишлаб чиқариш ресурслардан тежамли фойдаланишга эътиборни қаратмоқдалар[4-7].

Шу билан бирга, ёқилғи-энергетика ресурсларидан фойдаланиш самарадорлигини аниқлаш омиллари ва усуллари назарий ва услубий жиҳатдан кам ўрганилмоқда. Nan Li , Xaylin Mu, Xuanan Li va Shusen Guilarнинг фикрларига кўра, ёқилғи-энергетика ресурсларидан фойдаланиш самарадорлигини аниқлаш факторларни тизимли таҳлил қилиш (умумий қувват, дизел сарф-харажати ва бошқалар) махсус моделлари асосида олиб бориш лозим. Австралия фермер хўжаликларига ёқилғи-мойлаш материалларининг нархларини ҳисоблаш, фермерларга ёқилғининг ички сарфини баҳолаш учун M U. Salam, G. P. Riethmuller, T. Maling, N. Short, J. Bowling and J.S Fisherлар томонидан "Фермер ёнилғиси калкулятори" ишлаб чиқилди ва ушбу маълумотлардан фойдаланган ҳолда фермерлар имкониятларни қиёсий асосда баҳолайдилар ва ўз хўжаликларида ёқилғи сарфини камайтириш усуллари тўғрисида қарор қабул қиладилар[9,13].

Тадқиқот методологияси,

Бугунги кунда нефть маҳсулотларига бўлган эҳтиёжни режалаштиришнинг муҳим воситаси иқтисодий-математик моделлар ва усулларни қўллашдир. Нефть маҳсулотларига бўлган талабни топишнинг бир қанча усуллари мавжуд бўлиб, уларни қўллаш асосан нефть маҳсулотлари тури, қаерда фойдаланиш, ишлатиш ҳажми ва тавсифи, режалаштириш босқичлари, компьютер технологияларидан фойдаланиш даражасига ва ҳакоза омилларга боғлиқ.

Шундай усуллардан бири меъёрий усул бўлиб, у кўпгина иқтисодий- математик усуллар таркибига киради. Шу билан бирга, эҳтиёжни ҳисоблашда нефть маҳсулотлари сарфидан келиб чиқиб алгоритм кўринишида тасвирланиши ва компьютерда бажарилиши мумкин. Бундай ҳолатда меъёрий усул математик- статистик усулга яқинроқдир.

Таҳлил ва натижалар

Маълумки, АСМ корхоналари нефть маҳсулотларига бўлган эҳтиёжни аниқлашда икки: индивидуал ва гуруҳий меъёрлардан фойдаланишади. Кўпинча нефть маҳсулотларини режалаштиришда иккинчи меъёр ишлатилиб келинмоқда.

Гуруҳий меъёр ўтган йиллардаги маълумотларни математик-статистик усуллар билан ишлаш ёрдамида ўрнатилади. Албатта, бу усулдан фойдаланилганда иқлимий ва ишлаб чиқариш омиллари (ҳосилдорлик, экин майдонлари тузилиши, юк синфи, йўлларнинг гуруҳланиши, ўғит бериш меъёри ва ҳакозалар) ҳисобга олинмай қолиниши режалаштиришда хатоликларга олиб келади.

Таклиф этилаётган математик модель фермер хўжаликларида трактор-транспорт ишларининг ёкилғига бўлган талабни ҳисоблашда индивидуал меъёрлардан фойдаланишга асосланган. Бу эса ўз навбатида иқлимий, ишлаб чиқариш омилларини ҳисобга олса, иккинчидан режалаштиришнинг қуйи бўғинида (деҳқон, фермер хўжаликларида) мумкин қадар аниқ натижалар беради[8,9]. Бу модел ёрдамида АСМ бошқарувининг барча иерархик бўғинлари бўйича конкрет иш тури ва қишлоқ хўжалик экин тури учун гуруҳий меъёрни ҳам топиш имконини беради.

[7,10] даги маълумотларга асосан, қишлоқ хўжалиги корхоналарида дизел ёкилғиси ва бензин сарфи тузилиши қуйидагича: машина – трактор паркидан фойдаланишда – 73,9 % дизел ёкилғиси ва 2,5 % бензин; юк автомобиллари иши учун 79,1 % бензин ва 3,6 % дизел ёкилғиси ва махсус ҳамда енгил автомобиллар 13 % бензин. Кўриниб турибдики, ёкилғи сарфини тежаш асосан машина-трактор ва автомобиль парки зиммасига тушмоқда. Нефть маҳсулотлари сарфини камайтириш ва тежаш маҳанизациялаштирилган иш ҳажмини меъёрлаштириш ва уларга бўлган эҳтиёжни аниқ ҳисоблашни талаб этади.

Ишлаб чиқилган математик модель меъёрий ва қишлоқ хўжалигида дизел ёкилғиси ва автобензинга бўлган эҳтиёжни ҳисоблашга мўлжалланган.

Фермернинг режалаштирилган иш ҳажмининг дизел ёкилғисига бўлган эҳтиёжи трактор-дала, трактор-транспорт, автомобиль-транспорт, йиғим-терим ишлари ва стационар двигателлар ишларининг ёкилғига бўлган эҳтиёжлари йиғиндисидан ташкил топади. Автомобиль бензинига бўлган йиллик эҳтиёж юк автомобиллари ишлари, двигателларни ишга тушириш, автомобиллар, тракторлар, комбайнларга техник хизмат кўрсатиш ва таъмирлари эҳтиёжларидан иборатдир.

Қуйида трактор-транспорт жараёнлари учун ёкилғи сарфининг индивидуал меъёрларини ҳисоблашнинг математик модели билан танишиб чиқамиз. Бунинг учун қуйидаги белгилашларни киритамиз:

J -транспорт ишлари тартиб номерлари тўплами.

C_i - ташиладиган юк ҳажми (т), $i \in J$.

β_i - юк синфининг ҳисобга олиш коэффициент, $i \in J$.

UQ_i – транспортнинг юк кўтариш қобилияти (т), $i \in J$.

γ_1 – юклаш – тушириш ишлари учун нормо-соатлар.

$L_i^I, L_i^{II}, L_i^{III}$ – юкни мос равишда биринчи, иккинчи ва учинчи гуруҳ йўллардан ташиш масофаси, км, $i \in J$.

V_i^1 – транспортнинг биринчи гуруҳ йўлдан юксиз ҳаракат тезлиги меъёри, км/соат, $i \in J$.

V_i^2 – транспортнинг юкли ҳаракат тезлиги меъёри, км/соат, $i \in J$.

η_i^0 – нормо – соатларга ўтказиш коэффициенти, $i \in J$.

g_i – транспорт воситасининг биринчи гуруҳ йўлдан юксиз ҳаракатлангандаги бир соатлик ёқилги сарфи, кг/соат, $i \in J$.

η_i – рельефга боғлиқ ҳолда ёқилги сарфи меъёрини тахрирловчи коэффициент, $i \in J$.

μ_i – интеграл коэффициент, $i \in J$.

Транспорт ишлари учун ёқилги эҳтиёжини ҳисоблаш учун қуйидаги кўрсаткичлар ҳисобланади.

1. Рейслар сони.

$$N_i = C_i / (\beta_1 \cdot UQ_i) \quad i \in J \quad (1)$$

$$n_i = \{N_i\}$$

бу ерда, $\{ \}$ – ўнли қасрнинг қаср қисми; $[]$ – ўнли қасрнинг бутун қисми.

$$N_i^0 = \begin{cases} N_i & \text{агар } n_i = 0 \\ [N_i] + 1 & \text{агар } n_i > 0 \end{cases} \quad (2)$$

2. Биринчи гуруҳ йўл бўйича юк ташишнинг умумий масофаси

$$L_i = L_i^I + 1.27L_i^{II} + 1.56L_i^{III} \quad (3)$$

3. Транспортнинг юк билан босиб ўтган йўли.

$$L_i = N_i^0 \cdot L_i \quad (4)$$

4. Умумий юрилган йўл.

$$L_i^2 = 2L_i^1 \quad (5)$$

5. Транспортнинг бир рейс давомида ташиган юкининг ўртача ҳажми.

$$MR_i = C_i / N_i^0 \quad (6)$$

6. Мос равишда юкни тортиш, юклаш-тушириш ва ҳаракатланишда нормо-соатлар.

агар $n_i = 0$

$$W_i^I = 0.07N_i^0$$

$$W_i^{II} = \gamma_1 \cdot N_i^0$$

$$W_i^{III} = N_i^0 \cdot L_i \cdot (1/V_i^1 + 1/V_i^2)$$

агар $n_i > 0$

$$W_i^{II} = \gamma_1 \cdot N_i$$

$$W_i^{III} = N_i \cdot L_i \cdot (1/V_i^1 + 1/V_i^2)$$

7. Нормо-соатларда берилган транспорт ишлари ҳажми.

$$W_i = W_i^I + W_i^{II} + W_i^{III} \quad i \in J \quad (7)$$

8. Тонна-километрда ҳисобланадиган транспорт ишлари ҳажми.

$$P_i^0 = L_i \cdot C_i \quad i \in J \quad (8)$$

9. Транспортнинг йўлдан фойдаланиш коэффициенти

$$K_i^I = L_i / L_i^2 \quad i \in J \quad (9)$$

10. Умумий иш вақтда транспортнинг ҳаракатдаги вақти улуши

$$K_i^{II} = W_i^{III} / W_i \quad i \in J \quad (10)$$

11. Бир тонна юкнинг меҳнат сиғимлиги

$$T_i = W_i / C_i \quad i \in J \quad (11)$$

12. Шартли норма-соатларда берилган шартли иш ҳажми

$$P_i = UQ_i \cdot \eta_i^0 \cdot W_i \quad i \in J \quad (12)$$

13. Жами ташиладиган юк учун ёқилғи сарфи

$$GT_i = W_i \cdot g_i \cdot \beta_i \cdot \eta_i \cdot \mu_i \cdot MR_i \cdot K_i^I \cdot K_i^{II} \mu_i \quad i \in J \quad (13)$$

14. Фермер хўжаликдаги барча трактор-транспорт ишлари учун ёқилғи сарфи

$$GT = \sum_{i \in J} GT_i \quad (14)$$

Қуйидаги жадвалда юқоридаги математик модел ёрдамида Термиз туманидаги турли фермер хўжаликлари учун минерал ўғитлар ташиш(юк синфи 2)да сарф бўладиган ёқилғи миқдорини топиш натижалари келтирилган.

Фермер хўжалик- ларининг номи	Агрегат таркиби		Ташил а- диган юк ҳажми, т	Юкни ташиш- нинг ўртача масофаси , км	Рейсл ар сони	Юк билан босилга н масофа, км	Бир тонна юкни ташишнинг мехнат сиғимлили ги, нормо- соат/т	Ёқилғ и сарфи меъёр и, кг/т	Ёқилғ и-нинг умуми й сарфи, кг
	Тракт ор русум и	Тиркам а русуми							

Юклаш 1 тонналик кўтариш қобилиятли кран ёрдамида, юкни тушириш механизациялашган

Халқобод Нур ёғдуси	T- 40 М	2-ПТС- 4	136,3	5,1	35	178,5	0,34	1,08	147,3
	MT3- 80	2-ПТС- 4	132,4	5,1	34	173,4	0,30	0,95	126,2

Юклаш қўлда, тушириш механизациялашган

Амударё Сурхон Барака	T- 40 М	2-ПТС- 4	202,0	35,0	51	1785	1,22	7,54	1524,3
	MT3- 80	2-ПТС- 4	199,0	35,0	50	1750	0,90	6,68	1330,1
	MT3- 50	2-ПТС- 4	225,0	32,0	57	1824	0,96	5,80	1305,9

Юклаш ва тушириш қўлда бажарилади

Себзор Термиз	T- 40 М	2-ПТС- 4	104	3,3	26	85,8	0,29	0,71	74,7
	MT3- 80	2-ПТС- 4	112	2,6	28	72,8	0,28	0,14	53,5
	MT3- 50	2-ПТС- 4	108	2,0	27	54,0	0,25	0,38	41,5
	T- 40 М	2-ПТС- 4	100	2,0	25	50,0	0,27	0,43	43,5

Хулоса ва таклифлар

Ушбу Сурхондарё вилояти Термиз тумани фермер хўжаликлари иш шaroитларидан келиб чиқиб, амалга оширилган трактор-транспорт ишлари учун ёқилғи сарфининг индивидуал меъёрлари ва умумий иш ҳажмига бўлган эҳтиёж тажриба сифатидаги ҳисоб-китоблари танланган ёндошувнинг тўғрилигини кўрсатиш билан бирга, қишлоқ хўжалик маҳсулотлари ишлаб чиқаришда ёқилғи сарфини тежаш манбаларини аниқлаш, асосланган қарор қабул қилиш учун кўп вариантли ҳисоблашларни бажариш ва техникаларни транспорт ишларига оқилона бириктириш имконини беради. Шу сабабли ҳудудларда қишлоқ хўжалик ишлаб чиқариши ҳажмини оширишда ёқилғи сарфини тежашда қуйидагиларга эътиборни қаратишни таклиф этамиз:

қишлоқ хўжалиги самарадорлиги ва рентабеллигини оширишда, техникадан тўғри фойдаланиш технологияларини жорий этиш;

ҳудудлар табиий-иқлимий, ташкилий-иқтисодий шароитидан келиб чиқиб, фермер хўжаликлари ишлаб чиқариш ихтисослашувини тўғри ташкил этиш;

фермер хўжаликлари техник таъминотини ташкил этишда машина- трактор агрегатларининг ўзига хос хусусиятларини эътиборга олиш;

Қишлоқ хўжалигидаги ёқилғидан фойдаланиш тўғрисидаги маълумотларни тўплаш, бирлаштириш ва фойдаланиш мумкин бўлган форматга синтез қилиш керак;

фермер хўжаликларининг турли хил ишларида ёқилғидан фойдаланиш тўғрисида фермерлар ва маслаҳатчиларга қарор қабул қилишда ёрдам бериш механизминини қўллаш амалиётига ўтиш;

қишлоқ хўжалик ишлаб чиқаришида техникалардан фойдаланишда интенсификация стратегиясини қўллаш ва замонавий илғор шакллариини ўзлаштириш.

Хулоса сифатида шуни таъкидлаш мумкинки, юқоридаги математик модел ва алгоритмдан бошқа фермер хўжаликлари трактор-транспорт ишлари учун ёқилғи сарфини ҳисоблашда фойдаланиш мумкин. Бу эса ўз навбатида қишлоқ хўжалик маҳсулоти етиштириш давомида ёқилғи сарфи мониторингини ўрнатиш учун асос бўлади.

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- мажбуриятлари бажарилишини назорат қилиш бош давлат инспекцияси тўғрисидаги низомларни тасдиқлаш ҳақида”ги ВМ-160 сонли қарори, 30.03. 2001й.
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Солиқ назоратида давлат хизматлари маълумотларидан фойдаланиш орқали, камерал солиқ текшируви самарадорлигини ошириш

АЗИМОВ С. С.¹

Аннотация: Мақолада камерал солиқ текширувининг афзаллиги, камерал солиқ текшируви ўтказишда ташқи манба маълумотлари жумладан, Давлат хизматлари агентлигининг маълумотларидан фойдаланишнинг афзалликлари қайд этилган. Мазкур масалани ёритишда статистик маълумотлардан асосида бюджетга солиқ ва бошқа мажбурий тўловларнинг ортиши кўрсатиб ўтилган. Олиб борилган тадқиқотлар асосида илмий хулосалар ва амалий тавсифлар ишлаб чиқилган.

Калит сўзлар: камерал солиқ текшируви, ташқи манба, солиқ йиғилувчанлиги, солиқ мажбурияти, солиқ назорати, солиқ хизмати органи, солиқ текширув, Давлат хизматлари маркази.

Abstract: This article is devoted to the consideration of issues related to the tax in-house review. In addition, the article analyzes the advantages of using the data by the State tax authorities when conducting tax in-house review. Moreover, in reliance upon the statistical data, the article reveals possibilities to raise the amount of taxes and other compulsory payments paid to the state budget. Relevant scientific proposals and practical recommendations have been developed on the basis of the research results.

Keywords: tax in-house review, external source, tax collection, tax obligation, tax surveillance, tax authority, tax review, Public services centre.

¹ Мустақил тадқиқотчи, Ўзбекистон Республикаси Банк молия академияси, E-mail: azimov7788@mail.ru

1. Кириш.

Мамлакатимиз иктисодиётининг барқарор суръатларда ўсишига, кенг қўламли ислохотларни амалга оширишда солиқлар асосий таъсир этувчи омиллардан бири ҳисобланади. Шу сабабли, амалга оширилаётган ишларда энг аввало самарали солиқ тизимини, тадбиркорларга солиқ юкининг тенг тақсимланишини ҳамда солиқ тўловчилар сонининг оширилишини ва солиқларни яширувчи тадбиркорларни ўз вақтида аниқлаб, уларга солиқларни ҳисоблашини таъминлаш лозим. Шу билан бирга солиқ назоратининг эскирган усуллари ва принциплари асосида давлат солиқ хизмати ишини ташкил этиш уларнинг вазифаларини самарали ҳал этишга, жумладан, солиқ базасини кенгайтиришга ва солиқ йиғилувчанлигини оширишга йўл қўймайди.

Бугунги кунда солиқларнинг йиғилувчанлигини ошириш учун ташқи манба маълумотларини тўплайдиган базанинг такомиллашмаганлиги, корхоналарнинг солиқ мажбуриятлари самарали усул орқали назорат қилинмаётганлиги, камерал солиқ текшируви асосида назорат оддий арифметик амаллар орқали амалга оширилиши оқибатида солиқ назорати кўпроқ инсон омилига боғлиқ бўлиб қолмоқда. Бу ўз навбатида коррупция муҳитига шароит яратади.

Шу сабабли, Солиқ тўловларини инсон омилига боғлиқ бўлмаган ҳолда масофадан туриб таҳлил қилиш механизминини шакллантирилиши талаб этилди. Солиқ назоратининг ҳисоб-ахборот таъминоти тизими асосида яъни солиқ тўловчиларнинг бюджет ва бюджетдан ташқари мақсадли жамғармаларига тўловларининг тўғри ва тўлиқ бажарилишини назорат қилиш учун молиявий ва солиқ ҳисоблари ҳужжатлари ҳамда ташқи манбалардан олинган ахборотлар, маълумотлар, ҳисоботлар асосида амалга оширилади. Бу билан солиқ хизмати органи солиқ тўловчининг ҳузурига бормаган ҳолда масофадан туриб солиқ органларидан бошқа жойлардаги маълумотларни таҳлил қилиш орқали солиқ тўловчини назорат қилади.

2. Адабиётлар шарҳи

Красницкая 2005) Камерал назорат жараёнида фойдаланиланиган ахборот манбаларини 2 қисмга бўлган ҳолда уларнинг алоҳида хусусиятларини келтириб ўтади. Бунда унинг фикрича, мукамал камерал назорат таҳлилий жараённи ташкил этиш учун, ташқи ва ички ахборотлар манбаларининг ягона интеграциялашган базасини ташкил этиш лозимдир.

Красницкая ташқи ахборот манбалари таркибига давлат солиқ хизмати органлари томонидан, бошқа назорат қилувчи давлат органлари, ҳуқуқни муҳофаза қилиш органлари, банклар, нотариал идоралар, давлат ва ўзини ўзи бошқарувчи органлари, оммавий ахборот воситалари, шунингдек юридик ва жисмоний шахслар томонидан бериладиган информатив мурожаатларни киритган ҳолда, уларга умумий равишда солиқ тўловчининг қонунбузарлик ҳолатлари бўйича тўғридан тўғри ёки билвосита хабар берувчи ёки далил бўлувчи ҳар қандай маълумотлар деб эътироф этади.

Камерал назорат устиворлигини ташқи ахборот манбалари орқали ошириб бориш, солиқ хизмати органларининг назорат фаолиятлари жараёнида вақтини, харажатларини тежаши ҳамда ортиқча бюрократия ва ташвишлардан ҳоли қилади (Бетина А, 2010).

Солиқ текширувларини ўтказиш ички ва ташқи ахборот манбаларидан олинган маълумотларга асосланмаса, таҳлили кўзланган натижани бермайди (Бартункова Л, 2015).

Солиқ органларида янги глобал автоматлаштирилган ташқи ахборот алмашинув тизимини жорий этиш, солиқдан қочиш ҳолатларини қискартиради. Шу ҳолатдан келиб чиққан ҳолда, АҚШ ҳукумати солиқдан қочишларни бартараф этиш, ҳукумат ва бизнес вакилларининг ҳаражатларини камайтириш мақсадида, солиқ хизмати органларининг фойдаланиш имкониятини яратган ҳолда Ягона Ташқи Ахборот манбаларининг алмашинув тизимини жорий этилган (ИРХТ, 2016).

Солиқ назоратини амалга оширишда фойдаланиладиган ташқи ахборот манбалари бу мавжуд қонунчиликка асосан, ҳуқуқни муҳофаза қилувчи, фискал ҳамда ўзини ўзи бошқариш органлари ҳамда солиқ тўловчи молиявий хўжалик фаолияти тўғрисида ҳар қандай маълумот берувчи ташкилотлар билан ахборот алмашинув бўйича амалга оширилган келишувларга кўра, олинган ахборотлар шунингдек “ҳожишига кўра” маълумот берувчилар томонидан қўлга киритилган маълумотлардир.

Корхона ва ташкилотлар раҳбар ва таъсисчилари маълум маънода ўзларининг ички операциялари, молиявий хўжалик фаолияти тўғрисидаги ахборотлар давлат солиқ хизмати органларида мавжудлиги тўғрисида тахмин ҳам қилмайдилар. Бунда шундай ҳулоса ҳосил бўладики, солиқ тўловчининг фақатгина солиқ ҳисоботларини топшириши етарли эмас, улар шунингдек фаолият давомидаги натижаларидан фарқланувчи натижалари билан солиқ хизмати органлари эътиборларига тушмаслиги лозим (Мороз В.В. 2016).

Ефримова Т.А. (2017) солиқ назоратларини амалга ошириш жараёнида, солиқ базасини аниқлашда, анализ метадини қўллаш фойдали эканлиги ва бунда ушбу метод асосини ташқи манба маълумотлари ташкил қилиши тўғрисида сўз юритилади. Унинг фикрича, солиқдан яширилган даромадларни аниқлашда, ташқи ахборот манбаларини таҳлил қилиш самаралидир.

Масалан, ташқи маълумотлар эгаси, ўзида мавжуд ресурс сарфи (хусусан электр энергия, газ, сув, ҳам ашё) тўғрисидаги ахборотлардан фойдаланилган ҳолда тахмин қилинаётган маҳсулот ҳажмини аниқлаши мумкин. Бироқ, бунда айрим таъсир қилувчи омиллар ҳам ҳисобга олиш лозимлиги урғу беради. Хусусан ижара тўлови, ресурслар нархларининг ошиши, янги асосий восита сотиб олиниши ҳолатлари ҳам ресурслар сарфини ошириш мумкин, бироқ бу маҳсулотлар ҳажми ҳам шунга мос равишда ошди дегани эмас деб таъкидлайди.

Камерал назорат шакли, самарадорлиги ва аниқлиги билан қўжжатли текширишлардан фарқ қилиб, текширишларни амалга оширишгача бўлган операцияларни туғрилиги ва аниқлигини таъминлашга хизмат қилади ҳамда бунда давлат солиқ органларида мавжуд ва бошқа ташқи маълумотлар асосида тақлил амалга оширилиб, тадбиркор фаолиятига баҳо берилади (Ш.Илҳамов ва Ш.Ражабовлар, 2017).

Herman Edward (2017) изланишларида солиқ назоратида ташқи ахборот манбаларининг аҳамияти алоҳида мисоллар билан ҳавола қилинган. Унга кўра, АҚШ да солиқ декларацияларининг назорат қилиш амалиёти танланма усулда амалга оширилади ва бу танланма “фарқ” методи асосида амалга оширилади. Бунда ушбу декларациялар турли ташқи манбалар асосида қўлга киритилган маълумотлар асосида таҳлил этилиб борилади. Оммавий

ахборот воситалари, аноним хатлар, махсус давлат ташкилотлари маълумотлари ташқи ахборот манбалари жумласидандир.

Камерал назоратда ташқи манбанинг муҳим ричаги бўлиб ҳисобланиши тўғрисида Ивкина А. (2017) қуйидаги далилларни келтиради. Унинг фикрича Камерал назорат бир қанча курунишларда амалга оширилади.

Хусусан:

- Расмий назорат;
- Арифметик назорат;
- Норматив назорат;
- бевосита камерал назорат.

Айнан бевосита камерал назорат жараёни мантикий ҳисоб китобларга асосланган бўлиб, бунда биргина ички ахборот манбаларининг мавжудлигининг ўзи етарли эмас, асосан ташқи ахборот манбаларидан келиб тушган маълумотлар асосий база ва асос бўлиб хизмат қилади.

Юқоридаги келтирилган иқтисодчи олимлар томонидан берилган таърифларни умумлаштирилган ҳолда қуйидаги ёндашув шакллантирилди.

1. Камерал назорати солиқ органлари томонидан ташқи манба ва ички маълумотлар асосида амалга оширилади;
2. Камерал назорат солиқ текшируви ўтказишда кўра кўпроқ солиқ тўловчиларни қамраб олади;
3. Камерал солиқ назоратининг натижалари ташқи манба маълумотларига боғлиқ бўлиб қолади;
4. Камерал назорат самарадорлигини ошириш учун ахборот технологиялари асосида ташқи ва ички маълумотлар математик моделлар асосида таҳлил қилиниши лозим.

Таҳлил ва атижалар маҳокамаси

Камерал солиқ текширувини такомиллаштириш орқали солиқ тўловчиларнинг молиявий-хўжалик фаолиятига аралашмасдан улар томонидан солиқ қонунчилиги бузилиши ҳолатлари ўз вақтида аниқланади ҳамда аниқланган камчиликлар бартараф этилиши таъминланади. Бу ўз навбатида, охириги таъсир чораси бўлган солиқ текширувида корхоналарга қўшимча солиқ ҳисобланиб, банкротлик жараёнига келиб қолишини олдини олади.

Бундан ташқари, ташкилот ва идоралар томонидан текширишга боғлиқ бўлган молиявий харажатлар ҳам мавжуд. Хусусан, тадбиркорлик субъектларига солиқ текширувлари натижаларини солиқ органлари ва иқтисодий судларда кўриб чиқиш давомида давлат божи тўлаш, адвокатлар хизматидан фойдаланиш, суд мажлисларига бориб-келиш бўйича транспорт харажатларини амалга оширишларига тўғри келади.

Халқаро молия корпорациясининг юқори тадқиқоти маълумотларига кўра, 2008 йилда мамлакатда солиқ текширувидан ўтган корхоналарига мазкур жараёнга сарфлаган харажатлари

18,5 млн. АҚШ доллари эквивалентида бўлган бўлса, якка тартибдаги тадбиркорлар бу мақсадлар учун 1,66 млн. АҚШ доллари эквивалентида маблағ сарфлаган. Мазкур харажатлар ўз ичига ходимлар ва якка тартибдаги тадбиркорларнинг текширувлар билан ўтказган вақти, текширувчилар учун зарур бўлган тушунтиришлар бериш ҳамда маълумотлар тайёрлаш учун сарфлаган вақт учун тўланган ҳақ миқдори, ташқи консультантлар (аудиторлар, адвокатлар) хизматлари учун амалга оширилган тўловлар ҳамда суд харажатларини олганлиги маълум қилинган.²

Шу сабабли фаол тадбиркорликни қўллаб-қувватлаш мақсадида Ўзбекистон Республикаси Президенти томонидан 2018 йилдан 2 йил муддатга барча тадбиркорлик субъектларининг молия-хўжалик фаолиятини текширишни тўхтатиш таклиф этилган.

Мазкур мараторий эълон қилиниши тадбиркорлик субъектларига текшириш натижалари билан боғлиқ молиявий харажатларга сарфланиши мумкин бўлган маблағларни ҳам ўз фаолияти йўлида тасарруф этишга имкон беради. Шунинг ҳам тан олиб айтиш зарурки, текширишларни амалга ошириш жараёни коррупцияга оид ҳуқуқбузарликларни келтириб чиқариш хавфи юқори бўлган ҳолат ҳисобланади. Мараторий эълон қилиниши эхтимоллий коррупция ҳолатларининг ҳам олдини олишга хизмат қилган.

Давлат солиқ хизмати органлари томонидан солиқ текширишлари камайиши камерал солиқ текшируви асосида назоратга эътибор қаратилишига замин яратган. Ушбу даврларда корхоналарнинг товар айланмалари ҳам кескин ўсиши кузатилган.

2016-2018 йилларда тадбиркорлик субъектларининг маҳсулот(товар, иш ва хизматлар) сотишдан тушган соф тушуми тўғрисида маълумот³

²

https://gazeta.norma.uz/publish/doc/text137955_prezidentning_parlamentga_murojaatnomasi_tadbirkorlik_subekt_lari_moliya-hujalik_faoliyati_tekshiruvlariga_moratoriy

³ Мустақил тадқиқотчи томонидан тайёрланган (фермер, деҳқон, суғурта ва банкларсиз)

Мазкур мараторий жорий этилиши натижасида тадбиркорлик субъектларининг сони (фермер, деҳқон, суғурта ва банкларсиз) ҳамда уларнинг асосий воситалари ҳажми ҳам кескин ошишини ҳам кузатиш мумкин.

2016-2018 йилларда тадбиркорлик субъектларининг асосий воситалар қиймати бўйича маълумот⁴

Мараторий даврида 2018-2019 йилларда хўжалик юритувчи субъектларнинг молия хўжалик фаолияти бўйича текширишлар бекор қилиниб, фақат жиноий иш юзасидан текширишлар ўтказилган. Қуйидаги келтирилган жадвалдан ҳам кўриш мумкинки, текширишлар сони мараторий даврида кескин қисқарган.

Шунга қарамасдан, солиқ ва бошқа мажбурий тўловларнинг бюджетга тушуши динамикаси ҳолда мунтазам ўсиш суръатларида давом этмокда.

Ўзбекистон Республикаси бюджетига солиқ ва бошқа мажбурий тўловлар бўйича тушумлар динамикаси⁵

⁴ Мустақил тадқиқотчи томонидан тайёрланган (фермер, деҳқон, суғурта ва банкларсиз)

⁵ Мустақил тадқиқотчи томонидан тайёрланган

Ушбу даврда кичик тадбиркорлик субъектларининг сони ошаётганлиги ҳамда улар томонидан солиқ ва мажбурий тўловларнинг ҳисобланишида ҳам кескин ўсиш суръатларини кузатиш мумкин.

Мазкур ўсиш суръатлари қуйидаги асосий иккита омил ҳисобига:

1. Тадбиркорлар сони ошиши ҳисобига улар томонидан тўланадиган солиқ ва бошқа мажбурий тўловларнинг ошиши;
2. солиқ ва бошқа мажбурий тўловларни тўлашдан бўйин товлаган хўжалик юритувчи субъектлар камерал назорат асосида яширилган ёки камайтирилган солиқлар аниқланиши асосида бюджетга қўшимча тушум тушуши юзага келмоқда.

Камерал солиқ текшируви асосида назорат солиқ хизмати органларида мавжуд бўлган ички маълумотлардан ҳамда ташқи турли ҳил вазирлик ва идорлардан олинган маълумотларни таҳлил қилиниши асосида амалга оширилади.

Ташқи манба маълумотлари таҳлили бўйича йилдан йилга маълумотлар олиш ҳажми ҳамда йўналишлари ошиб бораётганлиги ҳисобига бюджетга тушумлар салмоғи ҳам ўз навбатида ўсиб бормоқда.

Камерал назорат ўтказиш учун, ташқи манба маълумотлари сифатида Давлат хизматлари марказлари томонидан кўрсатилаётган хизматлар асосида ҳам маълумотлар олиш имкониятлари мавжуд.

Давлат хизматлари марказлари мамлакатимизда сўнгги йилларда аҳолига давлат хизматлари кўрсатиш бўйича ҳар бир туманда (шаҳарда) жорий этилган.

Давлат хизматлари марказлари томонидан давлат идора ва ташкилотлари томонидан кўрсатиладиган жами 716 та⁶ хизмат турларидан 130 дан ортиғи бўйича электрон хизматлар кўрсатилади. 2019 йил давомида 13 млн.га яқин хизматлар кўрсатилган.⁷

Бунда фуқаролар барча мурожаатларни ўзларининг электрон имзо калитлари орқали электрон тарзда ёки жойлардаги марказларга ташриф буюрган ҳолда қоғозда мурожаат қилишлари мумкин.

2021 йил 1 январдан бошлаб давлат хизматларини аҳоли гавжум бўлган ва жамоат жойларида (диний муассасалар, аэропортлар, вокзаллар, метро бекатлари, савдо-кўнгилочар комплекслар) ўрнатиладиган интерактив инфокиосклар орқали ўзига ўзи хизмат қилиш тамойили асосида кўрсатиш тартибини жорий этилмоқда.⁸

Мазкур барча маълумотлар Давлат хизматлари марказининг ягона серверида жойлашган бўлиб, улар хизмат кўрсатувчи ташкилотлар марказий маълумотлар базаси билан интеграция қилиниб, идоралараро электрон ҳамкорликни йўлга қўйилган.

Давлат хизматлари доимий равишда такомиллаштирилиб, хизмат турлари кенгайиб бориши, мурожаат этувчиларнинг сонини ўсиб боришига замин яратмоқда. Бу ўз навбатида солиқ органларига ушбу маълумотларнинг қўшимча манба сифатида баҳолашга замин яратади.

1. Хулоса ва таклифлар

Давлат хизматлари марказлари маълумотлар базаларидаги мавжуд маълумотлар таҳлил қилинганда, қуйидаги йўналишларда маълумотларни таҳлил қилиш имкония мавжуд бўлиб, амалиётга жорий қилиниши зарур.

1. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2017 йил 12 майдаги “Фармацевтика фаолиятини лицензиялаш тартибини янада такомиллаштириш чора-тадбирлари тўғрисида”ги 284-сонли қарори билан тасдиқланган “Дори воситалари ва тиббий буюмларни чакана реализация қилишни лицензиялаш тартиби тўғрисида”ги Низом бўйича “лицензиат томонидан дорихона филиали очилишида - юридик шахс штатида камида бир ходим - олий фармацевтик маълумотга ёки фармацевт ассистенти (ёрдамчиси) ихтисослиги бўйича ўрта махсус касбий маълумотга эга бўлган дорихона филиали мудирининг мавжудлиги” белгиланган ҳолда лицензиат диплом эгаси корхона ишчилар рўйхатида туришини ўрганиш;

2. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2009 йил 30 апрелдаги 126-сонли қарори билан тасдиқланган “Архитектура-шаҳарсозлик ҳужжатларини яратиш фаолиятини лицензиялаш тўғрисида”ги Низомнинг 8 “в” бандига асосан (08.05.2019 йилда ўз кучини йўқотган) архитектура-шаҳарсозлик ҳужжатларини яратиш билан шуғулланаётган ходимларнинг рўйхати, унда уларнинг эгаллаб турган лавозимлари, маълумоти бўйича

⁶ <https://lex.uz/docs/4511709>

⁷ <https://davxizmat.uz/uz/acts/davlat-hizmatlari-krasatish-millij-tizimini-zhadal-rivozhlantirish-bjicha-shimcha-chora-tadbirlar-trisida>

⁸ <https://davxizmat.uz/uz/acts/davlat-hizmatlari-krasatish-millij-tizimini-zhadal-rivozhlantirish-bjicha-shimcha-chora-tadbirlar-trisida>

мутахассислиги, мутахассислиги бўйича иш стажи, ушбу ходимлар лойиҳалаштирилишида иштирок этган асосий объектлар рўйхати кўрсатилиши қайд этилган.

Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2019 йил 7 майдаги 381-сонли қарори билан тасдиқланган “Қурилиш соҳасида айрим фаолият турларини лицензиялаш ва аккредитация қилиш тўғрисида”ги низомнинг 8 “б” бандида асосан юридик шахснинг архитектура-шаҳарсозлик ҳужжатларини яратиш бўйича лицензияланадиган фаолиятини амалга ошириш учун асосий мутахассислар билан мажбурий таъминланиш меъёрлари киритилиши белгиланган. Масалан,

- объектларнинг мураккаблик тоифалари классификатори бўйича I тоифадаги объектлар учун - камида 6 нафар мутахассис, шу жумладан, директор ва лойиҳа бош муҳандиси асосий иш жойи бўйича, қолган 4 нафари асосий иш жойи бўйича ёки ўриндошлик асосида ишлаши;

- объектларнинг мураккаблик тоифалари классификатори бўйича II тоифадаги объектлар учун - камида 15 нафар мутахассис, шу жумладан, директор, камида 2 нафар лойиҳа бош муҳандиси, 1 нафар лойиҳа бош архитектори ва 1 нафар архитектор асосий иш жойи бўйича, қолган 10 нафар мутахассис асосий иш жойи бўйича ёки ўриндошлик асосида ишлаши;

- объектларнинг мураккаблик тоифалари классификатори бўйича III тоифадаги объектлар учун - камида 25 нафар мутахассис, шу жумладан, директор, камида 3 нафар лойиҳа бош муҳандиси, 1 нафар лойиҳа бош архитектори ва 3 нафар архитекторлар асосий иш жойи бўйича, қолган 17 нафар мутахассис асосий иш жойи бўйича ёки ўриндошлик асосида ишлаши лозимлиги қайд этилган.

Ўзбекистон Республикаси Қурилиш вазирлигидан архитектура-шаҳарсозлик ҳужжатларини ишлаб чиқиш фаолиятини амалга ошириш учун олган лицензиялари бўйича ташкилотлар томонидан тақдим этилган ходимларнинг солиқ органларидаги ҳисоботларда мавжудлиги ўрганиш;

3. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2019 йил 14 августдаги 672-сонли қарорининг 1-илоvasи билан тасдиқланган “Ер ости сувларига қудуқларни бурғулаш учун рухсатнома бериш бўйича давлат хизматлари кўрсатишнинг маъмурий регламенти”ининг 11-бандига асосан Ер ости сувларига қудуқларни бурғулаш учун рухсатнома олишда хўжалик юритувчи субъектлар томонидан қуйидаги маълумотлар тўлдирилади.

ер ости сувларига қудуқларни бурғулаш учун буюртма берувчи ва ариза берувчи ўртасида тузилган шартнома ёки келишув нусхаси;

гидрогеологик хулоса (гидрогеологик хулосани бериш мазкур Регламентнинг 4-бобида келтирилган тартибга мувофиқ амалга оширилади);

давлат экологик экспертизасининг ижобий хулосаси;

ер ости сувларига қудуқларни бурғулаш учун лойиҳа ҳужжатлари;

ариза берувчининг техник имкониятлари ҳақида маълумот, мавжуд ускуналарнинг техник паспортлари нусхалари ёки зарур техника ва ускуналарни ижарага олиш бўйича шартнома нусхаси;

ариза берувчи тегишли мутахассиснинг (гидрогеолог) диплом нусхаси.

Мазкур хўжалик юритувчи субъектлар томонидан лицензия олишдаги кўрсатилган мутахассисларнинг солиқ органларидаги ҳисобларида акс этишини;

4. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2009 йил 31 майдаги 408-сонли қарорининг 4-илоvasи билан тасдиқланган “Автомототранспорт воситалари ва шаҳар электр транспорти воситалари ҳайдовчиларини тайёрлаш ва қайта тайёрлашга қўйиладиган” давлат талабларининг 58 бандига асосан автототранспорт воситалари ҳайдовчиларини тайёрлаш ва қайта тайёрлаш учун ўқитувчилар ва мутахассислар таркибини танлаб олиш асосий мезонлар бўйича амалга оширилиши қайд этилган.

Шундан келиб чиқиб, Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Таълим сифатини назорат қилиш давлат инспекциясидан автототранспорт воситалари ва шаҳар электр транспорти воситалари ҳайдовчиларини тайёрлаш, қайта тайёрлаш ва уларнинг малакасини ошириш бўйича нодавлат таълим хизматлари кўрсатиш фаолиятини амалга ошириш учун ташкилотлар томонидан лицензия олишда ходимлар рўйхати тақдим этилиши белгиланган.

Мазкур ташкилотларнинг фаолиятини амалга ошириш учун олган лицензиялари бўйича ходимларнинг солиқ органларидаги ҳисоботларида фарқлар мавжудлигини ўрганиш;

5. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2018 йил 27 мартдаги 241-сонли қарори билан тасдиқланган “Нодавлат таълим хизматлари кўрсатиш соҳасидаги фаолиятни лицензиялаш тартиби тўғрисида”ги Низомнинг 7 бандига асосан педагог кадрлар ҳақида маълумот тақдим этилиши белгиланган.

Шундан келиб чиқиб, Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Таълим сифатини назорат қилиш давлат инспекциясидан нодавлат таълим хизматлари кўрсатиш учун ташкилотлар томонидан тақдим этилган ходимлар рўйхати солиқ органларидаги ҳисоботларда мавжудлигини;

6. Хўжалик юритувчи субъектларнинг таъсисчилари ўзларининг улуш (пай)ларини бошқа шахсларга текинга берган тақдирда, текинга олинган шахслар томонидан улуш(пай)лар миқдори бўйича жисмоний шахслардан олинган даромад солиғини декларация асосида бюджетга тўлаши лозим бўлади.

Мазкур йўналишда текин олинган улуш (пай)ларни камерал солиқ текшируви ўтказишдаги назоратда, жисмоний шахслар томонидан топширилган декларацияларни таҳлил қилиб чиқиш мақсадга мувофиқ. Бунда, Давлат хизматлари агентлигидан корхоналарнинг таъсисчилари тўғрисидаги маълумотларда СТИР ва исм-шарифи тўлиқ акс этирилмаганлиги ҳолатлари мавжудлиги сабабли, маълумотларни таҳлили қилишга кўп вақт сарфланишини инобатга олиш зарур.

7. Корхона ва ташкилотларнинг давлат реестри Давлат хизматлари маркази маълумотлар базасида юритилади. Давлат хизматларини кўрсатишда хўжалик юритувчи субъектларга кўрсатиладиган 40 та хизмат турида уларнинг фаолият юритиш манзиллари кўрсатилиши талаб этилади.

Хуфиёна фаолият юритаётган хўжалик юритувчи субъектларни аниқлашда корхоналарнинг фаолият юритиш манзиллари орқали уларнинг ҳақиқатда ишлаётганлигини камерал солиқ тенкширувидан ўтказиб, назорат қилиш мақсадга мувофиқ.

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The Importance and Characteristics of Application of Blockchain Technologies in the Tax System

Jahongir Rasulovich ZAYNALOV¹

Zarif Oripovich AHROROV²

Ibrokhim Erkin ugli AKHADOV³

Abstract

This article is the introduction of digital technologies in the economy, taking into account the tax system and use them as an important task. It describes the essence of the introduction of blockchain technology, the features of its application in the tax system, the advantages of blockchain technology in optimizing tax relations.

Keywords: tax, tax system, blockchain, digitalization.

INTRODUCTION

There is no doubt that the digital economy can be widely used in the effective organization of the implementation of the measures outlined in the Strategy of Actions on Further Development of Uzbekistan for the further strengthening of economic and social reforms. The development of the digital economy has become a modern requirement. It is important to introduce digital technologies in its structure so that every business entity can conduct activities based on digital technologies.

Accordingly, the introduction and improvement of digital technologies is important in the effective organization of financial relations. Digitization is one of the most pressing issues today,

¹ Professor of Samarkand Institute of Economics and Service, Ph.D., UZBEKISTAN.
E-mail: djaxongirzaynalov@gmail.com

² Doctoral student of Samarkand Institute of Economics and Service, UZBEKISTAN.
E-mail: z.akhroroff@gmail.com

³ Student of Samarkand Institute of Economics and Service, UZBEKISTAN.
E-mail: ibroximaxadov99@gmail.com

improving financial relations using blockchain technologies, demonstrating its benefits in all spheres of society.

Ensuring the stabilization of financial relations of enterprises is becoming increasingly important as the main goal of the use of blockchain technology. Today, due to the conditions of regulation and effective management of tax payments of enterprises, the process of ensuring the stability of tax payments of economic entities requires the use of digital economy methods, including the most optimal blockchain technology.

Businesses suffer from ever-changing tax policies, financial regulations and legal documents. These changes affect corporate income, cash flows, and taxpayer reputation. In our research, we have been able to address the issue of tax optimization by coordinating interests between taxpayers and taxpayers. (Zaynalov, Ahrorov, 2019). Tax relations are mainly reflected in the activities of corporations, joint ventures, foreign enterprises, which constantly move across borders.

The modern system of state tax regulation raises the question of what measures to take in the event of negative developments in the field of taxation. This can be done by reorienting the management functions of the budget and tax systems at all levels to prevent the risk of such emergencies by introducing tools to manage the practical activities of tax authorities.

MAIN PART

Although one of the main objects in the application of digital technologies in the tax system is financial resources, it is important to make timely tax payments within their limits. Therefore, the main goal of digital technologies is to ensure timely and complete payment of taxes. Securing tax payments on time can be achieved through the use of blockchains. This is because frequent and unexpected tax regulations and other financial changes encourage financial managers, even tax inspectors, to use innovative blockchain technologies. It comes in handy in simplifying tax and financial statements that show cash flows, income and expenses.

Even though blockchain is now seen primarily as a technology that allows the use of bitcoin, cryptocurrencies, it can gradually become a more valuable tool in the implementation of socio-economic contracts and transactions, recording the ownership of general-purpose digital assets (Lindman et al., 2017).

Blockchain was one of the first to become popular as a cryptocurrency (bitcoin). Blockchain creates a single register that tracks a large number of interconnected transactions and their impact on the business. Experience shows that blockchain creates a chain that solves business problems and prevents fraud in the financial services sector.

According to the note of russian researchers, considering the use of blockchain technologies in the tax system (Magerramov, Jelamsky, 2018), they have a number of advantages:

- as a basic principle of blockchains, it creates a significant potential for the use of taxes;
- The principle of transparency of the blockchain shows that at each point of purchase and sale of each product (service) is possible to monitor and control all users;

- the principle of security indicates that it is not possible to change the entered data or that it is not immediately available to every user when it is changed;
- real-time information is delivered to all users at the same time by updating.

There is no doubt that blockchain can be a useful tool in corporate taxes and finance around the world. By linking the blockchain chains together, it serves to diagnose the financial condition of the enterprise, taxation, and optimize certain processes. Blockchain technologies demonstrate positive features such as data immutability, trust in all participants in the chain, openness, protection, reduction of redundant intermediaries. In addition, the blockchain reduces dependence on payment transactions to third parties and payment commissions.

Businesses can use blockchains for tax reporting and their financial consequences from any of their branches with easy access to a single digital register at any time.

One of the most popular measures in tax practice today is the introduction of electronic invoicing. This process is not necessarily simple, along with the goal of avoiding the barriers associated with wasting extra time and cost.

This process will be further simplified through the use of blockchain technology, which will allow to obtain information on the turnover and indirect tax accounts through invoices without receiving tax returns from taxpayers, which will allow to check the taxpayers' reports on the spot and in time.

In practice, it can be seen that in order to eliminate tax arrears at the same time, the state tax authority issues a collection order, and on the other hand, when the business entity signs the payment order, the tax payment is made twice. In this case, there is an overpayment in the tax calculation and the business entity loses the necessary financial resources.

With the help of blockchain technology in the tax system, the management load is reduced, it is easier for the business entity to obtain information about the movement of cash flows in the bank account and the existing files, without excessive hassle, it is possible to easily pay off tax arrears.

An industrial enterprise can obtain information on financial transactions carried out through any point in the country using blockchains. However, by knowing the information about the finished products in the warehouse, it can find information about the indirect taxes for how many products are sold. Consolidation of data into a single database allows enterprises to conduct tax relations quickly and fairly.

Creating an infrastructure that responds to the digitalization and centralization trends of the modern world will allow the introduction of blockchain technologies in the tax system. It has the potential to simplify interactions between business entities and government agencies and tax reporting. (Gurova, 2019).

Blockchain reduces costs between businesses, between businesses and consumers, between businesses and the government, and serves to increase business value. This will reduce the cost of taxation of the state.

According to Z. Akhmedov, in the use of blockchain technology in the tax system, first of all, it is necessary to ensure that the tax system is fully electronic (Akhmedov, 2019). Taxes will be able to ensure the security of information on the state budget. Then, at the next stage, the personal accounts of all taxpayers, individuals and legal entities, will be opened. Various financial transactions are registered in this account and it is not possible to break or change it at all, and inviolability is maintained. This convenience is also effective in many accounting and archiving applications.

While acknowledging this view, we consider it important that income (profit) can also be derived from expenses that are not included in the composition of the above-mentioned economic realities, which should be reflected in the object of taxation. It is precisely such losses that can reduce the limit of tax payment potential. In order to avoid such a situation, when there are losses as a result of any risk, we consider it expedient not to determine these losses as "tax potential", but also to consider them as "possible tax potential".

Provides effective financial decision-making in the management of the tax system in the above functions. It is also necessary to carry out an analytical part of the work to be done to eliminate and reduce risks. In addition to having sufficient data, being able to analyze it correctly reflects making the right financial decisions in tax regulation and management. It is also important to analyze the shortcomings of the past and focus on developing risk mitigation options.

Based on the analytical data, it is important to ensure control over the effective management decisions of business entities on the introduction of blockchains in their activities. The implementation of controls is an integral part of the implementation of tax policy.

CONCLUSION

In summary, in the tax system, blockchain technology creates a number of benefits for the state. In particular, taking into account the reduction of the human factor, expenditures from the state budget will be reduced, corruption and bribery will be sharply reduced, tax accounting and control will be fully automated, and taxes will be fully transferred to the state budget.

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Foreign Experience of Digital Economy Development

Зарубежный Опыт Развития Цифровой Экономики

Dijital Ekonomi Gelişiminin Yabancı Ülkelerin Deneyimi

Ракамли Иктисодиёт Ривожланишининг Хориж Тажрибаси

RAKHMATULLAEVA Firuza Mubinovna¹

KHIDIROVA Gavhar Rustamovna²

Abstract

The rapid development of the information economy is currently associated with the introduction of end-to-end digital technologies and the formation of a correspondingly digital economy. It is revealed that the digital economy is becoming an increasingly important driver of global economic growth and plays a significant role in accelerating economic development. Therefore, the goal of the study is to study foreign experience in the conditions of rapid development of the digital economy, to analyze the programs of digital economy development in the leading countries.

Methodology. The research was conducted by using general methods applied in economics. The analysis and generalization of foreign experience are used.

Results. The results of the work determine further directions for improving the state policy in the field of digitalization.

Keywords: digital economy; digitalization; digital technologies; digital transformation.

Accumulated by the XXI century the potential for the development of information and communication technologies is the reason for significant changes in the functioning of economic systems of various levels - from the global economy to individual business entities, and digitalization is an important factor

¹ PhD, dotsent; Department of Economics; UZBEKISTAN E-mail: fusalinaa@yandex.ru

² PhD, dotsent; Department of Economics of Service, Bukhara State University, UZBEKISTAN

in the economic growth of national and global economies. Under their influence, there is a transition from the introduction of individual digital technologies to the integrated construction of a digital ecosystem. In this regard, digitalization is an important component of the economic development of most countries and at the same time, it becomes the basis for sustainable production growth, improvement of competitiveness and the standards of living of the population.

Digital economy is an economic activity based on digital technologies related to e-business and e-Commerce, and the electronic goods and services produced and sold by them. Payments for services and goods of the electronic economy are often made by electronic money. The digital economy is based on such concepts as Economics and information and communication technologies. It can be concluded, that the digital economy is based on the information economy and they are moving at the same pace of development.

Digital economy is a system of social, economic and technological relations between the state, the business community and citizens, functioning in the global information space, through the widespread use of network digital technologies, generating digital types and forms of production and promotion of products and services to the consumer, which lead to continuous innovative changes in management methods and technologies in order to increase the efficiency of socio-economic processes.

Active study of foreign “success stories”, the ability to learn from them and adapt the most effective business models, technologies, processes, finished products, management methods and other developments to national conditions should be a very effective tool for digitalizing the economy.

Every country that demonstrates success in creating a digital economy has its own history, and there is no absolute leader in the development of all its aspects. With a variety of approaches to the formation of state strategies for the development of the digital economy, the relevant program documents of the largest international players such as the USA, India, China and the EU — are of the greatest practical and research interest.

Let us consider the development programs of the leading countries in the field of digital economy. The main goals of The USA "Digital Economy Agenda" program are to create a favorable environment for American companies and ensure the leading role of the United States in developing standards and rules of the game within the framework of multilateral formats. The program provides work in four areas: free and open Internet; trust and security in the Network; innovation and new technologies; access and professional skills.

The main goal of the Digital India program approved by Delhi in August 2014 is to transform the country "into a digital society and knowledge economy» [1]. The stated objectives of the program are to provide citizens with online access to public services, create a digital infrastructure that every citizen should have access to, and provide high-speed Internet access to "prepare India for future knowledge" and «to make technology the centerpiece of changes» [2].

The topic of the digital economy in the EU first appeared in 2010, when the European Commission (EC) approved the Digital agenda for Europe, which became the first of seven initiatives under the "Europe 2020" strategy. Based on the experience gained during the implementation of this document, the "A Digital Single Market Strategy for Europe" was approved in may 2015, which

included many sections of the previous Agenda. In addition, the countries of the integration association are implementing their own national programs.

There are more than 30 national and regional government programs and strategies aimed at accelerated digital transformation of the European economy and industrial sectors (table 1).

Table 1. National programs and strategies of the development of the digital economy of the EU countries

Country	Programs and strategies
Austria	Industrie 4.0 Oesterreich
Belgium	Made different – Factories of the future
Czech Republic	Průmysl 4.0
Germany	Industrie 4.0
Denmark	Manufacturing Academy of Denmark (MADE)
Spain	Industria Conectada 4.0
France	Alliance pour l'Industrie du Futur
Hungary	IPAR4.0 National Technology Initiative
Italy	Industria 4.0
Lithuania	Pramonė 4.0
Luxembourg	Digital For Industry Luxembourg
Netherlands	Smart Industry
Poland	Initiative and Platform Industry 4.0
Portugal	Indústria 4.0
Sweden	Smart Industry
Great Britain	Digital Strategy 2017

Source: compiled by the authors based on data from the European Commission URL: <https://ec.europa.eu/digital-single-market/en/cordination-european-national-regional-initiatives>

Although these documents differ significantly in content (each takes into account national specifics), several areas can be identified that are applicable to most countries: the creation of modern communications infrastructure, data storage and processing centers; the promotion of free exchange of information; the expansion of the range of information and communication services; the introduction of new smart networks, platforms and technologies while ensuring their interoperability; the development of electronic Commerce; the removal of restrictions that hinder business; stimulating entrepreneurial initiative and financing in ICT; providing incentives to small and medium-sized businesses; increasing the level of information security and user confidence in Internet services; training specialists and improving the overall level of computer literacy.

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Ta'lim Tizimida Raqamli Texnologiyalardan Foydalanish va Uning Samaradorligi

YULDASHEV Shamsiddin Kiyamiddinovich¹

MULLAYEVA Mehrangiz Ahtam qizi²

Annotasiya. Ushbu maqolada bugungi kunda ta'lim tizimidagi mavjud muammolar, ta'lim sifati, malakali kadrlar yetishmasligi kabi dolzarb muammolar haqida so'z boradi. Shuningdek, O'zbekistonda ta'lim tizimini yanada rivojlantirish va ta'lim sifatini oshirish maqsadida, ta'lim tizimini raqamlashtirish, o'quv jarayonlarida zamonaviy axborot texnologiyalardan foydalanish, ta'limni zamon talablariga muvofiq tarzda yangi bosqichga olib chiqish va uning samaradorligini oshirish bo'yicha takliflar berilgan.

Kalit so'zlari. Raqamli texnologiyalar, zamonaviy axborot texnologiyalar, "raqamli kelajak", elektron darsliklar, masofaviy ta'lim, "raqamli texnologiyalar o'quv markazi", samaradorlik.

Bugungi kunda raqamli texnologiyalar butun dunyo mamlakatlarida mavjud soha va tarmoqlarning qiyofasi va tuzilishini o'zgartirmoqda. Istalgan sohada raqamli texnologiyalardan foydalanish shu sohaning rivoji, yuqori samaradorlik, jarayonlarning tez va sifatli amalga oshishi hamda dunyo hamjamiyatida yuqori raqobatbardoshlik ustunliklariga ega bo'lishni taminlash imkonini bermoqda.

Xususan, ta'lim sohasida raqamli texnologiyalardan foydalanish natijasida ta'lim dunyoning deyarli barcha hududlarini egalladi va insonlar hayotining ajralmas qismiga aylandi. Bu texnologiyalar bilimlarni shakllantirish, yaratish va egallash jarayonlarini to'liq qamrab oldi.

Mamlakatimizda ham ta'lim tizimida raqamli texnologiyalarni rivojlantirish borasida talay ishlar amalga oshirilmogda. Xususan, O'zbekiston Respublikasi Prezidenti SH.M.Mirziyoyevning 2020 yil 24 yanvardagi Oliy Majlisga Murojaatnomasida: ta'lim tizimini to'liq raqamlashtirish, oliy ta'limda

¹ i.f.n, dotsent SamDU; UZBEKISTAN. E-mail: yuldashev.shamsiddin@mail.ru

² SamDU talabasi; UZBEKISTAN. E-mail: mullayevamehrangiz@gmail.com

o`quv jarayonini kredit-modul tizimiga o`tkazish, ilm-fan yutuqlarining elektron platformasi, mahalliy va xorijiy ilmiy ishlanmalar bazasini shakllantirish, xorijiy hamkorlar bilan birgalikda “1 million dasturchi” loyihasini amalga oshirish hamda ta’limning barcha bosqichlarida xalqaro andozalarga to’liq javob beradigan axborot texnologiyalari joriy etish kabi asosiy masalalarga to’xtalib o’tildi. [1] Shuningdek, respublikamiz hududlarida “Raqamli texnologiyalar o`quv markaz”lari tashkil etilmoqda. Shunday markazlardan biri 2019 yil 7 noyabr kuni Axborot texnologiyalari va kommunikatsiyalarini rivojlantirish vazirligi tomonidan Samarqand viloyati Kattaqo`rg`on shahrida foydalanishga topshirildi. Dastlabki bir yil davomida ushbu raqamli texnologiyalar markazi 1800 nafardan ortiq Kattaqo`rg`onlik yoshlarni robototexnika, kibersport, elektron tijorat sohasida innovatsion tadbirkorlik, dasturiy taminot va raqamli texnologiyalar bo`yicha bilim, ko`nikmalarini oshirishga xizmat qiladi.[2]

Endilikda ta’lim olish uchun xorijiy davlatlarning nufuzli oliy ta’lim muassasalariga borish, chekka qishloq joylarida maktablar qurish, pedagogik- kadrlarni jalb qilish, katta hajmdagi o`quv darsliklarini nashr qilish kabilar muammo bo`lmay qoldi. Chunki yuqoridagi masalalarning yechimi sifatida raqamli texnologiyalar butun dunyodagi ta’lim va boshqa sohalarga oid bilim va ko`nikmalarni barcha uchun istalgan joyda, istalgan vaqtda va istalgan yo`l bilan foydalanish imkonini bermoqda.

Rivojlangan davlatlar tajribasiga tayanadigan bo`lsak, jumladan AQSHda ”Raqamli kelajak“ dasturi ishlab chiqildi, bu dasturga muvofiq bilim olish va ta’lim berishni butunlay o`zgartirish nazarda tutilgan. AQSH tadqiqotchilari xususiy o`qituvchi singari samarali bo`ladigan kompyuterlashtirilgan ta’lim dasturini yaratish ustida ish olib bordilar. Tadqiqotchilar izlanishlar natijasida “Raqamli o`qituvchi” dasturini hayotga tadbqiq etdilar. Dasturning dastlabki natijalariga ko`ra, axborot texnologiyalari bo`yicha mutaxassis bo`lib yetishish uchun ketadigan vaqtni bir necha yildan bir necha oyga qisqartirish mumkinligini ko`rsatdi. Mutaxassislar fikricha, matematika singari fanlarda bu kabi natijalarni qo`lga kiritish boshlang`ich ta’limni butunlay yangi bosqichga ko`taradi.[3]

Raqamli texnologiyalar(shaxsiy kompyuter,planshet, proektor, multimediya vositalari, elektron adabiyotlar va boshqalar)ta’lim sifatini oshirish va rivojlantirish uchun xizmat qiladi. Buning uchun elektron darsliklarni bilim olish jarayonini qiziqarli, yengil, esda qolarli va sog`liq uchun zararsiz qilishga yo`naltirish lozim. Elektron darsliklar bir vaqtning o`zida ham matn, ham audiotushuntirish, ham videorolik, ham 3D- animatsiyasi kabi elementlarni o`zida mujassamlashtira oladi. Bunday darsliklar ayniqsa, fizika, kimyo, tibbiyot kabi sohalarda ta’lim olayotganlar uchun juda qulay. Qachonki, raqamli texnologiyalar ta’lim olishning bir elementiga aylansa, ta’lim oluvchilar o`qish jarayoniga katta qiziqish bilan kirishadilar. Raqamli darsliklar vizual, multiformatli va interaktiv bo`lgani sababli, mutaxassislar fikricha, tahsil oluvchilar axborotlarning 80% ni eslab qoladilar. [4] Bundan tashqari raqamli texnologiyalarni o`qitish jarayonida qo`llash quyidagilarni amalga oshirish imkonini beradi:

-tahsil oluvchilarning bilim olishini faollashtiradi;

-bilim olishni shaxsiylashtiradi;

-tahsil oluvchilarni bilimlarni mustaqil egallashga o`rgatadi;

-ta’lim oluvchilarda axborotlar bilan ishlash savodxonlik darajasi rivojlanadi, ular internetdagi axborotlarni baholash, ularning ishonchliligini tekshirish kabilar shakllanadi;

-mutaxassis o'qituvchilar yetishmayotgan chekka tumanlar va qishloqlarda tahsil oluvchilarda fanlarni tanlash va uydin turib ta'lim olish imkoniyatini yaratadi;

-nufuzli oliy ta'lim muassasalarida masofaviy ta'lim olish, buning natijasida malakali, professor o'qituvchilarning ma'ruzalarini onlayn tinglashga imkon beradi;

-ta'lim uchun har yili qilinadigan xarajatlarni qisqartirish(birgina qog'oz darsliklarni chop etish uchun AQSHning o'zi har yili 7 milliard AQSH dollari sarflaydi)ga olib keladi. [4]

- raqamli texnologiyalar dunyo bo'yicha eng yangi, qimmatli bilimlarni to'plash va ulardan hamma foydalanishi qulay bo'lgan muhitni yaratish imkonini beradi;

-ta'lim oluvchilarda raqamli texnologiyalar va internet aloqa xizmatlaridan foydalanish natijasida dunyoqarshning kengayishi, dunyoda yuz berayotgan ijtimoiy-iqtisodiy vaziyatlardan xabardor bo'lish, ularni tushunish va baholay olish kabi ko'nikmalar shakllanadi;

-raqamli darsliklardagi ma'lumotlarni yangilash ko'p xarajatlarni, uzoq muddatni va qayta nashrni talab qilmaydi;

- zamonaviy raqamli darsliklarning eng afzal jihatlaridan biri tahsil oluvchilarga bir mavzuni o'zlashtirmasdan turib keyingisiga o'tishga imkon bermaydi;

- raqamli texnologiyalar tahsil oluvchilarning bilim darajasini tekshirish va baholash to'g'ridan-to'g'ri va shaffof bo'lishini ta'minlaydi.

-raqamli darsliklardan foydalanish bir vaqtning o'zida fanlarni o'zlashtirishni, axborot savodxonligi bilan birgalikda raqamli savodxonlikni shakllantirishga imkon beradi;

-masofaviy ta'lim olish ish va boshqa faoliyatlarni o'qish bilan birga olib borish kabi qulaylikni vujudga keltiradi;

-raqamli texnologiyalar va darsliklar ishlab chiqarish elektronika mahsulotlarini ishlab chiqaruvchilar uchun katta buyurtma(bu borada tadbirkorlikni rivojlantirish, raqamli dasturlash va darsliklar ishlab chiqarish bo'yicha yangi ish o'rinlarini yaratish mumkin), davlat uchun bu ta'lim tizimi sifati va samaradorligini oshiradi, iste'molchilar ya'ni ta'lim oluvchilar uchun esa ta'lim olish oson o'zlashtiriluvchi va qiziqarli bo'ladi.

Bizning fikrimizcha,mamlakatimizda mavjud malakali kadrlar muammosi, zamonaviy adabiyotlar yetishmasligi, moddiy-texnik baza bilan yetarli darajada ta'minlanmaganlik, o'quv jarayonlarida an'anaviy dars o'tish metodlaridan interaktiv metodlar qo'llashga o'tish, ta'lim sifatini jahon ta'lim standartlariga javob beradigan darajaga chiqarish kabi muammolarni hal qilish hamda ta'lim tizimida raqamli texnologiyalardan foydalanish va ta'lim sifatini oshirish maqsadida quyidagi chora-tadbirlarni amalga oshirish maqsadga muvofiq:

-ta'lim tizimini to'liq raqamlashtirish va raqamli o'qitishga o'tish yuzasidan huquqiy(qonun va qarorlar qabul qilish) va moddiy(turli xil fondlar, jamg'armalar tashkil etish, investitsiyalar jalb qilish) asoslarini shakllantirish;

-raqamli ta'limning infratuzilmasini shakllantirish(ta'limning barcha bosqichlariga AKT va boshqa raqamli texnologiyalarni joriy qilish, mamlakat hududini to'liq internet aloqasi bilan taminlash);

-milliy raqamli darsliklarni ishlab chiqish, bu darsliklarni nafaqat O'zbekistondagi DTSlarga balki istalgan mamlakatning va xohlagan o'quv dasturining talabiga qarab moslashtirish(buning natijasida milliy raqamli darsliklardan nafaqat mamlakatimiz hududida foydalanish, balki ularni xorijiy davlatlarga eksport qilish imkoniyatini beradi);

-mamlakat hududi miqyosida standart maktablar tizimini shakllantirish, bu maktablarni interaktiv sinfdoskalari, planshet, zamonaviy laboratoriya jihozlari, proektor, elektron darsliklar va boshqa texnologiyalar bilan jihozlash;

-raqamli darsliklarni doimiy olish va qayta ishlash ishlarini amalga oshirish kabi qulayliklarni yaratish maqsadida elektron kutubxona yaratish;

-o'qituvchilarda raqamli texnologiyalar va darsliklarni dars jarayonlarida qo'llash va foydalanish bo'yicha ko'nikma va malakalarni shakllantirish yuzasidan o'quv kurslari tshkil qilish, xorijiy mamlakatlar bilan tajriba almashish maqsadida nufuzli oliy ta'lim muassasalari bilan shartnomalar tuzish;

- ta'lim va ishlab chiqarish integratsiyasini taminlashni amalga oshirish uchun masofaviy ta'limni joriy qilish va raqamli texnologiyalardan foydalangan holda imtihonlarni tashkil qilish;

-oliy ta'lim muassasalariga kirish imtihonlarini to'liq raqamlashtirishni amalga oshirish(bu vaqtni va mablag'larni tejash, shaffoflikni taminlash, korrupsiya holatlariga yo'l qoymaslik va natijalarni shu zahoti olish imkonini beradi);

-oliy ta'limda kredit-modul tizimiga o'tish, raqamli texnologiya mutaxassislarini tayyorlovchi mutaxassislik yo'nalishlarini ochish;

Yuqoridagi kabi chora-tadbirlarni amalga oshirish mamlakatimiz ta'lim tizimini yangi pog'onaga ko'taradi hamda o'qish jarayoni yaxshilanadi, o'zlashtirish, ta'lim darajasi va kadrlarni tayyorlash samaradorligi oshadi.

FOYDALANILGAN ADABIYOTLAR RO'YXATI

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Ўзбекистонда кредит тарихи ва кредит скорринг масалалари

НИЗАМОВ Ахтам Нуманович¹

САБИРОВ Акмал Васиевич²

Аннотация

Ушбу мақола Ўзбекистон Республикасида кредит скорринг ва кредит тарихини жорий этиш зарурияти назарий ва амаллий жиҳатдан асосланган. Муаллифларнинг АҚШдаги кўп йиллик ортирган тажрибаси асосида мамлакатимизда қўллаш бўйича амаллий таклифлар берилган.

Таянч иборалар: Кредит рейтинги, тарихи, скорринги, истеъмолчиси, риси, қарз, тўлов, банк ставкаси, рақамли иқтисодиёт.

Ўзбекистон Республикаси Президенти Ш.М. Мирзиёев “Ўзбекистон Республикаси банк тизимини 2020-2025 йиллардаги ислохоти стратегияси тўғрисидаги” фармоиши 2020 йил 12 майда имзоланди. Ушбу фармойишда жумладан банк тизимида рақобатни кучайтириш мақсадида кредитлашни бозор муносабатлари асосида ташкил этиш, банк секторида давлат ҳиссасини камайитириш, банк сектори бўлмаган кредит ташкилотларини яратиш, 6 та банкларни халқаро молия институтлари ёрдамида хусусийлаштириш режалаштирилган. Акциялари ишлаб чиқарилиб сотилади.

Банк тизимини ислохоти даврида инвестицион лойиҳалар (лойиҳалар фабрикаси)ни қўллаб қувватлаш механизми ишлаб чиқилиб жорий этилади. Нодавлат банклар ҳиссаси ҳозирги 15%дан 2025 йилгача 60%гача етказиш, нодавлат кредит ташкилотларнинг ҳиссаси эса ҳозирги 0.35%дан 4%гача кўтариш режалаштирилган.[2]

Ўзбекистон Республикаси ижтимоий йўналишдаги бозор муносабатларини тобора кўпроқ шакллантириб бормоқда. Охириги йилларда эса бу йўналишдаги хатти-ҳаракатлар

¹ СамДУ “Иқтисодиёт ва бизнес” факултети доценти. E-mail: akhtam.nizamov@mail.ru

² “Буюк Келажак” ХННТ эксперти, Жонсон ва Уэлс Университети (АҚШ) магистри. E-mail: akmalsabirov@yahoo.com

жадаллаштирилмоқда. Натижада 2019 йилда мамлакатимизда иқтисодий ўсиш 2018 йилга нисбатан 5,6%, саноат маҳсулотларини ишлаб чиқариш ҳажми 6,6%га, экспорт улуши 28%га кўпайди. 2019 йилда эълон қилинган “Фаол инвестициялар ва ижтимоий ривожланиш” йили ўз самарасини бериб, тўғридан-тўғри 4,2 млрд АҚШ доллари миқдорида хорижий инвестициялар жалб этилди. Инвестицияларнинг ЯИМдаги улуши 37%га етказилди.[3]

Мамлакатимиз илк бор халқаро кредит рейтингини олиб, жаҳон молия бозорида 1 млрд АҚШ долларлик облигацияларни мувофақиятли жойлаштирди. Натижада кредитга доир таваккалчилик рейтинги охириги 10 йилда биринчи марта яхшиланди.[1]

Маълумки, рейтинг махсус агентликлар томонидан белгиланади. Дунёда қуйдаги махсус агентликлари мавжуд: A.M. Best, Dun & Broadstreet, Standard & Poor's, Moody's ва Fitch Ratings. Бу агентликлар ҳар-бир давлат ва компанияларнинг тўлов қобилиятини “А”, “В” ва “С” ҳарф белгилари билан белгилаб бориладилар. Аниқроқ қилиб айтадиган бўлсак, охириги икки агенлик ҳаттоки “AAA”, “AA+”, “AA-”, “A+”, “A”, “A-”, “BBB+”, “BBB”, “BBB-”, “BB+”, “BB”, “BB-”, “B+”, “B”, “B-”, “CCC+”, “CCC”, “CCC-”, “CC”, “C”, “D”. [5] Яъни қанчалик “D”дан узоклашиб “AAA”га яқинлашса кредит рейтинги шунча баланд. Мисол тариқасида, Fitch Ratings рейтинг агентлиги Ўзбекистоннинг суверен рейтингини “BB” (барқарор) даражасида сақлаб қолди.

Юқорида номлари тилга олган агентликлар фақат давлатлар ва юридик шахс бўлмиш компаниялар кредит рейтингларини таҳлил қилиб боришса, Equifax, Experian, Trans Union ва ОКБ кабилар жисмоний шахслар кредит тарихи ва скоррингини таҳлил қилиб боришади. Жисмоний шахсларга бериладиган скорринг FICO системасида ҳисоблаб борилади.

Бу тариқа рейтингни баҳолаш мамлакатимиздаги мутахассисларга маълум албатта. Ўзбекистон Республикасида Вазирлар Маҳкамасининг 06.07.2000 йилидаги №258 қарорига мувофиқ банклар ассоциациясининг таклифига биноан кредит – инфор­мацион бюро ташкил этилди. Кейинчалик Ўзбекистон Банклар Асоциацияси (устав фонди 12,9%), Кредит Департаменти (устав фонди 6,452%) ва Агробанк, Асакабанк каби 25та банклардан иборат (устав фонди- тенг миқдорда 3,226%) биргаликда “кредит бюроси”, ва “кредит-информацион аналитик марказ” ташкил этилди.

Акцияларнинг тақсимланиши	(%)
Ўзбекистон банклар ассоциацияси	12,903 %
АЖ «ҚДБ Банк Ўзбекистан»	6,452 %
АТБ «Агробанк», АЖ «Алокабанк», АТБ «Асака», АТБ «Asia Alliance bank», ХАТБ «Давр-банк», АТБ «InFinBank», АИТБ «Ипак Йўли», АТИБ «Ипотека-банк», АТБ «Капиталбанк», АТБ «Қишлоқ қурилиш банк», АТБ «Микрокредитбанк», Халқ банки, Миллий банк, ХАКБ «Ориент Финанс», ХАКБ «Ravnaq-bank», АЖ «Савдогарбанк», ДБ Банка Садерат Ирана, ХАБ «Трастбанк», АТБ «Туронбанк», ХАТБ «Туркистон», АТБ «Узпромстройбанк», АЖ «Ziraat Bank Uzbekistan», ХАТБ «Универсал банк», АТБ «Hamkorbank», ХАТБ «Hi-Tech Bank» тенг миқдорда	3,226 %
Хаммаси	100 %

Ушбу бюро банклараро кредит бюро негизида яратилган. Бугунги кунда бу ягона кредитбюро ва рақобатга эга эмас. Бюро ишини ривожлантириш даражасини қониқарли деб бўлмайди. У ўз иш фаолиятида жисмоний шахслар кредит тарихини таҳлилини ҳам қамраб олса мақсадга мувофиқ бўлар эди. Ёки жисмоний шахслар кредит тарихини таҳлиллашни бошқа янги бюро ёрдамида олиб борилиши керак.

Маълумки, 2020 йил “Илм, маърифат ва рақамли иқтисодиётни ривожлантириш йили” – деб номланди. Бежиз давлатимиз раҳбари банк тизимида рақамли технологияларни қўллаш, янги банк маҳсулотларини жорий этиш ва дастурий таъминотлар бўйича замон талабларидан 10-15 йил ортда қолаётганимизни таъкидлаб шу йилнинг 1-июлигача қадар “кредит тарихи” ахборот тизимини тўлиқ ишга тушуриш зарурлигини қайд этди. Бу дегани, кредит тарихи бюрolari сонини ошириш, уларни янги юқори савияга олиб чиқариш лозим. Кейинги қадам – бу кредит истеъмолчисининг тарихини яхшилаш.

Бизнинг фикримизча, кредит “истеъмолчи”си тарихини биринчи саҳифасидан бошлаб кенг тарғибот ва тушунтириш ишларини олиб бориш керак. Айрим тадбиркорларимиз, жисмоний шахслар “кредит тарихи” тушунчасига эга бўлсаларда унинг амалда ишлаш механизминини чуқур англаб етмайдилар. Масалан: Бир лойиҳа учун ажратилган кредитни бир хил шароитга эга бўлган икки-учта юридик ва жисмоний шахслардан иборат “истеъмолчи”лардан қайси бирига бериш керак? Бу саволга жавоб бериш учун ҳар-бир жисмоний ва юридик субъектлар учун “кредит тарихини” яратиш лозим.

Кредит тарихини яратишдан асосий мақсад “истеъмолчи”ни кредит харид қилиш қобилятини яхшилаш, рақобат муҳитини кучайтириш асосида, кредитга эгалик қилиш имкониятини оширишдир. Шу билан бирга кредиторга “истеъмолчи” қарзини қайтариб бериш, қарзни тўлаб бериш ҳисоботи, тўлов қобиляти каби маълумотларга эга бўлади.

“Истеъмолчи”нинг кредит тарихи ўз ичига қуйдаги маълумотларни қамраб олади: Мавжуд бўлган кредит счётининг миқдори ва сони, ҳар-бир счётининг очилган санаси, қарздорлик, олган кредитнинг ишлатган миқдори, қарзларни ўз вақтида тўлаётганлиги, кредит берувчиларнинг охириги суруштирувлар сони. “Кредит тарихи” шу билан бирга “истеъмолчи” тўғрисида бирон-бир банкротлиги, суд қарорлари ва мажбурий тўловлар каби маълумотларни ҳам акс эттириб боради.

“Кредит тарихи”га қараб кредитор “истеъмолчи” тўғрисида барча керакли маълумотларга эга бўлгандагини истеъмолчининг кредит rischi аниқланади ва шунга қараб кредитнинг йиллик фоиз ставкасини белгилайди. Мамлакатимизда “кредит тарихи”ни қўллашда кредит скорингига ёндашиш мақсадга мувофиқ. Кредит скорингини муаллифлари америкалик Билл Фейр ва Эрл Айзеклар 1956 йилда “истеъмолчи”ларни ҳолисона рейтингини ишлаб чиқиб сота бошладилар.

Ипотека кредиторлари ва компаниялар, кредит берувчилар, ҳар-бир “истеъмолчи”ни кредит скорингига қараб кредит бериш бермасликка қарор қабул қиладилар. “Кредит тарихи”даги маълумотлар асосида кредит скоринги ёки FICO баллари ҳисобланади. FICO баллари АҚШ, Канада ва Мексикода кенг қўлланилиб у 300дан 850гача баҳоланади. Одатда кредиторлар “истеъмолчи”нинг кредит тўлаш қобилятини скорингга қараб баҳолайдилар.

FICO шкаласи бўйича кредит рейтингини ҳисоблашда 100 баллик шкалада қуйдагича тақсимланади.

-35% тўловлар тарихи. Салбий маълумотлар рейтингни пасайтиради.

-30% қарздорлик коэффициенти. Бу кўрсаткич қарзнинг умумий кредитга нисбати билан ҳисобланади.

-15% файлдаги вақт. Истеъмолчининг кредит ҳисоботлари қанча кўп йиллик “стаж”га эга бўлса у шунча барқарордир. Ўртача “стаж” ҳар-бир кредит ҳисоботини очиш ва ёпиш даври билан ҳисобланади.

-10% аккаунларнинг хилма-хиллиги (кредитини чўзиш, ипотека, авто ва кредит карталари ва бошқалар)ни “истеъмолчи” томонидан қопланиб бориши.

-10% янги кредитни қидириш. Одатда кредиторлар томонидан истеъмолчи тўғрисидаги маълумотлар назарда тутилади. Ҳар-бир кредиторлар қайси мақсадда истеъмолчи тўғрисидаги сўровномалар ҳисоботи юритилади.

Ушбу муаммони назарий ва амалий жиҳатдан ўрганиб, бизнинг фикримизча, ҳар-бир жисмоний ва юридик шахсларнинг “кредит тарихини” юритувчи ҳолисона агенлик очиш зарур. Юридик субъектларининг тўлов қобилятининг махсус сайтда очиқ эълон қилиб бориб шаффофлигини таъминлаш керак. Шунга қараб “харидор” у компаниянинг акциясини сотиб олади ёки қайтариб беради. Жисмоний шахсларнинг кредит тарихи, рейтинги билан

қизиқувчанларга (кредит берувчи, ипотека банклари, мажбурий ижро каби ваколати бор ташкилотлар ҳамда, жисмоний шахсга) кам суммада пуллик ассосида маълумот бериш лозим.

Иқтисодий рақамлаштириш шароитида “кредит рейтинги” ва “кредит тарихи”ни жорий этиш кредиторлар ва “истеъмолчилар” ўртасидаги муносабатни объективлаштиради, осонлаштиради, шаффофликни таъминлаб молия муносабатларини самарадорлигини оширишга олиб келади.

Фойдаланилган адабиётлар рўйхати

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Банк тизими самарадоргани оширишда CAMELS моделининг ўрни рейтинг

САИДОВ Элёр Илхомович¹

Аннотация. CAMELS рейтинг модели жуда самарали ва аниқ бўлиб восита ҳисобланиб, уни тижорат банклари фаолиятини баҳолаш мақсадида фойдаланиш мумкин. Ушбу модел орқали банк тизими барқарорлигини баҳолаб ва келгусидаги хавф-хатарларни олдиндан билиш мумкин. CAMELS коэффициентлари банкларнинг молиявий аҳволига эътибор бериш учун ҳисоблаб чиқилади.

Ушбу тадқиқот ишида банк фаолияти самарадорлигини баҳолаш учун баъзи муҳим молиявий коэффициентлар танлаб олинди ва ҳисоблаб чиқилди. Тадқиқот ишида фойдаланилган маълумотлар Ўзбекистон Республикаси тижорат банкларининг йиллик молиявий ҳисоботларидан йиғилди. Тўпланган маълумотлар банклар ўртасида таққосланилди. Натижалар шуни кўрсатадики, ҳисоб-китоблардаги тенденциялар ва тегишли рақамлар банклар раҳбарияти учун муҳим жиҳатларни кўрсатиб турибди. Шунингдек CAMELS рейтинг модели банкларни бошқариш ва бошқарув ҳисобини юритиш нуктаи назаридан қарор қабул қилиш учун самарали восита бўлиши мумкин.

Таянч иборалар. CAMELS модели, тижорат банклари фаолияти самарадорлиги, капиталнинг етарлилик даражаси, активлар сифати, банк бошқаруви, банк даромадлилиги, банкларнинг ликвидлиги, банкларнинг таъсирчанлиги.

Тезис. Банк – бу жуда ҳам қадимий ҳисобланиб иқтисодиёт ривожланиши учун муҳим молиявий институтлардан биридир. Ҳозирги кунда банклар хизмат кўрсатиш саноатининг муҳим бўлагидир. Банклар тадбиркорликни қўллаб-қувватлаш ва молиялаштиришда катта аҳамият касб этади. Шунинг билан бирга банклар фаолиятини ташкил этиш учун пул маблағлари зарурдир. Банкларни ташкил қилиш учун пул маблағлари депозит (мижозларнинг маблағлари) ва бошқа кўринишларда (масалан, устав капитал ва ўз маблағлари) тўпланади. Банклар доимий равишда молиявий ресурсларни энг оқилона бошқаришлари ва активларни таҳлил қилиб боришлари лозим. Тижорат банклари фаолияти самарадорлигини баҳолашда даромадлилик кўрсаткичи ва хавф-хатарларнинг минималлаштирилиши муҳимдир.

¹ мустақил изланувчиси (PhD); Тошкент Молия институти. E-mail: elyorsaidov@yahoo.com

Умумий қилиб айтганда, тижорат банклари фаоляти самарадорлигини баҳолашда молиявий коэффициентлар таҳлили жуда самарали ҳисобланади. Банкларнинг самарадорлиги мавжуд ресурслардан оқилона фойдаланган ҳолда максимал фойда олиш имкониятлари орқали баҳоланади.

Банкнинг фаолятини баҳолаш учун молиявий коэффициентларни қўллашнинг анъанавий усули узок вақтдан бери қўлланилиб келинмоқда ва амалиётчилар ўзларининг банклар фаолятини баҳолаш учун CAMELS рейтинг моделидан фойдаланмоқдалар. CAMELS банк раҳбарияти томонидан банкнинг молиявий аҳволи ва иш фаолятини баҳолаш учун фойдаланилади.

Мавжуд банк қонунчилиги ва талаблари банк амалиётларини амалга оширишда шаффофлик ва ҳисобдорликни кучайтиришга қаратилган бўлиб, кредитлар ажратиш сифатига асосий эътиборни қаратишга чорлайди. Ундан ташқари, ушбу талаблар ва қонун-қоидалар ҳюртлалқаро бухгалтерия стандартлари билан мувофиқлаштирилган. Шунинг учун, банкларнинг самарали фаолият юритишини назорат қилиб бориш учун CAMELS рейтинг модели асосида молиявий кўрсаткичларни таққослаб бориш лозим.

CAMELS рейтинг тизими илк бора 1979 йилда “Молиявий институтларнинг ягона рейтинг тизими” (UFIRS) сифатида АҚШ банклари орасида қўлланила бошланган, кейинчалик АҚШ Федерал Резерв тизими тавсиясига асосан кўпгина давлатларда қўлланила бошланган. Бу рейтинг тизими халқаро миқёсда CAMEL номи билан машҳур бўлган ва 5 та баҳолаш мезонини ўзида мужассам этган бўлган: капитал (capital), активлар сифати (asset quality), бошқарув (management), даромад (earnings) ва ликвидлилик (liquidity). Жаҳон иқтисодиётидаги ўзгариш ва хавф-хатарларни инобатга олган ҳолда, 1995 йилдан бошлаб бозор таваккалчилигига сезувчанлик (S - sensitivity) мезони ҳам қўшилиб CAMELS рейтинг тизими дея номлана бошлаган. 1998 йилдан бошлаб эса Халқаро ҳисоб-китоблар банкининг банк назорати бўйича Базел қўмитаси (BIS) молиявий институтларни баҳолаш учун CAMELS рейтинг тизимини қўллашни таклиф қилди ва бутун дунё бўйлаб банкларни назорат қилувчи органлар (асосан Марказий банклар) томонидан қўлланила бошланди.

Ушбу рейтинг тизимида баҳоловчилар банкларни 1 дан 5 гача бўлган шкала бўйича баҳолайдилар. Бунда 1 энг яхши ва 5 энг ёмон баҳодир.

CAMELS рейтинг тизими етарли даражада аниқ ва ундаги маълумотлар тушунарли бўлганлиги учун, кўпгина давлатларнинг банк назорати органлари ўз банкларини баҳолашда ушбу рейтинг тизимини қўллайдилар. Рейтинг тизимининг «CAMEL(S)» деб ном олиши шундаки, у банк фаолиятидаги таҳлил қилинадиган компонентларнинг бош ҳарфидан ташкил топгандир. Яъни:

C – (Capital adequacy) Капиталнинг етарлилиги;

A – (Assets quality) Активлар сифати;

M – (Menegment) Бошқарувчилик қобиляти;

E – (Earning) Даромадлилик;

L – (Liquidity) Ликвидлилик компонентларидан иборат.

S – (Sensitivity to risk) Рискка таъсирчанлик

CAMEL(S) рейтинг тизими бўйича капитал назорат жараёнининг биринчи компоненти бўлиб, бунда банк капиталининг етарлилик даражаси, капиталнинг кўпайтириш борасида олиб борилаётган фаолият ва дивидендларни тўлаш сиёсати таҳлил қилинади.

1-жадвал

Ўзбекистон Республикаси тижорат банклари жамланма маълумотлари

(01.01.2020 йил ҳолатига, млрд. сўмда)

№	Банк номи	Актив	Капитал	Соф фойда	ROA	ROE
1	Ўзмиллийбанк	66,605	13,141	1,043	1.57%	7.93%
2	Ўзсаноатқурилишбанк	34,892	6,247	704	2.02%	11.27%
3	Асака банк	34,698	6,128	166	0.48%	2.72%
4	Ипотека банк	23,588	3,730	430	1.82%	11.52%
5	Агробанк	18,488	4,627	171	0.92%	3.69%
6	Халқ банки	17,334	4,361	105	0.60%	2.40%
7	Қишлоқ қурилиш банк	12,709	1,446	251	1.97%	17.33%
8	Хамкор банк	8,838	1,138	301	3.41%	26.48%
9	Алоқа банк	7,342	1,396	201	2.73%	14.36%
10	Турон банк	5,979	1,091	84	1.41%	7.71%
11	Микрокредит банк	5,890	1,625	7	0.12%	0.42%
12	Капитал банк	5,483	653	113	2.07%	17.36%
13	Ипак йўли банк	5,327	728	210	3.94%	28.84%
14	Инвест Финанс банк	4,487	519	87	1.93%	16.73%
15	Ориент Финанс банк	4,319	878	233	5.39%	26.50%
16	КДБ Банк Ўзбекистон	3,895	592	87	2.22%	14.63%

17	Траст банк	3,317	518	197	5.94%	38.03%
18	Азия Альянс банк	2,259	285	40	1.79%	14.17%
19	Давр банк	1,415	202	76	5.40%	37.82%
20	Савдогар банк	1,063	164	14	1.29%	8.36%
21	Туркистон банк	1,031	147	25	2.40%	16.82%
22	Универсал банк	778	125	16	2.10%	13.07%
23	Зираат Банк Ўзбекистон	776	280	63	8.18%	22.67%
24	Равнақ банк	609	130	12	2.00%	9.37%
25	Тенге банк	364	116	- 2	-0.46%	-1.44%
26	Эрон Содерот банк	359	326	6	1.63%	1.79%
27	Хай-Тек банк	354	120	11	3.02%	8.92%
28	Пойтахт банк	209	107	7	3.50%	6.84%
29	Мадад инвест банк	184	128	16	8.43%	12.11%
30	Ўзгагроэкспортбанк	133	83	4	2.88%	4.61%
	Жами	272,725	51,031	4,676	1.71%	9.16%

Манба: Ўзбекистон Республикаси Марказий банки расмий сайти маълумотлари асосида муаллиф томонидан тайёрланди

Рейтинг баҳоси энг юқори даражаси 1 кўрсаткичи билан белгиланиб, бунда қайси компонентда бундай баҳо берилса, демак, у халқаро меъёрларга тўлиқ жавоб бериш даражасида ташкил этилганлигидан далолат беради.

Ушбу тизимда капиталнинг етарлиligини баҳолаш Базель қўмитасининг методикасига асосланган бўлиб, биринчи ва иккинчи даражали капиталлар ҳисобга олинади.

2-жадвал

CAMEL(S) рейтинг тизимида капиталнинг етарлилигини баҳолаш

Рейтинг	1-даражали капиталнинг етарлилик коэффициенти	Умумий капитал етарлилик коэффициенти	Чекловлар
1 балл кучли	6 % дан анча юқори	8 % дан анча юқори	Активларнинг сифати камида 2; рискли активлар коэффициенти 11 фоиздан юқори эмас.
2 балл қониқарли	5 % дан юқори	8 % дан сезиларли даражада юқори	Активларнинг сифати 3 га тенг; рискли активлар коэффициенти чекланмаган.
3 балл ўрта	4 % даражасида	8 % даражасида	Активларнинг сифати 4 га тенг; рискли активлар коэффициенти чекланмаган.
4 балл чегаравий	4 % дан сезиларсиз даражада паст	8 % дан сезиларсиз даражада паст	Ссудалар бўйича эҳтимолий йўқотишлар захираси бошланғич капитал суммасидан ортиқ.
5 балл қониқарсиз	4 % дан сезиларли даражада паст	8 % дан сезиларли даражада паст	Зарарлар бошланғич капитал суммасидан ортиқ.

Базель кўмитаси томонидан ишлаб чиқилган капиталнинг етарлилигини баҳолаш услубида икки молиявий коэффициентдан фойдаланилади. Биринчи молиявий коэффициент – умумий капиталнинг етарлилик коэффициенти бўйича тижорат банки капиталининг етарлилиги умумий капитални активларни рискка тортилган суммасига бўлиш йўли билан аниқланади. Мазкур коэффициентнинг меъёрий даражаси 0,08 қилиб белгиланган.

Иккинчи молиявий коэффициент – асосий капиталнинг етарлилик коэффициенти бўйича тижорат банки капиталининг етарлилиги асосий капитални активларни рискка тортилган суммасига бўлиш йўли билан аниқланади. Ушбу коэффициентнинг меъёрий даражаси 0,04 қилиб белгиланган.

Тижорат банклари активларининг сифатини тавсифловчи асосий кўрсаткичлардан бири активларнинг даромадлилиги кўрсаткичи ҳисобланади. Активлар даромадлилигига таъсир қилувчи асосий омиллардан бири активлар таркибида даромад келтирмайдиган активлар салмоғининг ўзгариши ҳисобланади.

Активлар сифатини тавсифловчи асосий кўрсаткич активлар умумий рискининг абсолют миқдори кўрсаткичи (УР) орқали аниқланади.

$$\text{УР} = \text{Стандарт активлар} * 0,02 + \text{Субстандарт активлар} * 0,2 + \text{Шубҳали активлар} * 0,5 + \text{Умидсиз активлар} * 1,0 + \text{Суд жараёнидаги активлар} * 1,5$$

Демак, активларнинг сифатини тавсифловчи асосий кўрсаткич қуйидагича аниқланади: $\text{УР} / \text{К} * 100 \%$

Ликвидлик ҳамда даромадлилик ўзаро тескари пропорционалликда бўлсада активларнинг юқори сифатли бўлишини таъминланиши қўшимча даромад келтириш имкони яратади. Яъни активлар сифатли қанча юқори бўлса улар бўйича яратиладиган захиралар ҳажми шунчалик кам бўлади.

Активлар сифати бўйича кучли рейтинг балига эга бўлган банкларда активларнинг бошқарилиши жараёни тўғри йўлга қўйилган бўлиб, турли ликвидлик муаммолари юзага келмайди.

Таъкидлаш жоизки, ҳамон республикаимиз тижорат банклари учун бирламчи фаолият йўналиши кредитлаш бўлиб қолганлиги сабабли, уларнинг ялпи даромадининг асосий қисми кредит операцияларидан олинadиган даромад эвазига шакллантирилиши лозим.

Шу сабабли, фоизли даромадларнинг ялпи даромадлар ҳажмидаги салмоғининг ўзгариш сабабларини аниқлаш, унинг салмоғини кескин тушиб кетишига йўл қўймаслик чораларини ишлаб чиқиш муҳим аҳамият касб этади.

Айни вақтда, “CAMELS” рейтинг тизимининг S элементини республикаимиз амалиётида қўллашда муаммолар мавжуд. Ана шундай муаммолардан бири бозор рискининг тижорат банклари

активлари ва фойдасига таъсирини баҳолаш методикаси мавжуд эмас. Бундан ташқари, республикамизнинг қатор йирик тижорат банкларида мазкур рейтинг тизимининг талабларини бажара олмаслик ҳолатлари мавжуд. Масалан, республикамиз аксар тижорат банкларининг транзакцион депозитларининг брутто депозитларидаги салмоғи 50-60 фоизни ташкил этади. Ҳолбуки, CAMELS рейтинг тизими бўйича ушбу кўрсаткич 30 фоиздан ошмаслиги керак.

Республикамизнинг бир қатор йирик тижорат банклари капиталининг таркибида девальвация захираси юқори салмоқни эгаллайди. Девальвация захираси эса, тижорат банклари учун барқарор молиялаштириш манбаи ҳисобланмайди. Бунинг устига, Базель кўмитаси девальвация захирасини тижорат банкларининг капитали таркибига киритишни ман этган.

Фикримизча, “CAMELS” рейтинг тизими бўйича республикамиз тижорат банклари капиталининг етарлилигини баҳолашда тижорат банклари капитали таркибидан девальвация захираси суммасини чиқариб ташлаш керак. Ана шунда, капиталнинг етарлилик даражасини реал баҳолаш имкони юзага келади.

Шунингдек, фикримизча, “CAMELS” рейтинг тизимида тижорат банклари активларининг сифатини баҳолаш аниқлигини ошириш мақсадида Базель кўмитаси томонидан таклиф этилган кредит рискин баҳолашнинг стандартлашган усулидан ва операцион рискин баҳолашнинг базавий индикатив усулидан рейтинг баҳолаш жараёнида фойдаланиш лозим.

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Competent Approach of the Simultaneous Translator

SAMIGOVA Hushnuda Botirovna¹

SULAYMONOVA Barno Rakhmatillyevna²

Abstract

Simultaneous translation is one of the most difficult types of translation. The main feature of simultaneous translation is the parallel perception of the speaker's speech and the generation of speech in the language of translation. Preparation for such activities is quite complex, and requires not only psychological prerequisites, but also a high level of formation of certain, unique competencies.

Keywords: formal style, simultaneous translator, professional competence.

The purpose of the simultaneous translator is to adequately transfer the official texts of scientific and technical information from one language to another, taking into account the differences between the two texts, communicative situations and two cultures, i.e. ensuring intercultural communication in the professional sphere. A translator whose professionalism is based on his professional competence, which is a complex, multidimensional concept and implies a number of components / competencies that ensure effective professional activity. In this case, based on the point of view of a number of researchers [Almazova 2003, Bim 1988, Gavrilenko 2006, Zimnaya 1989, Markova 1996, Polyakova 2008, Tareva 2008 and others], we distinguish between the concepts of “competence” and “competencies” and consider the latter as a resource quality, serving as the basis for effective decisions and determining the level of professional competence. With regard to the activities of a translator of official texts, the following competencies are most complete:

- communicative (linguistic, pragmatic and sociolinguistic),

¹ Doctor of Philological Sciences

² Uzbek State University of World Languages, 1st stage master

- special (basic, subject, discursive, sociocultural, technological, strategic)
- social, [Gavrilenko 2006: 254].

However, translation scholars and professional translators note that a modern professional translator of official texts should have extensive knowledge of politics, know the basics and prospects for the development of new technologies, have practical skills in using phraseological units in translation activities, and be able to make the best choice when making translation decisions etc. The analysis made it possible to single out, as part of the professional competence of the translator, a simultaneous interpreter of official texts, to monitor compliance with the norms of word compatibility in the Uzbek language. To establish the component composition of the translator's competence, its specificity was examined during the analysis of the professionalism of various specialists, which made it possible to specify this concept in relation to the professional activity of the translator of official texts. The information and technological competence of the translator of official texts is the willingness and ability of the translator to translate Phraseological units in official texts, focusing not on the value of its components, but on the general value of the whole when translating official texts and includes professional knowledge (theoretical, procedural, integrative), skills (search-orientational, analytical, instrumental) in the field of translation, as well as professionally important qualities of a synchronous translator the one - the ability to freely express their thoughts adequately using various linguistic means to isolate the relevant information. Possessing competence, the translator can choose to adequately use lexical units depending on the context and compose texts in English to achieve the communicative and pragmatic goals of the statement.

As a result of the competency-based approach, the simultaneous interpreter masters professional competencies: knowledge of the pre-translation analysis of the text, which contributes to the accurate perception of the original utterance, to master a foreign language at the level of contact with native speakers in order to be understood on a wide range of life and professional issues. The acquisition of knowledge, skills and abilities in determining the overall translation strategy is necessary to ensure cross-language contacts in various areas of business and public relations in state and joint organizations and societies that support international relations. One of the most common types of free phrases in modern English is attributive phrases. They are often found in socio-political and scientific texts.

Attributive phrases can be divided into two groups:

- 1) adjective + noun (A + N), for example: expensive dress, low prices, black market;
or participle + noun (P + N), for example: signed contract, developing countries;
- 2) noun + noun (N + N), for example: desk drawer, growth rate, space age.

In a free phrase, the words to a large extent retain their independent meaning, but the specific meaning of each attributive phrase, in which the definition and the word being defined are related by conjugation, is determined in each individual case with the obligatory consideration of the meaning of the whole context. An analysis of the structural-semantic features of attributive phrases shows that the range of semantic

relationships between phrase members is much larger in English than in Uzbek. If in Uzbek the adjective, as a definition, usually directly characterizes the following noun, then in English the adjective can characterize the next noun and indirectly, calling not its own quality, but the quality of another object or phenomenon associated with it. For instance:

European peace – *Yevropada tinchlik*;

supersonic spending – *- reaktiv tezlikdagi samolyotlarini qurish qiymati*.

In the second group (N + N), the breadth of semantic relations between the members of the phrase is manifested even more clearly:

labour movement – *ishchilar harakati*;

labour conditions – *mehnat sharoitlari*;

welfare expenditure – *ijtimoiy xarajatlar*;

separation payments – *ishdan bo'shatish paytida naqd to'lovlar*.

A definition can express various circumstances (places, times, reasons) or act as an indirect complement, for example: *first ever jet wedding* – *Reaktiv laynerda dunyodagi birinchi to'y*.

Exercise.

Find polynomial attribute groups in sentences, analyze them and translate sentences into Uzbek.

1. The assembly plant expansion was finished very quickly.
2. Bank Credit Regulation Committee arranged the next meeting on Tuesday.
3. Paris peace talks were a great success.
4. I am working in the Market Research Department.
5. I'd like to know the state of the company's balance sheet.
6. You did a good job over that import control business.
7. He is a chief executive officer of a large corporation.
8. Every year we can take on a couple of toolmakers or sheet-metal worker apprentices.
9. This institution lends money for 3 to 5 years to help countries with balance of payment's difficulties.
10. The Brussels's summit reached a compromise on Britain's budget contribution.
11. He therefore asked a firm of Market Research consultants to supply particular information.
12. As you know, all goods delivered for us within the United Kingdom are covered by a blanket insurance policy.

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Sanat Eğitimi, Ahlak Eğitiminin Gelişimde Etkili Midir?

Mehmet Emin ATEŞ¹

Mehmet Veysi BABAYİĞİT²

Özlem ALTUN³

Mehmet Necati CİZRELİOĞULLARI⁴

Öz

Genel anlamda, ahlak; bir bireyin toplumda sergilediği davranış bütünüdür ve bu davranış bütünüün şekillenmesinde sanat, sosyal ilişkiler ve çevre önemli bir rol olarak yer almaktadır. Sanat dallarının, eğitimdeki rolüyle ilgili yapılan çalışmalar; Milli eğitim kurumlarında sanat eğitimi alan bireylerin derse karşı motivasyon ve ahlaki değerlerinin daha yüksek olduğu görülmüştür. Bu çalışmamızın amacı; bir ortaöğretim kurumundaki öğrencilerin sanat eğitiminin verilmesiyle birlikte, etik ve ahlaki eğitim bilincinin saptanmasıdır. Çalışmamızda veri toplama araçları olarak gözlem ve açık uçlu bir anket kullanılmıştır. Çalışmanın uygulanması sırasında bir ortaöğretimde sanat eğitimi alan öğrenciler katılımcı olarak belirlenmiştir. Katılımcılar, iki ay boyunca haftada iki saat sanat eğitimi almış olup toplamda on sekiz saat eğitim almıştır. Bu eğitimler; ebru, teshib, minyatür ve hat sanatlarından oluşmakta olup bu çalışmalara katılan öğrencilerin derse karşı motivasyon, algılama, analiz edebilme, sonuç çıkarma ve sosyal kişiliklerinin geliştiği gözlemlenmiştir. Ayrıca katılımcıların, ders aralarında arkadaş ilişkilerinde daha ahlaklı ve tertipli olduğu, çevreye karşı daha bilinçli duyarlılıklar geliştirdiği saptanmıştır. Açık uçlu anket sonuçları, öğrencilerin motivasyonun arttırdığını, diğer derslere karşı disiplinler arası güdü geliştirdiği, çevre bilincinde ilerlemelere sevk ettiği ve sosyal ilişkilerde olumlu fikirlerin oluşturduğu belirlenmiştir.

Anahtar Kelimeler: Sanat Eğitimi, Ahlak Eğitimi, Duyarlılık, Motivasyon

¹ Öğretmen, Üç Kuyu Anadolu Lisesi, E-mail: emino_0721@hotmail.com

² Öğr.Gör., Batman Üniversitesi, E-mail: m.veysi.babayigit@gmail.com

³ Dr.Öğrt.Üyesi., Kıbrıs Sosyal Bilimler Üniversitesi, E-mail: ozlem.altun@kisbu.edu.tr

⁴ Dr.Öğrt.Üyesi, Kıbrıs İlim Üniversitesi, E-mail: mehmetcizreliogullar@csu.edu.tr

GİRİŞ

Genel anlamda, ahlak; bir bireyin toplumda sergilediği davranış bütünüdür ve bu davranış bütünüün şekillenmesinde sanat, sosyal ilişkiler ve çevre önemli bir rol olarak yer almaktadır. Sanat güzel olan şeydir. Ahlak da güzeldir ve güzel olan şey de sevilir. Tolstoy'a göre sanat, ahlaki mükemmelliktir (Akdoğan,2001). İnsanlık tarihine baktığımızda sanat ortaya çıktığından beri bireyin bir parçası olmuştur. İnsanlar bazı şeyleri anlamaya ve anlatmaya ihtiyaç duymuştur İlk olarak hikâyeleri, şarkıları, dansları, avları, tüm kültürel zenginliklerin anlatılmasını sağlamıştır avcılarının avlarını mağara duvarlarına resmetmesiyle yaşam tarzlarını anlatmasıyla sanat insan yaşamını betimleyip anlatılmasını primitif dönemden günümüze kadar taşımıştır (Turani,2010).

Sanat, kuşaklar arası kültürel aktarımı sağlayıp insanlığın devamlılığını sağlayan önemli alanlardan biri olmuştur. Henüz tuval, kâğıt, boya, fırça keşfedilmemişken insanlık toprak boya ile mağara duvarlarına çizdikleri bizon resimleriyle bu yolculuğa başlamıştır. Bireyler duygu ve düşüncelerini anlatırken yazılı ve sözlü olarak iletişim kurmanın yanında resimsel olarak da anlatmaya çalışmıştır. Bu anlamda açıklayamadıkları başka şeyleri ifade edebilmek için bilinçli olmasa da ilk olarak sanata başvurmuştur. Yerleşik yaşamla beraber mimari ve heykelde kendinden emin ilerleyip dünya sanat tarihine ışık tutacak kadar zihinlerde yer almıştır. Gün geçtikçe yaşamın bir parçası haline gelip insanda haz uyandırıp estetik kaygı, ideal olanı ve güzel olanı arama çabası içine girmiştir (Gombrich, Erduran,E. & Erduran, Ö. ,1997). Batı dünyası, orta dünyada, kuzey ve güney dünyasında amaç ve yöntemler farklılık gösterse de genel yaklaşımlar açısından milletler arası birlik ve beraberlik göstermiş olup evrensel değerlerde buluşmuşlardır.

Sanatın toplum açısından ve psikolojik açısından gerekliliği incelendiğinde, Sanat bir düzen, bir ahenk ve bir disiplindir. Düzensiz ve ahenksiz sanat olmadığı barizdir. Sanatçı; düzenli, disiplinli ve prensipli kişi olarak düşünülmektedir. Aristo, sanat ve sanatçıdaki bu düzeni toplum hayatında da görmektedir ve ona göre, doğada düzensiz hiçbir şey yoktur (Ergün,2010). Ayrıca, Aristoteles'in sanat insan ruhunu arındırdığını (Kavuran, T., & Dede, B. ,2013), İbn-i Sinanın bilim ve sanatın saygın olduğu, önemsenmesi gerektiği ve Tolstoy'un ' *'Sanat düşünebilen gerçeği görebilenlerin işidir'* ' sözü sanatın her devirde gerekliliğini gösterir (Tolstoy,2011). Çünkü sanat kişinin kendini tanımayı, yaratıcılığını düşünebilme becerisini geliştirmeyi, kimlik oluşturmayı, nitelikli yaşamayı ve çevreye karşı duyarlılık bilincini geliştirir (Kırıçoğlu, O. T. ,2002). Yani genelde tüm sanat alanlarının insanın gelişimine olumlu etki ettiği, özelde ise görsel sanatların yazılı ve sözlü anlatmanın ötesine giderek duygu ve düşüncelerini çeşitli yollarla ve dillerle aktararak evrensel bir hal alıp, insanlığın yaratıcı ve duyarlı bireyler yetiştirmesinde önemli bir rol almıştır. Bilim İnsanı Albert Einstein '' *Hayal gücü kuru bilgiden daha önemlidir.* '' diyerek sanatın önemine vurgu yapmıştır. Aynı zamanda dünya Sanat dallarının, eğitimdeki rolüyle ilgili yapılan çalışmalar; Milli eğitim kurumlarında sanat eğitimi alan bireylerin derse karşı motivasyon ve ahlaki değerlerinin daha yüksek olduğu görülmüştür. Zaten sanat eğitiminin amacı da Öğrencinin öğrenme niteliği yanı sıra düşünme algılama, karar verme, problemler aracılığıyla çalışma gibi yeteneklerini geliştirme; çocukların ve gençlerin kişisel olarak dünyayı algılamalarını buna tepkilerini ve yanıtlarını artırmak ve geliştirmektir (Özsoy, V. ,2003). Daha özele indiğimizde ise; Hat, Tezhip, Minyatür ve Ebru sanatlarına baktığımızda İslam sanat tarihinde önemli

olduğunu ve Tasavvuf ile bir ilişkisinin olduğunu görebiliriz. Hat Sanatı ile uğraşanlar genelde bilirler *“Hat bilmek, had bilmektir.”*

Sanat, sadece duygudan ibaret değildir. Onda, fikrin, tefekkürün ve aklın bütün çilesi vardır. Fakat unutmamak gerekir ki, sanat, ilimden çok ibadete benzemektedir. Bu durumu özellikle İslam sanatkârlarında gözlemek mümkündür. İslam sanatkârı, tam bir mutasavvıf gibi eser verirken, seyr-i âfakî, seyr-i enfûsî ve seyr-i mutlak merhalelerinden geçerek gittikçe yücelen bir güzel idealinin peşine takılır (Mutluel,2017).

Hat sanatı; Ekseriya rengin rol almadığı uçuk bir zeminde estetik kavramının sadece siyah çizgiler halinde böylesine olağan üstü ifade edilmesi, diğer yazı sistemlerinde görülmediği için hat sanatı Batılı ressamlarca da tetkik ve ilham konusu olarak alınmıştır. Bu açıdan bakıldığında hattın, resmin ötesinde ve resim kavramları ile anlatılamayacak bir âhengi ifade eden yüksek bir sanat olduğu söylenebilir. Her bir harfi mutlak güzelliği yakalamış bulunan ve kelimedeki yerine yani başta, ortada ve sonda yer alışına göre farklı bir görünüm ve ifade kazanan, ayrıca bazı harfleri uzatılıp çekilmeye (keşide) uygun olan İslâm yazısı, istif (terkip, kompozisyon) imkânlarıyla da olağan üstü bir çekiciliğe bürünmüştür (İslam Ansiklopedisi,2011).

Tezhip Sanatı; Sözlükte “altınlamak” anlamına gelen tezhîb kitap sanatlarının önemli bir dalıdır. Tezyinî sanatların temelinde deseni oluşturan motifler yer alır. Müzehhip motifini tasarlarken seçtiği modelin ana çizgilerini ve bu çizgilerin belirlediği deseni koruyarak onu tahayyül ettiği şekilde çizer. Böylece modelin gerçek görünüşü, sanatkârın tasavvur derinliği içinde yeni bir yorumla biçimlenerek motif özelliği kazanır (Derman, F.Ç., 2002).

Ebru sanatı; Ebru kitreli su üzerine serpilen boyalarla bezenmiş kâğıt ve bunu hazırlama sanatına denir. İslâm bezeme sanatlarının hazırlanış tekniği itibariyle en cazibi ve süratli netice alınan olandır (Yigit, N., & Bulbul, M. S., 2009).

Minyatür Sanatı; Metni açıklamak amacıyla kitap sayfalarına veya bir albüm içinde toplanmak için tek yaprak halinde suluboya ve altın, gümüş yaldızla yapılan minyatürler, ılık-gölge oyunları ile derinlik duygusu kazandırılmayan küçük boyutlu resimlerdir (Binark, İ. ,1978).

YÖNTEM

Bu çalışmamızın amacı; bir ortaöğretim kurumundaki öğrencilerin sanat eğitiminin verilmesiyle birlikte, etik ve ahlaki eğitim bilincinin saptanmasıdır.

Araştırmamız gönüllülük temelli olup, katılımcıların kendilerinden ve ailelerinden gerekli izinler temin edilmiştir. Dolayısıyla izinsiz olarak herhangi bir işlem yapılmamakta olup, hiçbir şekilde kesinlikle ses ve görüntü kaydı yapılmamıştır. Çalışmamızda veri toplama araçları olarak gözlem ve açık uçlu bir anket kullanılmıştır. Çalışmanın uygulanması sırasında bir ortaöğretimde sanat eğitimi alan öğrenciler katılımcı olarak belirlenmiştir. Dolayısıyla çalışma evrenimiz 9. ve 10.sınıf öğrencilerinden toplam 50 katılımcıdan oluşmaktadır. Belirlenen katılımcı öğrencilerimiz Görsel Sanatlar dersini zorunlu veya seçmeli olarak almaktadırlar. Ayrıca bu ders kapsamında yapılan çalışmalar veya eğitimler; öğrencilerin ders süresince alması gereken konu ve etkinlikleri kapsamaktadır. Dolayısıyla bu çalışma ile birlikte öğrencilerin aldığı derslerin gerçek yaşamdaki etkisini saptamaya yönelik farkındalık

kazandırılması hedeflenmiştir. Çalışma süresi iki aydan oluşmakta olup, katılımcı öğrencilerinin haftalık olarak aldıkları 2 saatten ibarettir. Dolayısıyla bu çalışma, iki ay boyunca haftada iki saat sanat eğitimi almış olup toplamda dokuz hafta boyunca on sekiz saat eğitim sürecini kapsamaktadır. İki aylık süreçte kullanılan bu eğitimler; Hat, Tezhip, Ebru ve Minyatür sanatlarından oluşmaktadır. Öğrenciler bu sanat dallarından her birini iki hafta da bir toplam 4 saat olarak almakta olup, hat sanatını ise 3 hafta boyunca 6 saat sürede tamamlamışlardır. Çalışmalar süresince; öğrencilerin eğitimlere aktif katılımları, arkadaşlarıyla işbirliği içinde olmaları, eğitimi süreci dışındaki zamanlarda (teneffüs ve öğlen araları gibi) çevreleri ile uyumları ve davranışları gözlemlenmeye çalışılmıştır.

Çalışma sonunda ise katılımcı öğrencilere açık uçlu bir anket uygulanarak, iki ay süresince öğrencilerin yapmış olduğu çalışmalarla ilgili görüşlerinin saptanması amaçlanmıştır. Açık uçlu sorular 5 soru oluşmakta olup, öğrencilerin özgür düşüncelerine yer verilmesi hususunda gayretler gösterilmiştir.

SONUÇ

Bu araştırmada bir ortaöğretim kurumundan okuyan 9. ve 10. Sınıf öğrencileri iki ay boyunca hafta da 2 saat ve toplam 9 hafta içinde 18 saatlik eğitim sürecinde elde edilen veriler irdelenmektedir. Katılımcılar ile ilgili demografik bilgiler aşağıdaki tabloda gösterilmiştir.

Tablo 1. Katılımcılar ile İlgili Demografik Bilgiler

Sorular	Demografik Değişkenler	Analiz	
		Sıklık	Yüzdelik
Cinsiyetiniz nedir?	Erkek	30	60
	Kız	20	40
Hangi sınıfta okumaktasınız?	9.sınıf	32	74
	10.sınıf	18	36
Görsel Sanatlar Dersi Alıyor musunuz?	Evet	50	100
	Hayır	0	0
		26	20.0
Görsel Sanatlar dersindeki sanat alt dallarının farklı derslerle ilişkilendirilmesini ister misiniz?			
	Evet	35	70
	Hayır	15	30

Tablo 1.deki veriler incelendiğinde; çalışmamızda 30 erkek öğrenci ve 20 kız öğrenci olmak üzere 50 öğrenci katılımcı olarak yer almıştır. Katılımcılarımızdan 32 ‘si 9.sınıf öğrencisi olmakla birlikte, 18 kişi ise 10.sınıf öğrencilerimizi oluşturmaktadır. Demografik bölümde sorduğumuz

sorulardan biri olan “Görsel Sanatlar Dersi Alıyor Musunuz?” sorusuna tüm öğrenciler evet yanıtı vererek, 50 öğrencinin de bu dersi aktif olarak işlediği görülmüştür. “Görsel Sanatlar dersindeki sanat alt dallarının farklı derslerle ilişkilendirilmesini ister misiniz?” sorusuna ise 35 öğrenci evet yanıtı verirken, 15 öğrenci olumsuz yanıt beyan etmiştir.

Öğrenciler bu süreçte; Kültürel zenginliğin farkına varıp bunu yaşamlarının bir parçası haline getirip renk katmış, geçmiş ve çağdaş kültür ve sanat varlıkları ile doğal güzelliklere sahip çıkma ve koruma bilincini geliştirmiş, Sanatsal beceri ve yeteneklerini geliştirmiş,

Her türlü düzensizlikten rahatsız olup yaşanılan çevreyi güzelleştirme çabasına girip estetik değerler kazanmış, Özgür ve özgün düşünme, deneme ve üretme kapasitelerini geliştirmiş. Bu çalışma ve uygulamalar yoluyla bireylerin kendini ifade etme imkânı bularak ruh sağlığını olumlu yönde geliştirmiş. Ayrıca katılımcıların, ders aralarında arkadaş ilişkilerin de karşılıklı sevgi, hoşgörü, anlayış, yardımlaşma, dayanışma, bireysel ve toplumsal sorumluluk bilincini geliştirmiş. Bireylerde empati duygusunu ve davranışı geliştirmiş. Daha ahlaklı ve tertipli olduğu ve çevreye karşı daha bilinçli duyarlılıklar geliştirdiği saptanmıştır. Ayrıca bu çalışmalara katılan öğrencilerin derse karşı motivasyon, algılama, analiz edebilme, sonuç çıkarma ve sosyal kişiliklerinin geliştiği gözlemlenmiştir.

Açık uçlu anket sonuçları, öğrencilerin motivasyonun arttığını, diğer derslere karşı disiplinler arası güdü geliştirdiği, çevre bilincinde ilerlemelere sevk ettiği ve sosyal ilişkilerde olumlu fikirlerin oluşturduğu belirlenmiştir. Ayrıca katılımcı öğrencilerin bu tür etkinliklerin devamlılığı hususunda dileklerini genel olarak beyan etmiştir çünkü bu eğitimlerle birlikte ders katılım düzeylerinin arttığı ve okula gelme isteklerinde bir artış olduğundan, doğal olarak da diğer derslere karşıda bir başarının elde edilebileceği beyan edilmiştir. Son olarak, “Görsel Sanatlar dersindeki sanat alt dallarının farklı derslerle ilişkilendirilmesini ister misiniz?” sorusuna olumsuz yanıt beyan eden öğrenciler; etkinliklerin eğlendirici ve geliştirici yönlerinin farkından olmadıklarında ötürü böyle bir yanıt verdikleri; ancak etkinlikler sonucunda tüm öğrencilerin çalışmayı sevdiği ve olumlu görüş beyan ettikleri görülmüştür.

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Ilmiy matndagi kiritmalarning uslubiy vazifasiga doir

Sayyora SODALIYEVA Oqiljon qizi¹

Matn tuzishda nutq egasi narsa va hodisalarni, bir-biri bilan bog'liq turli yo'nalishdagi voqealarni o'ziga xos tafakkur kuchi orqali in'ikos etadi: shunga muvofiq holda o'z fikrini shakllantiradi, bayon qiladi. Bunda u voqelikdagi turli-tuman munosabatlar, aloqalarning, turli belgi-holatlarning muhimlarini tanlab oladi va umumlashtiradi. Muhim bo'lmaganlarini esa tushirib qoldiradi yoki ularning eng muhimlarini boshqalaridan ajratib, alohida ko'rsatadi. Natijada, nutqda aloqador narsa-hodisalarning barcha tomonlari, ular o'rtasidagi munosabatlarning butun qirralari o'zini to'la ifoda eta olmasligi mumkin. Xuddi shu vaziyatda so'zlovchi ongida oldinroq shakllanib bo'lgan gap mazmuni tinglovchiga to'la yetib borish, tushunarli bo'lishi uchun yana nimanidir qo'shimcha qilish, sharhlash kerakligiga, izoh berish zarurligiga ehtiyoj sezadi. Asosiy gapda noaniqroq, mavhumdek tuyulgan yarsa, tushuncha haqida qo'shimcha ma'lumot berish, uni oydinlashtirish zarurati tug'iladi. Bu zarurat, ehtiyoj esa turli izoh va qo'shimcha ma'lumotlarni so'zlovchi ongida shakllanib bo'lgan tayyor gap strukturasi ichida yo'l-yo'lakay berishga – *kiritmalarning* qo'llanishiga sabab bo'ladi.

Kiritmalarning ilmiy matnda qo'llanishi fikr bayon qilish jarayonidagi turli assotsatsiyalar, o'xshash belgi-holatlarni chog'ishtirish, fikrning ayrim detallarini aniqlash, ajratib ko'rsatish va asosiy gapdagi fikrga so'zlovchining munosabatini bildirish kabi turli holatlar bilan bog'liq bo'ladi. Shunindek, biror konstruksiyaning kiritma sifatida qo'llanishiga asosiy gap qurilishini yanada kengaytirishning noqulayligi, uning hajmi va matndagi boshqa gaplar bilan bo'lgan semantik-grammatik munosabatlari ham sabab bo'lishi mumkin.

Ko'rinadiki, kiritmalarning qo'llanishi, eng avvalo, tayyorgarliksiz fikr bayon qilish- og'zaki nutq bilan ham bog'liq ekan². Biroq kiritmalarning yuzaga kelishini tayyorgarliksiz fikr bayon qilish (og'zaki nutq) bilangina izohlashning o'zi yetarli bo'lmaydi. Chunki ular yozma nutqda ham fikr bayon qilishning o'ziga xos bir usuli sifatida qo'llanishi mumkin. Bu ko'proq nutq vaziyati, nutqning kimga qaratilganligi, suhbatdoshning yoshi, kasbi kabi aniq ma'lumotlar bilan bog'liq bo'lishi, matndagi

¹ Namangan davlat universiteti, Lingvistika: o'zbek tili 2-kurs magistranti, UZBEKISTAN.

² Тошалиев И., Хозирги ўзбек адабий тилида киритма конструкциялар: Филол. фан. ном. ...дисс. – Тошкент, 1972. – Б. 133

gaplarning sintaktik qurilishi, o'zaro aloqasi, matndagi gaplar mazmunining izchilligi xarakteriga ham aloqador bo'ladi.

Ilmiy matnda ko'pchilikka tushunilishi qiyin bo'lgan, maxsus leksik qatlamga mansub so'z va iboralar, turli nom va terminlar tez-tez uchrab turadi va muayyan bir uslubiy maqsadda qo'llangan bo'ladi. Bunday so'z va iboralar ma'nosini izohlash, tushuntirish va ular bilan bog'liq qo'shimcha ma'lumotlar esa ko'pincha kiritmalar tarzida beriladi. Ba'zan variantdosh so'zlarning adabiy me'yorini belgilash, dialektal leksika bilan adabiy til leksikasini chegaralash qiyin bo'lib qoladi. Bunday hollarda ularning qaysi birini tanlashda ikkilanish va birini kiritma tarzda berish ham mumkin:

Qadimgi turkiy, eski turkiy va eski o'zbek tillarida qisqartma so'zlar (abbreviaturalar) bo'lmagan. Qadimgi turkiy tilda ham, eski o'zbek tilida ham har bir so'z turkumining o'ziga xos grammatik kategoriyalari (otlarda — egalik, kelishik, son; sifatlarda — daraja; fe'llarda — shaxs-son, mayl, nisbat, zamon va b.lar) bo'lgan³.

(H. Jamolxonov. Hozirgi o'zbek adabiy tili. 11)

Oppozitsiyadagi differensial (farqlovchi) belgi korrelatsiyada integral (farqlanmaydigan, birlashtiruvchi) belgiga, oppozitsiyadagi integral belgi esa korrelatsiyada differensial belgiga aylanadi. (33)

So'z ma'nosini uning ekvivalentini, variantini keltirish orqali tushuntirish ilmiy uslubda terminlar tanlash va ishlatish bilan ham bog'liq bo'ladi. Chunki termin sifatida tanlangan so'z ko'p ma'noli bo'lishi yoki har xil mualliflar tomonidan turlicha qo'llanishi mumkin. Bu hol ular ifodalagan ma'noni chegaralash, turlicha qo'llanilgan terminlar mohiyatini izohlash, tushuntirishni talab qiladi.

Vazifa semalari ham semema tarkibiga kiradi, ammo ular atash, ifodalash bilan birga leksemalarning nutqda o'zaro birika olishini (valentligini, distributsiyani), shu orqali gapda ma'lum vazifa bajarishini belgilaydi. (141)

Binobarin, bu xil kiritmalar o'zbek adabiy tili normasini, milliy terminologiyani yaratishda terminlarning birini me'yor sifatida belgilashga, ommalashtirishga ham xizmat qiladi. Bunday kiritmalar vasifasi jihatdan ajratilgan izohlarga yoki sahifa ostida berilgan izohlarga o'xshab ketadi. Ularni gap qurilishidan chiqarib, havola yordamida sahifa ostida ham berish mumkin. Bunda asosiy gapning sintaktik strukturasida o'zgarish bo'lmaydi: u grammatik butunligini saqlab qoladi. Biroq so'z ma'nolarini sahifa ostida izohlagandan ko'ra kiritmalar yordamida izohlash qulay. Chunki ilmiy-ommabop matnlarda bu o'quvchining diqqatini nutq parchasidan uzoqlashtirmay yo'l-yo'lakay izohlashga imkon beradi:

Sobiq ittifoqdagi davlat tuzumiga xos ayrim tushuncha nomlari (partkom, raykom, obkom, sovhoz, oblast kabi so'zlar) iste'moldan chiqib, o'zbek tili lug'at boyligining tarixiy qatlamiga o'tib qoldi, ularning o'rnida hozirgi mustaqil O'zbekiston hayoti taqozo qilgan yangi so'z va atamalar (kollej, litsey, gimnaziya, litsenziya, reyting, test, marketing, minimarket, investitsiya, biznes kabilar) paydo bo'ldi, hokim, hokimiyat, viloyat, tuman kabi leksemalarning mazmun mundarijasida hozirgi

³ Jamolxonov H., Hozirgi o'zbek adabiy tili. – Toshkent: Talqin, 2015. (Maqoladagi misollar shu manbadan olingani uchun keyingi o'rinlarda sahifasi ko'rsatiladi.)

tuzumga xos yangi ma'no qirralari yuzaga keldi, natijada bunday so'zlar eski qatlamdan zamonaviy qatlamga o'tib qoldi. (90)

Epiteza (austeza) — so'z oxirida tovush orttirilishi: bu hodisa ko'proq so'z oxirida qatorlashib kelgan sk, nk undoshlaridan so'ng yuz beradi: otpusk > otpuska, kiosk > kioska, tank > tanka, blank > blanka kabi. Bunda ham pozitsion-sintagmatik omil (turkiy so'z oxirida sh, ng undoshlari birikmasining uchramasligi) ko'proq darajada asos bo'lgan. (68)

Fonografemaning ifoda plani (optik-grafik tasviri) bitta harfga teng bo'lishi (masalan, k) yoki ikki harf qo'shilmasidan tarkib topishi (masalan, ng) mumkin. Bunday paytda ular monograf (bir harfli fonografema) va poligraf (ko'p harfli fonografema) nomlari bilan farqlanadi. Poligraflar o'z navbatida ikki harfli (digraflar), uch harfli (trigraflar) va hatto to'rt harfli shakllarda bo'lishi mumkin. (90)

Shuni ham aytish kerakki, kiritma asosiy gap qurilishiga nutq egasining o'zi tomonidan yoki tayyor nutq tarkibiga ikkinchi bir shaxs tomonidan kiritilgan bo'lishi mumkin. Keyingi turdagi kiritmalarni izoh bo'laklar tarzida berib bo'lmaydi. Chunki ular so'zlovchi nutqidagi, ko'chirma gap qurilishidagi birorta so'z ma'nosini izohlab kelgan bo'lib, ko'pincha muallif tomonidan matnga kiritilgan bo'ladi. Ilmiy matnlarda bunday hodisalar bir mavzu yuzasidan olimlarning turlicha talqinlarini qo'llash uchun ishlatiladi:

Olim A.Abduazizov va prof. A.Nurmonovning ta'kidlashicha, tilning yotiq (gorizontal) harakatiga asoslangan belgilar (unlilarning so'z shakllari tarkibidagi pozitsiyasiga bog'liq bo'lgan old va orqa qator ko'rinishlari) fonologik jihatdan ahamiyatsiz bo'lib, fonemaning asosiy belgilari qatoriga kirmaydi. (.35)

Shuningdek, kiritmalar ilmiy matnda aytish kerak bo'lgan dalillarni, muallif pozitsiyasini, tadqiqotga munosabatini bevosita nutq ichida yo'l-yo'lakay ko'rsatishga imkon beradi.

Yo'l-yo'lakay keltirilgan qisqa va ixcham kiritmalar muallifni uzundan-uzoq izoh berishdan saqlaydi, bayonning ixchamligini ta'minlaydi. Biroq nutqda kiritmalarni keragidan ortiq qo'llash ham maqsadga muvofiq emas. Bu bayonni og'irlashtirib, tushunishni bir muncha qiyinlashtirib qo'yishi ham mumkin. Kiritmalarning matnga no'rin va zarur bo'lmagan o'rinlarda kiritilishi nutqni struktur jihatdan murakkablashtirib, fikr aniqligiga putur yetkazadi.

Kiritma birliklarning qo'llanishi logik va uslubiy jihatdan muayyan bir maqsadga bo'ysundirilgan bo'lsa, fikrni butun ottenkalari bilan aniq va yorqin ifodalashga xizmat qiladi. Anglashilishicha, kiritmalar hamma vaqt ham ikkinchi darajali izoh va qo'shimcha ma'lumotlardan iborat bo'lavermaydi. Ko'pincha, ular gapning umumiy mazmuniy yo'nalishi, stilistik xarakteriga nisbatan muhim va zarur dalillarni bayon qiladi. Lekin ular ikkinchi o'ringa olib chiqilgan bo'ladi. Bu ham ajratib ko'rsatishning o'ziga xos bir usuli bo'lib, o'quvchining diqqatini o'ziga tortadi: asosiy gap bilan kiritma mazmunining birgalikda tushunilishili osonlashtiradi. Demak, kiritmalar ixcham vositalarda katta mazmunni va ta'sirchanlikni berishga yordam beradi. Bunda asosiy gap kiritma mazmunining to'la anglanishi uchun zarur matn rolini o'ynaydi: kiritmaning sodda va ixcham shaklda qo'llanishiga imkon tug'diradi. Kiritma tasvirlanayotgan obyekt haqida o'quvchiga hali aytilmagan, lekin o'quvchining bilishi zarur bo'lgan tafsilotlarni mavridi bilan (o'rni kelib qolganda) yo'l-yo'lakay ma'lum qilishga, shuningdek, ilmiy

matndagi ayrim soʻz yoki iboralarning qanday maʼnoda ishlatilganligini sharhlashga, shu orqali fikrlarini aniq ifodalashga yordam beradi:

Fonemaning boʻlishi oppozitsiyaning boʻlishini, oppozitsiyaning boʻlishi esa pozitsiyaning boʻlishini taqozo qiladi. (“pozitsiya” kategoriyasini birinchi boʻlib hamyurtimiz Muhammad ibn Muso al-Xorazmiy (780—850) kashf etgan). (34) Tilning fonologik tizimida korrelatsiya hodisasi borligini aniqlagan olimlardan biri (ehtimol, birinchisi) bizning yurtdoshimiz Abu Ali ibn Sino boʻlgan.(38)

Soʻzlovchi biror soʻz yoki ifodani tanlashda mulohaza qilishi, fikrining toʻgʻri yoki notogʻri ekanligiga ikkilanishi mumkin. Bu nutqda koʻpincha boshqa adabiyotlardagi fikrlarga toʻxtalib oʻtish va izoh keltirilishiga sabab boʻladi. Ilmiy matndagi bunday qoʻshimcha toʻxtalishlar va izohlar ham kiritmalar yordamida ochib beriladi. Bunday kiritmalar matnda keltirilayotgan taʼrif va ilmiy maʼlumotning aniqligini yoritishda alohida rol oʻynaydi:

Koʻpchilik manbalarda hozirgi oʻzbek adabiy tilining tayanch dialekti sifatida qarluq lahjasi, xususan, uning Toshkent – Fargʻona tipidagi shahar shevalari ishtirok etganligi koʻrsatiladi. Ammo ayrim tilshunolar (masalan, prof. X. Doniyorov, dotsent B. Toʻychiboyev) adabiy tilning tayanch dialekti masalasiga boshqacharoq yondashadilar: ularning fikricha, hozirgi oʻzbek adabiy tilining tarkib topishida qipchoq lahjasiga mansub shevalar ham faol qatriashgan, shunga koʻra adabiy til meʼyorlariga oid ayrim masalalar (xususan, vokalizm tizimi, alifbo tuzilishi) qayta koʻrilishi kerak. (12)

Xullas, kiritma konstruksiyalar ifodalagan maʼnolari jihatdan turli-tuman boʻlib, ularning semantik turlari yuqorida koʻrsatilganlar bilan chegaralanmaydi, albatta. Shuningdek, kiritma konstruksiyalar xilma-xil izoh va qoʻshimcha maʼlumot ifodalash vositasigina boʻlib qolmasdan, fikr ifodalashning maxsus usuli sifatida maʼlum stilistik maqsadlarda ham keng qoʻllanadi.

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Investment Funds for Net Assets Factors

KHURRAMOV Azizbek Mukhiddin ugli¹

RUSTAMOV Dostonbek Jamshid ugli²

Annotation

The article examines the scientific and theoretical aspects of investment funds and analyzes the asset dynamics of global investment funds. The levels of factors affecting the net assets of global investment funds have also been identified and relevant conclusions have been drawn.

Keywords: Investment fund, cash, asset, investor, stock, factor.

INTRODUCTION

It is known that the purpose of investment funds is to attract free funds of legal entities and individuals for profit and invest them in securities, other investment assets, as well as banking accounts and deposits. According to the practice of developed countries, the development of investment funds has a significant impact on the development of financial markets and, on this basis, the economic growth of the country.

In order to develop the activities of funds, in the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 [1], the free funds of the population to the real sector of the economy.

Encourage the purchase of securities issued by enterprises for the purpose of attracting, in particular, the exemption from tax on funds of individuals directed to the purchase of securities.

¹ Researcher of Samarkand branch of Tashkent State University of Economics, Samarkand, UZBEKISTAN. E-mail: azizbek.khurramov@yahoo.com

² Researcher of Tashkent State University of Economics, Tashkent, UZBEKISTAN. E-mail: dostonbekr2000@mail.ru

Also, the Address of the President of the Republic of Uzbekistan to the Parliament on the most important priorities for the development of our country in 2019 states that the development of financial markets in our country, including the stock market, should be one of our main goals in the new economic environment [2].

At present, the country is developing investment funds there are a number of issues that hinder, including securitieslow number of investment funds in the market, investment fundsregulatory framework for regulating the activitiesimperfection, the joint-stock company operating in our country. The higher the requirements for the charter capital of companies, investmentthese are the number of shares of the funds and the lack of net assetsincluding.

Ensuring the active participation of funds in the financial market, their development.Creating conditions and support for is of paramount importance todayearns.

ANALYSIS OF THE RELEVANT LITERATURE

A number of research works in the economic literature on investment funds, their importance in the economy and development trendscarried out.According to research by some economists, investment funds arewho has the best knowledge of investments and is talented, bigfull of investors, reasonable in a professional investment marketis an opportunity to participate in prices. In this case, from the investment processParticipants work hard to create satisfaction and have funthey must feel that they are doing [3].Russian economist, Professor E.A. Abramov interaction for investors .

The main benefits of funds are as follows [4]:

- transfer of investment portfolio management to professionals and risksaving personal time without reducing income, taking into account;
- Improving the level of profitability and risk of the investment portfolioenabling, investment diversification efficiencyaccessibility;
- small private in order to expand the range of investment assetssaving investors' money;
- paid by the investor, taking into account the effectiveness of the business scalecosts (exchange and brokerage commissions, analytical costs andothers) savings;
- investment managers representing the interests of shareholders from unfair actions of depositories and other financial intermediariesavailability of effective means of protection.

The author also influences the development of investment funds. The factors that make up the regression model can be divided into the following groups [4]:

- the welfare of the household and its gross national productmeasures to increase the share. The lower the household income,their ability to invest in funds is reduced. Economythe problem of developing countries is that the gross created during the year. The main income in the distribution of products is in the form of the state budget and gold-currency reserves are accumulated by large state-owned companies;
- in the securities and real estate markets of the countrycapitalization and liquidity growth. Financial assets and real estateincrease in value decrease in value of their portfolio and new participantsprovides growth

of investment funds due to the inflow of funds. Decrease in asset prices, depreciation of portfolios and leads to withdrawal of participants from mutual funds;

- Development of pension funds and insurance companies in the country degree. Pension funds and insurance companies have their own investment funds attract reserves. Pension funds and life insurance increase in population savings on the reserves of companies means the growth of investment fund assets;

- capital markets, including investment funds public and private business in terms of the development of segment effectiveness of the policy. The integration of EU countries is unique. Transition to the European currency, registration and operation of investment funds simplification of rules, domestic fund of EU countries liberalization of the use of foreign funds for the markets – Europe helps to accelerate the growth of funds in their funds and their increases competitiveness. Positive public policy on mutual funds. In countries such as Luxembourg, Ireland and Hong Kong as examples of the impact. Establishment of international financial centers, investment funds countries with relatively high levels of development can be cited;

- Favorable environment for sales and marketing of investment and financial products creating free and prudent investment decisions by private investors allows to receive;

- Improving the financial literacy of the population and overcoming paternalism Allows R. A team of foreign economists led by Tulz [5] according to research, since investors bought shares in mutual funds then their transfer agent issues new shares, their price the current value of the net assets of the shares and the commission charged for the sale determined by the sum. If the owner of the shares offers to buy them if so, the transfer agent pays the value of the net assets received by him and cancels shares.

According to Aliyev [6, p.103], an investment fund is an open joint-stock company, the subject of which is to invest in securities, real estate or real estate rights. An investment fund's investment declaration is its main document, which contains the main directions of the investment fund, opportunities and goals of its activities, securities and shares in the property that may be involved in real estate. Calculation of the value of assets and liabilities of investment funds only in order to evaluate the results of the fund's activities, but also to determine the amount of the award to the manager, to disclose information about his activities and is made to present [6, p.104].

For example, the manager's annual premium amount is the average annual assets after deduction of fund liabilities should not exceed 5% of the value [6, p.104]. Economist V.M. According to Askinadzi [7], investment funds be only equity investment funds and closed share investment funds possible and they are direct investment funds, mortgage funds, venture funds, rental funds, real estate and credit funds category.

Investment funds are only equity investment funds and closed shares can be investment funds and they are hedge funds and commodity markets may belong to the categories of funds [7]. Uzbek economist M.B. Investment in Sultonbaeva research.

The Fund's activities cover the following relationships:

- attraction of funds and other property of investors;
- consolidation of investors' property in a single property complex (fund) and at the disposal of the investment fund itself or specialized management transfer to the company;

- in the form of return on investment (dividends, interest, etc.) or a fund to profit from the resale of investment objects capital, securities, following the principle of diversification and placement in other investment facilities [8].

From the above analysis, it can be seen that investment funds are investments. The strategy and object, as well as the choice of investors are different due to differences in the regulatory documents of the countries' features. Advantages of their investments for investors and a variety of investment funds in order to show the level of risk classification by characteristics is important. Also an investment classification of funds, investor rights and risky investments, profitability, inexperienced in the purpose of investment activities increases transparency for investors.

RESEARCH METHODOLOGY

The article uses statistical grouping of data, comparative and trend analysis methods in the analysis process. The scientific and theoretical views of economists on investment funds and their development are comparatively analyzed. Also, the factors affecting the net assets of global investment funds were selected and an econometric analysis was performed using the multi-factor regression OLS method.

CONCLUSIONS and SUGGESTIONS

1. Encouraging the population and businesses to attract free funds to the national economy and ensure integration into the global financial market for the development of investment funds in Uzbekistan. It is necessary to improve the regulatory framework for investment funds. In particular, the legislation of our country on the establishment and operation of mutual funds, which are still investment funds lack of documentation, their operation in the financial market obstructs. Development and implementation of these regulations is one of the main factors in the growth of net assets of investment funds is calculated.

2. The most important for the growth of net assets of investment funds in the world. Given that the influencing factor is the change in the debt market, in the portfolio in order to diversify the portfolio of investment funds it is advisable to reduce the share of bonds.

3. To increase the net assets of investment funds in Uzbekistan increase the share of legal entities in the portfolio of investment funds purposeful. Increase in the number of shares with the participation of legal entities allows investment funds to increase the value of net assets.

4. The portfolio of investment funds is formed on the basis of shares and currency. In the case of financial instruments, the market value of these instruments is one. The percentage change in the net assets of investment funds by fifteen percent leads to change.

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Ўзбекистон Банк Тизимида Рақамли Технологиялардан Фойдаланишнинг Инновацион Ёндашувлари

АЗЛАРОВА А.А.¹

Аннотация: Мазкур мақолада Ўзбекистон банк тизимида рақамли иқтисодиёт инновацион технологиялари, блокчейн технологиялари ва уларнинг хусусиятлари, фойдаланишдаги самарадорлиги ва мавжуд камчиликлари, шунингдек, банк тизими мисолида инновацион технологиялардан фойдаланиш истикболлари тўғрисида мулоҳаза юритилган.

Калит сўзлар: рақамли иқтисодиёт, банк тизими, блокчейн технологиялар, масофавий банк хизматлари, fintech, молиявий технологиялар.

Аннотация: В данной статье рассматриваются инновационные технологии цифровой экономики в банковской системе Узбекистана, блокчейн-технологии и их особенности, эффективность и существующие недостатки, а также перспективы использования инновационных технологий в банковской системе.

Ключевые слова: цифровая экономика, банковская система, блокчейн-технологии, услуги дистанционного банковского обслуживания, финтех, финансовые технологии.

Abstract: This article discusses innovative technologies of the digital economy in the banking system of Uzbekistan, blockchain technologies and their features, efficiency and existing shortcomings, as well as the prospects for using innovative technologies in the banking system.

Keywords: digital economy, banking system, blockchain technology, remote banking services, fintech, financial technologies.

¹ и.ф.н. доц. ТДИУ, Банк иши” кафедраси. E-mail: aziza.azlarova@mail.ru

Бугунги кунда, жаҳоннинг турли мамлакатларида рақамли иқтисодиёт, молиявий технологиялар, блокчейн тизимидан кенг фойдаланилиш, ҳар қандай соҳанинг шаффофлик даражасини ошириб, коррупция ҳолатларининг камайишига хизмат қилмоқда.

Республикамызда давлатимиз раҳбари томонидан рақамли иқтисодиётга фаол ўтиш – келгуси 5 йилдаги энг устувор вазифалардан бири сифатида белгиланди ва 2020 йил "Илм, маърифат ва рақамли иқтисодиётни ривожлантириш йили" деб эълон қилинди.[5]

"Илм, маърифат ва рақамли иқтисодиётни ривожлантириш йили" Давлат дастури [3]нинг иқтисодиётни ривожлантиришнинг устувор йўналишларига оид қисми 15 та бўлим, ва 96 банддан иборат бўлиб, унда банкларни замонавийлаштириш, онлайн равишда банк хизматларини кўрсатиш масалаларига алоҳида эътибор берилган, жумладан:

- банк тизимида инсон омилини чеклаган ҳолда рақамли технологияларни кенг қўллаш;
- “кредит тарихи” ахборот тизимини тўлиқ ишга тушириш;
- Ташки иқтисодий фаолият миллий банкида “лойиҳалар фабрикаси” фаолиятини йўлга қўйиш учун йўналишлар кесимида бизнес лойиҳалар базасини шакллантириш каби вазифалар белгилаб қўйилган.

Шунингдек, республикамызда Президент Ш.М.Мирзиёев ташаббуси билан иқтисодиётнинг барча соҳаларини рақамли технологиялар асосида янгилашни назарда тутадиган рақамли иқтисодиёт миллий концепциясини ишлаб чиқиш, шу асосда “Рақамли Ўзбекистон-2030” дастурини ҳаётга татбиқ этиш юзасидан қатор ишлаб амалга оширилмоқда.[5]

Бошланган ишларнинг мантикий давоми сифатида жорий йилнинг 28 апрель санасида Ўзбекистон Республикаси Президентининг “Рақамли иқтисодиёт ва электрон ҳукуматни кенг жорий этиш чора-тадбирлари тўғрисида”ги Қарори қабул қилинди.[6]

Мазкур Қарор билан, рақамли иқтисодиёт ва электрон ҳукумат соҳаларида Ахборот технологиялари ва коммуникацияларини ривожлантириш вазирлиги ягона ваколатли орган этиб белгиланган, ҳамда Вазирлик қошида “Электрон ҳукумат лойиҳаларини бошқариш маркази” ҳамда “Рақамли иқтисодиёт тадқиқотлари маркази” давлат муассасалари ташкил қилиниши кўзда тутилган.

Шунингдек, Қарорни ижросини таъминлашда, банк хизматлари йўналиши бўйича 12 та, электрон давлат хизматларида йўналиши бўйича 8 та лойиҳаларни амалга ошириш режалаштирилган.[6]

Ўзбекистон Республикаси Президентининг “Ўзбекистон Республикасида рақамли иқтисодиётни ривожлантириш чора-тадбирлари тўғрисида”ги қарори билан [7]:

-инвестициявий ва тадбиркорлик фаолиятининг турли шакллари диверсификация қилиш учун крипто-активлар айланмаси соҳасидаги фаолиятни, жумладан майнинг, смарт-контракт, консалтинг, эмиссия, айирбошлаш, сақлаш, тақсимлаш, бошқариш, суғурталаш, крауд-фандинг (жамоавий молиялаштириш) технологияларини жорий этиш;

-блокчейн технологияларини ишлаб чиқиш ва улардан фойдаланиш соҳасида замонавий

ахборот-коммуникация технологияларини яхши тушунадиган, амалий иш кўникмаларига эга малакали кадрларни тайёрлаш, шунингдек, юқори малакали хорижлик мутахассисларни жалб қилиш;

-крипто-активлар бўйича фаолият ва “блокчейн” технологиялари соҳасида халқаро ва хорижий ташкилотлар билан ҳамкорликни ҳар томонлама ривожлантириш, шунингдек, илғор хорижий тажрибани ҳисобга олган ҳолда зарур ҳуқуқий базани яратиш;

-рақамли иқтисодиётни янада ривожлантириш учун инновацион ғоялар, технологиялар ва ишланмаларни жорий этиш соҳасида давлат органлари ва тадбиркорлик субъектларининг яқин ҳамкорлигини таъминлаш вазифалари белгилаб берилган.

Ҳозирда, республикада 2018 йилнинг 1 июнида ўз фаолиятини бошлаган “Mirzo Ulugbek Innovation Center”и ҳузурида Тақсимланган реестр (блокчейн) технологиялари бўйича ваколатли марказ фаолият олиб бормоқда.[4]

“Рақамли иқтисодиёт” атамаси илк бор 1995 йилда Массачусетс университетида фаолият олиб борган америкалик информатик олим, Николас Негропonte томонидан ўз ҳамкасбларига замонавий ахборот-коммуникация технологияларига асосланган иқтисодиётнинг эски иқтисодиётдан устунлигига бағишланган маърузасида тилга олинган. [8]

“Рақамли иқтисодиёт” атамасини Дон Тепкотт биринчи бўлиб, 1995 йилда “Рақамли иқтисодиёт: тармоқли интелект асрида ваъда ва хавф-хатар” (The Digital Economy: Promise and Peril in the Age of Networked Intelligence) наشريда алоҳида тушунча сифатида талқин этган, шунингдек, рақамли иқтисодиётнинг асосий таркибий қисмларига фундаментал инновациялар (яримўтказгичлар, процессорлар), асосий технологиялар (компютерлар) ва боғловчи инфратузилмалар (интернет ва телекоммуникация тармоқлари) ажратиб кўрсатган. [9]

Фикримизча, банк тизимида рақамли иқтисодиёт технологияларидан фойдаланиш бу аввало, миқдорлар билан иқтисодий, ижтимоий ва маданий алоқаларни рақамли технологиялардан фойдаланган ҳолда амалга ошириш тизими ҳисобланади, шунингдек унга онлайн-хизматлар, масофавий таълим, электрон тўловлар, товар ва хизматларнинг интернет-савдоси мисол бўла олади.

Рақамли иқтисодиёт ва электрон ҳукумат бўйича халқаро эксперт Даниель Мэнсининг фикрича, рақамли иқтисодиёт энг кўп ривожланган мамлакатлар АҚШ ва Хитой ҳисобланади, шу билан бирга, дунё бўйича блокчейн технологияларга доир патентларнинг 75 фоизи ҳам шу давлатларга тўғри келади.[10]

Рақамли иқтисодиёт деганда, фақатгина Блокчейн (Blockchain) технологиясини ва улардан халқаро молия бозорларида фойдаланиш масалаларини ёки криптовалюталарни тушуниш керак эмас. Албатта, Блокчейн технологияси, криптовалюталар ҳам рақамли иқтисодиётнинг бир бўлаги. Лекин, рақамли иқтисодиёт (Digital Economy) деганда, рақамли коммуникациялар, информацион технологиялар ёрдамида олиб бориладиган иқтисодиёт тушунилади. [11]

Блокчейн технологиясини битта тармоққа бирлаштирилган бир нечта компьютерда такрорий фактлар ёзилган очик журнал сифатида тушуниш мумкин. Ҳар ким бундай журнални кўриб чиқиши мумкин, аммо тармоқ ичида маълумот алмашинувида криптографик алгоритмлардан фойдаланганлиги сабабли жўнатувчи ва маълумотни қабул қилувчи маълумотлари ишончли ҳимояланган. Блокчейн тармоғида маълумот "жамоат мулки" бўлиб, у барча тармоқ иштирокчилари

томонидан яратилади ва сақланади. Ушбу тармоққа аввал киритилган маълумотлар ўзгартирилмайди ёки ўчирилмайди.[12;45-47]

Бугунги кунда республикамизда блокчейн технологияларидан пул ўтказмалари, давлат кадастри ва картография, чакана операциялар ва бошқа соҳаларда тажриба сифатида фойдаланиш имкониятлари ўрганилмоқда.

Миллий иқтисодиётимиз тизимида блокчейн технологияларидан фойдаланишнинг афзалликлари қуйидагиларда намоён бўлади:[13;4-6]

-маълумотларнинг дахлсизлиги. Блокчейн технологияларида барча маълумотлар бир вақтнинг ўзида кўплаб компьютерларда сақланади ва бу маълумотнинг максимал даражадаги хавфсизлигини таъминлайди.

-блокчейн технологияларининг нисбатан арзон ва фойдаланиш учун қулайлиги;

-ортиқча комиссиян тўловлардан хоилиги. Мазкур технологиялар тўғридан-тўғри “хукумат – фуқаро” формуласи асосида фаолият олиб боради ва қўшимча комиссиян тўловларни максимал даражада чеклашга имкон яратади.

-ўтказмаларнинг фавқулудда тезлиги. Блокчейн 24 соат мобайнида фаолият олиб боради ва ўтказмаларнинг бир неча сонияда манзилига етиб боришини таъминлайди.

-шаффофлик. Барча фойдаланувчилар учун ўтказмалар тарихи бўйича маълумотлар очиқ бўлади ва фойдаланувчи рўйхатдан ўтган қайдномаси орқали маълумотлардан фойдаланиш имкониятига эга бўлади.

Блокчейн технологиялари юқорида санаб ўтилган қулайликларига қарамасдан маълум бир камчиликлардан холи эмас. Хусусан, блокчейн технологиялари билан боғлиқ асосий муаммо—технологияни оммавий жорий этишдадир.[14]

Бунда, блокчейннинг ишлаши учун мавжуд тизимдан воз кечиб, барчасини бошидан бошлаш керак. Лекин мазкур жараён рақамлаштириш билан биргаликда амалга оширилса, нисбатан кўзга ташланмайди.

“Энергияга қарамлиги” блокчейннинг яна бир камчилиги ҳисобланиб, ва кўп энергия талаб этилиши блокчейнни қиммат технологияга айлантиради.

Маълумотларнинг электрон ўлчами ҳам муайян муаммо сифатида кейинчалик вужудга келиши мумкин. Буни кшрсатилаётган банк хизматлари соҳасида кўриб чиқадиган бўлсак, барча мижозларнинг тўловлари, электрон ҳисоб рақамлари, уларнинг йиллар давомида амалга оширган ўтказмалари ўлчами кенгайиб, кейинчалик юзлаб ГБларни ташкил қилиши аниқ. Мазкур ўлчамнинг доимий ошиб бориши электрон маълумотни сақлаш билан боғлиқ муаммони юзага келтириб чиқариши мумкин.

Кўплаб фойдаланувчиларга блокчейн технологияларининг махфийлик қонун-қоидаларига мутлақо зидлиги маъқул бўлмайдиган яна бир жиҳати ҳисобланади. Блокчейн технологияларининг бу хусусияти сайлов ва референдумлар ўтказишда, бизнестда ва бошқа шу каби соҳаларда қулай бўлиши мумкин, аммо банк тизими фойдаланувчиларга маъқул бўлмаслиги эҳтимолдан холи эмас. Шундан келиб чиқиб, блокчейн технологияларидан фойдаланиш замон талаблари асосида вужудга

келаётган табиий жараён сифатида қаралиши керак.

Ҳаракатлар стратегиясининг 71-бандида барча хизмат кўрсатиш соҳаларида рақамли трансформацияни амалга оширишга алоҳида эътибор қаратилган. [2]. Давлат улушига эга бўлган банклар трансформацияси бўйича «йўл харита»ларини 2020 йил 1 июндан бошлаб амалга ошириш, шу жумладан аҳоли ва хўжалик юритувчи субъектларга кўрсатилаётган банк хизматлари сифатини ошириш ҳамда замонавий чакана банк хизматлари турларини кўпайтириш чоралари белгиланган [3]

Фикримизча, рақамли трансформация - рақамли технологияни тадбиқ этиш орқали дунё бизнесининг янги шароитларга, жамиятнинг имтиёзларга мослаша оладиган муқаррар жараёни ҳисобланиб, инсонларнинг турмуш тарзини яхшилашга хизмат қилувчи восита ҳисобланади.

Банк тизимида трансформация жараёни халқаро стандартлар асосида амалга оширилиши, ҳамда ликвидлиликни бошқаришнинг замонавий андозаларини жорий қилиш, ресурс базасини бошқаришга қўзланган бўлиши лозим. Шу билан бирга, чакана хизмат турларини ривожлантиришга эътибор қаратиб, риск менежменти инфратузилмасини ташкил этиш, рискларни бошқаришда чет эл тажрибасидан фойдаланиш, андеррайтерларни тайёрлашга йўналтирилган бўлиши керак.

Бунда, айниқса, кредит мониторинги жараёни, кредит рискларини баҳолаш ва бошқариш, банк ходимларида корпоратив маданиятни шакллантириш, уларнинг малакасини ошириш каби муҳим вазифаларга алоҳида эътибор бериш лозим. Шунингдек, банк тизимида трансформация жараёни банкда кредит ажратиш муддатини 5 кундан 1 соатгача қисқартириш, кредит тўловларини мобил илова ва инфокиоскалар орқали амалга ошириш, кредит карталарни расмийлаштириш, мижозлар тўловларини куну тун режимига ўтказиш, онлайн кредитлар ажратилишини ва онлайн депозитлар жалб қилинишини йўлга қўйишга мўлжалланиши зарур.

Рақамли иқтисодиёт ривожланишида, "Молиявий технологиялар" ёки "fintech" атамасидан ҳам кенг фойдаланилсада, бу нисбатан янги тушунча бўлиб, ҳозирги кунда умум қабул қилинган тўлиқ таърифи мавжуд эмас.[16]

Бу атама одатда банк ҳамда молиявий хизматларни тақдим этиш ёки қувватлаш учун фойдаланиладиган компьютер дастурлари ва технологиялар сифатида талқин қилинади. Банк назорати бўйича Базель қўмитаси "молиявий технологиялар" деганда технологиялар асосида пайдо бўлган, молиявий бозор ва муассасалар учун янги бизнес моделлар, илова, жараён ёки маҳсулотлар яратишга ёки хизматлар ишлаб чиқишга олиб келадиган молиявий инновациялар" деб тушунча беради. [17]

Жаҳон амалиётида глобал муносабатлар молиявий технологияларнинг жадал ривожланишига замин яратиб, янги P2P- кредитлаш, онлайн-скоринг, алгоритмик савдо ва шунга ўхшаш хизматларнинг пайдо бўлишига сабаб бўлди.

Ўзбекистонда тижорат банклари томонидан дастур яратувчилар билан бирга жорий этилган мобил илова дастурлари орқали мижозларга реал вақт режимида банк операцияларини бажариш имконини берувчи қуйидаги:

- ❖ картадан картага пул ўтказиш (P2P) операцияларини бажариш;
- ❖ солиқ, бюджет, коммунал ва бошқа бир қанча тўловларни амалга ошириш;
- ❖ мижознинг талабига кўра банк картасини блоклаш (блокдан чиқариш);
- ❖ жисмоний шахслар учун микроқарз олиш ва кредитларни сўндириш;

- ❖ онлайн омонатларни расмийлаштириш, депозит ҳамда ссуда (кредит) ҳисобварақларини масофадан очиш (банк ҳисобварақларини ўрнатилган тартибда очган мижозлар учун);
- ❖ халқаро банк карта ҳисобварағидан тўловларни амалга ошириш ва мониторинг қилиш, онлайн конверсия хизматлари;
- ❖ банк инфратузилмалари (филиаллар, айирбошлаш шаҳобчалари, банкомат ва инфокиосклар) дислокацияси ҳақида маълумот олиш;
- ❖ халқаро пул ўтказмалари тизими орқали келган маблағларни мижознинг хоҳишига кўра банк ҳисобварағи (омонати) ёки банк картасига киритиш каби хизматлар йўлга қўйилган.

Бироқ, Ўзбекистон республикаси банк-молия тизимида ўз ечимини кутаётган бир қатор муаммолар ҳам мажуд. Банк секторининг жаҳонда ҳажми кичиклиги (86-ўрин). [18,258]. Ўзбекистон Республикаси банк тизимининг ҳажми (активлари) жиҳатидан ривожланган мамлакатлардан анча ортда қолмоқда. Иқтисодиётнинг ривожлантириш мақсадларига эришиш учун юқорида айтилган активларни сезиларли даражада ўсиши керак бўлади. 2019 йил давомида активларнинг умумий ўсиши 98% ни ташкил этди, бироқ бу таъсир 60%га валюта курсининг девалвацияси ва валюта активларининг пропорционал ўсишига боғлиқ.

Давлатга қарашли банклар капитал ва кредит портфели нуқтаи назаридан устунлик қилади, аммо бу ҳолат ривожланаётган иқтисодиёт учун мақбулдир, чунки бу иқтисодиётнинг стратегик муҳим соҳаларига кредит оқимларини йўналтириш имконини беради.

Молиявий тизимга аҳоли ўртасида ишонч даражасининг нисбатан пастлиги (60%), банк тизимининг ривожланиш суръатларини секинлаштиради ва иқтисоднинг яширин секторини сақлаб қолишга ҳисса қўшади, аммо инфратузилмани ривожлантириш ҳисобидан банк секторининг тарқалиши аста-секин ўсиб боради.[18,259].

Ўзбекистон Республикаси Марказий банки жорий йил бошида коронавирус билан боғлиқ бўлган ташқи иқтисодий ноаниқликларнинг кучайиши натижасида асосий ставканинг йиллик 16 фоиз даражасида ўзгаришсиз қолдириб, ҳисоб-китобларига кўра инфляциянинг энг юқори даражаси жорий йилнинг иккинчи чорагида кузатилиши мумкинлигини башорат қилган эди. Жорий 2020 йил 14 апрелда Марказий банк Бошқарувининг навбатдан ташқари йиғилишида асосий ставкани йиллик 16 фоиздан 15 фоизга тушириш тўғрисида қарор қабул қилинди. [19]Ушбу қарор қабул қилинишига сабаб бўлган омиллар ва Марказий банкнинг жорий макроиқтисодий ҳолат бўйича таҳлиллари бўлиб қуйидагилар ҳисобланади.

Биринчи навбатда, асосий ставканинг пасайтирилиши 2020 йил учун белгиланган инфляция даражаси прогнозининг пасайиш томонга қайта кўриб чиқилиши билан боғлиқ.

Инфляцион таргетлаш доирасида йил бошида 2020 йил учун инфляциянинг 12-13,5 фоиз оралиқда бўлиши прогноз қилинган эди ва жорий йилнинг 16 январь ва 5 март кунлари бўлиб ўтган Бошқарув йиғилишларида инфляция прогнози ўзгартиришсиз қолдирилди.[19]

Ҳозирда республикада фаолият юритаётган кредит ташкилотлари сони 148 тани ташкил қилмоқда.(1-жадвал)

1-жадвал

Кредит ташкилотлари сони ва банклар инфратузилмалари тўғрисида маълумот [19]

	01.01.2018	01.01.2019	01.03.2020
1. Кредит ташкилотлари, жами*	104	121	148
шу жумладан:			
- Тижорат банклари, шундан:	28	29	30
<i>Давлат улуши мавжуд банклар</i>	11	13	13
<i>Бошқа банклар</i>	17	16	17
- Нобанк кредит ташкилотлари, шундан:	76	92	118
<i>Микрокредит ташкилотлари</i>	30	37	57
<i>Ломбардлар</i>	46	55	61
2. Тижорат банклари филиаллари, жами	862	876	853
3. Банк хизматлари марказлари (хизмат офислари ва мини-банклар)	980	1151	1 093
4. 24/7 шахобчалари		907	1 097

Жадвал маълумотларига кўра, Ўзбекистонда жами кредит ташкилотлари сони 2018-2020 йилларда 44 тага ошиб, 01.03.2020 йил ҳолатига 148 тага етган. Шунингдек, нобанк кредит ташкилотлари сони ҳам ортиб, 2018 йилда 76 тани ташкил қилган бўлса, 2020 йилга келиб 118 тани ташкил қилган. Таҳлил қилинаётган даврда банк хизматлари марказлари (хизмат офислари ва мини-банклар) ва 24/7 шахобчалари сони ҳам ортган. Бу кўрсаткичлар иқтисодийётимизда банк тизимининг алоҳида аҳамиятга эгалиги билан, ҳамда банк хизматларига талабнинг ортиб бориши билан изоҳланади.

Яна бир қўшимча сифатида шунини айтиш мумкинки, Ўзбекистон Республикаси Марказий банки Бошқарувининг 2020 йил 11 апрелдаги қарорига мувофиқ, “ТВС Bank” акциядорлик тижорат банкига банк фаолиятини амалга ошириш ҳуқуқини берувчи лицензия берилди ва натижада республикада фаолият юритаётган тижорат банклари сони 31 тага етди.[19]

2-жадвал

Банк тизими ликвидлилик динамикаси [19]

Кўрсаткичлар номи	01.01.2020 й.	01.03.2020 й.
Юқори ликвидли активлар (млрд. сўм)	30 874	29 431
Юқори ликвидли активларнинг жами активларга нисбати, фоизда	11,3%	10,6%
Ликвидлиликни қоплаш меъёри (мин. талаб 100%)	208,5%	186,8%
Соф барқарор молиялаштириш меъёри (мин. талаб 100%)	112,8%	110,5%
Лаҳзали ликвидлилик меъёри (мин. талаб 10%)	47,8%	49,8%

Тахлил маълумотларига кўра, Ўзбекистон банк тизимида 2020 йил март-апрель ойларида ликвидлик даражаси Марказий банк томонидан ўтказилган пул-кредит операциялари таъсирида шаклланиб, банк тизими барқарорлигини таъминлаш учун етарли даражада бўлган. (2-жадвал). Жорий йилнинг март ойида пул бозоридаги ўртача тортилган фоиз ставка 16,0 фоизни ва апрель ойининг ўтган даврида 16,6 фоизни ташкил этган. [19].

Куйидаги 3-жадвалда, банк активлари, кредит қўйилмалари, жалб қилинган жами депозитлар ҳамда жами капитал 01.03.2020 йил ҳолатига ўсиб бориш динамикаси тўғрисида маълумот келтирилган.

3-жадвал

Банк тизими фаолиятининг асосий кўрсаткичлари тўғрисида маълумот [19]

Кўрсаткичлар номи	01.01.2020 й.с			01.03.2020 й.с			Номинал ўсиши, фоизда	Млрд. сўмда Ҳақиқий ўсиши (девальвацияни ҳисобга олмаган ҳолда) фоизда
	жами	шундан, хорижий валютала	улуши, фоизда	жами	шундан, хорижий валютала	улуши, фоизда		
Банк активлари жами	272-727	129-077	47,3%	278-948	132-550	47,5%	2,3%	2,2%
Кредит қўйилмалари жами	211-581	100-947	47,7%	215-815	103-775	48,1%	2,0%	1,9%
Жалб қилинган жами депозитлар	91-009	39-969	43,9%	90-775	39-249	43,2%	-0,3%	-0,3%
Жами капитал	51-031	305	0,6%	52-943	305	0,6%	3,7%	3,7%

Маълумотларга кўра, 2020 йилнинг ўтган даври мобайнида аҳолининг миллий валютадаги муддатли депозитлари қолдиғи 10,2 фоизга (714 млрд. сўмга) ошган бўлса, хорижий валютадаги муддатли депозитлари қолдиғи 1,2 фоизга (67 млрд. сўмга) камайган. (3-жадвал).

Бугунги пандемия шароитида тўловларни контактсиз амалга оширишнинг хавфсиз ҳисобланади. Шу жихатдан, тижорат банкларининг масофавий банк технологиялари орқали кўрсатадиган онлайн хизматларига, яъни интернет-банкнинг, смс-банкнинг ва мобил-банкнинг, банк карталаридан ёки муқобил электрон тўлов турларидан фойдаланиш каби хизматларига талаб ортди.

Таъкидлаш ўринлики, республика бўйича 2020 йилнинг 1 январь ҳолатига банк

ҳисобварақларини масофадан бошқариш тизимларидан фойдаланувчилар жами сони 10 153 458 та бўлиб, шундан юридик шахслар ва якка тартибдаги тадбиркорлар сони 691 008 тани ташкил этган бўлса, жисмоний шахслар сони эса 9 462 450 тани ташкил этган.(1-расм).

Расм маълумотлари, 2019 йил 1 январь ҳолатига (7 959 107 тага) нисбатан банк ҳисобварақларини масофадан бошқариш тизимларидан фойдаланувчилар жами сони 127,6% ни, мос равишда юридик шахслар ва якка тартибдаги тадбиркорлар сони (359 770 тага нисбатан) 186,6% ни ҳамда жисмоний шахслар сони (7 599 337 тага нисбатан) 124,5% ни ташкил қилганлигидан далолат беради.

1-расм. Банк ҳисобварақларига масофадан хизмат кўрсатиш тизимларидан фойдаланувчиларга доир маълумот.[19]

Ўзбекистон Республикаси “Тўловлар ва тўлов тизимлари тўғрисида”ги Қонуннинг 35-моддасига кўра, банк карталарини муомалага чиқариш ва улардан фойдаланиш банк картасининг эмитенти ҳамда банк картасини сақловчи ўртасида тузилган шартнома асосида амалга оширилади.[1]

Бугунги кунга келиб ҳудудларда қарийб 5 450 донa банкоматлар банк инфратузилмалари ва аҳоли гавжум объектларга ўрнатилган. Улардан 2 800 донaси НУМО тўлов тизими банкоматлари ҳамда 2 650 донaси Узкард тўлов тизими банкоматлари ҳисобланади.

Республика бўйича савдо ва хизмат кўрсатиш пунктларига жами 440 мингдан ортиқ терминаллар ўрнатилган [19]

Шу сабабли, республикада барча ҳудудлар миқёсида банк карталари орқали тўловларни амалга ошириш учун мавжуд чакана тўлов тизимлари томонидан зарур тўлов инфратузилмаси яратилган.

Бу эса ўз навбатида тижорат банкларининг мобил иловалар орқали мижозларга кўрсатадиган масофавий банк хизматларига инновацион ёндашув заруратини келтириб чиқаради.

Шу жihatдан республикамиздаги барча тижорат банклари ўз мобил иловаларига қўшимча хизмат турларини босқичма босқич киритиб боришмоқда. Масалан, АТБ Туронбанкнинг “My Turon” мобил иловаси орқали 3 та янги хизмат жорий этилди. Хусусан, анъанвий депозит, кредит операцияларини мобил иловалар орқали амалга оширишдан ташқари, “Contact”, “Unistream”, “Western Union”, “MoneyGram” халқаро пул ўтказмалари тизимлари орқали юборилган маблағларни банкнинг “Uzcard”, “Visa” ва “Mastercard” пластик карточкаларига миллий ва хорижий валютада мутлақо бепул кирим қилиш хизматини йўлга қўйилган.

Биламизки, банк пластик картасининг хавфсизликни таъминлаш учун ўртатилган ПИН-кодини 3 маротаба нотўғри терилиши картанинг блокланиб қолишинишига сабаб бўлади, Туронбанк карантин шароитида 24/7 режимда бепул блокдан чиқариш хизматини ҳам амалиётга жорий этди.

Шу билан бирга, “My Turon” иловаси орқали Туронбанкнинг “Humo” пластик карталарига СМС - хабарнома хизматини My Turon” иловасини юклаб олиш орқали хизматни мутлақо бепул улаш имконияти яратилди. Авваллари, бунинг учун мижозлар банкка келиб, ариза тўлдиришлари талаб этилар эди.

Умуман олганда, банк тизимида рақамли иқтисодиёт технологияларидан фойдаланиш бу мижозлар учун банк хизматларни виртуал муҳитда қулай яратадиган тизим ҳисобланади.

Хулоса қилиб айтганда, Банкларни ривожлантириш концепцияси: [2].

- ❖ давлат улушига эга бўлган банклар трансформацияси бўйича “йўл харита”ларини тасдиқлаш ва амалга ошириш;
- ❖ давлат улушини стратегик инвесторга сотиш бўйича режа-график тузиш;
- ❖ банкнинг капитал, ресурс базаси ва даромадларини оширишга қаратилган аниқ чораларни белгилаш;
- ❖ қонун ҳужжатлари ва банк амалиётини банк назорати бўйича Халқаро Базель кўмитасининг банк назорати бўйича асосий тамойилларига мувофиқлаштириш;
- ❖ замонавий ахборот-коммуникация технологияларини қўллаган ҳолда бизнес жараёнларини оптималлаштириш;
- ❖ аҳоли ва ҳўжалик субъектларига кўрсатилаётган банк хизматлари сифатини ошириш ҳамда замонавий чакана банк хизматлари турларини кенгайтириш;
- ❖ жорий йилда 200 та банк хизматлари офислари ташкил этиш;
- ❖ 2,4 млрд АҚШ доллари миқдорида хорижий кредит линияларини жалб қилиш ва самарали ўзлаштириш;
- ❖ қўшимча 15 трлн.сўм миқдорида юридик ва жисмоний шахсларнинг депозитларини жалб қилиш;
- ❖ банк тизимида ахборот-коммуникация технологияларини диагностикадан ўтказиш ва уларни замон талабларига келтириш бўйича чоралар ишлаб чиқиш;
- ❖ “кредит тарихи” ахборот тизимини тўлиқ ишга тушириш;
- ❖ тижорат банкларида корпоратив бошқарувни ривожлантириш назарда тутилади.

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Ақиқат Дүниені Танытатын Этнотаңбалар Жайында

ЕСЕНОВА Қалбике Өмірбайқызы¹

АМИРБЕКОВА Айгүл Байдебекқызы²

Abstract

Ethnocultural vocabulary has a special place in the linguistic picture of the world, it is directly related to being, history. The formation of this vocabulary was affected by the worldview of the people, traditions of generations, material conditions, contacts of the population with other ethnic groups. The article studies some culturally marked units of the Kazakh language, which are a means of forming ethnocultural values, as they contain ethnically valuable material. The problem posed in the work is relevant for modern anthropolinguistic research.

Тіл білімінде күні бүгінге дейін өзекті мәселелердің бірі ретінде кеңінен қарастырылатын нысанның бірі – таңба, тілді жүйе ретінде танытатын таңба мен таңбалану мәселелері. Таңба мен таңбалау ұғымының қалыптасуы сонау антикалық дәуірден бастау алады. Стойктердің пікірінше, таңба үш бірліктің өзара тоғысуы негізінде қалыптасады. Оның бірі – таңбалаушы, яғни адамдың белгілі бір затты таныту үшін қолданған дыбысы. Екінші – таңбаланушы – ой-сана арқылы танылатын, алдын ала белгілі болған, дыбыстаумен белгіленген зат. Үшінші – объект – сыртқы субстрат. Осы үш бірлікті тоғыстырып таңба ретінде жарыққа шығаратын – адам. Демек таңбаның өзі де антропоцентристік бағыттың негізгі ұғымдарының бірі.

Белгілі бір нәрсені білдіру, хабарлау қызметін атқарып тұрған материалдық көрсеткіш. Семиотик ғалымдар Ч.Пирс пен Ч. Моррис еңбектерінде таңба, десигнат, интерпретант және

¹ Абай атындағы ҚазҰПУ профессоры, ф.ғ.д., «Қазақ тілі мен әдебиеті» кафедрасының меңгерушісі, KAZAKHSTAN

² А.Байтұрсынұлы атындағы Тіл білімі институтының жетекші ғылыми қызметкері, ф.ғ.к.; , KAZAKHSTAN

интерпретатор ұғымдарын негізгі тілдік семиотикалық жүйе деп танып, бұлар лингвомәдени бірлік ретінде біртұтас семиозистік қалыпқа түсіп, «тіл – мәдениет – сана бірлігінің өзегі, яғни сөздің дыбысталуы мен графикасының таңбалану белгісі, денотат ретіндегі көрінісі, таңбаның мазмұны мен мағынасы және субъект қызметін атқарады» [1, 1056], - деп көрсетеді.

Кез келген таңбаның екі жағы болады: бірінші жағы – формасы, екінші жағы – мазмұны. Тілдік таңба мен шартты таңбалардың арасындағы ұқсастық: екеуінде де тұлға мен мазмұн бар, екеуі де бірдеме жайында «хабарлаудың» құралы [2,126].

Тілдегі таңбалық бірліктер халықтың дүниетанымы мен болмысынан, рухани мәдениеті мен сол халық тіршілігінен, өмір сүрген ортасынан, менталитетінен, психологиясы мен әлеуметтік-саяси көзқарасынан мағлұмат беретін ұлттық құбылыс болып табылады. Тілдік таңба – мәдениеттің феномені, ұлт мәдениетінің көрінісі ретінде ғылымда өз дәрежесінде әлі зерттелмей келеді. Тіл – рухани күш, демек тілдік таңбалар, яғни таңбалаушы мен таңбаланушы және объект арқылы адам кез келген құбылысты қабылдап, оған баға беріп, өз көзқарасы мен ойын білдіре алады [3,246].

Ғалым Н. Уәлидің пікірінше кейбір сөздердің бойында екі таңба қатар көрініс беретін кездері болады, олар: тілдік таңба және мәдени таңба. Осы екі таңбаның түпкі мәндері тоғыса келіп, лингвомәдени таңба ретінде бір ұғымның аясына бірігіп, санада бір ғана бірлік күйінде сақталады.

Таңбаның адамға тікелей қатысты екенін А.А.Уфимцева былай түсіндіреді: таңбаның басты қасиеттері – оның қабылдану мүмкіндігінің болуында, басқаша айтсақ, материалдану, конвенциалдану және жүйелену мүмкіндіктерінің бар болуы. Қандай да бір құбылыс немесе зат таңбаны қабылдаушы субъектінің объективті шындыққа деген ерекше қарым-қатынасын көрсету арқылы белгілі бір таңбалық жағдайға нақты белгілеу семиозисін іздестіреді [4, 1046].

Тіл мен таңба адам санасында танылатын бейненің сұлбасын жасайды. Тілдегі адам факторын тереңінен зерттеу нәтижелері санадағы ақиқат дүниенің бейнесін, оның ішінде дүниенің тілдік бейнесін анықтауға әкелді.

Әлеуметтік жағдаят пен тілдік таңба бірінсіз бірі болмайтын, бірін - бірі толықтыратын ажырамас құбылыстар деп саналады. Сондықтан тілдік таңба бойындағы семиотикалық мағына әлеуметтік ортада еш өзгеріссіз сақталады, осыдан барып этнотаңбаланған реалийлер тілдік таңбаның бірнеше рет ассиметрияланған/симметрияланған көп қырлы үрдісінен өтіп барып бейімделеді.

Демек, кез келген таңба этнотаңбалық тұрақтылыққа (мәңгілік халық жадында сақталатын, ұрпақтан ұрпаққа берілетін мәртебеге) жете бермейді. Этнотаңбалық қасиетке ие болатын ұғымдар ұлттың (халықтың) ортақ ассоциативті-мағыналық таным желілерінен жинақталған ерекше ұлттанытушылық мәдени концептілердің аясында шоғырланып, халықтың астырт санасында тереңінен сақталады. Нақтылап айтатын болсақ, этнотаңбалар ұлттық дүниенің тілдік бейнесінде айқын көрінеді (яғни ырым-тыйым, наным-сенімде, лингвомәдени, лингвоелтанымдық концептілер жүйесінде (ұлттық фразеологизм, метафора, теңеу) оңай байқалады.

Этнотаңбалар тұрпат межесінде қарапайым тілдік бірліктермен вербалданғанымен, мазмұн межесінде семиотикалық түрлеріне қарай ажыратылып жіктеледі. Ол үшін Ч.Пирс ұсынған этнотаңбалар әлемімен және олардың жіктелімімен таныстырайық. Ч.Пирстің жіктелімі бойынша таңбалар иконды таңбалар, индексті таңбалар және символ-таңбалар болып бөлінеді. Иконды

таңбалар бейнеленуші мен білдірушінің ұқсас тұстары тұрғысынан үйлесетін бейнелі таңбалар деп танылады. Индекс таңбалар бейнеленуші мен білдірушінің уақыт пен кеңістіктегі орналасуы жағынан өзара үйлесуін танытатын семиотикалық таңба болып саналады. Ал символ бойындағы бейнеленуші мен білдіруші компоненттер өзара белгілі бір конвенция шеңберінде, яғни нақты ұғымды ұлттық санаға ортақ айрықша бейнелі таңбамен таныту құбылыстарымен ерекшеленеді.

Жоғарыда аталған таңбалардың негізгі қызметі бір. Яғни ұғымды немесе затты таныту. Таңба арқылы таныту мен қабылдау әрекеттерін Ч.Моррис пен Р.Карнап логико-философиялық дәстүр бойынша былай түсіндіреді: X-түсіндіруші, ол У ұғымын таныту үшін Z-ті қолданады. У және Z-тің орнына кез келген зат немесе құбылысты қоюға болады, бірақ У қабылданатын дүние болуы тиіс [1]. Демек материалды нысан болу керек. Ал оны түсіндіретін Z –тің қандай болатыны X-тің таным-түсінігіне, ой-өрісіне, таңбалау, бейнелеу қабілетіне, түсіндіру шеберлігіне байланысты болады.

Ф.Соссюрдің еңбектерінде «бейнеленуші – форма қызметін атқарса,

білдіруші – «мазмұн межесі», яғни мағынаны береді» деп көрсетілген [1]. Таңбалануға қатысатын осы үш компонент қатысымдық жағдаятта көрініс тапса, прагматикалық қызметі орындалғаны болып есептеледі. Яғни X- хабар жіберуші У-ті Z-пен бейнелеп жіберетін болса, қабылдаушы оны басқаша емес, нақ Z күйінде қабылдайтын болса, қарым-қатынастың орындалғаны болып саналады. Ол әрине, хабар жіберушінің У-ті барынша түсіндіруге болатын мүмкіндіктерін аша алатындай Z-пен таңбалаған жағдайда және қабылдаушының танымына ортақ пресуппозиция орын алса, жіберілген ақпараттар дұрыс қабылданады.

Көп жағдайда этнотаңбалардың мәнін түсіну де қиындықтар туындап жатады. Себебі, халықтың сонау көнеден сақтап келе жатқан таңбалық ұғымдарының (бейнеленушінің) мәні, мағынасы (білдіруші мазмұны) күнгірттеніп, жоғалуға айнала бастағанынан болса керек. Мәселен, тілімізде жақсы және жаман ырымдардың бар екенін білеміз. Тіпті оны орындауға талпынамыз, бірақ тіпті оның не білдіретінін біле бермейміз.

Ырым - жеке адамның немесе қауымның жору, болжау арқылы орындауға тиісті ережелері. Бұнда болашақты болжау, жору қызметі басым. Халықтың ұғымында ырым екі түрлі болады:

1. Жақсы ырым. Мысалы: а) аттың есінеуі; ә) баланың тоңқайып жол қарауы; б) сауысқанның шықылықтауы.
2. Жаман ырым. Мысалы: а) жақ таяну; ә) қолды артқа ұстау; б) тізе құшақтау.

Жалпы, ырымды табиғат пен әлеуметтік күштер тарапынан жеке адам бұлжытпай орындау үшін хабардар етіп, сездірілетін тұтқиыл сигналдар, рәміздік әрекеттер жүйесі деуге болады. Мысалы: 1. Жұлдыз ақса, оны көрген кісі «Менің жұлдызым жоғары» деп айту керек; 2. Бала сүт тісі түссе, оны майға орап «Жасық тісімді алып, өткір тісімді бер» деп итке беруі керек; 3. Үйдің іргесіне ит сарыса, құт құйылады; 4. Ерттеулі тұрған ат сілкінсе, жын-шайтанды үркітіп жатқаны; 5. Түнде жолында сиыр жатса, сапарың оң болмайды; 6. Оқпақ шақырса, бие құлын тастайды; 7. Алдыңнан түлкі қашса, сапарың сәтті болады; 8. Сол құлағың шыңылдаса, біреу сені жамандап жатыр.

Осындағы «баланың жол қарауы» - индексті этнотаңба, мағынасы – көп ұзамай үйге қонақ келеді деген сөз. Этнотаңба болатын себебі, бұл ырым тек қазақ ұлтына ғана тән және оған бүгінгі

күнге дейін халық сеніп, ырымдап оң қабылдайды. Ал индексті таңба болатын себебі – қонақ келу мен баланың жол қарауы арасында, яғни білдіруші мен бейнеленуші арасында ешқандай ұқсастық жоқ тек, орындалу уақытын күту кеңістігі бар. Ал бұл ырымның нақты бір ұғымды білдіруші ретінде маркерленуі халықтың дүниетанымынан, байқағыштық, танығыштық қасиетінен туындап отыр. Осындай индексті этнотанбалар қатарына қазақ халқындағы ырым-тыйымдармен қатар, салт-дәстүріндегі этикет нормаларынан туындайтын отыру, жүру орындарын белгілеген ережелерді де жатқызуға болады. Мәселен, қазақ халқында отағасының орны төр, келіннің орны есіктің маңы деп саналған. Осы индексальді этнотанба бүгінгі күнге дейін түсіндірместен ұлттың түпті санасында терең сақталуы арқасында қатаң орындалып келеді. Сондай-ақ әкесі тірі адам сый құрметпен берілетін ас-табақпен келген басты ұстамайды. Яғни әкесі тірі кезінде оның жолын ұстап, басқаруға болмайды деген мағына. Сол сияқты келін ата-енесінің алдынан кесе көлденең өтпеуі тиіс. Ер кісілер дастарқан басында малдас құрып отыруы тиіс деген индексальді этнотанбалар отыру, жүру нормаларын білдіретін ұлттық салттан туындаған. Ал енді ырыммен астасып жатқан этнотанбалардың білдірушісі де бейнеленушісі де көрініп тұрады. Мәселен, ер адам бүйірін, белін таянуға болмайды. Егер белін таянып жүрсе (У), оның еркектік күші кеткенін білдіреді (Z). Ал әйелдер бүйірін таянса (У), өлім шақырып отыр, біреуді жоқтағысы келіп отыр (Z) дегенді таңбалап түсінген. Тізенді құшақтама (У), өмір бақи жалғыз қаласың (Z), жас бола тұрып, жастанып, жатып ас ішпе (У), қартайған, ауру кісі ғана жатып ішеді (Z), Қолыңды тарақтама, қолыңды айқастырма (У), құдай жолыңды байлайды (Z) – бұның барлығы индексальді этнотанбалар болып саналады.

Ал енді иконды этнотанбалар қатарына білдірушісі мен бейнеленушісі арасында ұқсастық болатын тек ұлтқа ғана тән тілдік таңбалар жатады. Мысалы, фразеологизмдер, теңеулер мен мақал-мәтелдер. Абылайдың асындай (У) – ұлан-асыр, молшылық (Z). Ішкі мәнінде қазақ халқының тарихындағы Абылай ханға берілген асқа жиналған қауымның орасан көптігі мен асқа жайылған дастарқанның молшылығы халықтың түпкі санасында терең сақталып, сондағы бейнеленген ұлан-асыр молшылық бүгінгі күнге дейін «барын шашып төгілген, көп халық жиналған, молшылықпен өткен, көл-көсір» жиынды таңбалауда белсенді қолданыста жүр. Осындай иконды этнотанбалардың қатарына «асан қайғыға салыну» - мұңаю, уайымға түсу, «асан қайғыңды айтпай отыр», «ақ жұмыртқа, сары уыз» (жаңа туылған нәресте), «асығы алшысынан түсу», «қара борбай», «қара қазан, сары бала қамы», «қара қамшы», «ақ түйенің қарны жарылу» жатады. Басты ескеретін жайт, бұл фразеологизмдер мен теңеулер немесе мақал-мәтелдер өзге тілдерде баламасы жоқ тек сол ұлтқа ғана тән таңбалар болуы тиіс. Иконды таңбалардағы басты ерекшелік білдіру-бейнелену компоненттерінің ұқсастығы орындалуы тиіс дегенмен, мына ұғымды тек мына халық қана қолданады деген сөз емес. Мәселен, жыланға қатысты әртүрлі қасиеттерді әрбір халық өз таным-түсінігімен өлшеп барып ұқсатады. Қазақ халқында жыланның бүтіндей асап жұтатын қасиетіне ұқсату салдарынан «ішін жылан жайлап барады» (тамақты қатты аңсап, ашқарақтық жасау мағынасын білдіреді), «жыланы қайтпай отыр» (әлі де ашқарақтығы басылмай отыр) деген тұрақты тіркестер қолданысқа енді, ал орыс халқы жыланның үн шығармай, жемтігін сабырмен аңдитын қасиетіне ұқсатып «молчаливый как удав» деп теңестіреді. Осы тұрғыдан алғанда профессор Н.Уэлидің «таңбаның тілдік және этномәдени сипаты болады» деген тұжырымын ескеруіміз керек. Ғалым этноманбалық мәні бар «қамшы» ұғымының таңбалық сипатын былайша түсіндіреді: «Қамшы» ұғымының құрылымдық мазмұны айтарлықтай күрделі, өйткені аталмыш ұғымның атауы ретіндегі бұл сөз, бір жағынан, тілдік таңбалар жүйесінің бірлігі (единицасы) болса, екінші жағынан, этномәдени жүйенің бірлігі (единицасы) болып табылады. Сөйтіп, тілдік таңба мен мәдени

таңбаның тоғысындағы бұл ұғымды алдымен тілдік жүйенің бірлігі ретінде тарихи және қазіргі кез тұрғысынан қарастыруға болады. Басына [төбесіне] қамшы ойнатты «қорлық, зорлық-зомбылық көрсетті»; Билік қамшысы «билік иесінің қолындағы күш»; Дау төрт бұрышты, қамшы екі ұшты «даудың себебі әрқилы, бірақ шешімі не «ақ», не «қара» (айыпсыз үшін «ақ», айыпты үшін «қара»); Қамшы білемдеді а) «қамшының сабы мен өрімін қосып, екі бүктеп ұстады, салмақтады»; ә) қыр көрсетті, жұдырық көрсетті, қоқаңдады, кіжіңдеді»; Қамшы боп тиді «жанына қатты батты»; Қамшыға қамшы қайтарды «күшке күш көрсетті»; Қамшы жеді [көрді] «соққы көрді, таяққа жығылды»; Қамшы жұмсады «сабады, соқты»; Қамшы құрлы көрмеді «еш ауырсынбады»; Қамшының астына алды «қатты сабады, соқты, ұрды»; Қамшысынан қан сорғалаған [тамған] «қатыгез, қатаң, қаһары күшті» [5].

Символдық этнотаңбалар негізінен абстрактілі ұғымды нақты материалдық затпен теңестіріп, аса қастерлеп, мәртебелеп, ерекше қадір тұтып таныту жағдайында пайда болады. Символдық этнотаңбаларда сезіммен қабылдап, сезіммен түсіндіру, таныту құбылыстары ерешке орын алады. Символдардың барлығы да осылай жасалады. Бірақ этнотаңбаланған символдар деп тек ұлттың көне дәуірден келе жатқан қастерлі, халық арасында нышанды деп қадір тұтатын таңбасы ғана атана алады. Мәселен, махаббат символы – аққу десек, ол жалпыадамзаттық түсінікте бар ұғымның символдануы. Бұл жерде аққудың жұптасып, қосарланып жүзетін ерекше қасиеті таңбалануға негіз болған. Ал енді этнотаңбаланған символдардың қатарына түркі халықтарының «ерлікті, батырлықты» бейнелейтін көк бөрі символын жатқызуға болады. Түркі халықтарының түпті санасында (подсознание) көк бөрінің символдану мәртебесіне жетуіне негіз болған аңыз бар екені белгілі. Ал символданудың белгілерін түркі тайпаларының ежелден өз туына бөрінің бейнесін тоқып салатын, соғысқа шыққанда атының басына бөрінің бас терісін қаптап салатын әрекеттерінен байқауға болады. Сонлай-ақ Алтын бөрі бас ту мен Бөрі (Көк бөрі) деп шақырған ұран олардың ұрпақтарымен тарих көші соқпағында өшпей бірге келеді.

«Бөрі басы» – ұраным,

Бөрілі менің байрағым!

Бөрілі байрақ көтерсе,

Қозып кетер қайдағым

Бөрілі байрақ астында

Бөгеліп көрген жан емен.

Бөрідей жортып жүргенде

Бөлініп қалған жан емен, - деп келетін Сүйінбай ақын жыры осының куәсі.

Қазақтар үшін көк бөрі – ұлы даланың еркесі, көшпенділіктің символы ретінде де қабылданады. Қазақтардың таным-түсінігінде көк бөрі ұлы даланы ғасырлар бойы қожалық еткен, сондықтан да ата-бабадан аманат болып келе жатқан бөрілі байрақтар жалпы түркі халқын танытушы белгі десе де болады. Дегенмен, де әр ұлыстың кие тұтқан тотемі бар. Түркі жұртының кіндігі тарауына себепкер қасқыр (Ашина көкбөрі) болса, қалмақ, жоңғарда жыланды (Орантелегей «Оран» көне Алтай тілінде жылан, «телегей» алып, орасан деген мағынаға ие), чукот қауымында бұғыны (басы адам, денесі бұғы жануардан адам жаратылады) культ ретінде бағалап келді. Ал

осынау тотемге қатысты халық туындатқан аңыздар оның күш, киесін де арттыра түскен. Түркі баласы, жалпы, көшпенді қауым үшін қасқырдың орны ерекше. Халық арасында қасқырдың тісін бесікке ырым етіп ілетіндер әлі де ұшырасады.

Қорыта келгенде, этнотаңбалардың өзі ұлттың зерделеген, бақылаған, байқаған тәжірибесінен сұрыпталған таным-түсінігінің қолданыста қайталануы, екшеленуі нәтижесінде түпті санада терең сақталып, ұрпақтан ұрпаққа жетуі негізінде қалыптасады және олар символдық, икондық, индекстік бағыттарда таңбаланады.

Біздің ойымызша, белгілі бір зат не құбылысты сипаттайтын тілдік таңба мен оған қабыса жүретін мәдени не басқа да таңбалар жинақтала келіп, сол ұғымның дүние бейнесін жасауға негіз болады.

Антропологияда дүние бейнесі ұғымы іргелі ұғым қатарына жатады және онда адамның өзіндік ерекшелігін, оның тұрмысы мен әлемге деген көзқарасын, қатынасын анықтайды. Ал дүние бейнесін қалыптастыруда тілдік таңба екі түрлі қызмет атқарады: біріншіден, тіл қойнауында дүниенің тілдік бейнесі жасалады. Бұл – адамның санасындағы әлемдік бейнелердің ең терең қабаты. Екіншіден, тілдің өзі басқа дүние бейнелерін танытуға, оның мазмұнын ашып көрсетуге, түсіндіруге қолданылады. Тіл арқылы индивидтің жинаған тәжірибелі білімі ұжымға тарайды.

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Алашорда үкіметі кезеңіндегі әскери міндеттілік және мобилизация

Alaşorda Hükmeti Dönemindeki Askere alma ve Seferberlik Faaliyetleri

Асқар АУПБАЕВ¹

Аннотация

Ұлттық мемлекеттің негізгі тірегі ұлттық әскери күшті нығайту болып табылады. Кез-келген мемлекетте саяси тұрақсыздық және мемлекеттік биліктің жойылуы жағдайында қарулы күштердің маңызы өте зор. Тарихта белгілі Алашорда үкіметінің құрылуы Қазақстанның ұлттық қарулы күштерінің қалыптасу тарихында маңызды орын алады. Мұрағат қорларында Алаш әскерін құруға қатысты ресми материалдардың сақталуы өткен тарихымыздың дәлелі ретінде құнды деректер қорын құрайды. Осындай қорлардан алынған ресми құжаттарға сүйене отырып Алашорда үкіметі кезеңіндегі әскери міндеттіліктер мен оның басты ережелері туралы тың деректерге куә боламыз. Мақалада Алаш әскері тақырыбында зерттелген материалдарға шолу жасай отырып, Алаш зиялыларының ұлт мүддесі үшін күресі және олардың Алаш әскерін құру жолында жасалған реформалары туралы сөз қозғалды. Сонымен қатар, дереккөздерге сүйене отырып халық милициясы қызметіне шақыру ережелеріне қатысты мәліметтер берілген.

Кілт сөздер: Алаш, Алашорда, әскер, қазақ, ұлт, мобилизация

Özet

Milli askeri geliştirme faaliyetleri milletin devlet olarak güçlenmesinin temel dayanağıdır. Herhangi devlette gerçekleşen siyasi istikrarsızlık ve devlet iktidarının devrilmesi durumlarında silahlı kuvvetler önemli yer almaktadır. Tarihte dünden bugüne kadar bilinen Alaşorda hükmetinin kuruluşu Kazakistan'ın milli silahlı kuvvetlerinin kuruluş tarihinde önemli bir rol oynamaktadır. Alaş askerinin kuruluşu ve gelişmesi ile ilgili resmi belgelerin arşivlerde bugüne kadar korunması geçmiş tarihimizin kanıtı olarak değerli bir veri tabanını oluşturur. Bu tür veri tabanlarından alınan resmi belgelere dayanarak Alaşorda hükmeti dönemindeki askerlik hizmet ve askerlik görevin ana hükümleri hakkında yeni bilgileri elde edebiliriz. Makalede Alaş ordusu konusunda yapılan araştırmalar incelenerek Alaş aydınlarının milli çıkarlar için mücadelesi ve bunların Alaş ordusunu geliştirmedeki faaliyetleri anlatılır. Ayrıca, arşiv belgelerine dayanarak, Alaş hükmetinin askere alma ve seferberlik faaliyetleri hakkında bilgi verilir.

Anahtar Kelimeler: Alaş, Alaşorda, asker, Kazak, ulus, seferberlik

¹ «Жас ұлан» республикалық әскери мектебі; Қазақстан, Нұр-Сұлтан. эл.почта: a.aupbaev@mail.ru

XIX ғасырдың соңы XX ғасырдың басында қазақ даласындағы әлеуметтік-экономикалық, мәдени-рухани және қоғамдық-саяси өзгерістердің орын алуы 1917 жылы «Алаш» партиясының құрылуына және нәтижесінде Алаш қозғалысының орын алуына себеп болды. «Алаш» партиясының құрылуына және оның дамуына Әлихан Бөкейханов бастаған Ахмет Байтұрсынов, Мұхаметжан Тынышбаев, Мустафа Шоқай және Міржақып Дулатов сияқты қазақ зиялылары үлкен үлес қосты.

Қазақстанның тәуелсіздік жылдарында жарық көрген, М.Қойгелдиевтің «Алаш қозғалысы», К.Нұрпейісовтің «Алаш һәм Алашорда» атты ғылыми зерттеулері мақалаға арқау болған тақырып бойынша құнды деректер болып табылады. Сонымен қатар, Алаш әскерінің құрылуы туралы К.Ілиясова, М.Әбсеметов, Е.Сайлаубай және С. Дүйсен сияқты ғалымдардың мерзімді баспа беттерінде жарық көрген мақалаларын көруге болады [1-4].

Мұрағат деректеріне сүйенетін болсақ, Алаш әскерін құру мәселесі бірінші жалпықазақ съезінде көтерілген. Ресми құжаттарда «халық милициясы», «халық әскері», «алаш әскері», «қазақ полкі» сияқты атаулармен аталып келген Алашорда әскерінің құрылуы қалай жүзеге асты?

Тарихта белгілі 1917 жылғы Ақпан төңкерісінен кейін, еркіндік пен демократияны дәріптеген ұлттық және діни ұйымдардың қызметі жандана бастайды. Осы жылдың сәуір айында Орынбор қаласында мұсылман бөлімшелерін дамыту және ұйымдастыру мақсатында біртұтас Әскери кеңес құруға шешім қабылданып, 1917 жылдың мамыр айында өткен бүкілресейлік мұсылмандар съезіне ұсынылады. Сол кезеңдерде белең алған саяси тұрақсыздық пен мемлекеттік биліктің жойылу алдында тұруы мұсылман көсбасшыларының алдына үлкен міндет жүктеді. Ол ұлттық мемлекеттің ажырамас бөлігі болып табылатын қарулы күштерді құру болды [5].

1911 жылғы III Думаға Алаш Орда үкіметінің жетекшісі Ә.Бөкейханов шақырылады. Осы кездесу барысында Ә.Бөкейханов Ресей империясының заңнамаларына сәйкес қазақтардың әскери қызметін өтеуде міндеттелмегендігін алға тартып, кадет-депутаттардың фракциясы арқылы қазақтардың әскери міндеттілік туралы қосымша заң жобасына енгізу туралы ұсыныс жасайды. Алайда III Думаның жұмысы «Әскери міндеттілік туралы ереже» заңына ешқандай өзгеріс енгізбеген күйі аяқталады. Ә. Бөкейханов қазақтар үшін әскери міндеттілікті заң жүзінде іске асыру жолында негізгі екі мақсатты алдыға қойды. Оның біріншісі – 1834 жылы қабылданған қазақтарды әскери міндеттіліктен босату туралы заңның күшін жою болса, екіншісі – қазақтардың Ресей империясы құрамындағы басқа ұлттармен тең дәрежеде болуына көздеді [6]. Бұл мәселеге қатысты Ә.Бөкейханов «Қазақ» газетіне жарияланған мақалаларында көшпелі дәстүрдің ажырамас бөлігі атқа міну қазақтар үшін күнделікті өмір салты екенін тілге тиек етіп, ерікті казак қызметінің қарапайым әскери міндеттілікпен салыстырғанда әлдеқайда артықшылығы бар екендігін атап өткен. Сонымен қатар, заң бойынша орыс шаруаларына қарағанда, 12 жылдық әскери қызметі бар ерікті казактың жерді пайдалану құқығының басымдау екендігін алға тартады [7].

1917 жылдың шілде айында қабылданған қаулының бір тармағында «халық милициясын ұйымдастыру» мәселесі қарастырылып, сол жылдың қараша айында жарияланған «Алаш» партиясы бағдарламасының 6-тармағы әскер құруға арналады. Осыған байланысты 2004 жылы жарық көрген Алаш қозғалысы еңбегінің 1-томында былай деп көрсетіледі: «... Әскер жасына жеткен жастар өз жерінде үйретіліп, өз жерінде қызмет ету Әскери міндетін қазақ атты милиция түрінде атқару» [8]. Сол кезеңдерде «милиция» ұғымы уақытша жасақ түрі ретінде қолданылатын.

Осылайша партияның алдына қойған негізгі міндеттері мен мақсаттарына қарай 1917 жылдың желтоқсан айында өтілген екінші жалпықазақ кеңесінде Алаш автономиясы ресми түрде жарияланып, жаңадан құрылған мемлекеттің әскери күшін жасақтау мақсатында «халық милициясын» құру туралы шешім қабылданады [9,46]. Бұл шешім, алдымен қарулы құрылымдардың құрылу қажеттілігін күн тәртібіне қояды. Себебі сол кезеңде мемлекеттегі саяси өзгерістер, ішкі тәртіптің тұрақсыздығы, қылмыстық істердің көбейуі және анархияның өсуі күннен-күнге артауы қазақ облыстарына да қауіп төндірді. Кеңес қаулысымен милиция бөлімшелерінің ережелері, қалыптасу тәртібі және жоспарлары қабылдады. Аталған ережеге сәйкес милиция қызметіне жарамды 30-35 жас аралығындағы ер азаматтар ерікті түрде қабылдануға; «ұлттық қордан» жалақы алуға; қажетті қызметкерлер санын жалдау мүмкіндігі болмаған жағдайда таңдау әдісін қолдану; қызметке таңдау бойынша алынған азаматтар өз орындарына 20-35 жас аралығындағы басқа тұлғаларды жалдау мүмкіндіктері де қарастырылған. Сонымен қатар, үкіметтің ұлттық қорынан милицияның қызметі үшін қажетті қару-жарақтар мен оқ-дәрілерге қаржы бөліну жоспарланып оларды дайындау үшін офицерлер мен инструкторларды шақыру жоспарланған. Бастапқы кезде әр ауыл тұрғындары өз қауіпсіздігін қамтамасыз ететін милиция қызметкерін ат, ер-тұрман және киім-кешекпен қамтамасыз ету міндеттілігі жүктелген. Кеңесте мобилизациялау жоспары да бекітілді. Бұл жоспарға сәйкес облыстағы милиция қызметкерлерін уездерге бөлу бойынша ақпаратты облыстық ұйымдарға, болыс пен ауылдық округтер бойынша уездік ұйымдарға беріліп милицияны ұйымдастыру шығындарының есебі алдын ала ұсынылды [10, 24; 11, 73-74]. Әскери қызметке шақыру мәселесін болыстық атқару комитеттері жүзеге асырып әр болыстан милиция қызметкерлерін 30 атты адам алу жоспарланған. Ал бөлімдерді қалыптастыру жұмыстарымен уездік земстволық басқарма айналысты.

Мобилизациялау талаптары «Алашорда бөлімінде жігіттер мен жылқыларды жұмылдыру жөніндегі нұсқаулықты бекіту туралы» нормативтік құжатта көрсетіліп 11.06.1919ж №138 бұйрығымен бекітілген [11]. Бұйрыққа сәйкес, 19-25 жас аралығындағы дәрігерлік сараптамадан өткен, толық киіммен және ат әбзелдерімен қамтамасыз етілген аты бар жігіттер шақырылған. Жігіттің адалдығына сенімді болу үшін қабылдау комиссия құрамының мүшелерімен қоса ауыл ақсақалдарының пікірлері де тыңдалып қылмыстық іске тартылған жігіттер қызметке алынбаған. Шақырылғаннан кейін құқық бұзушылық пен үкіметті құлатуды көздегендерге қатаң шара қолданылып қоғамдық ұйымға жасаған зияны үшін жауапкершілікке тартылған.

Сонымен қатар отбасында жалғыз ұл, әкесі елу жастан асқан және бауырлары он бес жасқа толмаған, оқу орындарының оқушылары жұмылдырылудан босатылған. Бір отбасында 19-25 жасындағы ағайынды бауырлар болатын болса, олардың тек біреуі ғана шақырылған.

Алайда үкіметтің бұл бағдарламасын іске асыру жұмысында офицерлердің тапшылығы үлкен кедергі келтірді. Осы мақсатта үкімет тарапынан қаражат бөлу жоспарланып орыс тілін жақсы меңгерген қазақ жігіттері арасынан кіші құрам офицерлерін дайындау үшін Орынбор кадет мектебімен келісім жасалғанымен алғашқы топты дайындау үшін жасалатын алдын ала төлем қажет болды және Ресейде орын алған саяси қайшылықтар мен азамат соғысының басталуы Алаш орда үкіметінің алдына қойған мақсаттарын іске асыру жұмыстарының басқа қырына көрініс табуына себеп болды [9].

Отарлық кезеңде ұмыт болған ұлттық мемлекетті қайта қалыпына келтіріп қазақ халқының этникалық территориясын біріктіруді көздеген Әлихан Бөкейханов бастаған қазақ зиялылары өздерінің жеке басынан ұлт пен мемлекеттің мүддесін жоғары қойып қазақ халқының саяси, білім беру және әскери жасақтауын реформа жолымен дамытуға тырысты. Қазақ зиялыларының ұлттық мемлекет құру жолындағы күресі сәтсіздікке ұшырағанымен кейінгі ұрпақтың ұлт ретінде өзін-өзі тануының және өзіне деген сенімділігін арттырудың кепілі болды. Қазіргі таңдағы тәуелсіз мемлекеттің тұғырын асқақтататын антына адал ұлттық әскер кешегі қазақ халқының тәуелсіздігі жолында құрбан болған Алаш айбындары реформасының нәтижесі деп білеміз.

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Genetic Engineering and Social Justice: A Reflection Of Amartya Sen's Capability Approach

Gerry F. ARAMBALA¹

Abstract

Over the past decades biomedical researchers have made great progress in finding the treatment for many diseases which have been considered in the past as incurable. The struggle for longevity and positive health has been addressed by medical science. People who can afford are assured by the promise of genetic engineering. But while there has been considerable development in the treatment of diseases, the number of mortalities in poor countries remains to be high, especially in Sub-Sahara Africa and East Asia. Around 8 million die each year worldwide due to poverty-related health care issues. Despite the advancement in the treatment of diseases, poor people in most of the developing countries worldwide are dying each year. This paper will argue that human poverty and the existence of infectious diseases are inseparable social phenomena that affect the fate of the poor in developing countries. Following Amartya Sen, this paper will argue that access to advanced health care services should be affordable to all, which should form part of individual freedoms that the national policies of a country must secure.

Keywords: Genetic engineering, Amartya Sen, Positive health, Capability approach, Social Justice

BACKGROUND

During the last 200 years, moral principles protecting the weak have become increasingly effective and inclusive that 18th and 19th century practices and social organizations: genocide, colonialism, domestic violence, slavery, forced labour, and the like that were formerly perceived to be morally acceptable, are now considered to be social injustices and moral wrongs. The world is becoming more just. And with it is the presupposition that the worst offs are becoming more

¹ La Salle University –Ozamiz, PHILIPPINES. E-mail: gerry.arambala@lsu.edu.ph

developed. The rise of liberal democratic ideas with their necessary relevance in radicalizing political reformations has certainly brought the promise of liberal equality. The long standing history of oppression and social injustices is slowly coming to an end; so that Francis Fukuyama emphatically asserts that humanity has reached “the end of history as such” (Francis Fukuyama, Article Online). Over the last few decades majority of the world has embraced the fundamental principles of liberal democracy; at the present the weak and the poor are being attended to and policies are directed to their development. We are now egalitarians.

Yet how well are the poor and the weak really doing today? Despite the considerable increase of the world’s economy and affluence, severe inequality among the global populations persists to exist. Forty six percent of the world population live in countries whose income differentials are large and opportunity for development is scarce. In 1990 there were about 1.9 Billion people living in extreme poverty, majority of these live in sub-Saharan Africa and South Asia. That is, 46 percent of the global population live in income differentials that are below the poverty threshold set by the World Bank’s poverty line index of 1.90 dollars per day. Yet it cannot also be denied that over the course of the last two decades since the inauguration of the United Nation Development Program (UNDP) and the Sustainable development Goals (SDG) program, there have been significant decline of the number of the poorest of the poor people all over the world.

Last 2015 the number of extremely poor people was reduced to 735 million from the 2 billion recorded in 1990. That is, every day from 1990 to 2015, 128, 000 fewer people were below the poverty threshold of 1.90 dollars per day. What that means is in the last 25 years the world experienced a decline of extreme poverty incidence of 10 percent (Max Roser and Esteban Ortiz-Ospina, Article Online). However, in spite of this development, the demoralizing and dreadful effects of poverty to poor people all over the world are undeniable. During the first few years of development from 1990 to 2005; annually the world was producing 18 million deaths with everyday instances of 50, 000 adults and 34, 000 children below age 5, half of those are infants in their first month, die of infections and poverty related reasons. Despite the decline of amenable deaths during the last 25 years, last 2005, 8.9 million deaths was recorded, and in 2015, 8.0 million deaths transpired, with 96 percent of these amenable deaths occurring in poorer societies (Blake C. Alkire, Alexander W. Peters, Article online), the number of unnecessary deaths among the poor people in the world remains scandalously high.

I. Genetic Therapy and Quality Health Care Service

In the past decades medical science has undergone radical evolution in the emergence of genetic therapy. The medical breakthrough of marrying science and technology with medical procedures and pharmaceutical insights has brought about a new dawn for human positive health. With the present development of modern medicine and the productions of potent pharmaceutical products diseases that were incurable in the 18th century and in the early 19th century are by now considered nonfatal. Genetic engineering plays a crucial role in the development and productions of drugs intended for curing chronic diseases. In fact most of the world’s insulin production for diabetic patients involves processes of genetic engineering (Genetic engineering, Article online). Accordingly, “Treatments for fertility, haemophilia, blood clotting and dwarfism also depend heavily to genetic engineering, as does immunotherapy for developing cancer treatments”(Ibid.). Moreover, another most

significant breakthrough in the field of medicine realized by genetic engineering is the development of vaccines. The Human Papilloma virus vaccine was created with procedures relying on genetic engineering processes. The vaccine is intended to prevent various cancer cells caused by the virus to develop in the human body. It protects the body from cancers –cervical, anal, throat and vaginal. Moreover, vaccines for flu, malaria, hepatitis B oral vaccine, are now in the process of development thanks for genetic engineering procedures.

In line with the development of vaccines, the World Health Organization in its report last July 18, 2019 insists on the importance of immunization in achieving sustainable development. It claimed that “Expanding access to immunization is crucial to achieving the sustainable development goals. Not only do vaccinations prevent sickness and death associated with infectious diseases such as diarrhoea, measles, pneumonia, polio and whooping cough, they also hold up broader gains in education and development”(World Health Organization , Article Online). The same health organization affirmed that vaccinations annually prevent 2-3 million deaths; making it one of the most successful cost-efficient public health interventions (Ibid.). Furthermore, Samantha Vaderslott in her paper “How is the World Doing in Its Fight Against Vaccine Preventable Diseases”, claims that 86 percent of the world population is vaccinated and with this high rates of immunization comes the decline of deaths from vaccine preventable diseases, from 5.1 million in 1990 to 1.8 million deaths in 2015 (Samantha Vaderslott, Article Online). The significant decline of deaths caused previously of vaccine preventable diseases was brought about by the potentiality of vaccine in providing for us positive health. She argues further that, not only preventable deaths are mitigated through vaccinations; it likewise protects those who are not vaccinated. For instance, in 1980s, when vaccine for paralytic polio was not yet available there were about 350, 000 recorded cases of polio per year to just 42 cases in a year for the last 25 years (Ibid.). Moreover, due to the high rates of immunization during the last 25 years “the number of people killed by measles have been cut dramatically to an estimated 95, 00 deaths in 2017. Tetanus and pertusis were also previously much bigger killer, with pertusis affecting especially children younger than 5yrs: and tetanus striking newborns (killing an estimated 787, 000 newborns in 1988, compared with 49,000 in 2013)” (Ibid.). The World Health Organization’s report on the 2-3 million deaths prevented by vaccines each year means that immunization is very much potential for securing positive health and longevity. Further, such high rate of immunization worldwide has brought the radical decline of the number of children dying each year. Accordingly, the remarkable progress in the reduction of deaths among children below age 5 from 12.6 million in 1990 to 5.4 million in 2017 and the dramatic decline of the number of deaths among older children between 5 to 14 from 1.7 million to a million show how vaccines have revolutionized positive health in modern medicine.

II. Human Development and Capability Approach

Over the past decades, poverty and global inequality have reached an alarming level that to persist to look at these global pathologies under the same lens of welfare economics is a moral wrong. Notions of development must be based on real people and must respond to their immediate needs. Conceptions of development must embrace the moral urgency to free the poor from their abject miseries. The necessity of placing the poor at the center of development discourse springs from the realization that development must be human. The humanization of development is conceived to

respond to the inefficiency of the previous determination of development as purely economic growth. The 1990 Human Development Report begins with the supposition “that people must be the center of all development” (Human Development Report, 3). And further adds that the ultimate purpose of development is to provide the people options to access income, political freedom, opportunities, education, health, security, communal engagement and human rights (Ibid.). All these developmental options serve simply as means to development and not as ends. The redirection and centralization of development from economic growth to human well-being paved the way for a more humanistic approach and understanding of development.

In order to better comprehend the nature of the capability approach, Sen further identifies two main features that needs to be properly understood to avoid misconceptions. First, “the capability approach points to an informational focus in judging and comparing overall individual advantages, and does not, on its own, propose any specific formula about how that information may be used” (Ibid.). That is, although the capability approach being a framework of thought for judging individual advantages, presents an informed description and assessment of social disparities, it nevertheless does not provide any fixed and material guideline on how a society is to be designed. That is the “capability perspective does point to the central relevance of the inequality of capabilities in the assessment of social disparities, but it does not, on its own, propose any specific formula for policy decisions” (Ibid.). Sen is clear that assessing the social and institutional states of advantages and disadvantages maybe well affected by the information the capability approach provides but it does not presuppose any blueprint for how to solve conflicts over distributive pattern. Influencing the assessment of the developmental patterns in the society is precisely the main objective of the capability approach (Ibid., 232-233).

Second, the capability approach is “inescapably concerned with a plurality of different features of our lives and concerns” (Ibid., 233). Human existence posits a plurality of states of beings and doings that cannot simply be reduced to sheer consumption and acquisition of material goods. The capability that is being presupposed is not simply the ability to acquire income the way welfare economics would identify economic development as the main criterion for development. Rather the capability that Sen is concerned of is the “ability to achieve various combinations of functionings that we can compare and judge against each other in terms of what we have reason to value” (Ibid.). The concern with positive freedom is derived from the fact that the capability theory is directed towards assessing human life, with all its complexities and pluralities of features and concerns. Choices in life options vary from each individual person, choices of states of beings of, say, well nourished, well educated, the capacity to avoid avoidable morbidity, social and communal participation and the development of one’s capacity to pursue her plans in life. The capability perspective is more concern with human functionings rather than on some detached objects of desire such as, income and commodities that are often used to define human flourishing. Economic development is a means for development and not an end. Sen argues that the capability theory is “particularly concerned with correcting this focus on means rather than on the opportunity to fulfill ends and the substantive freedom to achieve those reasoned ends” (Ibid., 234).

Well-being, Functionings and Capability

Following Sen, we have been arguing that the proper space for defining development is neither that of utility in welfare economics nor that of the primary goods advanced by John Rawls in his theory of justice. Rather, the proper space for evaluating development is the individual substantive freedom, that is, the capability to choose the worthwhile life one has reason to live. The capability approach is concerned with the actual freedom the person enjoys rather than on some material belongings that serve only as a means to development. Income and commodity is relevant only for the acquisition of certain modes of functioning, but as to the actual development of the person both cannot give a substantive description. “Opulence in the form of commodity possession is undoubtedly important in enhancing the standard of living”(Amartya Sen, standard of Living, 15.), but conceptions of standard living is more than just income centered, for quality life, as was argued above is achieved in both the constitutive and instrumental role of freedom. Functionings and capability are some of the main terms the capability approach uses to further the claim of the centrality of freedom in our conception of development. Such is the case inasmuch as for Sen “the standard of living is matter of functionings and capabilities, and not a matter directly of opulence, commodities, or utilities” (Ibid., 16).

III. Capability and Social Justice

Over the past 25 years the number of poor people living in extreme poverty all over the world has dramatically dropped; from 2 Billion people living in extreme poverty in 1990 to 735 million in 2015. This means that from 1990 to 2015 at least 128, 000 fewer people live below the World Bank’s poverty threshold of 1.90 dollars per day. That is in the last 25 years the world experienced a dramatic decline of extreme poverty incidence of 10 percent annually. However, despite the prevalent development in the global affluence, millions of poor people, including children, die each year of amenable and preventable diseases. Ninety-six percent of the overall global mortality rate is from countries where income differential is low and extreme poverty exists. Together with the decline of extreme poverty worldwide is the dramatic decline of mortality rate among poor people in low-income societies. It has been noted that from 18 Million deaths recorded in 1990 it declined to 8 Million deaths in 2017. With the rise of global affluence comes as well the rise of global health index. The rise of the global health index and the decline of deaths among the world’s poor are primarily caused by the emergence of vaccines and potent drugs that are readily available in the global scale. The World Health Organizations claimed that majority of the world population have access to these pharmaceutical products, thereby capacitating everyone to sustain wellbeing and positive health.

The prevalent existence of extreme inequality and capability deprivation among the poorest of the poor population worldwide necessitates the moral urgency to provide for a feasible solution to the aforementioned injustice suffered by the global poor. Amartya Sen in his capability approach theory provides for a moral framework of thought in assessing capability deprivations based on individual substantive freedom. For Sen, poverty in all its form should be assessed not solely in the aspect of income deprivation; rather it should ultimately be assessed in terms of capability deprivation. Real development is realized when people are capacitated to choose for the kind of life they have reason to value living. Justice is development of individual substantive freedom. The horrendous deaths that the poor people from the Sub-Saharan Africa and South Asia are unnecessarily suffering from every year

call for a moral evaluation of our fundamental moral principles; more importantly when reflecting on the millions of deaths caused by amenable and preventable diseases despite progress in pharmaceutical technologies and genetic engineering.

IV Conclusion

It cannot be denied that for the past 25 years the goal set by the United Nation Development Program (UNDP) of cutting into half the number of poor people and the subsequent deaths that poverty worldwide necessarily caused is already realized in our present moment. The United Nation Development Program has been very successful in attending the problem of global poverty and inequality. The world is developing in a very fast phase, the greater majority of the world's population is flourishing; development is prevalent and poverty is slowly fading into oblivion. Or is it? While the majority of the world's population is flourishing, the poorest of the poor people do not see any development in their private lives. They live in the same state of absolute deprivations. Capability and development are for them abstractions that only the rich and the growing middle class worldwide can relate. The 2015 revision of the World Bank's "International Poverty Line" of 1.90 dollars per day from 2.15 dollars per day in 1990 has made significant difference in the number of poor people in the world. It has led to the rise of the number of middle class population worldwide. Yet amidst the clamour of success and development there remains in the corner of the world the poorest of the poor whose state of capability deprivation had not changed, instead it worsened. The neglect of the poorest of the poor has brought about millions of deaths and stagnation of development especially in low-income societies. It cannot be denied that over the past decades the world has truly developed, opportunity for development is now possible, life expectancy and longevity is a possibility with the rise of potent drugs produced by large pharmaceutical companies and positive health is a reality for most of the population. However, one cannot just simply disregard the horrifying truth of thousands of impoverished people dying every day of poverty and preventable diseases. We must not turn our eyes from the dreadful deprivations the poor are suffering from. We are never justified in claiming that we can leave these people behind since their death and their sufferings may not have significant effects and value to world at large. Global poverty and inequality persist to exist and the ones suffering a lot are the poorest of the poor. One way to resolve this pressing global pathology is to look at development as not simply through the lens of welfare economics, but on the extent of individual freedom development. Developmental conceptions must be based on the extent of individual capacity to choose for the worthwhile life that one finds reasonable to live. And this can be realized if nations and state create policies that secure the individual from causes of unfreedom. Aside from policies on capability development, health policies must likewise be a priority. The persistent existence of deaths from preventable diseases is primarily caused by the lack of opportunity for the poor to procure high quality health-care services.

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Олий Таълим Муассасалари Талабаларида Шахс – Жамият – Давлат Манфаатлари Уйғунлигини Таъминлашда Миллий – Ҳуқуқий Асослари

БАННАЕВ Нурмуҳаммад Тошмаматович¹

Аннотация: Ушбу мақолада олий таълим муассасалари талабаларида шахс – жамият – давлат манфаатлари уйғунлигини таъминлашда миллий – ҳуқуқий асослари таҳлил қилинган.

Калит сўзлар: ҳуқуқ, норма, қонун, кодекс, шахс, жамият, таълим

Мустақилликнинг илк кунлариданоқ давлат ва ҳукумат томонидан халқимизнинг турмуш шароитини яхшилаш, ижтимоий ҳимоялаш ва аҳолининг ҳуқуқий саводхонлигини ошириш, жамият аъзоларининг ҳуқуқий маданиятини юксалтиришга катта эътибор қаратилган эди.

Ўтган давр мобайнида бу борада бир қатор чора-тадбирлар ишлаб чиқилиб, амалий ҳаётга татбиқ этилди. Ўзбекистон Республикаси Конституцияси ва унинг асосида яратилган 18 та Кодекс ҳамда бир қатор қонунлар халқнинг ҳуқуқ ва эркинликларини ҳимоя қилиш билан бир қаторда инсон манфаатларини устувор қўйиб, аҳолининг муносиб ҳаёт кечиришини таъминлаб келмоқда. Ўзбекистон Республикаси Конституцияси қабул қилинганлигининг 27 йиллигига бағишланган тантанали тадбирда давлат раҳбари томонидан айтилган гаплари фикримизнинг исботи бўлиши мумкин.

Холбуки, Шахс ва жамиятнинг ўзаро масъулияти – ҳуқуқий давлатнинг ажралмасдир. Нодемократик давлатда фақат фуқаронинг давлат олдида масъулияти тан олинади. У ғоя фуқарога ҳуқуқ ва эркинлик бераётгандай бўлади ва унинг мақомини тайинлайди. Ҳуқуқий давлатда эса бунинг аксини кўрамиз. Бу ерда давлат органлари ва мансабдор шахсларнинг фуқаролар олдида уларнинг ҳуқуқ ва эркинликлари учун масъуллиги масаласига эътибор қаратилади. Бу масъулият фуқароларнинг ҳуқуқ ва эркинликлари бузилишида айбдор бўлган мансабдор шахсларнинг жавобгарликка

¹ Наманган Давлат Университети “Миллий ғоя, маънавият асослари ва ҳуқуқ таълими” кафедраси катта ўқитувчиси, UZBEKISTAN

тортилишини таъминлайдиган ва кескин жазо чоралари кўрилишини кўзда тутадиган тегишли меъёрий – ҳуқуқий ҳужжатлар мавжуд бўлган шароитдагина амалий тус касб этади².

Ҳуқуқшунослик соҳоларида шахс, жамият ва давлат манфаатларига лаҳида урғу берилган. Ҳар бир ҳуқуқнинг асосий мақсади шахсларни турли хил соҳасидаги манфаатларини ҳимоя қилиш ва таъминлашдан иборат.

Давлат жамиятни уюштириш, бошқариш восита бўлса, ҳуқуқ ижтимоий муносабатларни жамият ва инсон манфаатларидан келиб чиқиб тартибга солиш воситасидир³.

Жамият, жамият ва инсон, жамият ва давлат масалалари қадимги замонлардан илм аҳли томонидан шрганиб келинаётган масалалардир. Арасту (Аристотел), Фаробий каби мутфаккирлар асрларида инсон, давлат ва жамиятнинг бир-бирига бўлган муносабати баён қилинган⁴.

Шахс – алоҳида индивид, моҳиятан яхлит ижтимоий-ахлоқий олам. У ўзида инсон моҳиятини, унинг мавжудот сифатидаги қадриятини мужассам этади. Шахс ижтимоий-гуманитар фанларда ўз йўналиши, тадқиқот объекти ва мақсади нуқтаи назаридан турлича талкин этилади. У ўта мураккаб, зиддиятли, қарама-қарши, ўзини ўзи инкор этадиган мавжудот сифатида, биологик, физиологик, ижтимоий, маънавий, руҳий, ахлоқий ва эстетик ақл-идрок, тафаккур объекти сифатида, ҳатто, фалсафий ва мантикий, яшаш ҳуқуқи ва ҳаёт мантиғи жиҳатидан тадқиқот манбаига айланиши мумкин.

Шахснинг шаклланиш омиллари кўп ва хилма-хилдир. Масалан, генетик (наслий), биолгик-табiiй, маданий, ижтимоий ҳаёт тажрибаси, ўз турдошлари билан муносабатлар ва бошқа(лар) шахснинг генетик жиҳати унинг наслий асоси, аجدодларидан етиб келган физиономия, феъатвор билан, биофизиологик жиҳати эса яшаш учун қувват олиш, овқатланиш, насл қолдириш сингари индивидуал эҳтиёж билан белгиланади.

Шахс, моҳиятига кўра, маданийлашган, онг, ақл орқали фаолиятини бошқариш имкониятига эга бўлган, ижтимоий-тарихий анъана, турмуш тарзи ва тажрибага асосланган муайян авлодлар вакили. Шахс фсномени инсон оламнинг бутун мураккабликларини ўзида мужассам этади. Уни ҳар томонлама ўрганиш мақсадида турли даврларда тадқиқот олиб борилган. Айниқса, шарқда у юксак ахлоқий-маънавий меъёрлар орқали тушунилган ва олий хилқат, бебаҳо қадрият деб ҳисобланган. Инсон Ш. сифатида комилликка интилади, ҳаёт мазмунини бойитади, шу асосда кишилиқ жамиятининг гўзал ва фаровон бўлишига эҳтиёж сезади.

Шахснинг ҳаёт тарзи бевосита жамият ҳаётига дахлдор ва ҳаёт неъматларидан тўла фойдаланишга ҳақли. Шахс тушунчаси инсон тушунчасининг юксак кўриниши, олий макомидир. Ҳар қандай одам табиий мавжудлиги, яшаш ҳуқуқи ва ҳаёт қадриятига эга бўлган жонзотдир. Бироқ у ҳамма вақт ҳам тўлақонли Ш. бўлиб етимаслиги мумкин⁵.

² Муаллифлар жамоаси. “Давлат ва ҳуқуқ назарияси” Олий ўқув юртларининг ҳуқуқшунослик мутахассислиги бўйича таълим олаётган талабалар учун. –Т.: “Тошкент - 2005”. 467-б.

³ Муаллифлар жамоаси. “Давлат ва ҳуқуқ назарияси”. –Т.: “ШАРҚ” НАШРИЁТИ – МАТБАА АКЦИЯДОРЛИК КОМПАНИЯСИ. 2009 й. 4-б.

⁴ Муаллифлар жамоаси. “Давлат ва ҳуқуқ назарияси” Олий ўқув юртларининг ҳуқуқшунослик мутахассислиги бўйича таълим олаётган талабалар учун. –Т.: “Тошкент - 2005”. 43-б.

⁵ <https://uz.wikipedia.org/wiki/Shaxs>

Жамият – арабча умумий деган маънони англатади. Жамият атамаси кўп маъноли сўзлар каторига кириди. Бугунги кунда жамият ибораси орқали қуйидагиларни ифодалаш қабул қилинган:

биринчидан, ўзларининг муштарак мақсади ва манфаатлари йўлида бирлашган кишиларнинг уюшмасини (билим жамияти, автоҳавакорлар жамияти ва ҳ.к.);

иккинчидан, инсоният тараққиёти муайян босқичининг ифодаси сифатида (ибтидоий жамият, кулдорлик жамияти, феодал жамияти, капиталистик жамият);

учинчидан, табиатнинг бир қисми, борлиқнинг алоҳида шаклини ифодаладиган тушунча сифатида⁶.

Давлатчилик тарихида уни қандай тушуниш лозимлигини аниқлашни Афлатун ва Арастудан бошлаш мақсадга мувофиқдир. Улар тасаввурига кўра, давлат сиёсий алоқалар воситасида муайян бир тарзда бирлашган ва ўзаро боғлиқ одамлар жамоасидир. “Инсоннинг ўзига ўхшаган ва озод кишилар устидан ҳукмронлигини ўрнатувчи ҳокимият”⁷ шу алоқалар асосини ташкил этади, деб ҳисобларди улар.

Умуман, бу борада Афлатун ва Арасту издошлари кўпчиликни ташкил этади. Улар орасидан энг буюклари – Г.Гроций, Ж.Локк ва И.Кантлар номини келтирамиз

“Уруш ва тинчлик ҳуқуқи тўғрисида”ги асарида Г.Гроций давлатни “ҳуқуққа риоя этиш ва умум манфаати йўлида тузилган эркин кишиларнинг мукамал иттифоқи”⁸ сифатида таърифлайди.

Ж.Локк ҳам давлатни қарийб худди шундай тушунилади. “Ҳукмдорлик тўғрисида икки рисола” асарида у ўз нуқтаи назарини шундай ифода этади: “Давлат деганда мен ҳамиша демократия ёки бошқарувнинг у ёки бу шаклини эмас, балки латинча “civitas” сўзи билан ифодаланган ҳар қандай мустақил уюшмани назарда тутаман, бизнинг тилимизда ушбу сўзга “давлат” “commuwealth” сўзи мос келади, у кишиларнинг шундай уюшмасини англатадиган тушунчани янада аниқроқ ифодалайди”⁹.

И.Кант ҳам давлатга бўлган ўз қарашларида шундай фикр юритади. “Адабий тинчлик сари” асарида у шундай ёзади: “Давлат ўзи жойлашган ернинг ўзидай мулк эмас. Давлат – кишиларнинг ўзи ҳўжайнлик қилиб, ўзи бошқарадиган жамиятдир”¹⁰.

Ж.Боден ўзининг “Давлат тўғрисида олти китоб” асарида давлатни “суверен ҳокимият воситасида кўплаб оилалар ва уларга тегишли нарсалар”¹¹ устидан адолатли ҳукмронлик сифатида тушунишни таклиф этганди.

Давлат – жамиятдан мустақил тузилма эмас, балки муайян макон ва замонда мавжуд ҳуқуқий тартибга солинадиган ижтимоий ҳуқ-атворнинг аниқ шакли.

⁶ Муаллифлар жамоаси. “Давлат ва ҳуқуқ назарияси”. –Т.: “ШАРҚ” НАШРИЁТИ – МАТБАА АКЦИЯДОРЛИК КОМПАНИЯСИ. 2009 й. 34-б.

⁷ Аристотель. Политика. 2-том (С.А.Жебелев таржимаси)

⁸ Гроций Г. “О праве войны и мира”, М., 1956, 74-бет.

⁹ Лок. Дж. Соч. 3-томник. М., 3-том, 388-бет.

¹⁰ Кант И. *Sehnften zur Sechtsphilosophie*. Berlin, 1988, S. 290.

¹¹ “LL persiero politico dale oruginial nostril Giorni” Roma, 1966, P. 356.

Давлат – сезги органлари ёрдамида аниқлаш мумкин бўлган моддий ҳодиса эмас, балки жамият аъзоларининг юридик жиҳатдан тартибга солинган ўзаро бўйсиниш ва бошқарилишини ифодаладиган алоқаларини назарда тутувчи ижтимоий воқеалик.

Давлат тўғрисида сўз юритганда, биз ваколатли органлар томонидан одамлар ўртасидаги ижтимоий муносабатларнинг ҳуқуқий тартибга солинишини назарда тутамиз. Демак, давлат одамлар хулқ-атворини қатъий ҳуқуқий нормалар ёрдамида мажбурий тартибга солишдан иборат функцияни бажаруви мураккаб ижтимоий ҳодисадир¹².

“Ҳар қандай қонун ҳужжатини қабул қилишдан пировард мақсад – халқимизнинг турмуш шароитини яхшилаш эканини унутмаслигимиз зарур. Бу жараёндаги энг асосий масала – қонун ҳужжатларининг мазмун-моҳиятини ижрочилар ва аҳолига ўз муддатида етказиб бериш, уларни амалга оширишни қатъий таъминлашдан иборат”,- дея таъкидлаган эди Президентимиз ўз нутқида.

Албатта бизнинг ҳаётимизни меъёрий-ҳуқуқий ҳужжатлар тартибга солиб туради. Инсон жамиятда яшар экан унинг тартиб-қоидаларига бўйсунуши, миллий қадриятларга ҳурмат билан муносабатда бўлиши лозим. Бугунги кунда таълим-тарбия соҳасида фаолият юритаётган педагоглар ҳам ўз фаолиятларини меъёрий-ҳуқуқий ҳужжатлар асосида ташкил этадилар.

Ўзбекистон Республикаси Конституцияси давлатнинг Асосий қонуни ҳисобланади. Унга кўра инсон ва фуқароларнинг асосий ҳуқуқ ва эркинликлари, шахс, жамият ва давлат ўртасидаги муносабатларнинг асосий принциплари, давлат ҳокимиятининг тузилиши, субъектлари, ҳокимиятни амалга ошириш механизми белгиланади, жамият, инсон ва фуқаронинг давлат томонидан кўриқланадиган ҳуқуқлари мустаҳкамлаб қўйилган.

Ўзбекистон Конституцияси мамлакатимиз ҳудудида яшаётган халқларнинг иродасини акс эттиради. Конституция авваламбор умуминсоний қадриятлар ва халқаро ҳуқуқнинг устунлиги принципига амал қилади. Конституциямиз Инсон ҳуқуқлари умумжаҳон декларациясининг инсон ҳаёти, шахси ва эркинликларининг дахлсизлиги каби деярли барча принципиал қоидаларини ўзида мужассамлаштирган.

Конституциямизнинг «Муқаддима»сидаёқ унинг асосий мақсади «инсонпарвар демократик ҳуқуқий давлат барпо этиш» эканлиги алоҳида таъкидланади. Суверен, демократик ҳуқуқий давлат шахс ҳамда жамият ҳуқуқ ва эркинликларининг ҳимоячисидир. Шу маънода, Конституция фуқаро, жамият ва давлат ўртасидаги ўзига хос ижтимоий шартнома сифатида намоён бўлади. Бинобарин, Ўзбекистонда фуқаро билан давлат ўртасида қарама-қаршиликлар тўғрисида сўз ҳам бўлиши мумкин эмас. Конституцияга биноан давлат фуқароларга шахсий, сиёсий, иқтисодий ва ижтимоий соҳаларда кенг ҳуқуқ ва эркинликлар беради ҳамда уларнинг амалга оширилишини кафолатлайди. Шунингдек, фуқароларнинг Конституция ва қонунларда мустаҳкамлаб қўйилган ҳуқуқ ва эркинликлари дахлсиздир, улардан суд қарорисиз маҳрум этишга ёки уларни чеклаб қўйишга ҳеч ким ҳақли эмас¹³. Шундан келиб чиқиб, ҳар бир фуқарони турли хил соҳаларидаги ҳуқуқ ва эркинликларини давлат томонидан ҳимояланади. Ҳар бир шахсга ўз ҳуқуқ ва эркинликларини суд орқали ҳимоя қилиш, давлат

¹² Муаллифлар жамоаси. “Давлат ва ҳуқуқ назарияси”. –Т.: “ШАРҚ” НАШРИЁТИ – МАТБАА АКЦИЯДОРЛИК КОМПАНИЯСИ. 2009 й. 62-б.

¹³ Ўзбекистон Республикаси Конституцияси. –Тошкент.: “Ўзбекистон”. Нашриёт матбаа ижодий уйи.2019 й. 19-модда. 9-б.

органлари, мансабдор шахслар, жамоат бирлашмаларининг ғайриқонуний хатти-ҳаракатлари устидан судга шикоят қилиш ҳуқуқи кафолатланади. Давлат фуқароларга ҳуқуқ ва эркинликлар бериш билан бирга, уларнинг зиммасига муайян масъулият ҳам юклайди. Фуқаролар Конституция ва қонунларга риоя этишга, бошқа кишиларнинг ҳуқуқлари, эркинликлари, шаъни ва кадр-қимматини ҳурмат қилишга ҳамда Конституцияда кўзда тутилган бошқа бурчларни оғишмай бажаришга мажбурдирлар.

Шуни унутмаслик керакки, фуқаролар берилган ҳуқуқ ва эркинликлардан давлат ва жамиятнинг ҳамда бошқа кишиларнинг қонуний манфаатларини чеклаш, обрў-эътиборини тушириш, уларга путур етказиш ва шунга ўхшаш мақсадларда фойдаланмаслиги лозим. Шахсга, унинг ҳуқуқ ва эркинликларига, мулкига, табиий муҳитга, жамоат ва давлат манфаатларига ҳамда бутун ҳуқуқ-тартиботга тажовуз қилиш, шунингдек, инсониятнинг тинчлиги ва хавфсизлигини бузиш жавобгарликка тортиш учун асос бўлади. Бундай ҳолларда суд қарори билан фуқаронинг ҳуқуқ ва эркинликлари чекланиши ёки шахс улардан маҳрум этилиши мумкин.

“Ўзбекистон Республикасининг барча давлат органлари, жамоат бирлашмалари ва мансабдор шахслари фуқароларга уларнинг ҳуқуқ ва манфаатларига дахлдор бўлган ҳужжатлар, қарорлар ва бошқа материаллар билан танишиб чиқиш имкониятини яратиб бериши лозим”¹⁴. Фуқароларнинг ушбу конституциявий ҳуқуқи бошқа қонунлар билан ҳам кафолатланади. Масалан, 2014 йилда қабул қилинган “Давлат ҳокимияти ва бошқаруви органлари фаолиятининг очиклиги тўғрисида”ги қонуннинг асосий вазифалари сифатида қуйидагилар кўрсатилган: 1) жисмоний ва юридик шахсларнинг давлат ҳокимияти ва бошқаруви органлари фаолияти тўғрисидаги ахборотдан фойдаланишини таъминлаш; 2) давлат ҳокимияти ва бошқаруви органларининг фаолияти тўғрисида ахборот олиш ҳуқуқининг кафолатларини таъминлаш; 3) давлат ҳокимияти ва бошқаруви органларининг ҳамда улар мансабдор шахсларининг қабул қилинаётган қарорлар учун масъулиятини ошириш; 4) давлат ҳокимияти ва бошқаруви органларининг фаолияти тўғрисидаги ахборотни тарқатиш тартибини белгилаш.

Юқоридаги меъёрлар, бир томондан, барча давлат идоралари, жамоат бирлашмалари ва мансабдор шахсларнинг зиммасига фуқароларга ўз ҳуқуқ ва манфаатларига дахлдор бўлган ҳужжатлар, қарорлар ва бошқа материаллар билан танишиб чиқиш имкониятини яратиб бериш мажбуриятини юкласа, иккинчи томондан, ҳар бир фуқарога ана шундай имконият яратилишини талаб қилиш ҳуқуқини кафолатлайди. Бу Конституциямиздаги шахсни ҳурмат қилиш, инсон ҳуқуқ ва манфаатларини муҳофаза этиш, демократия, адолат, инсонпарварлик тамойилларини рўёбга чиқариш каби умуминсоний қадриятларнинг ёрқин ифодасидир.

Ўзбекистон Республикаси Конституциясининг иккинчи бўлими фуқароларнинг ҳуқуқий ҳолати асосларини белгилайди, мустаҳкамлайди ва кафолатлайди.

Фуқаронинг ҳуқуқий ҳолати деганда, унинг жамиятдаги ҳуқуқий мавқеи – жамият ва давлат олдидаги ҳуқуқлари, эркинликлари ва бурчлари, давлат ишларини ҳал этишда қатнашишининг юридик имкониятлари, ўз манфаатларини ҳимоя қилиши ва сақлаб қолиши тушунилади. Фуқароларнинг ҳуқуқлари ва эркинликлари ҳар бир фуқаро эга бўлган шахсий, сиёсий, иқтисодий ва ижтимоий имкониятлардан иборат бўлиб, бу имкониятларни давлат тан олади ва улар Конституция ҳамда унинг

¹⁴ Ўзбекистон Республикаси Конституцияси. –Тошкент.: “Ўзбекистон”. Нашриёт матбаа ижодий уйи. 2019 й. 30-модда. 13-б.

асосида қабул қилинадиган қонунларда мустаҳкамланади. Бурч – жамиятнинг давлатга ва фуқарога бўлган талаби. У ижтимоий заруриятдан келиб чиқиб, халқ манфаатларига хизмат қилади.

Ҳар қандай жамиятда ва давлатда шахснинг ҳуқуқий аҳволи тўғрисидаги масала муҳим ҳисобланади. Фақат адолатли ва демократик давлатдагина ҳақиқий эркинлик мавжуд бўлади, шахснинг ҳар томонлама камолга етиши учун шароит яратилади. Конституциямизнинг шахс эркинлиги ва дахлсизлиги тўғрисидаги нормалари инсон ҳуқуқларига оид халқаро-ҳуқуқий ҳужжатларга асосланади. Масалан, Инсон ҳуқуқлари умумжаҳон декларациясининг 3-моддасида “Ҳар бир инсон яшаш, эркинлик ва шахсий дахлсизлик ҳуқуқига эгадир” дейилган.

Эркинлик ва шахсий дахлсизлик ҳуқуқи инсоннинг табиий ва ажралмас ҳуқуқлари сирасига киради. Ҳеч ким инсонга бирор-бир тарзда таъсир ўтказиш, уни баъзи ҳаракатларни қилишга мажбур этиш ёки баъзи ҳуқуқлардан маҳрум қилиш ҳуқуқига эга эмас. Фақат қонунда кўрсатилган ҳоллар бундан мустасно. Масалан, жиноятчиларнинг эркинлигини чеклаш, ҳарбий хизматга мажбур кишиларни ватан ҳимоясига жалб қилиш қонунларда аниқ кўрсатиб қўйилган.

Ўзбекистон Республикасининг Кадрлар тайёрлаш миллий модели ва унинг моҳияти. Ўзбекистон Республикаси сиёсий мустақилликни қўлга киритгач, ижтимоий ҳаётимизнинг барча кларида туб ислохотлар амалга оширила бошланди. Тоталитар бошқарув усули асосида иш юритилаётган халқ таълими тизимида ҳам сўнгги ўн йилликлар давомида юзага келган муаммоларни ҳал этиш вазифаси Республика ҳукумати ҳамда мутасадди ташкилотларни таълим тизимида ҳам жиддий ўзгаришларни амалга оширишга ундади. Бу борадаги сайи-ҳаракатларнинг самараси сифатида 1992 йил июл ойида мустақил Ўзбекистоннинг илк «Таълим тўғрисида»ги қонуни қабул қилинди. Мазкур қонун мазмунида Республика таълими тизими, унинг асосий йўналишлари, мақсад, вазифалари, таълим босқичлари ва уларнинг моҳияти каби масалалар ўз ифодасини топди. Бирок, 1997 йилга келиб, Ўзбекистон Республикасининг «Таълим тўғрисида»ги қонуни ва унинг мазмунида илгари сурилган ғояларнинг амалиётга тадбиқи таҳлил этилганда бу борада муайян камчиликларга йўл қўйилганлиги аниқланди. Ўтказилган таҳлил натижаларига кўра, таълим тизимида олиб борилаётган ислохот аксарият ўринларда чуқур илмий асосларга эга бўлмаганлиги маълум бўлди ҳамда кадрлар тайёрлаш тизимини ислох қилиш зарурлиги белгиланди. Шу боис Ўзбекистон Республикаси Олий Мажлисининг IX сессиясида янги таҳрирдаги Ўзбекистон Республикасининг «Таълим тўғрисида»ги қонуни ва «Кадрлар тайёрлаш миллий дастури» қабул қилинди.

Ҳар қандай мамлакатнинг кучи унинг фуқароларининг маънавий етуклиги, интеллектуал салоҳиятга эгалиги билан белгиланади. Фуқароларнинг маънавий етуклиги, интеллектуал салоҳияти эса таълим тизимининг мазмуни, шахснинг ҳар томонлама шаклланиши учун хизмат қилувчи моддий ва маънавий шарт-шароитларнинг мавжудлиги, жамиятда қарор топган ижтимоий соғлом муҳит даражаси, ижтимоий муносабатлар мазмуни, шунингдек, аҳолининг этнопсихологик хусусиятлари, ахлоқий қарашлари ва ҳаётий эътиқодлари асосида шакллантирилади. «Кадрлар тайёрлаш Миллий дастури»нинг яратилишида мазкур жиҳатлар тўла ўрганилди. Миллий дастур асосини Ўзбекистоннинг тараққиётини таъминлай оладиган, уни жаҳоннинг илғор мамлакатлари даражасига кўтарилишига ҳисса қўшувчи дадил, мустақил фикрловчи, билимли, малакали мутахассис, шунингдек, ижобий сифатларга эга бўлган кадрларни тайёрлаб вояга етказиш жараёни ташкил этади.

Кадрлар тайёрлаш миллий моделининг асосий таркибий қисмлари қуйидагилардан иборатдир:

шахс – кадрлар тайёрлаш тизимининг бош субъекти ва объекти, таълим соҳасидаги хизматларнинг истеъмолчиси ва уларни амалга оширувчи;

давлат ва жамият таълим ва кадрлар тайёрлаш тизимининг фаолиятини тартибга солиш ва назорат қилишни амалга оширувчи кадрлар тайёрлаш ва уларни қабул қилиб олишнинг кафиллари;

узлуксиз таълим малакали рақобатбардош кадрлар тайёрлашнинг асоси бўлиб, таълимнинг барча турларини, давлат таълим стандартларини, кадрлар тайёрлаш тизими тузилмаси ва унинг фаолият кўрсатиш муҳитини ўз ичига олади;

фан юқори малакали мутахассислар тайёрловчи ва улардан фойдаланувчи, илғор педагогик ва ахборот технологияларини ишлаб чиқувчи;

ишлаб чиқариш кадрларга бўлган эҳтиёжни, шунингдек уларнинг тайёргарлик сифати ва савиясига нисбатан қўйиладиган талабларни белгиловчи асосий буюртмачи, кадрлар тайёрлаш тизимини молия ва моддий-техника жиҳатидан таъминлаш жараёнининг қатнашчиси¹⁵.

Давлат ва жамият узлуксиз таълим ва кадрлар тайёрлаш тизими барча учун очик бўлишини ва ҳаёт ўзгаришларига мослашувчанлигини таъминлайди.

Ўзбекистон Республикаси томонидан инсон ҳуқуқлари, таълим, бола ҳуқуқи соҳасидаги шартномалар ва конвенцияларнинг бажарилиши, кадрлар тайёрлаш соҳасида жаҳон илғор тажрибасини ҳисобга олиш узлуксиз таълим ва кадрлар тайёрлаш тизимининг барча жиҳатларига дахлдор бўлиб, унинг ривожланиши омилларидан биридир.

Олий таълим соҳасида таълим сифатини ошириш ва рақобатбардош кадрларни тайёрлаш, Ўзбекистон Олий таълим тизимини ҳалқаро миқёсда нуфузини оширишга эриш ва юқори кўрсаткичли рейтинг ўринларига эгаллаш бугунги кундаги мақсадли вазифалардан деб ҳисоблайман. Бу борада қуйидагиларга эъборни қаратиш лозимдир:

-олий таълим сифатини ошириш, ўқув дастурларини такомиллаштириш ва замонавий педагогик технологияларни жорий этиш юзасидан тавсиялар ишлаб чиқиш;

-олий таълим тизимида таълим беришнинг юқори сифатини таъминлаш юзасидан таъсирчан жамоатчилик назоратини ўрнатиш;

-Олий таълим тўғрисидаги қонун қабул қилиш.

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Солиққа Оид Ҳуқуқбузарликларни Олдини Олишда Электрон Солиқ Хизматларининг Ўрни

ЖУМАЕВ Д.Б.¹

ГИЯСОВ С.А.²

Аннотация

Мамлакатимизда бир қатор электрон солиқ хизматлар жорий этилган ҳолда, солиқ мажбуриятларини бажариш жараёнлари соддалаштирилаётганлигига қарамай, солиқ тўловчилар томонидан солиққа оид ҳуқуқбузарликларни содир этиш ҳолатлари тез-тез учрамоқда. Мазкур ҳуқуқбузарлик ҳолатлари солиқ тўловчиларга нисбатан қўшимча пеня ва молиявий санкциялар ҳисобланишига ва кутилмаган харажатларни қўпайишига сабаб бўлади. Мазкур тадқиқот сўнгги йилларда давлат солиқ хизмати органлари томонидан амалга оширилган назорат тадбирларини қиёслаш ва таҳлил қилиш орқали энг кўп содир этилаётган ҳуқуқбузарлик ҳолатларини аниқлаш ва уларни бартараф этиш бўйича таклифлар беришдан иборат.

Таянч иборалар: Солиққа оид ҳуқуқбузарлик, электрон солиқ хизматлари, интерактив хизматлар, электрон рақамли имзо калити, солиқ ҳисоботи, солиқ тўловлари.

Сўнгги йилларда мамлакатимизда тадбиркорлик фаолиятини қўллаб қувватлаш, бозорда соғлом рақобат муҳитини шакллантириш орқали хуфёна иктисодиётни қисқартиришга қаратилган бир қатор чора-тадбирлар амалга оширилмоқда. Хусусан, Ўзбекистон Республикаси Президентининг 2018 йил 29 июндаги ПФ-5468-сон Фармони билан солиқ сиёсатини такомиллаштириш концепциясининг қабул қилиниши - солиқ юкининг сезиларли даражада пасайишини ва индивидуал хусусиятга эга бўлган имтиёзларни бекор қилган ҳолда рақобат муҳитини соғломлашишини таъминлади.³

¹ Ўз. Рес. БМА Тингловчиси

² БМА PhD, доцент

³ Ўзбекистон Республикаси Президентининг 2018 йил 29 июндаги ПФ-5468-сонли «Ўзбекистон Республикасининг солиқ сиёсатини такомиллаштириш концепцияси тўғрисида»ги Фармони. <https://lex.uz/docs/3802378>

Шу билан бир қаторда, мазкур Фармонда давлат органлари ва ташкилотлари ўртасида ахборот алмашиш механизмларининг, электрон солиқ маъмуриятчилиги ҳамда солиқ назоратини амалга ошириш шакл ва услубларининг такомиллашмаганлиги алоҳида таъкидланиб, солиқ назоратининг шакл ва механизмларини замонавий ахборот-коммуникация технологияларини кенг жорий этиш ҳисобига такомиллаштириш Концепциянинг йўналишларидан бири сифатида белгиланди.

Дарвоқе, мамлакатда солиқ маъмуриятчилигининг соддалаштирилиши ва **солиқ юкининг пасайтирилишига қарамай, солиқ тўловчилар томонидан солиққа оид ҳуқуқбузарликларни содир этиш ҳолатлари тез-тез кузатилмоқда.**

Маълумки, ҳар қандай солиқ маъмуриятчилигининг асосий вазифаси солиқ тўловчилардан солиқларни адолатли ва самарали тарзда ундирган ҳолда давлат даромадларини шакллантиришдан иборатдир. Ўз навбатида, ушбу вазифани амалга оширишда табиий ассиметрия юзага келади яъни, солиқ тўловчилар сони, солиқ тушумлари ва солиқ солиш базаси кенгайиши билан бир қаторда солиқдан қочиш rischi ҳам ортиб боради. Солиққа тортишдан четда қолган бўшлиқлар кўпаяди ва бундай ҳолатлар билан самарали иш олиб бориш – замонавий технологиялардан фойдаланишни талаб этилади. Солиққа оид ҳуқуқбузарликларнинг пировард натижаси эса мамлакатда хуфёна иктисодиётни кенгайиши ҳисобланади.

Сўнгги вақтларда бир қатор расмий ва норасмий манбалар томонидан Ўзбекистон Республикасида хуфёна иктисодиёт даражаси 45-46 фоизни ташкил этиши айтиб ўтилди.

Охирги 5 йилликда (2015-2019 йиллар) давлат солиқ хизмати органлари томонидан ўтказилган назорат тадбирлари натижасида аниқланган ҳуқуқбузарликлар кўлами ва таркиби таҳлил қилинганда, **ўртача 130 мингдан ортиқ ҳуқуқбузарлик ҳолатлари** қайд этилаётганлиги маълум бўлди⁴.

2019 йилда содир этилган ҳуқуқбузарликларда **65 фоизда ҳолатда** солиқ ҳисоботларини ўз вақтида тақдим этмаслик, **26 фоиз** ҳолатда солиқларни ўз вақтида тўламаслик кузатилган. Мазкур икки турдаги ҳуқуқбузарлик тури 2017 ва 2018 йилларда ҳам солиқ тўловчилар томонидан энг кўп йўл қўйилган.

Ушбу ҳуқуқбузарликлар натижасида тадбиркорлик субъектларига нисбатан сўнгги 3 йилликда **54 млрд.сўмдан ортиқ пеня ва молиявий санкциялар** қўшимча ҳисобланган.

Ваҳоланки, бир неча йилдан буён солиқ ва молиявий ҳисоботларни топшириш ҳамда солиқларни тўлаш мажбуриятларини солиқ тўловчининг шахсий кабинети орқали электрон тарзда бажариш имконияти мавжуд. Шунингдек, “Электрон солиқ хизматлари” (my.soliq.uz) портали орқали **35 турдаги** бошқа хизматлар ҳам солиқ тўловчиларга электрон тарзда кўрсатиб келинмоқда.

Шу ўринда ўз-ўзидан ҳақли савол туғилади: солиқ тўловчилар томонидан юқорида таъкидланган имкониятлардан ўз вақтида фойдаланмай, ортиқча молиявий зарар кўриш сабаби нимада?

Масаланинг яна бир эътиборли томони шундаки, сўнгги 3 йилликда **12 мингдан ортиқ** солиқ тўловчилар томонидан солиқ ҳисоботини тақдим этиш тартибини бузиш, **5**

⁴ Ўзбекистон Республикаси Давлат солиқ қўмитаси маълумотлари. www.soliq.uz

мингдан ортиқ солиқ тўловчилар томонидан солиқларни ўз вақтида тўламаслик ҳуқуқбузарлиги **2 ва ундан ортиқ** маротаба содир этилган⁵.

Шунингдек, сўнгги 3 йилликда солиқ ҳисоботларини тақдим этиш тартибини бузиш ҳуқуқбузарлигини содир этган солиқ тўловчиларнинг **23 фоизи** ҳуқуқбузарлик содир этилган йилда рўйхатдан ўтган солиқ тўловчилардир⁶.

Солиқ органлари томонидан электрон солиқ хизматлари солиқ тўловчилар томонидан солиқ мажбуриятларини бажариш жараёнларини енгиллаштириш мақсадида жорий этилади. Тадбиркорлик субъектлари электрон солиқ хизматларидан фойдаланган ҳолда солиқ органига ташриф буюрмасдан солиқ мажбуриятларини бажаришлари ва бу орқали ортиқча оворагарчилик ҳамда вақт сарфидан халос бўлишлари мумкин.

Бироқ, яратилган имкониятларга қарамай ҳуқуқбузарликларни содир этилаётганлиги ва олиб борилган дастлабки ўрганишлар, қуйидаги бирламчи хулосаларга олиб келди:

1) янги ташкил этилган тадбиркорлик субъектларининг мансабдор шахсларини солиққа оид ҳуқуқбузарлик ҳолатлари ва шахсий кабинетдан фойдаланиш тартиби бўйича трейнинг курслари ташкил этиш;

2) солиқ ҳисоботларини топшириш ва тўлаш муддати яқинлашаётганлиги бўйича солиқ тўловчиларни хабардор қилиш механизмларини такомиллаштириш;

3) электрон рақамли имзо (ЭРИ) калитини муддати тугаётганлиги ҳақида солиқ тўловчиларни хабардор қилиш механизмларини кучайтириш ҳамда ЭРИ калитини олиш учун тўловни кечиктириш орқали ЭРИ бериш механизмини жорий этиш лозим.

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The Comparative Characteristics of Persian and Kazakh Languages

¹SADYKOVA Roza Karimovna¹

JANSERKEYEVA Eldana Nurlanovna²

SAURUKOVA Gulbagira Saurukova³

Abstract

The Persian language also known as Farsi is one of the most widespread languages. This is the language spoken in Iran (former Persia), although it is spoken in Afganistan, Tajikstan and the Pamir. The article is about worldwide role of official Iran language, about social linguistic view and peculiarities. This work contains the methodology of teaching Persian language.

Keywords: Persian language, vocabulary, teaching, method, comparison

Түйіндеме

Бұл мақалада парсы тілінің дүние жүзіндегі рөлі, оның ерекшеліктері және жаһандық мәдениетте өз орны бар тіл ретінде қарастырылады. Парсы тілі немесе фарси деп дүниеге таралған атақты тілдердің бірі болып табылады. Сондай-ақ мақалада тілді тек Иран (бұрынғы Персия) емес, бәлкім Ауғанстан, Тәжікстан және Памир жерлерінде қолданатыны туралы айтылады. Сондай ақ парсы тілін оқытудың тиімді әдістемесі жайында да беріледі.

Тірек сөздер: парсы тілі, лексика, үйрету, әдістеме, салыстырма

¹ Candidate of Philology, Science Kazakh National Women's Teacher Training University, Almaty city, Kazakhstan, roza.sadikova@mail.ru

² Phd student Kazakh Ablai Khan University of International relations and world languages, Almaty city, Kazakhstan, eldana-ereke@mail.ru

³ Phd student Kazakh Ablai Khan University of International relations and world languages, Almaty city, Kazakhstan, gsaurukova@gmail.com

Аннотация

В статье рассмотрена всемирная роль официального иранского языка, его особенности и социально-языковая позиция в мировой культуре. Персидский язык, также известный под названием фарси, является одним из самых распространенных языков. Это язык Ирана (бывшей Персии), хотя на нем говорят в Афганистане, в Таджикистане и на Памире. В статье рассматриваются проблемы методики преподавания персидского языка.

Ключевые слова: персидский язык, лексика, обучение, методика, сравнение

The main direction of an article is the comparative analysis of vocabulary of Persian and Kazakh languages. The main considerable question is the comparative characteristics of Persian and Kazakh languages. Key words: linguistics, syntax, lexical system.

The Persian language is related to the Indo- European family of languages. The Persian language had been the most important heritage in the period of middle century of Persian literature and Renaissance. Nowadays, there are a lot of people who speak Persian language. The number of speakers who speak Persian language is over 65 million in Iran (about 90%), over 7 million in Tajikistan, and 34 million people speak in Dari language that is the variant of this Persian language in Afghanistan, 2 million people speak in Pakistan. The Diaspora use the Persian language in USA, Great Britain, Germany and Russia. In common, 61 million people consider Persian language as the first language, 62 million people consider Persian language as the second language. We cannot say that the literary Persian language is used everywhere, the dialectic peculiarities of Persian language have been formed in each territory.

The social linguistic condition of Persian language is characterized as below:

- The literary Persian language has large differences from the classical Persian language as phonetics (especially, according to the vowels), morphology, syntax and lexis.
- Present literary Persian language is the language of educational system and official language of Iran. But, Persian dialects are a lot, therefore, there is a bilingual characteristics in groups mastering the language of Persian intelligence fluently, they use combination of dialectic peculiarities and literary Persian language. There are also, Iran dialects as Mazenderan, Gillian and Turkic dialects as Azerbaijan, Turkmen, Kashkai.
- The literary Persian language is considered as linguofranc.
- The Arabic language is considered as the mandatory language in secondary educational system in spite of Persian language is the state language, that is why it influences on Persian language a lot.
- The concrete differences are shown and observed between the dialects of Persian language because of linguistic and extra linguistic factors. This begins in speech language, and it is shown in the structure of phraseological units and style of written texts. These differences are taking most

important characteristics by the opinions of Persian language researchers. There are known three state languages among the territories of Iran, Afghanistan and Tajikistan, they are: Persian, Dari and Tajik languages.

The Persian lexis – is the most important in linguistic materials. The lexis of Persian language has a long history. After the Arab conquer most words entered the Persian language. The lexis of Iran and Arab comprises the main vocabulary. The Persian language has borrowings except Arabic language as Turk - Mongol, west European, Russian, Greece, Hindi languages. Most words entered from Arabic language. (For example: كتاب [кетаб] book, مسجد [мәсджед] mosque, سوره [суре] sure Arabic language, سامور [сәмавәр] samaurin, بشكه [бошке] Russian language, ياساول [йасавол] күзет монғол тілінен, فيلسوف [филсуф] philosopher كچيكي [кечекчи] Turkish language, كنفرنس [конфорэнс] конференция conference, رژيم [режим] режим француз тілінен French language, کمپيوتور [компитур] computer English language, فلفل [фэлфэл] sanscrit and etc.).

The words in languages have two sides:

- a) the formative side of the word (the sound shape of words in oral speech);
- b) the meaning of the words [2].

We can see following similar relations comparing the lexical system of Persian and Kazakh languages:

1. Even, both of Kazakh and Persian languages relate to two different linguistic groups, there are words that coincide with each other by speech and meaning. These words relate to them. For example: [булбул], «бұлбұл» (nightingale), [гол] «гүл» (flower), [тути] «тоты» (bird), [нон] «нан» (bread), [алефбо] «әліппе» (alphabet), [пок] «пәк» (clean) and other words from Persian language entered Kazakh language. However, while speaking these words, there is a slight difference in speech. This difficulty must be eliminated in doing phonetic exercises, there must be paid attention to saying in Persian language. But, there is no difficulty to learn the meaning of this word. The number of words that came from Persian language is more than 3 thousand in Kazakh language.

2. For the second group the words that do not have coincidence from meaning, but are similar to the sound. For example: the word «water» in Persian language means «direction», this word means the simple «stone» meets on the earth in Kazakh language [3]. The word [табан] taban in Persian language means the «light» in Persian language, and this word in Kazakh language is one of the limb of the body. There are not so many words as this one. However, while using the words that are similar by sound, but different in meaning students would come to interference. That is to say, that student comes across the word [cy] water or hears it, he thinks «the water» that is used in daily life. This kind of situation arises difficulties for the students to learn the language and brings to ineffective influence. Therefore, in the first stage the teacher works specially in order to stop the interference, must work specially considering the interference of native language in the process of lesson. The words related to this group arise difficulty to Kazakh students that are learning Persian language. V.V. Akulenko calls these word combinations as «false friends of the translator» [4].

3. If there is no similarity in sounding, and the similar words that have half similarity in meanings, that is to say, that some meanings of the words in two language, their meaning would be different. These words can be divided into two:

a) the meaning of the word of Persian language is wider than the meaning of the word of Kazakh language. For example: [шир] «арыстан» tiger, «сүт» milk, «кран», [шанэ] «тарақ» comb, «иық» shoulder, [пәрдохтан] «төлеу» to pay, «орау» to cover, [курси] «орындық» chair, «кафедра» department, «трибуна» tribune, [сир] «тоқ», «сарымсақ», «салмақ» weight (the unit of weight).

For example: students know in the initial stage only the meaning lion («арыстан») of the word [шир] in the sentence [мән шир хурдәм], if they do not know the other meanings, he translates it as I ate a lion («мен арыстан жедім»). This word, also, has the meanings such as, «сүт» milk, «кран» crane. It can be true that if it was translated as I drank milk («мен сүт іштім»). Therefore in initial stage the teacher should teach the usage of them in the sentence according to their meaning and the meanings of the words to the students.

b) the meaning of the word of Persian language is not wider than the meaning of the word of Kazakh language. For example: [зиба], [қәшәнг], [маһ], [хошгәл] «әдемі» beautiful, [ханэ], [мәнзел] «үй» house, [доктор] doctor, [тәбиб], [пәзәшк] дәрігер, [бәччә], [тәфл], [пәсәр], [кудәк] «бала» child, [хилигәр], [һоккә], [кәләк], [хәйле], [һокәбаз] «қу» sly and other words as these.

The students use all meanings of the words according to these words in their native language that their meaning is not wider of the words of Kazakh language in Persian language as [хатәрнак], [пор хатәр], [вәһшәтнәк], [һолнәк] «қорқынышты» terrible [5].

4. The sounding of the words in two languages is not similar to each other, their meanings coincide to each other. For example: [данешгаһ] «университет» university, [данешджу] «студент» student, [истгаһ] «аялдама» bus-stop, [кәтаб форуши] «кітапхана» library, [форушәндә] «сатушы» seller, [нәвисәнде] «жазушы» writer, [амузгәр] «оқытушы» teacher and other words.

According to this, while comparing the words of Persian and Kazakh languages, they are divided into these types:

a) Persian language: жалаң сөз, Kazakh language: жалаң сөз, for example, карханэ «завод» factory, кармәнд «жұмысшы» worker, боғбан «бақташы», дәсткеш «қолғап» and etc.

b) Persian language: жалаң сөз, Kazakh language: two or word combination (екі немесе сөз тіркесі), for example, форузән «сөнбейтін жарық» the light, сәдж «жүз жылдық» centenary and etc.

c) Persian language: word combination (сөз тіркесі), Kazakh language: жалаң сөз, for example: [һәм шәһри] «жерлес» countryman, [рәфт-о омәд] «қатынас» relation, [гиро-гир] «төбелес» fight, [чәһар пайе] «орындақ» chair, [отеш зәбон] «шешен» rhetorician and etc. When students speak this kind of meaning, rely on the peculiarity of their native language and try to use the word in Persian language.

Grouping these words, it must be considered that the different relation between the words of Persian and Kazakh languages influences effectively and ineffectively for mastering Persian words of Kazakh students. In this way, it is not possible to have been arisen the interference of the students learning the words in first group. Because, the word in Persian language and the meaning of the equivalent of it in Kazakh language is the same, and the words in other groups are the arising source of interference, because the students should be mistaken that it means the same meaning in Persian language as his native language. Some ways of solving the problem of grouping the vocabulary have been considered from methodical point. The most spread among them are to consider the difficulties in learning words and the aim of teaching. Analyzing the opinions of scientists S.F.Shatilov reminds the following factors that are difficult in mastering the words in reproductive way [6].

1. It is difficult to learn the words that do not coincide the meanings of the words with each other in native and foreign language and it is easy to learn the words that coincide their meaning.
2. Learning the word combinations in foreign language arises difficulties in the initial stage of teaching for the students.
3. The words are divided into the root, derivative and combined words. It is difficult to differentiate from each other, while listening, keeping in mind shortest words /that is to say, that the root/ for the learner who learns the foreign language for the first time.
4. Words that have concrete /деректі/ meaning are easy to keep in mind than the words that have abstract /дерексіз/ meaning. For example: concrete words: [истраһ] «аялдама» bus-stop, [хабраһ] «жатақхана» hostel, [данәштраһ] «университет» university, [даруханә] «дәріхана» chemist and other words that have abstract meaning /дерексіз/, [замән] «кепіл», [мәхсус] «ерекше» [ғәләбә] «жеңіс» victory are easy to learn than other words [7].

So, as a result of comparing the lexical system of two languages, by defining the differences between Persian language and the native language of students we pay attention to the effective and ineffective influence of mastering Persian words of Kazakh students. In the initial stage of teaching the habits of native language would be privileged, so it has an effective and ineffective influence on mastering the foreign language, and by knowing the similarities and differences of the words in two language the ways of eliminating the negative effect /interference/ of native language to foreign language. It can be suitable by improving the speaking experience of students in foreign language. Therefore it is important to define the difficulty level of them by grouping the vocabulary of Persian language from methodical point.

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Question to Question; Women Characters in *Top Girls*

Yakup YASAR¹

Feminism is a movement which has appeared to stand against the patriarchal society and its male centered dominance. Its goal has always been to prevent the ego-centering ideology based on the assertion that women are inferior to men and men should have more rights than women, merely because they are women. The question, “Is being a woman such an unfortunate situation that men look down on and enslave them and make them seem as if they were non-human creatures though they are not?” has been focused on profoundly for ages and writers have written books about this injustice. In fact, in the past women writers were not independent enough to support their rights in their works and some would use male names as pseudonyms for their books since they were afraid to be punished and prevented from publishing their Works. However, since the beginning of the 20th century with the help of modernism which aims at deconstruction upon the cliché and dogmatic believes in order to construct a new merit based on individuality, the inequity between men and women has been one of the issues discussed by women scholars freely to be solved. Caryl Churchill is one of the feminist writers (or playwrights) who without difficulty writes on women rights and defends them. *Top Girls* is one of her plays in which she demonstrates women’s tragic situation and puts a question in readers’ mind; Are all the women mistreated or do they deserve to be treated so? In the study the matter “being a woman and its difficulties” is discussed by means of the female characters in the play and their memories throughout history. Finally, it is aimed to make some significant deductions about whether the women are the victims of or responsible for what they have experienced so far.

Keywords: Feminism, Iniquity, Patriarchal Society, History, Individuality

¹ Assist. Prof. Dr., Karamanoglu Mehmetbey University, School of Foreign Languages, Department of English Interpretation and Translating, E-mail: yakupyasar@kmu.edu.tr

INTRODUCTION

Feminism is a movement which has appeared to stand against the patriarchal society and its male centered dominance. Its goal has always been to prevent the ego-centering ideology based on the assertion that women are inferior to men and men should have more rights than women, merely because they are women. The question, “Is being a woman such an unfortunate situation that men look down on and enslave them and make them seem as if they were non-human creatures though they are not?” has been focused on profoundly for ages and writers have written books about this injustice. Women writers in particular, have mentioned this situation in their works deeply so as to prove and convince people that women and men are human beings and so they should have the same rights which mean they are equal to one another. That has been mainly the problem of women to struggle to exist in the world as individuals and to be treated as they deserve. In the past, women writers were not brave enough to support their rights in their works and some would use male names as authors of the books since they were afraid to be punished and to be forced not to publish their books.

However since the beginning of the 20th century with the help of modernism which aims at deconstruction upon the cliché and dogmatic believes in order to construct a new merit based on individuality, the female writers have used their own names on their Works. Caryl Churchill is one of the modern feminist writers (or playwrights) who without difficulty write on women rights and defends them. *Top Girls* is one of her plays in which she demonstrates women’s tragic situation and puts a question in readers’ mind; Are all the women mistreated or do they deserve to be treated so?

ANALYSIS

Top Girls is mainly centered on two acts which are not related or connected to each other enough. In the first act Marlene is hosting a dinner party for five friends. She has recently been promoted at work. The five guests are all women that are either long-dead or fictional characters from the literary works or paintings. They each have experienced different and interesting memories and because of that they all have distinctive messages and targets behind.

Marlene is the main character; the events happen around her and she has a role in two acts. She comments on each situation and directs the readers to try to find an answer to the question pointed out above by reminding “we don’t have to believe the same” (I, 6). After listening to the other characters’ experiences she cannot stop asking “Oh God, why are we all so miserable?” (I, 18). She goes on talking to the famous pitiful female characters from the ancient times and as she is as weak as the other women she says “Oh God I can’t bear it” (I,24). As a woman she expresses her weakness straightforwardly and shows how deeply stressed she is. According to Macdonald “Not all the stress women suffered was caused by physical illness... Women were also more vulnerable than men to psychologically disturbing social situations. Their individual propensities to anxiety and sadness were enhanced by patriarchal custom and values that limited their ability to remedy disturbing situations” (39-40)

In addition, Pope Joan is the most tragic one of all having been somehow enslaved and mistreated by the men during their life. Indeed she is the most significant character showing neither women nor men are superior or inferior to one another. Both should have the same rights and should be treated individually as a human being. To give information about her, the character Pope Joan stands for a legendary woman who is thought to have disguised herself as a man and served as Pope of the Roman Catholic Church between 854 and 856. Joan, who was English, disguised herself as a man and fled to Athens to study with her lover when she was 12. After her lover, a Benedictine monk, died, she became a priest, then a cardinal. She succeeded Pope Leo IV as Pope, and had a new lover, a cardinal. She became pregnant, and the people found out that she was a woman, stoning her to death. Her disguising herself includes important implications helping us to witness that during the time of her priesthood she seemed as if she had been a man and she was put in a high esteem and people listened to her speech carefully and adhered to her commands. “At first I decided to stay a man. I was used to it. And I wanted to devote my life to learning” (I, 11).

She goes on telling her memory with the sentences demonstrating she felt herself as if she had been a man and she forgot or ignored her gender. That is because she expresses “I never obeyed anyone. They all obeyed me” (I, 21). It made her satisfied with her life as a man and especially as a pope. However being pope must have been gratifying for her while seeming as a man did not attract her so much. On the other hand she was aware of the unfortunate fact that just a man could be a pope. As she says “Exactly and I shouldn’t have been a woman. Women, children and lunatics can’t be Pope.” (I, 15).

Moreover, as emphasized previously that Pope Joan’s situation has vital importance for us to examine the question ‘Have women been compassed into the unjust condition only due to their gender or to the allegation men are more clever and logical than women?’ Joan’s disguising herself reminds us Shakespeare’s female character Portia in *The Merchant of Venice*; There she disguises herself into a male lawyer who utters very logical sentences and convinces all of the people in the court, Shylock is the one who is wrong. Her situation is rather tragic and ironic. During the scene in which the noble men from different countries come and try to choose the correct casket so as to marry Portia, she has to adhere to what her father has ordered her and she wishes to choose the one she wants to marry. She is in-between two men- her father and Bassanio-. The former has compelled her to do what is commanded but fails and the latter can not get Portia by using his patriarchal power but wins at the end.

Portia knows what is good for her yet she can not apply it, because, “She is well aware of her own shortcomings, and of the fact that imperfection is in the nature of human beings, who are often guided by emotions rather than moral precepts” (Millson 65). As she clearly expresses in her speech;

It is a good divine that follows his own instructions:

I can easier teach twenty what were good to be done,
than be one of the twenty to follow mine own teaching...

O me, the word choose! I may neither choose whom I would,
nor refuse whom I dislike; so is the will of a living daughter curbed
by the will of a dead father:—Is it not hard, Nerissa, that I cannot choose

one, nor refuse none? (I, ii, 13-24))

Portia here satirizes the patriarchal system in which individuals are like puppets doing what is taught without thinking whether it is good or evil. Portia obviously points out we are all imperfect as human beings and thanks to this, it is quite nonsense to assert men are superior to women. The actual reality is individually one may be inferior or superior to another in any aspects but just because of the difference in gender or of the sexual diversity. However “If to do were as easy as to know what were good to do chapels had been churches, and poor men’s cottages Princes’ palaces” (*The Merchant of Venice* I, ii, 12-3). It is indeed the problem of the patriarchal society as the men always think and order the women to do what is merely thought but done by them. She implies men always talk on everything but do nothing; we do not have to be male to talk, as it is such a fairly simple action that is done by women too. She pre-informs us “that they shall think we are accomplished with that we lack” (III, iv, 63-4).

Furthermore, the character Lady Nijo is the representative of the writer of the book *The Confessions of Lady Nijo*. In it, Lady Nijo describes her life in Japan between 1271 and 1306. She grew up in the Imperial court, and at her 14’s, became the consort to the retired Emperor GoFukakusa, who was 15 years older. Nijo had four children, one to the Emperor, and the others to two of her lovers (only one without the knowledge of the Emperor). After being expelled from the court, she became a Buddhist nun and walked throughout the country writing about her experiences. Lady Nijo’s life is another tragic issue influencing us profoundly and prompting us to witness what a woman can do if she is treated contrary to her expectations. She was in-between two men; her father and the Emperor.

Nijo: One night my father proposed three rounds of three cups, which was normal and then the Emperor should have said three rounds of three cups, but he said three rounds of nine cups, so you can imagine. Then the Emperor passed his sake cup to my father and said ‘Let the wild goose come to me this spring.’ (I, 2)

She had to marry the Emperor when she was only fourteen, she was not aware of the situation at all “I knew he meant something but I didn’t know what.” (I, 3). Even though she tried not to get married to the man, she was compelled to admit the decision already made; “I did nothing but cry” (I, 3). After their marriage her husband went away and she did not know when he would come and this made her uneasy, yet she could not do anything but wait as she said “I belonged to him” (I, 3). However later on she gave up waiting for him and she betrayed him by making love with Akebono who fell in love with her when she was just thirteen and he got very sad when she married the Emperor.

Nijo talks to Marlene “I too was often in embarrassing situations, there’s no need for scandal. My first child was his Majesty’s, which unfortunately died, but my second was Akebono’s.” (I, 16). Likewise, she went on to have sexual intercourse with another man named Ariake the priest. Her third and fourth children were Ariake’s and before the fourth one was born Ariake died and she says “I didn’t want to see anyone, I stayed alone in the hills. It was a boy again, my third son. But oddly enough I felt nothing for him.” (I, 18). Then she got regretful about all the things she had experienced; “the first half of my life was all sin and the second/ all repentance” (I, 5). Her life is quite a very distinct example of the troublesome situation of women in a male-dominated society.

What is more the character, Dull Gret, is based on the subject of the painting Dull Gret by Pieter Breughel. The subject is a woman wearing an apron and armed with tools of male aggression - armor, helmet, and sword. Leading a mob of other women dressed in aprons, she charges into the Hell fighting the devils and filling her basket with gold cups. Dull Gret in the play has such an interesting role that she stands for the women who are as powerful as men. During their dialogue she does not speak enough; she just utters the strange words such as "Bastard" and "Big cock". Additionally the character Patient Griselda is based on the wife in "Clerks Tale" of The Canterbury Tales by Geoffrey Chaucer. Griselda is a poor peasant who is chosen to be the wife of the Marquis if she promises to obey him always. They get married, and have a baby girl. However, when the baby is only six weeks old, the Marquis makes her give it up.

Griselda is tested again four years later when she has a son. The Marquis has their son taken away after two years when the people become angry about it. Twelve years later, she is forced to go home. She does all this obediently, and even plans the Marquis's other wedding for him, only to be rewarded with a reunion with her children and a place back at his side. Her situation is the most surprising one, she demonstrates us how loyal and obedient she has been despite all the upsetting events, and at last she becomes very happy. This brings another question into our mind; If she had behaved in a feminist way rather than the way she applied on her own, could she have reached the pleasant end?

The character Isabella Bird is generated from the use of *A Curious Life for a Lady* by Pat Barr, originally published by Macmillan, London. Isabella Bird (Oct. 15, 1931-1904) was born to a clergyman in Yorkshire, England. Isabella was such a quite loyal woman that she never disobeyed her father. She did not get married until she was fifty. That was because her father was a clergyman and in the play she says "I certainly never saw my father drunk." (I, 3) which means her father was an epitome for her: "I tried to do what my father wanted" (I, 3). She loved her father so much that she postponed her marriage for fifty years. The reason of this is fairly simple; "I tried to be a clergyman's daughter." (I, 3). Her father was very understanding, helpful, polite and friendly to her. "My father taught me Latin although I was a girl." (I, 3). Her father treated her as a human being and this conduced her to be loyal to him. Their relation within comparison with the other women's life teaches us putting women in an inferior situation prompts men to end up in embarrassment, whereas treating them as human beings make men be more honorable and reputable.

What Marlene experiences in the second Act demonstrates how women are misused by men in this century. For instance while talking about the men she works with, Jeanine says "they share me" (II, 30). Win and Nell's meeting at the Employment Agency presents the reality the women of the modern and post-modern world have changed a lot except for their sexuality and still they encounter troubles while looking for a job. In addition Kit and Angie's dialogue points out how depressive they are, especially Angie:

Kit: When there's a war, where's the safest place?

Angie: Nowhere

The word “nowhere” obviously emphasizes the seriousness of the psychological destruction of the women trying to support their lives among men.

When we come to the end of the play we witness the argument between Marlene and Joyce. Marlene has left her family and has gone to America. After years, Angie goes to visit her and tells her lie by saying Joyce wants to invite her home. She comes to visit them; however, as Joyce is still furious at her she has a serious quarrel with Marlene. Then we understand Angie is Marlene’s own daughter. That is why Angie loves Marlene much more than Joyce. Their story brings out another question: If Angie were a male baby, would Marlene have given her to Joyce or would Joyce have taken her?

Moreover, looking through those women characters it is explicitly seen that nearly all women are suppressed under the male dominance but they are influenced and show different reactions. Indeed they are not thought to talk so much; they are compelled just to reply with a few words such as “Yes! OK! All right!” and so on. For example the secretary in the play *Küfürsüz Küfredenler/ Swearing Without Swearword* (by Yakup Yasar), always utters very short sentences and at last the police officer asks the reason;

CHIEF COMMISSIONER: (Curiously) Why do you always make short sentences such as “OK Sir! All right Sir!...”?

SECRETARY: Because you may get angry.

CHIEF COMMISSIONER: (Having been already troubled the chief commissioner gets angry, storms at her and lifts up his voice) Why do I get angry with no reason? Don’t twaddle, girl! Did I get angry with you when you spoke long? (angrily scatters the table).

SECRETARY: (Tearfully) Look, you’re angry. We, women, cannot make up to you whatever we do. Whatever you say, we reply with “Well ... Okay ... Okay” you are again getting angry; you are breaking our heart again. Enough is enough! (Begins to cry... takes her bag) I am going.

CHIEF COMMISSIONER: (With an embarrassed attitude) Stop, girl! Where are you going? You misunderstood me.

SECRETARY: Look, a woman is seen mistaken again.

CHIEF COMMISSIONER: I didn’t say you are mistaken? How do you come to this point?

SECRETARY: Then, why do you say “You are doing wrong!” instead of saying “I couldn’t tell correctly!” (I; vi; 69)

The dialogue between Chief Commissioner and the Secretary exemplifies the problems women encounter due to their social statue which has been formed with the norms of the patriarchal system.

CONCLUSION

All in all, *Top Girls* is fairly a clear example of a feminist Work which includes various points that every reader can get what he/ she wants to find out. It has messages for both men and women and has a profound impact over all in such an engrossing atmosphere that questions in readers' mind get replied clearly but get answered comprehensibly. Namely, it again brings another question into our mind and distorts us to scrutinize the previous question so as to find an answer to the current one. However still an obvious answer is not managed to be found out, as it is implied in Caryl Churchill's play playwrights do not present answers but questions to questions. Finally the reply to the question asked at the beginning is; Are all the women treated as they deserve or do they have to deserve it?

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Raqamli iqtisodiyotda risklar

Риски в цифровой экономике

Risks in the digital economy

Dijital ekonomide riskler

TURSUNHODJAYEVA Shirin Zafar qizi¹

Tadqiqotda risklarni baholashning yangi usullarini ishlab chiqish, ularning raqamli iqtisodiyotni shakllantirish va rivojlantirish sharoitida innovatsion jarayonlarga ta'siri bilan bog'liq ravishdagi asosiy masalalar bayon etilgan. Tadqiqotning asosiy metodi sifatida hujjatlarni qayta ishlash, nashr qilish, hisobot berish, deklaratsiyalar va boshqalar bo'yicha muntazam mehnat xarajatlarini kamaytiradigan kognitiv texnologiyalar qo'llanildi. Raqamli iqtisod ularni hal qilishdan ko'ra ko'proq muammolarni keltirib chiqaradi. Tadqiqotda raqamli iqtisodiyot kontseptsiasining umumlashtirilgan ta'rifi, u raqamli infratuzilmani va biznesni yuritish uchun innodiversion axborot-kommunikatsiya texnologiyalarini o'z ichiga olgan muhit sifatida tavsiflanadi. Raqamli iqtisodiyotda yuzaga kelishi mumkin bo'lgan risklarining mualliflik tasnifi keltirilib, uni qiyosiy tahlil qilinib, 3 ta asosiy turi bo'yicha ilmiy taklif va xulosalar shakllantirildi.

Tayanch iboralar: *raqamli iqtisodiyot, risk, innovatsiya, kiber-risk, innodiversifikatsiya*

Hozirgi kunda raqamli iqtisodiyot tushunchasi hayotimizga shiddat bilan kirib kelmoqda. Albatta, yangiliklarga tayyor turib, zamon bilan hamnafas bo'lishimiz iqtisodiyotimizni rivoji uchun katta qadamdir. Shu munosabat bilan, prezidentimiz Sh.M.Mirziyoyev taklifi bilan mamlakatimizda “2020-yil — Ilm-ma’rifat va raqamli iqtisodiyotni rivojlantirish yili”, deb nomlandi va “Raqamli iqtisodiyot”ga faol o‘tish – kelgusi 5 yildagi eng ustuvor vazifalarimizdan biri bo‘ladi. Raqamli texnologiyalar nafaqat mahsulot va xizmatlar sifatini oshiradi, ortiqcha xarajatlarni kamaytiradi.

Shu bilan birga, meni juda qattiq tashvishga soladigan va bezovta qiladigan eng og‘ir illat – korrupsiya balosini yo‘qotishda ham samarali vositadir. Buni barchamiz teran anglab olishimiz darkor”, - deb ta’kidlab o‘tdilar. [1]

¹ Toshkent Moliya Instituti, tayanch doktoranti, UZBEKISTAN. E-mail: sh.khalmukhamedova@gmail.com

Yangilik yohud, innovatsiya tushunchalari doimo katta riskli loyiha sifatida ko'z oldimizda gavdalangani hech kimga sir emas. Ho'sh bugungi kun iqtisodiyoti raqamli iqtisodiyotga o'tishga qanchalik tayyor? Bu jarayonda yuzaga keluvchi risklarga qanday chora-tadbirlar majmui bilan qurollanganmiz? Ko'zlagan natija va yo'l qo'yilishi mumkin bo'lgan moliyaviy yoqotishlar o'rtasida ijobiy taffovut hosil bo'lishi uchun, innovatsion risklar to'g'risida tushunchaga ega bo'lishimiz lozim bo'ladi. Zero, moliyaviy risklarni boshqarish o'tgan asrning 40-yillaridayoq o'z ahamiyatini ko'rsatib kelmoqda. Ammo, korxonalarning boshqaruviga riskni integratsiyalashmagani bugungi epidemiologik vaziyatda ularning ta'sirchanligi kuchayib ketganidan yaqqol ko'rinib qoldi. Shuning uchun, raqamli iqtisodiyotga o'tishda bizni kutib turgan risklardan xabardor bo'lishimiz lozim. Ular quyidagi jadvalda keltirilgan.(1-jadval)

1-jadval. Raqamli iqtisodiyotda risklar [2]

Soha	Risk	Ta'rif
Texnologik	O'z-o'zini rivojlantirish ("sel" yoki "qor ko'chkisi")	RI ning keng ko'lamli va tezlashib borayotgan jarayonlarini, o'z-o'zidan ishlab chiqarilayotganligi uchun, to'xtatishning sira iloji yo'q
Siyosiy	Mamlakatlararo ("raqamli mustamlakachilik»)	Boshqa IT-texnologiyalarning hayot va faoliyatning barcha sohalariga kirib borishi
	Kiber-xavfsizlik	Moliya, transport va energetika infratuzilmasi, iqtisodiy menejment, ijtimoiy injiniring va modellashtirish
	Innodiversifikatsion	Ma'lumotlar bazalari va bilimlarning, ularning tarkibiy qismlari va tarkibining xavfsizligi
	Innovatsion (yangi AKTni joriy etish)	Investitsiyalar, "start-up"lar, yangi pullar, yangi ishlab chiqarishlar, an'anaviy sanoatni "qayta ishlash"
Iqtisodiy	Raqobatbardoshlik	Iqtisodiyotni kuchli va boyroq xorijiy o'yinchilar tomonidan egallab olish va tashqi iqtisodiy boshqaruvni joriy etish
	Marketing ("Birja iqtisodiyoti")	Yangi xatcho'plarning paydo bo'lishi, zaifliklar, tahdidlar, zararli dasturlar
	Ish joylarini yoqotish	Bozorlar, yangi biznes modellari, yangi yirik kompaniyalar, yangi ommaviy xizmatlar va axborot xizmatlari
Ijtimoiy	Ishsizlik	Vositachilarning yo'q bo'lib ketishi, xizmatlarning tezlashishi va standartlashtirilishi, tibbiyot, ta'lim, transport va xizmat ko'rsatish sohasining yo'q qilinishi
	Ijtimoiy taranglik	Mehnat unumdorligini oshirish
		Samaradorlikni oshirish
		Sun'iy intellektni joriy etish

	Parazitlar paydo bo'lishi	qatlarning	Avtomatlashtirish, robotlash
Psixologik	Maxfiylik		Katta ma'lumotlar, shaxsiy ma'lumotlarning tahlili, elektron identifikatsiya va identifikatsiyani tasdiqlash, fuqaroning elektron egizagi
			Maxfiylik yo'qolishi, buzg'unchi reklama, yangi raqamli totalitarizm, fuqarolarning shaxsiy ma'lumotlari chet elda kuchli xorijiy o'yinchilarga tarqalishi
	Shaxsiy mashina rivojlantirish)	("klip" yoki fikrlashni)	Tez, matematik chiziqli, ko'rinishlilik, Qismlarga ajratilgan, tezlik va sirtlilik
	Fiksiizm		Mashinaning bir qismiga aylangan odam, "fiksik", 100 % kompyuterning har qanday mikrochipi kabi almashtirilishi

Biz yuqorida keltirilgan risklardan ko'proq himoya qilishimiz zarur bo'lgan 3 turini ajratib ko'rsatmoqchimiz, bu innovatsiya, kiber va innodiversifikatsiya risklaridir.

Innovatsion risklar birinchi navbatda yangi zaiflik nuqtalari bilan ajralib turadigan ko'plab yangi axborot-kommunikatsiya texnologiyalarining (AKT) paydo bo'lishi bilan bog'liq. AKTning zaifligi deganda, raqamli texnologiyalarning ishlashida uzilishlar keltirib chiqaradigan, axborot tizimiga bexosdan ta'sir qilish imkonini beradigan, ko'pincha amalga oshirishdagi xato tushuniladi. 99% hollarda, zaiflik tahdidlarga olib keladi.

Innovatsiya haqida gap ketganda, aql-idrok sizga ajoyib mahsulotni ishlab chiqsangiz muvaffaqiyatli bo'lishini aytadi. Xo'sh, nima uchun ba'zi ajoyib yangiliklar muvaffaqiyat qozonadi, boshqalari esa yo'q? Muallif Ron Adnerning "Keng obyektiv" kitobida aytilishicha[3], sababi innovatsiyaning o'zi emas. Buning o'rniga, ko'pgina kompaniyalar ikkita muhim riskni e'tibordan chetda qoldirib, "ko'r dog'lar" kabi mahsulotni hatto eshikdan chiqmasdan turib halok qilishadi. Birinchisi - "birgalikdagi innovatsiya riski" yoki sizning innovatsiyalaringiz boshqalarning innovatsiyalariga bog'liqligini tushunmaslik. 3G telefonlarining rivojlanishini ko'rib chiqing. 2000-yillarning boshlarida Nokia birinchi 3G telefonini ishlab chiqardi, bu yuqori tezlikdagi ma'lumotlarni uzatishni, video oqimini va biz kutgan barcha qo'ng'iroq va hushtaklarni va'da qildi. Ammo kontent provayderlari va ma'lumotlar tarmoqlari tayyor emas edi va telefon qimmat 3G qog'ozga aylandi.

"Qabul qilish zanjiri xavfi" dan kelib chiqadigan yana bir nuqta, boshqa hamkorlar ham sizning innovatsiyalaringizni oxirgi foydalanuvchiga etkazishidan oldin qabul qilishlari kerakligini anglay olmaydilar. Raqamli kinoteatr rejisiorlar uchun pulni tejaydigan va kino tomoshabinlari uchun tomosha qilish tajribasini yaxshilaydigan ajoyib g'oya bo'lishi mumkin, ammo agar kinoteatr egalari qimmat raqamli proyektorlarni sotib olishmasa, film hech qachon tomoshabinlarga etib bormaydi.

Ular sizning muvaffaqiyatingizga yordam beradigan faqat siz boshqaradigan tarkibiy qismlarni emas, balki barcha tarkibiy qismlarni ko'rish uchun keng optika bilan innovatsioningizning ekotizimiga qarashligi asosiy muvaffaqiyat kaliti bo'lishi mumkin. Aynan ushbu strategiya garchi Sony ikki yil oldin bozorga chiqqan bo'lsada, Amazon Kindle-ni yanada muvaffaqiyatli qildi. Amazon, apparat muammoning faqat bir qismi ekanligini tushundi; kompaniya shuningdek nashriyotlarni tarkibni taqdim

etish va iste'molchilarga uni sotib olishning oson yo'li bilan ta'minlash uchun jalb qilishi kerak edi. G'oliblarni yutqazuvchilardan ajratadigan aynan mana shu kengroq ko'rinish. Chunki, Adner ta'kidlaganidek: **"Siz ko'rmaydigan narsa sizni o'ldirishi mumkin."**

Keyingi va oxirgi 10 yillikning eng xavfli riskiga aylangan tahdid bu, kiber-risklardir. **Kiber-risk moliyaviy tizim uchun jiddiy tahdidga aylandi.** Xalqaro valuta jamg'armasi xodimlari tomonidan olib borilgan modellashirish natijasida, moliyaviy institutlarning kiberhujumlardan yiliga o'rtacha necha yuz milliard dollarni tashkil qilishi mumkin bo'lgan, banklarning daromadlarini kamaytiradigan va moliyaviy barqarorlikka tahdid soluvchi baholar olinadi. So'nggi holatlar shuni ko'rsatadiki, bu tahdid haqiqiydir. Muvaffaqiyatli hujumlar allaqachon ma'lumotlarning tarqalishiga olib keldi, buning natijasida o'g'rilar maxfiy ma'lumotlarga kirishdi va firibgarlik qilishdi, masalan, Coincheck cryptocurrency birjasidan 500 million dollar o'g'irlandi. Shuningdek, hujumning nishoni bo'lgan tashkilot faoliyat yuritilmasligi riski mavjud. Qizig'i shundaki, so'rovlar muntazam ravishda risk menejerlari va boshqa moliyaviy tashkilotlarning rahbarlari kiber hujumlardan, boshqa geosiyosiy va yangi normativ aktlar bilan bo'g'liq risklardan ko'ra ko'proq tashvishlanayotganini ko'rsatmoqda. Ayniqsa, hozirgi murakkab bo'lgan, karantin sharoitida, masofaviy tarzda ishlayotgan xodimlar, fishing va tovlamachilar uchun o'lja hisoblanadilar, chunki masofadan turib ishlash maxfiy ma'lumotlarni o'g'irlash va ijtimoiy muhandislik taktikalarining yangi turlari uchun yangi imkoniyatlar yaratadi. "Innodiversifikatsiya" atamasi esa 2016 yilda fanga kiritildi [10] va yangi sohalarga innovatsiyalarning kirib borishini tavsiflaydi. Boshqacha qilib aytganda, innodiversifikatsiya riski siyosiy risklarni davolash va innovatsion faoliyatni diversifikatsiya qilish bilan bog'liq. Bu riskni quyidagi uning xususiyatlari orqali tushunib olish mumkin bo'ladi (1-2 rasm)

1-rasm. Innodiversifikatsiya riskini xavf turi bo'yicha turkumlanishi. [4]

Xar qanday korxona o'z faoliyati davomida tashqi aloqaga kirishadi, diversifikatsiya jarayonida esa, aloqalar kengayadi. Natijada, boshqa hamkorlar tomonidan egallanib olinish yoki boshqaruga aralashuv jarayonlari kuchayishi mumkin.

2-rasm. Innodiversifikatsiya riskini paydo bo'lish sohalari bo'yicha turkumlanishi. [4]

1-jadval. Innodiversifikatsiyaning yutuqlari va kamchiliklari.[4]

<i>Yutuqlari</i>	<i>Kamchiliklari</i>
Raqamli iqtisodiyotning innovatsion diversifikatsiyasi jarayoni, biznesning tegishli sohalarida innovatsiyalar va diversifikatsiyaning simbiozi bo'lib, umumiy menejmentning moliyaviy sinergiyasini ta'minlaydi.	Innodiversifikatsiya jarayoni uchun, raqamli iqtisodiyotga dahldor yuqori malakali kadrlar jamoasini noldan boshlab yigish kerak.
Innodiversifikatsiya qilish jarayoni biznesni kengayish orqali mavsumiy sektorlaridagi tebranishlarni bartaraf etishga qodir.	
Muvaffaqiyatli kengaytirish yoki qo'shilish innodiversifikatsiya qilish natijasida kompaniyaning daromadini oshiradi.	Innodiversifikatsiyadan moliyaviy foyda olish uchun ko'p vaqt talab etiladi
Inno diversifikatsiya qilish jarayoni tadbirkorga yangi ko'mak nuqtalari beradi. Agar biznesning ayrim tarmoqlari zarar ko'rsa yoki bozor yangi mahsulotga qayta tuzilsa ham, ishlab chiqarishning xilma-xilligi kompaniyani xarob qilishiga yo'l qo'ymaydi.	Raqamli iqtisodiyotning diversifikatsiyalash xavfi yangi sanoatning paydo bo'lishi, an'anaviy sanoatning "tarqalishi" bilan bog'liq bo'lib, har doim bu ko'rinish va kengayish uchun ko'p pul kerak. Va sohalar qanchalik ko'p farq qilsa, innodiversiyalash uchun ko'proq mablag ' talab qilinadi.
Inno diversifikatsiyalash jarayoni yordamida siz yopiq ishlab chiqarish sikllarini yaratishingiz mumkin, bu esa tegishli tashkilotlarga qaramlikni kamaytiradi	Innodiversifikatsiya qilish jarayonida ayrim tadbirkorlik sohalarida bir necha yilgacha zarar ko'rishi mumkin, bu esa biznesning asosiy turiga yukni sezilarli darajada oshiradi.

Xulosa qilib shuni aytishimiz mumkinki, hozirda mamlakatimizda olib borilayotgan, davlat va jamiyatni hamjihat yakdil tizimga aylantirish, iqtisodiyotni liberallashtirish, tadbirkorlikni qo'llab-quvvatlash, korrupsiya va byurokratiyaga barham berish kabi islohotlar, zamon talab etayotgan raqamli iqtisodiyotga o'tishni taqazo qilmoqda. Raqamli iqtisodiyotning ijobiy tomonlarini ko'plab keltirishimiz mumkin bo'lgan sharoitda, u orqali yangi risklarni ham ko'rib o'tishimiz mumkin bo'ldi, ular innovatsiya, kiber va innodiversifikatsiya riskidir. Bu risklarga ta'sirchan chor-tadbirlar majmui bilan qurollanishimiz, taraqqiyotimiz garovi bo'lishi mumkin. Yuqoridagi fikr va mulohazalardan kelib chiqib, quyidagilarni taklif sifatida kiritgan bo'lar edik: innovatsion risk uchun, zaruriy zaxira mablag'lari shakllantirish; kiber riski uchun, kodlash va shifrlash usulini kuchaytirish; innodiversifikatsiya riski uchun, xar bir tarmoq yohud hamkorga limit chegaralarini o'rnatish va eng asosiysi malakali kadrlar guruhini shakllantirish risk yuzaga kelish xavfini oldini oladi.

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Ғайризўравонлик Ахлоқшунослигининг Фалсафий Моҳияти

ИНАГАМОВА Феруза Хуршитовна¹

Аннотация: Ушбу мақолада ғайризўравонлик ахлоқшунослигининг фалсафий моҳияти мутафаккирлар ижоди асосида очиб берилган.

Калит сўзлар: ахлоқ, ғайризўравонлик, эзгулик, ёвузлик, куч ишлатмаслик

Annotation: This article reveals the philosophical essence of non-violent ethics based on the work of thinkers.

Keywords: morality, nonviolence, goodness, evil, non-use of force

Инсоният ўз бошидан неча-неча даврларни, тараққиёт босқичларини бошидан кечирди. Ўз-ўзидан равшанки шундай даврлар, замонлар келадики муайян ғоя, таълимот эскиради унинг ўрнини янгиси эгаллайди. Баъзи соҳаларда ушбу таълимотлар, ғоялар бутунлай ўзгариб кетса, баъзиларида у сайқалланиб, қайта тўлдирилиб янгича тусда қўлланила бошлайди. Шундай таълимотлардан бири бу – ғайризўравонлик ахлоқшунослиги таълимотидир.

Ғайризўравонлик ахлоқшунослиги XX асрда юзага келган ва у амалиётда муваффақиятга эришган, ҳамда ҳозирги кунда ҳам амалда қўлланилаётган таълимотлардан биридир.

Ғайризўравонлик ахлоқшунослиги бу ёвузликка қарши зўравонлик кўрсатмасдан ахлоқийлик нуқтаи назаридан курашишдир. Эронлик ёзувчи, донишманд Хусайн Козим шундай деган эди: ”Ер юзи ва еростидаги барча олтин қазилмаларнинг қиймати биргина яхши ахлоққа тенг кела олмас”. Бу шунчалик ҳақиқатки, инсон умри давомида бунга ўзи амн бўлиб бораверади.

Маълумки, Шарқда ёвузликни йўқотиш, тўғрироғи, камайитириш, заифлаштириш барча даврларда ҳам асосий ахлоқий муаммо бўлиб келган. Қадимги дунёдаги ва Ўрта асрлардаги

¹ Мирзо Улуғбек номидаги Ўзбекистон Миллий университети Ижтимоий фанлар факултети Этика ва эстетика кафедра ўқитувчиси

Шарқ мутафаккирлари ёвузликни кучсизлаштиришнинг йўли - унга қарши ёвузлик билан жавоб бермаслик, деб билганлар. Улар ўз таълимотларида асосан ёвузликка ёвузлик билан жавоб бермасликни фақат сабр-тоқат, Худога ташлаб қўйиш орқали амалга ошириш мумкин деб билганлар.

Ғайризўравонлик ахлоқий йўналишнинг ибтидосида XIX асрнинг XIX аср мутафаккири америкалик файласуф-ахлоқшунос **Хенри Дэйвид Торо** (1817 - 1862) туради. Унинг фикрича, зўравонликка қарши курашишни сабр-тоқат ёки Худога ташлаб қўйиш орқали эмас, балки унга қарши курашиш лозимлигини илгари суради. Бу йўналиш доирасида кейинчалик, XX аср бошларида Лев Толстой, кейинроқ буюк ҳинд мутафаккири ва жамоат арбоби Моҳандис Карамчанд Ганди, америкалик руҳоний, файласуф, жамоат арбоби Мартин Лютер Кинг сингари мутафаккирлар изланиш олиб бордилар. Шунингдек, АҚШ олими, профессор Жин Шарп, Польшалик олим профессор Анжей Гжегорчик, Россия олими, профессор Абдусалом Гусейнов сингари замондош олимларимиз ҳам мазкур йўналишда тадқиқотлар олиб борган.

Мазкур йўналиш асосчиси Торо ўзи ёқтирмаган америкача жамиятдан бош олиб чиқиб кетиб, ўзига қулай ҳаётни танлайди ҳамда ўзининг «Уолден ёки ўрмондаги ҳаёт», «Фуқаровий итбатсизлик», «Массачусетдаги қулчилик» сингари мақола ва эсселарида ҳам ғайризўравонлик ахлоқшуносли, зуўрлик ишлатмаслик ғояларини илгари суради.

Торо ғайризўравонлик инқилоби ғоясини ўртага ташлайди. Биринчиси, ҳамманинг солиқдан бош тортишида кўради. Унинг фикрича, агар минглаб одамлар солиқ тўламаса, у зўравонлик ҳам, қонли чора ҳам ҳисобланмайди; аксинча, солиқ тўлаш давом этаверса, давлатга зўравонлик қилиш ва бегуноҳларнинг қонини тўкиш учун имкон берилган бўлади. Иккинчиси, иш ташлаш, давлат хизматчиларининг ўз хизмат вазифаларини бажаришдан бош тортишларидир. Ана шунда тинчлик йўли билан, қонсиз инқилоб амалга ошади. Лекин мазкур босқичлардан аввал ҳар бир инсон ўзини ахлоқий жиҳатдан тайёрлаш босқичини бошдан кечириши, яъни ўз онги ва қалбида шахсий инқилоб қилиши зарур. Фақат юксак даражадаги ахлоқий тайёргарликкина пировард мақсадга кўнгилдагидек етказиши мумкин.

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Құтадғу Билигте Жаратушы Концепті

Kutadgu Bilig'de Tanrı Konsepti

КАНАШАЕВА Гүлжазира Аманбаевна¹

Аннотация

Мақалада Жүсіп Баласағұнның Құтадғу Билиг атты шығармасында көрініс тапқан Жаратушы концептісі талданады. Автор Жаратушыны Құрандағы сипаттарымен танып, оны оқырмандарға түркі тілімен түсіндіреді. Туындыда мұсылмандық дүниетанымның өзегі болып табылатын Алла сөзі мүлдем қолданылмай оның орнына түркілік атаулары *Bayat*, *Tengri*, *İdi* лексемалары қолданылады. Әлемнің діни бейнесінде маңызды орынға ие Жаратушы концептісінің тілдік бірліктері болып табылатын аталмыш сөздер шығармада 542 рет қолданылып базалық құндылықты құрайды. Осы концептінің мазмұны мен семантикалық аясына кіретін тілдік бірліктер мен олардың ішкі формасында сақталған мәдени ақпараттар арқылы Баласағұнның Жаратушы иені мұсылмандық дүниетаным тұрғысынан танып, Құран мен Хадистегі Алланың көркем сипаттарына сай түсіндірген.

Кілт сөздер: Құтадғу билиг, Жаратушы ие, Жаратушы сипаттары, лингвомәдениеттану

Öz

Çalışmamızda Yusuf Has Hacıb'in Kutadgu Bilig eserindeki Tanrı konsepti incelenmiştir. Yazar Tanrı'yı Kuran'daki sıfatlarıyla tanıyor ve Türk toplumuna Türkçe anlatıyor. İslam dünya görüşünün temeli olan *Allah* kelimesi kullanılmamaktadır ve onun yerine Türkçe karşılıkları olan *Bayat*, *Tengri*, *İdi* kelimeleri kullanılmaktadır. Bu kelimeler eserde 542 defa geçmektedir. Tanrı konseptisinin mühtevası ve semantik alanına giren bütün kelimeler ve onların iç mühtevasında saklı kültürel bilgiler Yusuf Has Hacıb'in Tanrı'yı müslümanlık dünya görüşü açısından tanımladığını ve Kur'an ve Hadis metinlerindeki Allah'ın sıfatlarına uygun bir biçimde anlattığını ortaya koymaktadır.

Anahtar kelimeler: Kutadgu Bilig, Tanrı, Tanrı sıfatları, dil ve kültür.

¹ ТЮКСОЙ кафедрасы докторанты, Әл-Фараби атындағы Қазақ Ұлттық университеті; Шығыстану факультеті, KAZAKHSTAN. E-mail: jazikana@mail.ru

Кіріспе

Түркі жазба тілі тарихында Жүсіп Баласағұнның Құтты білік шығармасы түркілер ислам дінін қабылдағаннан кейінгі түркі тіліндегі алғашқы жазба ескерткіш болуымен ерекшеленеді. Әрі мұсылман дүниетанымындағы Жаратушы бейнесін де алғаш рет осы шығармада кездестіреміз. Құтадғу билиг 6645 бәйіттен тұратын поэзиялық жазба жәдігер. Ол 85 баптан тұрады. Жазба ескерткіштің «Әзіз уа Ұлы Тәңірдің құдіреттілігі айтылады» деп аталатын бірінші бабы түркі әдебиетінің бүгінгі күнге жеткен алғашқы тәухид пен мінәжат өрнегі болып табылады. Жаратушы иенің бірлігі, құдіреті, жаратылғандардың әлсіздігі, Жаратушы иеге мұқтаж екендігі жырланған осы бөлімде автордың Жаратушы ие туралы таным-түсінігі көрініс тапқан. Бұл бөлімдегі Жаратушы ие туралы ой-тұжырымдары тікелей Құран мәтінінің аудармасы іспетті. Бөлім 33 бәйіттен тұрады, бұл Тәңірінің 99 көркем есіміне байланысты болса керек [Ерсойлы 1981:34]. Осы сияқты тәухид, мәтінде тағы да бес жерде кездеседі: 5. бапта 4 бәйіт, 23 бапта 5 бәйіт, 39 бап 9 бәйіт, 44 бап 15 бәйіт, 45 бап 11 бәйіт. Шығармадағы тәухид жырлар барлығын қосқанда 77 бәйітті құрайды. Осы мадақтардың барлығы «*Bayat atı birle sözüg başladı // Алланың атымен сөзге бастаймын*» деген фразеологиялық тіркеспен басталып отырады. Осы тіркес Бисмиллә түркі тіліндегі аудармасы ретінде алғаш рет ҚБ кездеседі [Sadikov. 2003: 22].

Автордың Жаратқан ие туралы танымы шығармада кездесетін мінәжаттарда да көрініс табады. Шығармада 1 бапта 6 бәйіт, 2 бапта 3 бәйіт, 3 бапта 3 бәйіт, 4 бапта 7 бәйіт, 11 бапта 8 бәйіт, 26 бапта 3 бәйіт, 85 бапта 13 бәйіт, барлығы 47 бәйіт мінәжат кездеседі. Автордың және оның кейіпкерлері аузымен айтылған осы мінәжаттарда Жаратқан ие мен адам арасындағы байланыс, адам баласының сұранысы және мұқтаждығы айқын көрінеді. Жалпы шығарманың өн бойында Аллаға деген терең сүйіспеншілік құрмет сезіліп тұрады.

Мәтінде Жаратушы ұғымы Тәңірі, Байат, Иди, сияқты түркілік атаулармен және арабша Раб және Иләхи атауларымен синонимдік қатар құрып қолданысқа түседі. Олардың қолданылу жиілігі мен қолданылу аясы бірдей емес. *Bayat* 378 рет, *Tengri* 41 рет, *Idi* 102 рет, *Rab* 16 рет, *İlahi* 5 рет барлығы 542 рет қолданылып базалық құндылықты құрайды. Құтадғу билиг еңбегі тіліндегі Жаратқан иенің сипаты мен ерекшеліктерін зерттеген түрік зерттеушісі Х. Савран осы шығармада Алла тағаланың Құрандағы 99 көркем есімдерінің 66-сы шығармада берілгендігін алға тартады [Savran. 2010: 45-124]. Бұл көркем есімдердің барлығы түркі сөздерімен аталған. ҚБ-тегі діни терминдердің бай түркілік қабатын зерттеген Екер сол кезеңде түркі тілінде діни терминдердің қалыптасып бір арнаға келтірілгенін алға тартады (Екер 2006:106). Көне түркі тілінде бұрыннан келе жатқан діни атаулардың Қарахан дәуірінде мән-мағынасы өзгеріп, ұғым ретінде мұсылмандық ілімдердің ықпалымен мағыналары кеңейіп, дамығандығын көреміз. Шығармалардағы *Тәңірі* көне түркілік дүниетанымдағы *Жаратқан ие* ұғымынан мүлдем бөлек бейне. Ол ислам дініндегі Алла ұғымына сәйкес, бірақ автор осы сөзді қолданғанда өте сақ қолданғанын байқауға болады. Көне түркі тілінде *Байат* сөзінің алғашқы «көне, баяғы» тәрізді мағынасы тарылып, Қарахан әдеби тілінде «Тәңірі, Алла» тәрізді нақты мағынаға ие болған. Алғашқыда Алланың «кадим – ежелгі» деген сипатын білдірген (1978). Кейіннен анықтауыштық мағынасы кеңейіп, өзі анықтайтын заттың атауына айналған. *Иди/Изи* сөзі де ислам дінімен келген *Раббы* ұғымының түркі тіліндегі баламасы ретінде діни терминге айналып, шығармаларда *Раббы* сөзімен синонимдік қатар құрып, қолданысқа түскен (Клоусен

Негізгі бөлім

Данкофф ҚБ-тің негізгі қайнар көзі Құран мен Хадис екендігін алға тартады (1983: 16-18). Баласағұн Жаратушы иені әр мұсылман баласына парыз болғандай Құран мен Хадистердегі сипатымен біліп, танытады.

Баласағұн шығармасында Жаратушы ие мекенге тәуелсіз. *Orun ol törütti orun yok ahar, anıñsız orun yok бүтін bol muhar* «Мекенді Ол жаратқан, мекен жоқ Оған, Ол болмаса осы мұңлықтардың бәрінде мекен болмас еді» *kidin öñdün ermez ne soldın onğdun, ne astın ne üstün ne otru orun 18 Кейін де емес, алда да емес, не оңыңда не солда, Астында да, үстінде де отырап жай жоқ Оған»* осы контексте жоғарыда тілге тиек етілген тұжырымның *orun yok ahar* лексика-семантикалық варианттарда көрініс тапқан. Баласағұнның түсінігі бойынша Жаратушы жерде де емес, көкте де емес, не солда не оң жақта оған орын жоқ. Өйткені ол мекенге мұқтаж емес. Автордың осы тұжырымы ислам тарихында сенім мектебін қалыптастырған имам Матуридидің концепциясына сүйенгендігін көрсетеді.

Баласағұн дүниетанымында Жаратушы концептісінің әмбебап белгілері бірі оның уақытқа тәуелсіз екендігі. Шығармада бұл пікірдің репрезенттері мына тілдік бірлік болып табылады: «*Aya ber birikmez saña bir adın kamuğ aşnuda Sen Sen öngdün kidin // Ей бір Тәңірі, саған өзге кіріге алмас, Бұрыннан бері сен әуелгі және соңғысың»* Жаратушының әзәлі екендігі **öngdün** «әуелгі» лексемасы арқылы беріліп тұр. Ислам сенімінде Алла ешнәрсе болмаған кезде бар еді және барлық нәрсе жоқ болғаннан кейін де бар болып қалады. Ол мәңгі. Оның уақытқа тәуелсіз екендігін екінші сипаты *mengü* лексемасы арқылы беріледі. *Ay erklig uğan mengü muşuz bayat, yaramaz senidin adınka bu at* «Ей құдіретті, мықты, мәңгі, мұңсыз Тәңірі, Сенен басқа ешкімге жараспас бұл ат»; *Ayā menggü muşuz idim sen uluğ, sen ök yarlıkağıl bu muşluğ kuluğ* «Ей мәңгі, мұңсыз, Ием сен ұлысың, Сен өзің жарылқа, бұл мұңлық құлыңды». Барлық жаратылыстың белгілі бір уақыттан кейін жоқ болуын Ұлы Жаратушы Иенің мәңгілігінің белгісі ретінде көрсетеді. «*törütülmiş erding törügli ölür, törügli ölür ol törütgen kalur* Фн 101; Мн 55.// Жаратылған едің, жаратылған өлер, жаратылған өлер, Жаратқан қалар»,– деген бәйітте Алла жаратқан адам баласы өліп кетеді, ал Жаратушы иеге өлім жоқ, Ол мәңгі деген пікірі айқын көрініс тапқан.

Шығармада жиі қолданылған сипат *bir* лексемасы. *ugan bir bayatka angar yok fena* «Құдіретті бір Аллаға өлім жоқ; *törüti* ара оғланın *bir bayat* «Жаратты адам баласын бір Алла»; *kodu bir bayatım munga tar yölek* «Бір Алла маған арқа болды» Жаратқан иенің жалғыз екендігін білдіретін сипаты **бир** сөзі арқылы беріледі. Жалғыз, тек деген мағынаны білдіретін **бир** сөзі **Байат, Иди** лексемаларымен тіркесе отырып **бир Байат, бир Иди** тұрақты сөз тіркестерін құрайды. Осы тіркестер мәтінде ең көп қолданылған сөз тіркесі болып табылады. Аталған тіркестердің жиі қолдану арқылы автордың оқырман назарын Алланың осы сипатына көбірек назар аударғысы келгендігін аңғаруға болады. ҚБ-те *Бир Байат* 14 рет, *бир Иди* 7 рет кездеседі. Басқа сипаттарға қарағанда көбірек қолдануы Ж. Баласағұнның дүниетанымында Алланың бірлігінің маңызды екендігін білдірсе керек.

Баласағұн дүниетанымында Тәңірі ештеңеге ұқсамайды. Бұл пікір *anıñ okşağı yok azu meñzegi, ne mengzek, ne yanzağ kötürmez boduğ, könülden irak tutğıl okşag mengiz* деген тіркестер арқылы беріледі. «Аның окшаğı yok azu meñzegi, neteglikke yetmez halâyık ögi «Оның ұқсасы жоқ, немесе теңдесі, Қандай екендігіне жаратылғандардың ақылы жетпес»; neteglikke yetgü köngül ögde yok Адам баласында Оның қандай екенін білетін көңіл де, ақыл да жоқ» деген бәйіттен Тәңірінің өзінің жаратқандарына ұқсамайтындығын және адам баласының танымының шектеулі екендігіне байланыстырып отырғанын аңғарамыз.

Алла мұңсыз, ешкімге мұқтаж емес. Алланың бұл сипаты *mungsuz, mungı yok* тілдік бірліктері арқылы көрініс табады. «*ay erklig ugan mengü mungsuz bayat [Фн 13, Мн 12] // Ей ерікті, құдіретті, мәңгі, мұңсыз Алла; katiğ barça muñluğ törütülmışi, mungı yok idi bir añar yok eşi [Фн 13, Мн 12] // Бүткіл, барша жаратылғандар саған мұқтаж, тек Ием ғана ештеңеге мұқтаж емес, оның теңдесі жоқ; ay mungsuz idim sen bu muñluğ kuluğ, suyrkar keçürgil yazukın katiğ [Фн 14, Мн 13] // Ей мұңсыз Ием сен бұл мұңлық құлыңды, мейіріммен кешіргін, күнәсін барша; барша адам баласының Ұлы Тәңіріге мұқтаж екендігін аңғартады. Mungı yok idi, mungsuz idi - muñluğ törütülmış, muñluğ kuluğ* тілдік бірліктері арқылы береді. Мұңсыз сөзі мұңлық сөзіне кереғар мағынада, антоним болатын болса, сөзі мен сөзі бір-біріне кереғар мағынада қолданылғанын кездестіруге болады.

Алла тірі, оның тірілігі мәңгі, бұл сипат шығармада *tirig* лексемасы арқылы көрініс табады. *sen ök sen tirig, angar yok ölüm, angar yok fena* тілдік бірліктері де Тәңірі концептісінің семантикалық аясына кіріп оның әмбебап белгілерінің бірі ретінде көрініс табады. *yokadur ne erse sen ök sen tirig [Фн 14]* Бар нәрсе жоқ болады, сен ғана мәңгі тірісің; *Ölümke törüttü bu sansız konum, tirig barça ölgü añar yok ölüm* «Өлім үшін жаратты бұл сансыз жұртты, Тірінің бәрі өлер, Оған жоқ өлім» – дей отырып, барлық жаратылысты жаратқан, оларға рух берген Жаратқан ие, жаратылыстың бәрі өткінші, туады өледі, бірақ оларды жаратқан құдіретті Алла ғана мәңгі тірі деген ой айтады.

Алланың тағы бір сипаты ілім, шығарма тілінде *biligli* және *bilir* сөздері арқылы көрініс табады. *ay iç taş biligli, ay hakku'l yakın ay sırka yakın* деген сөз тіркестері де барлық сырды, шындықты білетін, бар нәрседен хабардар екендігін білдіретін тілдік бірліктер. Автордың дүниетанымында Тәңірінің білімі шексіз, Ол жарияны да құпияны да білуші, Оның ілімінен ешнәрсе тыс қалмайды. Адам ақылының жетпейтін құпия сырдың барлығы Тәңіріге ғана қанық: «*Biligli bayat ol bilir bu işig, ukuğlı uğan ol ukar bu işig в 120 // Білікті байат, ол біледі бұл істі, парасатты Құдірет Ол ұғады бұл сырды; Ay iç taş biligli ay hakku'l yakın, közumde ырак sen köñülke yakın [Фн. 13] // Ей ішті, тысты білетін хаққа жақын, көзіме ұзақсың, көңіліме жақынсың». Ay iç taş biligli* сөздік тіркесіндегі *іс/ ішкі* сыр яғни, құпия деген мағынада, *taş/ сырт, тыс* көзге көрініп тұрған барлық нәрсе яғни, жария деген мағынада қолданылып, Тәңірінің адамның әрбір іс-әрекетін, ішкі сыры мен ойын білетін шексіз ілім иесі екендігін меңзейді.

Алланың еркі, қалауы мәтінде *erklig* лексемасы арқылы беріледі. *İligni sebep kıldı erklig idim bu erdem biligdin turu kalmadım. Bayat hükmi, İdi buyruğı // Тәңірі үкімі-бұйрығы* сөз тіркестері арқылы да көрініс табады «*Katiğ edgü isiz bayat hükmi bil, bayatka inanğıl anıñ tapğı kıl 1279 // Барлық жақсылық пен жамандықты Тәңірі бұйрығы деп біл, Тәңіріге сен, Оған құлшылық ет*» – деген мысалда бұл әлемде бар нәрсе Тәңірінің қалауымен болатынын, оған бас

иіп, қабылдай білу керектігін ескертеді. Бұл іс тек Тәңірінің қалауымен болады. «Tiledi törütti bu bolmış kamuğ, bir ök bol tedi boldı kolmış kamuğ 3 // Қалады жаратты, бар болмысты, Бір ғана «бол» - деді, қалағаны болды» - деген жолдарда Тәңірінің бүткіл жаратылысты қалауымен жаратқандығын, жоқтан бар болған мына сансыз тіршіліктің барлығы Тәңірінің шексіз қалауының дәлелі екендігі айтылады.

Шығармада Алланың бір басқа сипатын білдіретін лексема *ugan* “u:gan – God, to be mighty, to be able to, powerfull” (Clauson 1972: 2) «Күші жету, қуатты, құдіретті» деген мағынаны білдіреді. *ugan bir bayatka angar yok fena 2* “Құдіретті бір Алла, Оған жоқ өлім»; *Uğan ol köni çın törü bergüçi, törümiş kamuğ halkka yetrür küçi 3192* «Құдіретті ол, әділет үшін заң беруші, жаралған барша жанға жетер күші».

Шығармада Алланың сөйлеу және есту сипаттары Жаратушы концептісінің маңызды белгілері болып табылады. Жаратушының сөйлеу сипаты *aymak* лексемасымен беріледі: *Negü kolsa kıldı ne kolsa kılur, negü aysa boldı ne aysa bolur 3196* // *Нені қаласа жасады, нені қаласа жасап, Нені айтса болды, не айтса болады*. Есту сипаты *eşitür* лексемасында көрініс табады. *Ötüğçi kereksiz mungadsa özüm, tilim tepremedin eşitür sözüm 3767* «Дәнекер керек емес қиналғанда, айтпасам да есітеді сөзімді» Алланың естуі сөзге, құралға тәуелді емес екендігін және Оның құлдарының дұға-мінажаттарын есту үшін сөзге мұқтаж емес екендігін білдіреді.

Шығармаларда көп кездесетін Алланың сипаттарының бірі – жаратушылық сипаты. Бұл сипаты *Törütgen, törütmiş, yaratgan, yaratmış* лексемалары арқылы беріледі. Көне түркі тілінде төрүт-, йарат- етістіктері мен –миш, ған етістіктен есімдік жасайтын жұрнақтар арқылы жасалған. Алланың «әл-Халик» деген көркем есімінің түркілік атауы [Clauson, 1972: 3]. «*wayat atı birle sözüğ başladım, törütgen egidgen keçürgen idim 1* // Алла атымен сөзге бастадым, Жаратқан, разық берген, кешірімді Ием.

Қорытынды

Жоғарыдағы талдау жасалған Жаратушы концептісінің тілдік бірліктерін қорытындылай келе Баласағұн дүниетанымындағы Жаратушы ие сипаттарын былай атап көрсетуге болады.

Жаратушы ие сипаттары:

1. *orun yok aңar* – мекенге, кеңістікке тәуелсіз
2. *öngdün* – әзәли, ежелден бар
3. *mengü* – мәңгі
4. *bir* – Тек, Жалғыз
5. *aning ohşağı yok azu mengzegi* – еш нәрсеге ұқсамайды
6. *mungsuз* – мұңсыз ешнәрсеге мұқтаж емес
7. *tirig* – тірі
8. *biligli* – бар нәрседен хабардар, Ілім
9. *erklig* – ерікті, бар нәрсе оның қалауымен болады
10. *ugan* – құдіретті
11. *aytigi* – сөйлеуші
12. *Eşitür* – естуші

13. törütgen – жоқтан бар етуші

Шығармадағы Жаратушы концептісінің тілдік бірліктері мұсылмандық дүниетанымдығы Алланың сипаттарымен сәйкес келеді. Осы концептінің мазмұны мен семантикалық аясына кіретін мәдени ақпараттар арқылы сол кезеңде түркілердің Жаратушы иені мұсылмандық дүниетаным тұрғысынан танып, Құрандағы Алланың көркем сипаттары арқылы танығандығын айғақтауға болады. Концептінің мазмұнының негізгі компоненті ретінде бұл тілдік бірліктер мұсылмандық түсінікте қолданылады. Шығармадан автордың сол кезеңдегі Қарахан мемлекетіндегі дүниетанымның діни-моральдық негізін көрсету және зиялы қауым өкілі ретінде ислам дінін халық арасында түсіндіру, насихаттау сияқты прагматикалық ұстанымының болғандығын көруге болады. Ислам діні автордың өмірлік ұстанымына айналғандығы мәтіннен айқын көрінеді. Ж. Баласағұн бүкіл түркі халқының исламды қабылдауында маңызды роль атқарған түркі ойшылдарының бірі. Баласағұнның теологиялық діни танымы қазақ ұлттық дүниетанымындағы діни көзқараспен сабақтасып, бүкіл түркі халқы ұстанған матуриди сеніміндегі негізгі концепциямен ұштасып жатқандығын көреміз. Тәңіріні сипаттағанда матуриди сенім мектебіндегі Алланың зати және субути сипаттарына сәйкес сипаттайды.

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XXI Century: Philosophical Methodological Problems of Modern Ecology

MIRZAXOLOV Xojiakbar¹

Abstract: This article discusses the philosophical methodological problems of modern ecology in the XXI century.

Keywords: ecology, methodology, ecological crisis, nature

Аннотация: В данной статье рассматриваются философские методологические проблемы современной экологии в XXI веке.

Ключевые слова: экология, методология, экологический кризис, природа

One of the characteristic features of the modern world is the aggravation of global problems, which by their nature go beyond the interests of various classes and social systems, and the solution of which depends crucially on the future, moreover, the very existence of mankind.

The problem of preventing the negative impacts of man's material and productive activities on the natural environment, which has become one of the most pressing problems of our time, is a new unprecedented in the history of human society. Since the seventies of this century, confidence in the «limitless human ingenuity» has begun to give way to a serious concern about the state of the environment, which is increasingly being changed by the ingenuity of this ingenuity.

Progressive deterioration of the environment becomes a real fact, the neglect of which is fraught with very dangerous consequences. Therefore, the issue of nature protection and careful attitude to the use of its resources has never become more serious, consistent and large-scale, as in our time. Interest in

¹ Department «Social science», Namangan Engineering Construction Institute, UZBEKISTAN, Namangan city

the problems of ecology is deeply motivated by the whole course of the modern scientific and technological revolution, which has invested in the person's hands the powerful means of transforming the surrounding world. The growing ecological danger has revealed the inconsistency and complexity of such a phenomenon as scientific and technological progress.

The problem of the relationship between man and nature in its entirety has always been a matter of profound philosophical interest. To her, one way or another, the greatest thinkers of the past applied, trying to determine the place and role of man in the universe. In this connection, the question arises: how does the ecological problem correlate, which has become one of the most urgent and requiring urgent natural-science, technical-economic and socio-political solutions, with the ever-philosophical problem of the relationship between man and nature?

The philosophical field of analysis extends from a person taken in its entirety to nature in its three basic meanings: the universe, correlated with the human society of the part of the universe and the inner basis of man. Ecological field already. Basis for ecology is the concept of environment, derived from the conceptual apparatus of the ecology of animals and plants. The environment can be defined as part of the nature in which there is a person whose focus it is, directly encountering it in its activities.

Between the philosophical and specific ecological levels, as well as between the concepts of "nature" and "natural environment," there is no impassable abyss. The totality of the taken into account characteristics of the natural environment increases as the person receives more and more information about the influence of nature on his existence and turns more and more of nature into his habitat.

The dependence of man on nature, on the natural habitat, existed at all stages of human history. It, however, did not remain constant, but changed in a dialectically contradictory manner.

On the one hand, as the productive forces of society develop, as the relationship between man and the natural habitat is increasingly mediated by the «second nature» he creates, man has increased his protection from the negative impacts of nature and natural disasters, which not only allowed more stable comfortable conditions of existence, but also to develop all new territories for living and for productive work.

Today, this dependence is often found in a very dramatic way, because the scale of application of many types of resources necessary for economic activities, and simply for the existence of mankind, leads to the depletion of the available reserves of these resources on the planet. In the orbit of human activity, a steadily expanding spectrum of processes, phenomena and substances of nature is involved, which are also used with increasing intensity, so that human society is drawn into ever closer and diverse connections with the world of the surrounding nature.

The interaction of man and nature, society and his environment as a result of the rapid growth of industrial production throughout the world, and production, which relies on existing multi-waste technologies, has reached extreme, critical forms and sizes. The question of the threat to the very existence of mankind as a result of the exhaustion of natural resources and the contamination of the environment of his habitat, which is dangerous to human life, arouses the full growth. It is these contradictions in the relationship between society and nature that determine the essence of the ecological problem.

Two opposite concepts are gaining traction: the conquest of nature and subordination to it. In the first variant, people pledge to further strengthen the struggle with nature and overlook the fact that a

person struggles with the nature that gave birth to it, that is, with the natural basis of its existence and, consequently, such a struggle must be conducted very carefully. The opposite option (only the subordination of man to nature) is also fraught with dangers primarily because it requires the refusal of the creative, transformative activity of people in relation to nature.

Nature acts as a prerequisite and condition for the development of society. Society is a detached part of nature, man is the pinnacle of evolution. «It is the inevitable manifestation of a great natural process that naturally lasts for at least two billion years.»

Being a part of nature, man gradually, in the process of labor and communication, was formed as a social being. Man in the course of practical activity gradually conquered his the will of the animal and plant world, put himself at the service of the «organic force of nature», proceeded to production. From this time it can be said that man finally broke the unwritten «contract» with nature and only through the millennium he learned in some way to foresee the remote consequences of his active interference in nature. He realized that his actions violated the balance in nature. One of the first philosophers who raised the question of humanity's payment for progress in the productive forces, was F. Engels, who wrote that it was not worth it too «too enticed by our victories over nature. For each such victory, she avenges us. Each of these victories, however, has, first of all, the consequences for which we expected, but in the second and third turn quite different, unforeseen consequences, which very often destroy the importance of the former.» In fact, after the victory over the animal and vegetable world, only one enemy remained in man - he himself.

Today it became clear to us that these unforeseen consequences extend not only to nature, but also to many spheres of human life. How can we make transformations in the means of production reduce their negative impact on the natural sphere so that the flowering of science and technology does not depreciate the emotional moral sphere?

The «undocking» of different axes of social progress leads to a truly crisis situation. In other words, humanity faced the challenge of learning how to combine changes in the scientific, technical, social and spiritual spheres, so that natural harmony does not collapse between them.

Realizing its responsibility to nature, society has gradually developed a whole system of religious prohibitions and state laws that regulate the relationship of man with the environment. It is known that many primitive tribes punished violators of such prohibitions with a slow death. The same fate awaited those who killed animals more than it was necessary for food. It is necessary to pay tribute to the peoples of the ancient states of Asia, who were the first to develop decrees on the protection of flora and fauna. It is considered, for example, that the Mongols bent their socks off their boots in order not to damage the grass cover of the steppes.

Thus, summarizing all of the above, we can note two trends in the development of the relationship between man and nature:

1. Beginning with the distant past, the measure of man's domination over nature is constantly expanding, the composition of substances and energies involved in the sphere of productive labor is increasing at an accelerating rate, and the modern scientific and technological revolution opens the prospect of absolute human power over natural processes on a planetary scale.

2. The disharmony in the relationship between man and nature is steadily growing. Each qualitatively new stage in the mastery of the forces of nature is «progress» in the destruction of the natural basis of human existence. The consequence of these trends was the emergence of ecology - the doctrine of the interrelationship of organisms with the environment.

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Ўзбекистон Республикасида рақамли иқтисодиётни ривожлантириш истикболлари

НИЗАМОВ Ахтам Нўмонович¹

РАХИМОВА Нилуфар Аминовна²

Аннотация. Ушбу мақолада мамлакатимизда рақамли иқтисодиётга ўтиш зарурияти илмий ва амалий жиҳатдан асосланган. Чет эл тажрибасиларига асосланиб иқтисодиётни рақамлаштириш рейтингини баҳолаш методикаси ўрганилган. Рақамлаштириш афзалликлари қайд этилиб, уни иқтисодиётда қўллаш бўйича таклифлар билдирилган.

Калит сўзлар: рақамли иқтисодиёт, информацион коммуникация технологиялари, рейтинг, рақамлаштириш, индекс, мезон, ҳисоблаш методикаси, таклиф.

Ўзбекистон Республикаси яқин келажакда аҳоли турмуш даражасини тубдан яхшилаб, ривожланган мамлакатлар қаторидаги топ- 50 таликдан ўрин эгаллашини ўз олдига мақсад қилиб қўйган. Бу йўналишда шиддат билан олиб борилаётган ислохотлар ўз самарасини бермоқда ва булар жаҳон бутун ҳамжамияти томонидан ижобий баҳоланмоқда. Дунёдаги нуфузли нашрлардан бири- “Экономист” журнали Ўзбекистони 2019 йилда ислохотларни энг жадал амалга оширган давлат-“йил мамлакати” деб эътироф этди.

Мамлакатимиз “Халқаро ахборот коммуникация технологияларини ривожлантириш индекси” бўйича рейтинги ҳисобланганда ижобий ўзгаришлар бўлган бўлсада, хали ҳам жуда ҳам ортда.

Мутахассисларнинг ҳисоб-китобларига кўра ҳар бир ярим йилда информацион оқим икки баробарга ошиб бормоқда. Жадал суръатларда ривожланиш шароитида рақамлаштириш зарурияти янада ошади. Бу ўз навбатида жуда кўп ресурсларни талаб қилишини назарда тутиб Ўзбекистон

¹ Иқтисодиёт ва бизнес факультетининг доценти, Самарқанд Давлат Университети, UZBEKISTAN. E-mail: akhtam.nizamov@mail.ru

² Иқтисодиёт ва бизнес факультети, ўқитувчи, Самарқанд Давлат Университети, UZBEKISTAN. E-mail: rahimova_nilufar@yahoo.com

Республикасининг Президенти Ш.М. Мирзиёев 2020 йилда Олий мажлисга мурожаатномасида рақамли иқтисодиёт қанчалик қийин бўлмасин, бу ишга бугун киришмасак, қачон киришамиз?! Эртага жуда кеч бўлади деб таъкидлади. Шу муносабат билан жорий йилга “Илм, маърифат ва рақамли иқтисодиёт йили” ном беришни таклиф этди.[1]

Рақамли иқтисодиётни ўзи нима? Бу янги технологиялар, платформалар ва бизнес моделлари яратиш ва уларни кундалик ҳаётга жорий этиш орқали мавжуд иқтисодиётни янгича тизимга қўчиришдир. Рақамли иқтисодиёт ёрдамида иқтисодий, ижтимоий ва маданий алоқаларни рақамли технологияларни қўллаш асосида амалга ошириш мумкин бўлган тизимдир.

Дастлаб “рақамли иқтисодиёт” терминини америкалик дастурчи Николас Негропonte 1995 йилда киритган бўлсада, у бугунги кунда барча соҳаларда кенг қўлланилмоқда. Рақамли иқтисодиёт инсонларсиз бошқарув тизимини йўлга қўйиш орқали коррупцияни камайтиради, солиқ тушумларини “ақлли” шартномалар тузиш орқали кўпайтиради, бюджет харажатларини “шаффоф”лигини оширади, ягона электрон платформа орқали давлат хизматларини кўрсатиш имкониятини беради.

Рақамли иқтисодиётнинг янги концепцияси инсон фаолияти доирасидаги барча информацияларни рақамлаштириш технологияларини қўллаб сақлаш, ишлов бериш ва узатиш ягона тизимидир.

Иқтисодиётни рақамлаштириш халқаро меҳнат тақсимотига тобора қўшилиб, глобал иқтисодиётни ривожлантиришни асосий омилига айланиб бормоқда. Рақамлаштириш орқали ижодий ёндашиб янги иқтисодиётни барпо этиш имконияти туғилади. Иқтисодиётни рақамлаштириш, Б. Банке ва Е.Сычевалар таъбирича, - келажакда реал рақобатбардошликни узоқ муддатга сақлаб қолиш имкониятидир.[2]

Иқтисодиётни рақамлаштириш даражаси маълум бўлган халқаро бир нечта индекслар ёрдамида аниқланади. Булар:

- Информацион-коммуникация технологияларини И.К.Т ривожланиш индекси(ICT Development index-IDI)
- Иқтисодиёт ва жамиятни европача рақамлаштириш индекси (Digital economy and Society index -DESI)
- Рақобатбардошликни халқаро рақамлаштириш индекси (IMD World digital Competiveness index-WDCI)
- Халқаро эволюция индекси (Digital Evolution Index-DEI)
- Иқтисодиётни рақамлаштириш индекси (Boston Consulting Group e-intensity)
- Алоқа таёрлик индекси (Networked Readiness index-DEI)
- Электрон ҳукуматни ривожлантириш индекси (The UN Global E-Government Development index-EGDI)
- Электрон қатнашиш индекси (E-participation index-EPART)
- Глобал қўшилиш индекси (Global connectivity index-GCI-Huawei)

Юқорида қайд этилган рейтингларни бир-биридан фарқи иқтисодиётни рақамлаштиришда инобатга олинган мезонлардир. Рейтинг олдида қуйилган мақсад ва вазифаларга қараб корхона, тармоқ, ҳудуд, миллий ва глобал иқтисодиёт даражалари бўйича мезонлар танланади.

Рейтингни аниқлаш мезонлари бир биридан тубдан фарқ қилмайди, индексларни ҳисоблаш методикаси эса деярли бир хил. Шунинг учун бир мезонни “яхшилаш” масалан, аҳолини интернет хизмати билан қамраб олиш даражаси барча рейтинг индексларини ҳисоблашда бир хил ижобий таъсир кўрсатади.

Мисол тариқасида информацион коммуникация технологияларини ривожлантириш индексини ҳисоблаш усулини қуйидаги жадвалда кўришимиз мумкин.

1-жадвал ИКТ ривожланиш индексини ҳисоблаш методикаси. [3],[4]

Субиндекслар номи ва кўрсаткичлар	Максимал (идеал кўрсаткич)	Ҳиссаси%	
		Субиндекс кўрсаткичлари	Индексдаги субиндекслар
ИКТ ривожланиш индекси			100
I ИКТ га қўшилиш имконияти индекси			40
1.1 Ҳар 100 кишига тўғри келадиган уй телефон алоқа линиялари	60	20.0	
1.2. Ҳар 100 кишига тўғри келадиган уяли алоқа линиялари абонент сони	120	20.0	
1.3. Ҳар бир интернет фойдаланувчига тўғри келадиган халқаро каналларга чиқиш имконияти, бит/с/киши	2/158/212	20.2	
1.4. Уй хўжалигини персонал компьютерлар билан таъминланиш даражаси (умумий уй хўжалигига нисбатан %)	100	20.0	
1.5. Уй хўжалигини интернет тармоғи билан таъминланиш даражаси (умумий уй хўжалигига нисбатан %)	100	20.0	
II. “ИКТ” ни ишлатиш субиндекси			40
2.1. Интернетдаги фойдаланувчилар ҳиссаси	100	33.3	
2.2. Ҳар 100 кишига тўғри келадиган кенг интернет	60	33.3	

хизматидан фойдаланиши белгиланган абонементлар сони			
2.3. Ҳар 100 кишига тўғри келадиган кенг интернет хизматидан фойдаланувчи абонементлар сони	100	33.3	
III. “ИКТ амалий ишлаш кўникмалари субиндекси			20
3.1. Ўртача таълим олиш муддати	15	33.3	
3.2. Ўртача махсус таълим муассасаларида ўқувчилар ҳиссаси % (умумий аҳолига нисбатан)	100	33.3	
3.3 Олий таълим муассасаларида талабалар ҳиссаси % (умумий аҳолига нисбатан)	100	33.3	

1-жадвал маълумотларидан кўриниб турибдики информацион коммуникацион технологиялари (ИКТ) ривожланиш индекси максимум 100% га етиши мумкин. Бу индексни мамлакат миқёсида, ҳудудлар даражасида тақослаш учун ишлатиш мумкин.

ИКТ ривожланиш индексини қўйилган мақсад ва вазифаларига қараб, халқ ҳўжалигининг алоҳида тармоқ хусусиятларини инобатга олиб мезон ва кўрсаткичларни ўзгартириш мумкин. Масалан ИКТни COVID19 қарши курашишни мисол қилиб кўрсак ва уни қуйидаги 2 жадвалда кўриш мумкин.

2-жадвал. 13май 2020 йил ҳолатига қўра COVID-19 вирусининг маълумотлари [5]

	Мамлакатлар	Касал лар сон и (минг киши)	Ҳар 1 млн кишига нисбатан касаланганлар сон	Соғайганлар		Ўлганлар	
				Жами	Ҳиссаси %	Жами	Ҳиссаси %
	Бутун дунё буйича. Шундан:	4233,5	544	1481,3	35	289,9	6,8
1	АҚШ	1399,9	4248	234,6	16,8	83,0	5,9
2	Россия	232,2	1583	43,5	18,7	2,1	0,9

3	Испания	228,0	4841	138,9	60,9	26,9	11,8
4	Буюк Британия	226,5	3409	-	49,3	32,7	14,4
5	Италия	221,2	3672	109,0	49,3	30,9	14
6	Туркия	141,5	1701	98,9	69,9	3,9	2,7
7	Германия	173,3	2084	144,5	83,4	7,8	4,5
8	Ўзбекистон	2,5	75	2,0	80	10	0,4

Ўзбекистон Республикаси соғлиқни сақлаш вазирлигида коронавирус пандемиясига қарши курашда дунё инфор­мацион платформаси маълумотларига асосланиб кенг фойдаланилмоқда. Жадвалдаги II “ИКТ ни ишлатиш” субиндекси COVID-19 қарши курашиш рейтинг­ида бизнинг фикримизча Ўзбекистон бошқа ривожланган мамлакатларга нисбатан устунлик қилмоқда. Мамлакатимизда “ИКТни ўз вақтида, оператив, тезкорлик асосида ишлатилиши нисбатан кам талофатларга олиб келади.

Хулоса қилиб айтганда, рақамли иқтисодиётни мамлакатимизнинг барча соҳаларида кенг қўллаш иқтисодиётни жадал суръатларда ўсишини таъминлаб, пировард натижада аҳолининг турмуш тарзини тубдан яхшилашга олиб келади.

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Әйтеке бидің шешендік сөздеріндегі лингвофилософиялық бірліктер

Гүлбану ҚОСЫМОВА¹

Аңдатпа. Бұл мақалада Әйтеке бидің шешендік сөздеріндегі лингвофилософиялық бірліктердің танымдық қызметі қарастырылады. Тақырыптың кілт сөзіне айналып тұрған лингвофилософиялық бірлік деген сөз дүниетанымды танытатын сөз қолданыстары дегенді білдіреді. Танымдық – философиялық ұғым – түсініктер, бұрын мұнымен көбінесе басқа ғылым салалары айналысатын да, ал тіл ғылымы таза тілдік құбылыстарды ғана қарастыратын. Шешендік өнер дұрыс ойлау, құбылыстардың себеп салдарын тереңнен танып білу, тауып сөйлеу деген категорияларға байланғандықтан, Әйтеке сияқты философ шешеннің дүниетанымдық мәселелеріне назар аудартуды мақсат еттім.

Кілт сөздер: шешендік сөздер, лингвофилософиялық бірлік, дұрыс ойлау, тауып сөйлеу.

Аннотация. В данной статье рассматривается когнитивная функция лингвисто-философских единиц в ораторском искусстве Айтеке би. Слово лингво-философская единица, которая становится ключевым словом темы, означает использование слов, выражающих мировоззрение. Когнитивно-философское понятия, которые в прошлом часто рассматривались другими отраслями науки, а лингвистика рассматривала только чисто языковые явления. Поскольку ораторское искусство подразделяется на такие категории, как правильное мышление, глубокое понимание причин и следствий явлений, нахождение и говорение, я стремился привлечь внимание к мировоззрению философа-оратора, такого как Айтеке.

Ключевые слова: ораторское искусство, лингво-философское единство, правильное мышление, мировоззрение, красноречие.

¹ фил.ғыл.докторы, профессор; Қазақстан. Алматы. Email: gkosym@inbox.ru

Abstract

This article discusses the cognitive function of linguistic-philosophical units in oratory of Aiteke bi. The word linguistic-philosophical unit, which becomes the keyword of the topic, means the use of words that express a worldview. Cognitive-philosophical concepts, which in the past often considered by other branches of science, and linguistics considered only purely linguistic phenomena. Since oratory includes categories such as correct thinking, a deep understanding of the causes and effects of phenomena, finding and speaking, I tried to draw attention to the worldview of a philosopher orator such as Aiteke bi.

Keywords: oratory, linguistic and philosophical unity, correct thinking, worldview, eloquence.

Дүниетаным теориясында бүкіл адамзат мәдениетінің құрамдас бөлігі болып саналатын дұрыс ойлау мәдениеті – шешендік өнерде, жалпы сөйлеу өнерінде басты шарт. Тіл мен ойлаудың өзара байланысын әдетте философия ғылымы қарастырады. Ойшылдардың дүниені тану даналығы философиялық категориялар негізінде түсіндіріліп келді. Ал тіл философиясы деп аталатын салада толыққанды зерттеулер әлі күнге дейін жоқ. Тіл философиясының негізін құрайтын дүниетаным құралы – логикалық категория деп саналатын ойлау әрекеті. Сонда ойшылдардың сөзін – дүниетаным құралы дегенде, ең әуелі тілдік дүниетаным негізінде тұрған ойлау әрекеті ескерілуі керек. Бүгінгі сөйлеушілердің көбісінің жалпылама сөйлеп, өмірмен байланыстыра алмай жүргендігі дұрыс ойламаудан болып отыр.

Тауып сөйлеу дұрыс ойлау мәдениетінен туындайды. «Даналық ең абзал нәрселерді мейлінше жақсы танып білу деген сөз. Ал өз мәнін ақылмен пайымдауға және білуге қабілетті болса, онда ол ең абзал нәрселерді мейлінше жақсы танып біледі» [1,218] деген Әл-Фараби пікірінде жүйелі логика бар жерде жүйелі түсінік қалыптасатындығы айтылады.

Ойлау дегеніміз, ең алдымен, шындық дүниенің адам миында бейнеленуі ғой. Ол, біріншіден, ұғым арқылы бейнеленген дүниетанудың нәтижесі болса, екіншіден, дүниені тереңірек, толығырақ танып білудің құралы. Өйткені заттар мен құбылыстардың сезім мүшелері арқылы танып білуге болмайтын ішкі қасиеттерін, мәні мен сырын тек ақыл ойға салып біле алады. Дұрыс ойлау, дұрыс пайымдау шешендердің ойлау, сөйлеу дағдыларында қалыптасып, іске асып отырған. Шешен адам дұрыс пікірлеу, пайымдау, дәлелдеу сияқты ақыл-ой әрекеттерін іске асыруға қабілетті. Мұндай ақыл-ой қызметтерін іске асыра білу қабілеттерінің жиынтығы шешеннің логикалық мәдениетін құрады. Шешендердегі логикалық мәдениет – пайымдау процесіндегі бірнеше ұғым, пікір-ой қорытынды сияқты ойлау формаларына тән, қажетті, ішкі, мәнді байланыстар.

Шешендік сөздердегі тұспалдап атайтын сөздер алынып отырған атаулардың ұғымдық белгісіне сүйенеді. Бейнелі атауларда ұғым заттардың қасиеттерін салыстыру тәрізді логикалық тәсілге сүйеніп анықталады.

Шындық дүниедегі көрнекі бейнелерді жалпылап, нәрселердің ішкі қасиеттерін, табиғат пен қоғамның заңдылықтарын абстрактылы ойлау арқылы танып біледі. Абстрактылы ойлау дүниетанудың екінші, жоғары сатысы болып табылады.

Мысалы, Екі ел (ұлы жүз бен орта жүздің) арасында жесір дауы басталады. Бірінің бірі жылқысын барымталап кетеді. Төбелес, жанжал шығады. Екі жақтың кісілері Төле би мен Қазыбекке жүгініседі. Төле би мен Қазыбек екеуі ұзақ – ұзақ сөз жарыстырып, бір мәмлеге келе алмайды. Сонда ортада Әйтеке би тұрып:

Ашу бар жерде ақыл тұрмайды.

Ашу деген – ағын су,

Алдын ашсаң арқырар.

Ақыл деген дария,

Алдын тоссаң тоқырар.

дегендегі метафоралар о баста көркемдік құрал ретінде қолданылса да, кейін бейнелік сипатымен коса, ұғымға атау беру қызметіне көшкен.

Ағын су мен дарияның өзіндік белгісін айғақтайтын ақиқат туралы білім абстрактылы ойлау, жинақтаудың арқасында шындықты барынша тереңірек танып білгізеді. Ойлаудың нәтижесінде сезім мүшелерімен алынған белгілі ұғымдардан ой қорытындыларын жасау арқылы жаңа пікір қорытып шығарылады. Мысалы: Туысқан соң сөз қуыспау керек,

Сөз қуған бәлеге жолығады,

Жол қуған олжаға жолығады.

Тілдегі жаңа мағыналар белгілі бір ұғымдардың негізінде метафоралану процесінде жасалған. Мысалы, Әйтеке айтады:

Саркылмайтын суат жоқ,
Тартылмайтын бұлақ жоқ.
Құйрығы суда тұрса да,
Уактысы жеткенде,
Қурамайтын құрақ жоқ.
Дүние деген пәни бұл,
Баласы жоқта мият жоқ,
Бәрінен қиын сол екен,
Артында жанған шырақ жоқ...

Осы жолдардағы «Метафоралар арқылы дүниеге келген атаулар тіл қолданушының танымдық жүйесімен тығыз байланысты, өйткені қоршаған әлем туралы қалыптасқан белгілі бір түсініктер негізінде ассоциациялы бейнелі ойлауда өзге ұғымдар немесе атаулар дүниеге келеді» ұлы даналарда болатын ақыл–парасаттың көмегімен жүзеге асады.

«Ақыл – парасаттың» теориялық бөлегінің де, ойлау бөлегінің де өздеріне сәйкес ізгілігі болады, – дейді әл-Фараби. – Теориялық бөлегінің ізгілігі – теориялық ақыл–парасат, білім және даналық. Ойлау бөлегінің ізгілігі – практикалық ақыл–парасат, естілік, зеректік, көзқарастың артықшылығы және пікірдің дұрыстығы» [1, 218–219]. Бұл барлық адамда бола бермейді, тек

жетілген адамда ғана болады деп, өнер ісінде мінсіз шебер және жетілген адамдарды «дана» деп атайды [1, 223]. Даналарда болатын пайымдағыштық, көрегендік, тапқырлық қасиеттерге осылай анықтама береді: «Пайымдағыштық дегеніміз – шын мәніндегі ұлы игілікке ие болуы үшін неғұрлым қолайлы да дұрыс заттарды мінсіз ұғыну және ашу қабілеті, көрегендік дегеніміз – кейбір маңызы кем игіліктерге жету үшін не нәрсенің неғұрлым жақсы және лайықты болатынын мінсіз аша білу қабілеті; тапқырлық дегеніміз – онан зор бір нәрсеге, рахатқа немесе құрметке жету үшін ненің неғұрлым жақсы және лайықты болатынын дұрыс пайымдау қабілеті» [1, 224–225].

Шешендік сөздерде заттың қасиеттерін іріктеп танып білуден туындаған семантикалық мән өзара түсіністікке жетелейді. Адам мен адамның арасындағы қатынаста көбінесе сөздердің ауыс, келтірінді мағыналары белгілі бір психикалық және логикалық мазмұнмен бірлікте айтылып, тиісті іс-әрекеттермен пысықталып, адамдардың мінез – құлқын реттеп отырады. Сөз мағыналарындағы дамудың қайнар көзі – адам ойы мен санасында, ұғым – түсінігінде, танымында. Танығаны, білгені көп адамның айтары да көп болады.

«Әйтеке бидің әлеуметтік қызметі тек Кіші жүзді басқарумен шектелмейді. Оның Тәуке ханның тұсында «Жеті жарғы» заңын жасаушылардың бірі болып, бір орталыққа бағынған Қазақ хандығын құруға белсене атсалысқан қоғам қайраткері болғандығын Қазақ совет энциклопедиясы жазды [2,180]. Мұндай әлеуметтік жүгі ауыр елдік мәселелерді шешуге сол заманда танымы биік, данышпан Тұлғаларды тартты.

Әйтекенің есімі елге тілмар шешендігімен, тапқыр билігімен мәлім. Әйтеке билікті қазақ халқына түсінікті мақал – мәтелмен өрнектеп, мәнерлеп айтатын шешен, бұлтартпас дәлелдермен кесе сөйлейтін әділ, әдет – ғұрып заңдарын жетік білген білгір би болған. Ойшылдар дүниедегі барлық нәрселер мен құбылыстар өзара байланысты, бір-біріне тәуелді екенін түсінген. Әр нәрсенің себебін ұғынуға тырысқан. Қандай құбылыс болса да белгілі бір себептің салдары ретінде жарыққа шығатынын түйіндеп, даналық сөздерде екеуін қатар анықтап отырған. Осында табиғат пен адам болмысы салыстырыла зерттелген. Алдымен дана бидің танып білгені – асқар таудың асу бермейтіндігі, терең судың өткел бермейтіндігі. Осы белгілерді адам болмысынан іздегенде анықтағаны – сөзшең билердің ауыздыға жол бермейтіндігі.

Мысалы, Әйтеке бидің мына тұжырымы

Асқар тау сенде бір мін бар-
Асу бермейсің;
Тасқын су, сенде бір мін бар-
өткел бермейсің;
Билер, сендерде бір мін бар-
Басқаға сөз бермейсің! –дейді.

Осы пайымдаулардан байқайтынымыз: Әйтекенің өмірден білген – түйгені мол, дала даналығын көкейіне тоқыған ұлы философ болғандығы. Пайымдау әрдайым бір нәрсені я қостайды, я терістейді. Пікірдің шындыққа қатысы ойша бөлініп алған белгілердің ақиқаттығынан тұрады.

Сөйлеу дағдысы қалыптасқан адамдардың өзіне ойлау мен пайымдаудың бірлігі не үшін қажет? Жұрт алдында сөйленетін сөздің дұрыстығы үшін керек. Көпшілікті ұйытып, бір нәрсеге жұмылдыруды мақсат ететін шешендердің сөйлеу әрекетінде тауып айтушылық айқын ойлаудан туындайды. Ойы айқын шешеннің сөзі де өткір болмақ. Қазанғап Байболұлының Төле биге арналған дастанында Төле биге, Қаз дауысты Қазыбекке мінездеме береді де, Әйтеке биге келгенде былай термелейді:

Онан да өткен Әйтеке,
Қудан ұшқыр, құланнан,
Мұндай шешен болмайды,
Бір сөзін жүз мақалдап,
Сипаттап қандай тіркейді.
Түршіктіріп дененді,
Барған сайын өрлейді.
Таудай сөзге тарыдай,
Қию тауып сөйлейді.
Ерегiссe бiреумен,
Қара жерге теңейдi [3, 132], –

деп оның сөзі өткір, ойы ұшқыр, тілі бейнелі, тасқын судай арқыраған шешен адам болғандығын тамсана жырлайды. Ойдың нақтылығы алдымен сөз етіліп отырған нәрсенің маңызды белгілерін дұрыс айқындаудан қалыптасатындығы айтылған. Жеткілікті негіз ретінде шешендер сөзінде көп жағдайда өмірден түйген ой қорытындылары, адамдардың іс–әрекетінде талай рет дәлелденген ереже мақал–мәтелдер, фразеологизмдер, тұрақты образдарды қолданылады.

Ойдың дұрыстығын дәлелдеу үшін келтіретін пікірлерді логикалық негіз дейді. Аристотель ашқан жеткілікті негіз заңының шешендік өнерде аса зор теориялық және практикалық маңызы бар. Жұртшылықты өздерінің айтқандарының ақиқаттығына сендіру керек болатын әрбір жағдайда сол айтқандарын дәлелдеу керек болады. Пікірді дәлелдеу дегеніміз – оны негіздеу деген сөз, яғни жеткілікті негіз ретінде өмір тәжірибесінде дәлелденген, ақиқатқа жататын басқа пікірді келтіру. Мысалы:

Жігіттің жақсысы
Дұрыс сөзге тоқтай білген,
Басқаны сөзіне тоқтата білген.

Екі адам керіссе, оның, арты – қызыл шоқ.

Адамзат, тіршілік, өмір, т.б. туралы адамдардың алған білімдерінің көпшілігі абстрактылы ойлаудың маңызды бір формасы – ойқорытындының көмегімен алынған білімдер. Олар тіл арқылы біреуден біреуге жетіп отырады. Би шешендер қоршаған дүние туралы білімді ұғым, пайымдау, пікір, ойқорытынды формасында тұжырымдаған. Сондықтан ойлаудың бұл формалары дүниетанудың құралы болып табылады. Ойлаудың Бұл үш формасы өзара тығыз байланыста. Ұғымдардың логикалық байланысынан пайымдау (пікір) құрылады, ал пайымдаулардың өзара байланысынан ойқорытынды құрылады. Бұл, әсіресе, билердің шешендік сөздерінде өте-мөте анық көрінеді [4, 184-187]. Би-шешендер өмірден көріп, танып білгендерін пікірлей отырып, содан ойқорытындысын шығарып отырған.

Көне көз қариялар аузынан жазып алынған шежіре дастанда:

Әйтеке ақылы кемел, сөзі маржан,
Құрметпен Төуке ханның төріне озған.
Тең тұрып Қазыбекпен, Төле бимен,
Ел тағдырын шешетін жарғы жазған, –

деп дәріптейді [5, 131],

Халқым деп, елім деп күн кешкен Әйтеке би:

Бай болсаң, халқыңа пайдаң тисін,
Батыр болсаң, жауға найзаң тисін.
Бай болып елге пайдаң тимесе,
Батыр болып жауға найзаң тимесе,
Елден бөтен үйің күйсін! [5, 133] –

деген қағиданы өзіне де, өзгеге де өмір талабы етіп қойған. Әйтеке бидің өмірі мен қызметіне, артына қалдырған шешендік мұраларына талдау жасап қарасақ, есімдері қатар аталатын үш төбе бидің шешендік сөздерінің тақырып, мазмұн, поэтикалық сипаты жағынан бір – біріне үндес екендігін байқауға болады.

Ең бастысы, «әділ сөздің алдаспаны» атанған Әйтеке бидің Демосфен айтқан «Мемлекеттің бүтіндігіне қандай болмасын қатер төнген және халқы дұшпанмен күрес жүргізуге тура келген жағдайда, міне, нақ осындай жерде нағыз ақылды және арлы азамат керек» [5, 291] дейтіндей деңгейде табылғандығы.

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Малый Бизнес и Студенчество

Küçük İşletme ve Öğrenciler

ИСМАТУЛЛАЕВА Х.З.¹

КАРИМОВА Х.У.²

МИРЖАЛОЛОВА Д.А.³

Annotatsiya: Maqolada kichik biznesning o'rni, yoshlar hayotida ishlab chiqarish faoliyatini yo'lga qo'yish va rivojlantirishda asosiy ko'nikmalarning ahamiyati yoritilgan.

Kalit so'zlar: biznes, tejamkorlik, barqarorlik, mahsulotga talab.

Аннотация: в работе указана роль малого бизнеса. В развитии предпринимательской деятельности у молодёжи, а также его влияние на решение ключевых навыков для будущего.

Ключевые слова: бизнес, экономичность, стабильность, востребованность продукции.

Annotation: The article highlights the role of small business, the importance of basic skills in setting up and developing productive activities in the lives of young people.

Keywords: business, economy, sustainability, product demand.

¹ Преподаватель в ТГПУ имени Низами, кандидат технических наук, доцент

² Магистр ТГПУ имени Низами

³ Магистр ТГПУ имени Низами

Начиная с 1 июня 2018 г определена Государственная программа «Молодежь – наше будущее», которая направлена на обеспечение занятости молодёжи посредством содействия и поддержки в реализации молодёжных бизнес – инициатив, идей, проектов, обучение молодёжи навыкам введения бизнеса. Для этого ежемесячно в фонд развития Союза молодёжи Узбекистана поступает 10% средств в соответствии с пунктом 13 Указа УП-5706 Президента.

Под руководством Президента уделяется особое внимание поддержке деятельности женщин и молодёжи в сфере предпринимательства, созданию благоприятной деловой среды, основной задачей которой является развитие малого бизнеса.

Стабильной сферой экономики в настоящее время является малый бизнес, который широко реализует свои возможности в конкурентной среде рыночной экономики, выступая как фактор её формирования, так и являясь неотъемлемым составным элементом. Чем выше ступень развития малого бизнеса, чем шире его проникновение в различные сферы общества, тем эффективнее развивается национальная экономика.

Удивительной способностью малого бизнеса является способность производить востребованную продукцию, удовлетворять потребности в дефицитных товарах, услугах изготавливать поштучные изделия, максимально согласовывая с требованиями заказчика, чем выше степень хозяйственной свободы каждого предпринимателя, тем легче начать свой бизнес. В развитых странах доля малого бизнеса составляет до 80% от общего числа предприятий. [1]

Малая предпринимательство играет особую роль в решении ряда проблем. Это средство развития у населения деловых и предпринимательских навыков, приобщение к рыночной экономике, позволяя людям стать собственниками.

В 2018 г. было создано 48,9 тысяч новых предприятий. Два одинаковых бизнеса не бывает, и обучение предпринимательской деятельности дают возможность развивать навыки, которые необходимы в работе и жизни. Для развития предпринимательство необходимо знать 5 основных навыков: работа в команде, навыки коммуникации, решение задач, постановка цели, финансовая грамотность.

Для поддержания растущих трудовых ресурсов по всему миру нужно создать 470 миллионов новых рабочих мест. В настоящее время для большинства вузов предпринимательство не стало приоритетной задачей. Основной из причин которой является загруженность студентов и финансирование. Нерешенность ряда проблем сдерживает инициативы молодежи, тормозит их предпринимательские способности. Во многих иностранных вузах стремятся развивать у студентов их предпринимательскую деятельность. Чаще всего студенты трудоустраиваются на преуспевающие фирмы и предприятия вместо того, что открыть хоть маленькое, но свое дело, что связано со значительными финансовыми вложениями. Наибольшее число предприятий малого бизнеса приходится на сферу торговли. [2]

Студенты нашего ВУЗа тоже развивают свой малый бизнес. Наряду с учебой некоторые занимаются изготовлением ювелирных изделий это: серьги, кольца, ожерелья из металла, бисера и т.д. Изучив основные виды шитья студенты занимаются художественным шитьём используя мулине, бисер, ленты, тесьму, нити и т.д. Ребята увлекаются резьбой по дереву, элементы данного искусства они получают на занятиях по «Истории искусства» народному творчеству, создавая свои произведения студенты демонстрируют работы на различных выставках. Под

руководством преподавателей создаются прекрасные художественные полотна, которые из года в год становятся все совершеннее. Жизнь не стоит на месте технологии совершенствуются, повышается спрос на качество. Некоторые из наших учеников открыли салоны красоты, пекут лепёшки, шьют золотошвейные изделия, берут заказы на пошив платьев, открывают частные детские сады, шьют постельное бельё и многого другие.

Ряд студентов работают вместе с родителями на своих приусадебных участках, на фермах, на мини предприятиях по переработке молока, фруктов на фермах, швейных цехах и т.д.

Их мастерство будет расти из года в год, развиваться бизнес, расширяться ассортимент вырабатываемых изделий. Это только начало большого пути, который будет достигнут терпением, упорством, знаниями полученными в вузе, т.к. студенческое предпринимательство это развитие ключевых навыков для будущего.

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АНКЕТА ДЛЯ УЧАСТИЯ В КОНФЕРЕНЦИИ

Ф.И.О. участника	Исматуллаева Холида Зикруллаевна
Секция	Секция 1
Тема тезиса	Малый бизнес и студенчество
Адрес места работы(учёбы)	ТГПУ имени Низами
Должность	Преподаватель в ТГПУ
Учёная степень и звание	Кандидат технических наук, доцент
Места работы и мобильный телефон:	+91 190 32 72
E-mail или телеграм:	xurshidaku@mail.ru

АНКЕТА ДЛЯ УЧАСТИЯ В КОНФЕРЕНЦИИ

Ф.И.О. участника	Каримова Хуршида Улугбек кизи
Секция	Секция 1
Тема тезиса	Малый бизнес и студенчество
Адрес места работы(учёбы)	ТГПУ имени Низами
Должность	-
Учёная степень и звание	Магистр
Места работы и мобильный телефон:	+99 896 18 28
E-mail или телеграм:	xurshidaku@mail.ru

АНКЕТА ДЛЯ УЧАСТИЯ В КОНФЕРЕНЦИИ

Ф.И.О. участника	Миржалалова Дилбар Андаровна
Секция	Секция 1
Тема тезиса	Малый бизнес и студенчество
Адрес места работы(учёбы)	ТГПУ имени Низами
Должность	-
Учёная степень и звание	Магистр
Места работы и мобильный телефон:	+99 896 18 28
E-mail или телеграм:	xurshidaku@mail.ru

The Importance of Organizing Distance Learning Based on Virtual Technologies

MAKHMUDOVA Malokhat Akhmatovna¹

NASIROVA Shoiri Narmuradovna²

KOCHKAROVA Surmahon Suvonovna³

Annotation

This article provides information on the importance of distance learning based on virtual technologies. In the context of the active application of virtual technologies in education, the objects studied during the subject orientation of the teacher are identified by the study and use of modern software tools for modeling events. At present, computer technology has become an integral part of the educational process in the Republic of Uzbekistan, and the task is to create an information and educational system in each educational institution. This system acts as both a teacher and an educator, becoming a source of rapid information for educational and practical purposes. Its tasks are technical management of the educational process, analysis and determination of qualitative and quantitative indicators of teaching, ensuring the effectiveness of education.

Keywords: education, virtual, professional, pedagogical, technology, teaching, media, distance.

Senior teacher, Navoi State Pedagogical Institute, Faculty of Physics and Mathematics. UZBEKISTAN. E-mail: maloxat_1977@mail.ru

¹

² Doctor of Technical Sciences, Associate Professor, Navoi State Pedagogical Institute, Faculty of Physics and Mathematics. UZBEKISTAN. E-mail: nosirova_61@mail.ru

³ Senior teacher, Navoi State Pedagogical Institute, Faculty of Physics and Mathematics. UZBEKISTAN. E-mail: Surmaxon-77@bk.ru

Taking into account the rapidly growing needs of our society in the introduction of information technology in the educational process, electronic manuals, virtual stands, distance learning and The problems of theoretical and methodological improvement of the use of Internet resources are current.

An important characteristic of pedagogy today is that the teacher understands the need to find solutions to the problems of student development in the context of the introduction of virtual technologies in education. Entering the process of professional development through the field of virtual technologies, which is of personal importance to the educator, allows him to update the goals of the field of education on the basis of virtual technologies and create conditions for understanding the essence, which in turn remains an current task.

Improving the teaching profession is characterized by another important factor that is active and personal - professional competence. The concept of professional competence of the teacher distinguishes between active, communicative and personal components, which are:

1. Knowledge, skills, abilities and individual methods of independent pedagogical activity;
2. Ways to creatively implement knowledge, skills, competencies and pedagogical communication;
3. Demand for self-development and knowledge, skills, competencies for self-improvement.

In our research, an important component of a teacher's professional competence is his -her competence in the field of virtual technologies. We consider the professional competence of a teacher in the field of virtual technologies as a prerequisite for ensuring educational outcomes in the information environment. Development and improvement of teachers' competence in the field of virtual technologies, data processing by computer technology, study of software for different situations and analysis of its use in professional activities, methods of subject teaching, taking into account the possibilities of using virtual technologies change in the system, the study of the culture of exchange of pedagogical experience through telecommunications, and so on through the study of theoretical and practical perspectives. Thus, the competence of teachers in the field of virtual technologies is now a relevant description of their professional development.

That is way, the market for educational services will be created through the rapid introduction of innovative tools for distance learning. This is very important. Because one of the tasks of distance learning is to provide consumers of education in the periphery with high quality educational products, to give them the right to choose the highest quality didactic product.

Analyzing the basics of distance learning, we can draw the following conclusions:

1. The emergence of distance learning is determined by the needs of society and social orders.
2. Distance learning is inextricably linked with the technical development of the means of communication, and therefore it is determined by the evolution of these means.
3. From the synchronous process of teaching in the education system to the asynchronous process as a result of the use of distance learning in the educational process; from passive learning to active learning; dynamic use of videos and animations from statistical presentation of educational material; from the use of real objects to the use of virtual objects; from general presentation of

educational material to individual work; from the presentation of educational material in one direction to the presentation of collaborative.

Distance learning is a process that connects teachers and students in different geographical areas, and interactions are carried out using special technologies. There are various methods of communication: the exchange of printed materials by mail and fax, audio conferencing, video conferencing, computer-based virtual conferencing. There is a distance between those who live far from the university, those who do not have the conditions to attend, those who want to improve their skills, the disabled and others who for various reasons do not have direct access to higher education. It is natural that the demand for knowledge and education will increase. Distance education is a very convenient tool, especially for busy adults and those who want to study in a second specialty.

Distance education can be considered as a descriptive education with five main conditions:

- the presence of the teacher and the student and the mutual agreement between them;
- the distance between the educational institution and the teacher and the students;
- two-way communication between teachers and students;
- availability of special materials for distance learning;
- Both parties are provided with computers and other equipment and communication.

An educational telecommunications project is a collaborative (team) effort of learners to achieve a common goal. The goal is to model the scientific or production activity, not the learning goal. This helps learners develop skills such as teamwork and division of labor. Important features of the educational telecommunications project:

- Its time is clear and limited (from a few weeks to 2-3 months);
- All participants in the virtual classroom project use computer and telecommunications networks and software to exchange information;
- The need for the project coordinator to clearly organize the student's activities.

Feedback in distance learning is the flow of information sent by a teacher to a student based on the teacher's assessment of distance learning. In this process, the educator expresses the student's attitude to learning and evaluates his - her performance. Feedback is also important in the organization and planning of distance learning, as many verbal opportunities for teacher and learner in distance learning are limited.

Distance learning includes a variety of interactive tools such as microwave television, audiography, compressed video, teleconferencing, and audio conferencing. Among them, more recent digital technologies have been introduced in distance education. It integrates hypermedia programs, allowing the learner to directly control the level of mastery of teaching materials. At the same time, it can connect to and use a common database, video courses, audio materials and other software via the Internet or other networks at its convenience, from home or work.

Distance education has the following development strategies:

1. Educational institutions should refrain from organizing distance learning as their own programs and turn it into a relationship between educational institutions.

2. Educational institutions should improve the organization and management of distance learning in order to adapt to the needs of specific programs and new technological capabilities.

3. The need for educational institutions to clarify the purpose and future status of distance education. It is also important to determine the educational, technical and administrative goals of distance education, what training programs will lead to the success of distance learning, the scope of the introduction of distance learning. Problems such as ' should be solved.

4. Institutions should develop a model of interaction. This model should reflect the potential relationships of high schools, vocational colleges, universities, manufacturing businesses, and their interactions with regional, national, and other foreign educational institutions.

Distance education has proven to be one of the factors leading to significant future changes in higher education during its development phase. One of the important issues is to study the relative advantages and conveniences of other forms of distance learning, including the positive impact on improving the quality and effectiveness of education.

Thus, by creating and establishing a system of distance learning, the educator transforms the process of self-learning into a process of information transfer into a process of emergence of new knowledge. The use of information technology and telecommunications in the field of distance education can be most effective only if other components of the technical, technological, information, normative, organizational and distance learning process are developed in harmony with each other.

Acquisition of modern virtual technologies strengthens the motivation of the teacher's independent educational activity, helps to form individual creative productivity in professional activity, increase professional skills, and develop the quality and competence of professional activity.

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Илм-Маърифат Ва Маънавий – Ахлоқий Тарбиянинг Ёш Авлод Камолотидаги Ўрни

**Роль Науки, Образования и Духовно-Этического Образования в Развитии
Молодого Поколения**

**The Role of Science, Education and Spiritual And Ethical Education in the Development
of the Young Generation**

Нуриддин АХМАДИЕВ¹

Аннотация: Мазкур мақолада бугунги кундаги юрт истикболи билан боғлиқ муҳим масала – ёш авлод тарбияси ва унинг юксалишида илм-маърифатнинг аҳамияти, ёшлар ҳаётидаги маънавий-ахлоқий муҳитнинг ўрни ҳақида фикр юритилади. Тарбия омилларини шарҳлаш асосида бугунги ижтимоий-сиёсий ислохотлар кенг йўлга қўйилаётган, қолаверса, ахборот асри имкониятлари тобора ошиб бораётган даврда ёшлар тарбияси билан боғлиқ ҳар бир омилга алоҳида эътибор қаратиш лозимлигига асосида урғу берилган.

Калит сўзлар: маънавий юксалиш, ахлоқ, тарбия тамойиллари, таълим устуворлиги, диний тарбия, миллий кадриятлар, миллий ўзлик, ижтимоий фаоллик, маънавий поклик, оила, маҳалла, соғлом тафаккур.

Аннотация: В данной статье обсуждается важный вопрос, связанный с будущим страны сегодня - роль образования в воспитании подрастающего поколения и его развитие, роль духовно-нравственной среды в жизни молодежи. Основываясь на интерпретации факторов образования, было подчеркнуто, что в современную эпоху социально-политических реформ, а также растущих возможностей информационного века особое внимание следует уделять каждому фактору, связанному с образованием молодежи.

Ключевые слова: духовный рост, мораль, принципы образования, приоритетность образования, религиозное образование, национальные ценности, национальная идентичность, социальная активность, духовная чистота, семья, соседство, здоровое мышление.

¹ таянч докторант, Фарғона давлат университети, ЎЗБЕКИСТОН. E-mail: akhmfdiyev1987@mail.ru

Annotation: This article discusses an important issue related to the future of the country today - the role of education in the upbringing of the younger generation and its development, the role of the spiritual and moral environment in the lives of young people. Based on the interpretation of the factors of education, it was emphasized that in today's era of socio-political reforms, as well as the growing opportunities of the information age, special attention should be paid to each factor related to the education of young people.

Keywords: spiritual growth, morality, principles of education, priority of education, religious education, national values, national identity, social activism, spiritual purity, family, neighborhood, healthy thinking.

Маънавий етук ва баркамол инсонни тарбиялашда халқ маънавиятининг тикланиши, бой тарихий меросимизнинг кенг ўрганилиши, миллий анъаналаримизнинг сақланиши ва мазмунан бойиши билан бир қаторда илм- фан, таълим-тарбиянинг ҳар томонлама ривожланиши алоҳида аҳамият касб этади. Зотан, таълим – тарбия, маърифат мустақил фикрлайдиган, эркин, билимли, бир сўз билан айтганда, баркамол шахсни вояга етказишнинг асосий таянчи ҳамдир.

Ўзбекистон Республикаси Президенти Ш.М.Мирзиёев мамлакатимизда илм-фанни янада равнақ топтириш, ёшларимизни чуқур билим, юксак маънавият ва маданият эгаси этиб тарбиялаш, рақобатбардош иқтисодий шакллантириш борасида бошлаган ишларимизни жадал давом эттириш ва янги, замонавий босқичга кўтариш мақсадида 2020 йилни “Илм, маърифат ва рақамли иқтисодий ривожлантириш йили”[1-интернет] деб эълон қилганлиги юртимизда ёшлар таълим-тарбияси, маънавияти, соғлом тафаккурли бўлиб камолга етиштириш йўлидаги саъй-ҳаракатларни янги босқичга кўтарди.

Она заминимиз жаҳонга не-не буюк мутафаккирлар ва қомусий алломаларни камолга етказгани тарихий зарварақларда мужассамдир. Улар-хоҳ тиббиётчи ва доришунос, хоҳ риёзотчи ва фалакшунос, хоҳ тарихчи ва фикҳ, хоҳ тилшунос ва мунаққил (нақл қилувчи), хоҳ адиб ва шоир, хоҳ тасаввуф илмининг машхур намояндасию давлат арбоби бўлсин, етук илмий асарлар яратиб, дунё тамаддунига муносиб улуш қўшганлар. Бу борада улўғ бобокалонларимиздан Мухаммад Мусо ал- Хоразмий, Абу Наср Фаробий, Абу Али ибн Сино, Абу Райхон Беруний, Баҳоуддин Нақшбанд, ҲожаАҳмад Яссавий, Мирзо Улуғбек, Замахшарий, Алишер Навоий, Заҳириддин Мухаммад Бобур, Абдулла Авлоний ва бошқа аллома-мутафаккирлар, маърифатпарварларнинг номини ва улар яратган улкан маънавий меросни ёдга олишнинг ўзи кифоя. Уларда, айниқса, маънавият, ахлоқ, тарбия каби асосий тушунчалар ўз тавсифини топган. Бугунги жадал ривожланишлар даврида эса ёш авлодни ана шу юксак маънавий-меросга таяниб, камолга етказиш жуда муҳимдир.

Аввало, инсоннинг инсонлиги, маънавий-ахлоқий жиҳатдан баркамоллиги, поклиги миллий қадриятларнинг қадрига етиши билан белгиланади. Бу эса ўз навбатида инсондаги барча фазилят ва сифатларни бирлаштирувчи ахлоқ тушунчаси билан муштараклик касб этади.

Маънавий – ахлоқий тарбия тамойиллари борасида изланар эканмиз, VIII-XIX асрларда Марказий Осиёда яшаб ижод этган қомусий олимлар ўз асарларида инсон маънавий ва тафаккур дунёсини бойитишга, инсоният онгини, маданий-маърифий қарашларини ўстиришга алоҳида

этибор қаратганларига амин бўламиз. Улар ўз асарлари билан шарқона одоб-ахлоқ талаблари асосида комил инсон, адолатли жамият ва давлатни шакллантиришнинг маънавий асосини яратишга муваффақ бўлдилар.

Таълим-тарбия жараёнида миллий кадриятлардан фойдаланиш энг самарали омил ҳисобланади. Миллий кадриятлар ҳамиша ота-онага иззат-ҳурмат ва садоқат кўрсатиш фарзандларнинг инсоний бурчлари эканлигини таъкидлайди. Демак, фарзанднинг отоналарни ҳурматлаши, уларни ҳар вақт рози қилиш ахлоқий тарбияга эга бўлишдир. [2-18 бет]

Маълумки, юртимиз азалдан ислом дини маданияти бешикларидан бири сифатида оламга машҳурдир. Бугунги кунда миллий кадриятлар қатори диний кадриятлар маънавий ва маърифий ҳаётимизнинг таркибий қисмига айланиб қолди. Бу эса ўз навбатида маърифатли, юксак маънавиятли авлодни тарбиялашда диний тарбиянинг ўрни нақадар мустаҳкам эканлигини кўрсатади. Ислом дини инсонпарварлик, миллатпарварлик, адолатпарварлик, меҳнатсеварлик ғояларини кенг тарғиб-ташвиқот қилади, ичкиликбозлик, гиёҳвандлик, ўғрилиқ каби қабих ишлардан қайтаради. Миллий ва умуминсоний кадриятлар мазмун-моҳиятига, асосий тамойилларига батамом зид бўлган разолат, адоват, фисқ-фасод, зулм-зўравонлик, миллатчилик, маҳаллийчилик, миллий низолар, уруғ-аймоқчилик ислом таълимотида кескин қораланади. Маданият, маънавият, маърифат, одоб-ахлоқ, таълим-тарбия хусусида ислом таълимотида баён этилган асосий қоидалар, ҳуқуқий меъёрларнинг аҳамиятини бутун дунё аллақачон эътироф этган. Хусусан, дунёни илм қутқариши, яъни илм-маърифатнинг улуғворлиги ва буюк ишларга йўл очишига алоҳида урғу берилади. Ҳадислар ҳам маънавий- ахлоқий тарбиячидир. Уларда поклик, иймон- этикод етуқлиги, илму ҳунарнинг инсон ҳаётидаги ўрни, ҳақиқат ва диёнат сингари кўплаб масалаларга этибор берилади. Инсон амал қилиши лозим бўлган эзгу ишлар, юксак ахлоқий фазилатлар тарғиб қилинади. Ҳадислар бундан қарийб бир ярим минг йил олдин айтилган бўлишига қарамасдан, ҳозирги давримиз учун ҳам, бугунги баркамол инсон тарбияси учун ҳам ғоят хос ва ўринлидир.

"Дин, шу жумладан, ислом дини ҳам, - дейди Ўзбекистон Республикасининг Биринчи Президенти И. Каримов, - минг йиллар давомида барқарор мавжуд бўлиб келганлигининг ўзиёқ у инсон табиатида чуқур илдиз отганлигидан, унинг ўзига хос бўлган бир қанча вазифаларни адо этишидан далолат беради. Энг аввало, жамият, гуруҳ, алоҳида шахс маънавий ҳаётининг муайян соҳаси бўлган дин умуминсоний ахлоқ меъёрларини ўзига сингдириб олган, уларни жонлантирган, ҳамма учун мажбурий ҳуқ-атвор қоидаларига айлантирган. Маданиятга катта таъсир кўрсатган. Инсоннинг одамлар билан баҳамжиҳат яшашига кўмаклашган ва кўмаклашмоқда"[3-22 бет].

Кўп асрлик тарихий тажриба шундан далолат берадики, жамиятнинг ҳақиқий бойлигининсон, инсон авлодидир. Шунинг учун ҳам аجدодларимиз ўз наслларини умумбашарий туйғулар, ўлмас Шарқ фалсафаси, миллий кадриятларимиз руҳида тарбиялаб келганлар. Ота-боболаримиз асрлар давомида тилимизни, динимизни, ўзбекнинг ўзлигини ҳар томонлама асраб- авайлаб баркамол авлодларни вояга етказиб келганлар. Чунки ҳар бир оқил инсоннинг муқаддас вазифаси, ҳаётнинг маъноси комил фарзандлар ўстириш, уларнинг камолини кўриш, ота-онасига, оиласига,

жамиятга, Ватанга садоқатли қилиб тарбиялашдан иборатдир. Чунончи, бундай масъулиятни бажаришда оила, ота-она муҳим ва ҳал қилувчи роль ўйнайди.

Шуни алоҳида таъкидлаш керакки, Шарқда яратилган қатор мусулмон этикасининг ноёб намуналари бўлган асарлар ёшларни маънавий – ахлоқий шакллантиришда асосий мезон, қоида, қўлланма, маслаҳатдан иборат пандномалар сифатида хизмат қилиб келган. Бу борада айниқса Юсуф Хос Ҳожибнинг “Қутадғу билиг”, Кайковуснинг “Қобуснома”, Шайх Саъдийнинг “Тулистон”, “Бўстон”, Абдурахмон Жомийнинг “Бахористон”, Мир Алишер Навоийнинг “Маҳбуб –ул –қулуб”, “Ҳайрат ул- аброр” каби асарлари ўзбек миллий ахлоқини, маънавиятини, қадриятини юксалтиришда катта эътиборга молик шоҳ асарлардир. Ўтмишдаги алломаларнинг бебаҳо мероси қанчадан- қанча авлодларнинг маънавий – руҳий онгини ва турмуш тарзини шакллантирган эди ва у ҳамон таъсир кўрсатмоқда.

Оилани мустаҳкамлаш, фарзандларини комил инсонлар қилиб тарбиялашда бевосита Шарқ мутафаккирларининг меросидан миллий қадриятлар сифатида фойдаланиш ҳозирги кундаги оилаларда мавжуд айрим нотабиий муносабатлар, ўзбек оиласига зўрма – зўраки киритилган тарбия усуллари бартараф этишда муҳим аҳамият касб этади. Бу бой маънавий мерос оилада болаларни маънавий тарбиясида муҳим аҳамият касб этиши билан бирга, жамиятни ҳам ҳар томонлама ривожлантиришнинг муҳим асосларини ҳам ўргатади. Бу асарлар ўз мухтасарлиги, равонлиги, қизиқарлилиги, оҳангдорлиги ҳамда дидактик аҳамияти, ғоявий мазмуни, маънавий тўқлиги, ҳаётийлиги билан, халққа яқинлиги билан инсонларни маънавий – ахлоқий тарбиялашда ўзгача муҳим аҳамиятга эгаллиги билан ҳам қадрлидир.

Шуниси муҳимки, Шарқ мутафаккирлари асарларининг мазмунидан келиб чиқадиган фикрлар нафақат ёшлар тарбияси, оила муаммолари, балки давлат аҳамиятидаги қатор ахлоқий-маърифий ва ижтимоий муаммоларни ҳам ҳал этишда муҳим роль ўйнайди.

Президентимиз Шавкат Мирзиёев “Шарқ донишмандлари айтганидек, “Энг катта бойлик – бу ақл-заковат ва илм, энг катта мерос – бу яхши тарбия, энг катта қашшоқлик – бу билимсизликдир!” Шу сабабли, ҳаммамиз учун замонавий билимларни ўзлаштириш, чинакам маърифат ва юксак маданият эгаси бўлиш узлуксиз ҳаётий эҳтиёжга айланиши керак”.[4-13 бет] дея таъкидлаб, миллат истиқболи, мамлакатнинг эртанги куни қандай бўлиши бугун илм-маърифат йўлида, юксак маънавий-ахлоқий қадриятлар асосида вояга етаётган ёш авлодга боғлиқ эканлигига урғу берганлари бежиз эмас. Зотан, фарзандларимизни шунчаки, билимли, саводли қилиб эмас, балки ўз тарихи билан фахрланишга ва унга муносиб авлод бўлишга ўргатишимиз, бунда миллий ғурур ва миллий қадриятларимизга таянишимиз ва ундан унумли фойдаланишимиз зарур. Ёш авлодни тарбиялашда миллий – маънавий қадриятлар жуда катта тарбиявий кучга эга. Уларга содиқлик бизни миллий бирлик сифатида жаҳон миқёсида бетакрорлигимизни таъминлайди. Тилимиз, урф – одатлар, анъана ва удумларимиз шунчаки ўтмишдан қолган мерос эмас, аслан ўзлигимизни англашимиз шарти ҳамдир.

Қолаверса, ҳар бир инсон ўз ҳаётида ижтимоий фаол, маънавий чанқок, маърифатга ташна бўлмоғи керак керак. Бунинг учун, энг аввало, ўз шахсий қадриятларини шакллантиришга эришиши, илм олишга интилиши, ҳаёти учун зарур бўладиган меҳнат малакаларига эга бўлиши, Ватан олдидаги бурчини бажара олишга тайёр бўлиши лозим.

Маълумки, асрлар давомида шаклланган анъаналаримиздан фарзанд тарбиясига оила билан бирга маҳалла ҳам масъул бўлиб келган. Бугунги кунда уларнинг ёшлар тарбиясидаги иштироки тобора сусайиб борётгани кўзга ташланади. Назаримизда, жамоат жойларида ёшларнинг ноҳўя ҳаракатларига, қўполликларига ўрта ва кекса авлод вакиллари гўё қузатувчи бўлиб қолаётгандек. Бу борада маҳалла деб аталмиш дунёнинг ҳеч бир мамлакатида учрамайдиган ўзига хос тарбия ўчоғимиз ҳам борки, унинг самараси, баҳосини бугунги авлод ҳам яхши англаши оилалардаги маънавий муҳитга боғлиқдир. Шунингдек, инсоннинг инсоний фазилатлари, энг аввало, наслдан ўтишини инобатга олсак, биз кутган илм-маърифат, юксак ахлоқ ва маънавий камолотнинг дастлабки яратилиши макони оила эканлигини унутмаслигимиз керак. Зотан, инсон тарбияси у яшаётган муҳитда мустаҳкамланади ва бошқарилади. Фарзанд, аввало, оилада, кейин ижтимоий ҳаётда синовдан ўтади. Оиладаги бузуқ муҳит ёки эътиборсизлик ва хатолар туфайли фарзандлар ё насл қурбони, ё муҳит ёки тарбия қурбонига айланиб қолмаслиги керак.

Мақсадимиз ёшларни баркамол инсонлар қилиб тарбиялаш экан, бунда бола туғилган кундан то у ҳақиқий ҳаётга киргунча унинг шаклланиши доимий эътибор, тўғри йўналтиришлар, ғамхўрликка асосланган назорат остида бўлиши аҳамиятлидир. Унутмаслик керакки, илм-маърифат, юксак маънавий-ахлоқий тарбиянинг ҳар бир омили бизни муштарак мақсадимизга – ҳар томонлама баркамол, кенг дунёқарашли, соғлом тафаккур эгаси бўлган, маърифатли авлодни камолга етказишга хизмат қилади.

Фойдаланилган адабиётлар рўйхати

1. Президент мурожаатномасидаги устувор вазифаларга бағишланган видеоселектор йиғилиши <http://www.uzgidro.uz/web/site/news/page226.html>.
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Активлари Микдори Бўйича
Гуруҳлаштирилган Тижорат
Банкларининг Асосий Кўрсаткичларини
Панель Маълумотлари Асосида
Моделлаштириш

РЎЗИҚУЛОВ А.Қ.,¹

Илмий раҳбар: САТТОРОВ О.Б.,²

Аннотация

Мазкур мақолада Ўзбекистон Республикаси Марказий Банкининг расмий сайтида келтирилган, активлари микдори бўйича гуруҳлаштирилган, тижорат банклари фаолиятининг асосий кўрсаткичларидан иборат маълумотлар панель маълумотлари сифатида қабул қилиниб, ўзгармас (fixed effects) ҳамда ўзгарувчан (random effects) таъсирлар асосида моделлаштирилади.

Мазкур статистик маълумотлар тижорат банкларини уларнинг активлари ҳажмига қараб 4 та гуруҳга ажратилганлиги туфайли, панель маълумотлари маълумотлари сифатида қабул қилинади. Моделлар ўзгармас ва ўзгарувчан таъсирларга эгаллиги, ўтказилган махсус тестлар воситасида асосланади. Аҳамиятга эга таъсирлар махсус жадвал ёрдамида асосланади.

Калит сўзлар: Активлар микдори бўйича гуруҳлаштирилган тижорат банклари фаолиятининг алоҳида кўрсаткичлари тўғрисида маълумотлар, панель маълумотлари, панель маълумотларида ўзгармас таъсир (fixed effects), панель маълумотларида ўзгарувчан таъсир (random effects), панель маълумотларини эконометрик моделлаштириш.

¹ Банк-молия академияси, магистратура 2-босқич тингловчиси

² и.ф.д., “Эл-юрт умиди” Жамғармаси Директорининг биринчи-ўринбосари

Қириш. Бозор муносабатлари вужудга келишининг асосий омилларидан бири, шунингдек, унинг асосий барқарор ривожланиши борасидаги муҳим сабаблардан бири банк тизими вужудга келиши ҳамда ривожланишидир. Бошқа томондан, бугунги кунга келиб, бозор муносабатлари ва банк тизими ўртасида ўзаро таъсир нафакат бозор ёки банк тизими, балки молиявий инқироз ва унинг сабаблари, иқтисодий жараёнларнинг молиявий бозор ривожланиши таъсирида турланиши, иқтисодий муносабатларда турли иштирокчиларнинг кўпайганлиги каби сабаблар воситасида, ўта мураккаб ва йирик ҳажмдаги тусга кирди.

Юқоридаги сабаблар тижорат банкларидан ҳамда банк тизимидан миллий ва халқаро даражадаги иқтисодий жараёнларга эҳтиёткорлик билан ёндашишни, мавжуд таваккалчиликларни ўз вақтида ҳамда жиддий баҳолай олишни, шунингдек, молиявий барқарорлик бўйича алоҳида чораларни кўриб боришни талаб этади.

Тижорат банклари молиявий барқарорлик кўрсаткичларини моделлаштириш бўйича тадқиқотларни ўрганиш натижалари шуни кўрсатадики, бундай изланишлар МДХ давлатлари ва бошқа мамлакатлар тадқиқотчилари томонидан жуда кам сонли тадқиқотларда олиб борилган, мазкур ҳолат эса мавзунинг долзарблигини белгилаб беради.

Тижорат банкларининг молиявий барқарорлиги моделлари бўйича тадқиқотларни Тен Валерий олиб борган (Тен, 2006), аммо у ўзининг тадқиқотларида асосан барқарорликни маълум кўрсаткичлар тизими ёрдамида такомиллаштириш эмас, балки тижорат банкида мавжуд маълумотлар таҳлили асосида уни бошқаришнинг анъанавий усуллари такомиллаштириш йўллари таклиф этган. Шунингдек, МДХ тадқиқотчилари орасида Полозова (Полозова, 2018) ҳамда Янов ва Сорокина (Янов ва Сорокина, 2014) ларнинг тадқиқотларини санаб ўтишимиз мумкин. Аммо улар асосан Россия федерациясида фаолият юритаётган тижорат банклари ҳамда Россия Банки томонидан қўлланаётган молиявий барқарорлик кўрсаткичлари тизими, шунингдек уларни қўллаш услубиёти ҳақида фикр юритганлар.

Хорижий тадқиқотчилардан молиявий барқарорлик кўрсаткичлари доирасида ўзаро регрессион таъсирни ўрганган Козарич ва Зунич (Козарич ва Зунич, 2014)ни таъкидлаб ўтишимиз мумкин. Уларнинг тадқиқотларида бизнинг 1-жадвалимизда келтирилган молиявий барқарорлик кўрсаткичлари орасидаги ўзаро корреляцион ва регрессион таъсир эмпирик жиҳатдан моделлаштирилган. Масалан, Босния ва Герцоговина давлатида активлар рентабеллиги кўрсаткичи капитал етарлилиги ҳамда капитал рентабеллиги ўртасида кучли корреляцион боғлиқлик мавжудлиги келтирилган.

Бундан ташқари, молиявий барқарорлик кўрсаткичларига таъсир этувчи омилларни ўрганиш бўйича изланишларни Нигерия банклари мисолида Фестус ва бир қатор бошқа олимлар (Фестус ва бошқалар, 2019) тадқиқотларида кўришимиз мумкин.

Тадқиқотчи ҳамюртларимиз изланишлари орасида молиявий барқарорлик кўрсаткичлари борасидаги эмпирик тадқиқотлар жуда кам учрайди, шунга қарамасдан, бундай олимлардан Саттаров (Саттаров, 2018) ҳамда Аҳмедов (Аҳмедов, 2011) ларни санаб ўтишимиз мумкин. Уларнинг тадқиқотларида тижорат банкларининг молиявий барқарорлигини ошириш бўйича алоҳида таклифлар берилган, бу борада маълум эмпирик тадқиқотлар олиб борилган.

Молиявий барқарорлик кўрсаткичлари (МБК) – мамлакат молиявий муассасаларининг, шунингдек уларнинг корпорациялар ва уй хўжаликлари секторлари вакиллари бўлган контрагентларининг жорий молиявий ҳолатини ҳамда молиявий барқарорлик кўрсаткичларини ўзида жамлаган кўрсаткичлар тизимидир (ХВЖ, 2007). Халқаро валюта жамғармаси тавсияларига кўра, Молиявий барқарорлик кўрсаткичлари депозит муассасалари (тижорат банклари) бўйича 12 та асосий (базавий тўплам), 13 та тавсиявий (қўшимча тўплам) кўрсаткичларни ўз ичига олади (1-жадвал).

Шуни алоҳида таъкидлаш лозимки, Ўзбекистон Республикаси Марказий банки томонидан юқоридаги асосий тўпламдан 10 та, қўшимча тўпламдан 1 та молиявий барқарорлик кўрсаткичлари бўйича маълумотлар шакллантирилади ҳамда тақдим этилади (Сайт 1, 2020). Бундай ҳолат аввало, ҳосилавий инструментлар ва молия бозоридаги айрим воситалар ривожланмаганлигидан келиб чиқади.

1-жадвал. Халқаро валюта жамғармасининг молиявий барқарорлик бўйича тижорат банклари бўйича тавсия этган кўрсаткичлари (ХФЖ, 2007)

Асосий тўплам		
1.	Капитал етарлиги	Норматив капиталнинг таваккалчиликка тортилган активларга нисбати
2.		1-даражали норматив капиталнинг таваккалчиликка тортилган активларга нисбати
3.		Яратилган заҳираларни ҳисобга олмаганда, ишламайдиган кредит ва ссудаларнинг капиталга нисбати
4.	Активлар сифати	Ишламайдиган кредит ва ссудаларнинг жами ялпи кредитлар ва ссудаларга нисбати
5.		Тармоқлар бўйича ишламайдиган кредит ва ссудаларнинг ялпи кредитлар ва ссудаларга нисбати
6.	Фойда ва даромадлилик	Активларга нисбатан фойда нормаси (ROA)
7.		Капиталга нисбатан фойда нормаси (ROE)
8.		Фоизли фойданинг ялпи даромадга нисбати
9.		Фоизсиз ҳаражатларнинг ялпи даромадга нисбати
10.	Ликвидлилик	Ликвидли активларнинг жами активларга нисбати
11.		Ликвидли активларнинг қисқа муддатли мажбуриятларга нисбати
12.	Бозор рисклари	Соф очиқ валюта позициясининг капиталга нисбати

Қўшимча тўплам		
1.	Тижорат банклари учун қўшимча кўрсаткичлар	Жами капиталнинг жами активларга нисбати
2.		Йирик очик валюта позицияларининг капиталга нисбати
3.		Кредит ва ссудалар географик тақсимотининг ялпи кредит ва ссудаларга нисбати
4.		Активлар томондаги ҳосилавий молиявий иснтрументлар бўйича ялпи позициянинг капиталга нисбати
5.		Пассивлар томондаги ҳосилавий молиявий иснтрументлар бўйича ялпи позициянинг капиталга нисбати
6.		Савдо операциялари бўйича даромаднинг ялпи даромадга нисбати
7.		Ходимлар бўйича харажатларнинг фоизсиз даромадларга нисбати
8.		Кредитлар ва депозитлар бўйича маълумотдаги фоизлар ўртасидаги фарқ (спред)
9.		Максимал ва минимал банклараро фоизлар ўртасидаги фарқ (спред)
10.		Мижозлар депозитларининг ялпи кредитлар ва ссудаларга нисбати (банклараро кредитларсиз)
11.		Хорижий валютадаги кредитлар ва ссудаларнинг жами кредитлар ва ссудаларга нисбати
12.		Хорижий валютадаги мажбуриятларнинг жами мажбуриятларга нисбати
13.		Капиталда иштирок этиш учун мўлжалланган инструментлар бўйича соф очик позициянинг капиталга нисбати

Тадқиқот учун маълумотлар. Марказий банк томонидан (Сайт 2, 2020) активлар миқдори бўйича гуруҳлаштирилган тижорат банклари фаолиятининг алоҳида кўрсаткичлари тўғрисидаги маълумотларни панель маълумотлари сифатида қабул қилиш мумкин, чунки 2-жадвалда активлар миқдори 3 трлн. сўмгача, 3-10 трлн. сўм, 10-30 трлн. сўм, 30 трлн. сўмдан катта бўлган тижорат банкларининг 4 та тури гуруҳланган (2-жадвал).

Панель маълумотларининг яна бир хусусияти шундан иборатки, уларда қўндаланг кесимдаги бир нечта гуруҳдан иборат, бир нечта муддатлар оралиғидаги маълумотларни бирлаштириш мумкин. Шунинг учун, 2-жадвалда келтирилган маълумотлар 4 та тижорат банклари гуруҳларининг 2018-2019 йиллар (24 ой) учун маълумотларини бирлаштиради.

Методология. Панель маълумотларини эконометрик моделлаштириш борасида энг кенг тарқалган усуллар бу ўзгармас (fixed effects) ҳамда ўзгарувчан (random effects) таъсирлар усуллариدير.

Мазкур моделлар қуйидаги эмпирик тадқиқотларга асосланган:

Қуйидаги шартли қийматларни қабул қиламиз:

- $i = 1, \dots, n$ – объектлар рақамлари, $t = 1, \dots, T$ – вақт қаторлари, k – аломатлар сони.
- x_{it} – мустақил ўзгарувчилар тўплами (ўлчам вектори k)
- y_{it} – i иқтисодий бирлик учун t вақт оралиғидаги тобеъ ўзгарувчи
- ε_{it} – тегишли хатолик.

Белгилаб оламизки:

$$y_i = \begin{bmatrix} y_{i1} \\ \vdots \\ y_{iT} \end{bmatrix}, X_i = \begin{bmatrix} x'_{i1} \\ \vdots \\ x'_{iT} \end{bmatrix}, \varepsilon_i = \begin{bmatrix} \varepsilon_{i1} \\ \vdots \\ \varepsilon_{iT} \end{bmatrix}. \quad (1\text{-тенглик})$$

- Шунингдек “бирлаштирилган” кузатувлар ва хатоликларни қабул қиламиз:

$$y = \begin{bmatrix} y_1 \\ \vdots \\ y_n \end{bmatrix}, X = \begin{bmatrix} X_1 \\ \vdots \\ X_n \end{bmatrix}, \varepsilon = \begin{bmatrix} \varepsilon_1 \\ \vdots \\ \varepsilon_n \end{bmatrix}.$$

Бу ерда y , ε – $nT \times 1$ векторлар, X – $nT \times k$ эса матрицадир.

1. Ўзгармас таъсирга эга бўлган модель (Fixed effects model):

Юқорида келтирилган шартли ифодалар учун ўзгармас таъсирга эга панель маълумотлари модели қуйидаги тенглик билан ифодаланади:

$$y_{it} = \alpha_i + x'_{it} \cdot \beta + \varepsilon_{it}$$

Бунда α_i бирлиги i объектнинг t вақтга боғлиқ бўлмаган индивидуал таъсирини ифодалайди, бунда x_{it} мустақил ўзгарувчилари константага эга эмас.

Модель параметрлари: $\beta \in \mathbb{R}^k, \alpha_i \in \mathbb{R} (i = 1, \dots, n)$.

Қуйидаги фаразли шартларни яна бир бор қабул қиламиз:

а) ε_{it} хатоликлари ўзаро i ва t бўйича таъсир (корреляция)га эга эмас, $E(\varepsilon_{it}) = 0$, $V(\varepsilon_{it}) = \sigma_\varepsilon^2$;

б) ε_{it} хатоликлари x_{jt} таъсир этувчилари билан барча i, j, t, s ларда корреляцияга эга эмас.

Панель маълумотлари учун шундай ҳолат хоски, n объектлар миқдори жуда катта бўлади. Шунинг учун, 1-тенгликка кичик квадратлар усулини қўллаган ҳолда, параметрларни баҳолашда ҳисоблаш муаммоларига дуч келиш мумкин. α_i нинг индивидуал таъсирларини

истисно этган ҳолда, бундай муаммони бартараф этиш мумкин. Бу жараён билан, биз масала кўламини $(n+k)$ дан k гача қисқартирамиз.

Энг содда усул 1-тенгликда вақт оралиғидаги ўртача қийматларга ўтишдир:

$$\bar{y}_i = \alpha_i + \bar{x}_i' \cdot \beta + \bar{\epsilon}_i \quad (2\text{-тенглик})$$

$$\text{бунда} \quad \bar{y}_i = \frac{1}{T} \sum_{t=1}^T y_{it}, \quad \bar{x}_i = \frac{1}{T} \sum_{t=1}^T x_{it}, \quad \bar{\epsilon}_i = \frac{1}{T} \sum_{t=1}^T \epsilon_{it} \quad (3\text{-тенглик})$$

1-тенгликдан 2-тенгликни мос равишда истисно этиб, биз қуйидаги натижага эришамиз:

$$y_{it} - \bar{y}_i = (x_{it} - \bar{x}_i)' \cdot \beta + \epsilon_{it} - \bar{\epsilon}_i$$

Бу модель энди α_i нинг таъсирларидан ҳоли бўлиб, содда қилиб айтганда, 1-тенгликни вақт оралиғидаши индивидуал ўртачалари оғиши орқали ифодалашдир.

3-тенгликка энг кичик квадратлар усулини қўлласак, биз қуйидаги натижага келамиз:

$$\bar{y}_i = \frac{1}{T} \sum_{t=1}^T y_{it}, \quad \bar{x}_i = \frac{1}{T} \sum_{t=1}^T x_{it}, \quad \bar{\epsilon}_i = \frac{1}{T} \sum_{t=1}^T \epsilon_{it}$$

Бу баҳолаш **гурӯхлараро баҳолаш** (within estimator) ёки **ўзгармас таъсир баҳоланиши** (fixed effects estimator) дейилади.

Модель бўйича юқорида келтирилган а) ва б) шартлар баҳолашнинг қўчмаслигини ва етарлилигини таъминлаб беради

2. Ўзгармас таъсирга эга бўлган модель (Random effects model):

$$y_{it} = \alpha_i + x_{it}' \cdot \beta + \epsilon_{it}$$

Бунда α_i бирлиги i объектнинг t вақтга боғлиқ бўлмаган индивидуал таъсирини ифодалайди, бунда x_{it} мустақил ўзгарувчилари константага эга эмас.

Модель параметрлари: $\beta \in \mathbb{R}^k, \alpha_i \in \mathbb{R} (i = 1, \dots, n)$.

Қуйидаги фаразли шартларни қабул қиламиз:

а) ϵ_{it} хатоликлари i ва t бўйича ўзаро корреляцияга эга эмас, $\mathbb{E}(\epsilon_{it}) = 0$, $\mathbb{V}(\epsilon_{it}) = \sigma_\epsilon^2$;

б) ϵ_{it} хатоликлари x_{jt}^s таъсир этувчилари билан барча i, j, t, s ларда корреляцияга эга эмас;

в) u_i хатоликлари i бўйича ўзаро корреляцияга эга эмас, $\mathbb{E}(u_i) = 0$, $\mathbb{V}(u_i) = \sigma_u^2$;

г) u_i хатоликлари x_{jt} регрессорлар билан барча i, j, t ларда ўзаро корреляцияга эга эмас: $E(u_i x_{jt}) = 0$;

д) u_i ва ε_{it} хатоликлари барча i, j, t ларда корреляцияга эга эмас: $E(u_i \varepsilon_{jt}) = 0$.

1-тенгликда келтирилган ўзгарувчи таъсирга эга моделни, $w_{it} = u_i + \varepsilon_{it}$ хатолик ўзига хос тузилмага эга бўлган чизиqli модель сифатида талкин қилиш мумкин. Моделни кўриб чиқамиз:

2-жадвал. Активлари бўйича гуруҳлаштирилган банкларнинг асосий кўрсаткичлари бўйича Марказий банк расмий сайтидан олиб бирлаштирилган панель маълумотлар (Сайт 2, 2020)*

Банк тури	Ой	ЖШ кред.	ЮШ кред.	ҚМ кред.	УМ кред.	МВ кред.	ХВ кред.	ЖШ деп.	ЮШ деп.	Банклар сони	Капитал етарл.	ROA	ROE
<3 трлн. сўм	янв.18	1 170,00	6 622,00	468,00	7 324,00	6 975,00	816,00	1 451,00	7 511,00	16	23,70%	3,10%	16,50%
<3 трлн. сўм	фев.18	921,00	5 376,00	442,00	5 855,00	5 461,00	835,00	1 249,00	5 620,00	15	24,90%	6,00%	25,00%
<3 трлн. сўм	мар.18	998,00	4 569,00	748,00	4 819,00	4 484,00	1 083,00	989,00	4 837,00	13	23,60%	5,10%	21,70%
<3 трлн. сўм	окт.19	1 303,00	4 454,00	562,00	5 195,00	4 043,00	1 714,00	1 142,00	4 170,00	13	23,00%	5,00%	19,60%
<3 трлн. сўм	ноя.19	1 323,00	4 568,00	631,00	5 260,00	4 137,00	1 753,00	1 226,00	4 190,00	13	22,90%	5,10%	19,70%
<3 трлн. сўм	дек.19	1 345,00	4 648,00	724,00	5 269,00	4 215,00	1 778,00	1 288,00	4 253,00	13	23,80%	4,80%	18,90%
3-10 трлн. сўм	янв.18	6 942,00	14 061,00	2 591,00	18 413,00	17 025,00	3 979,00	4 972,00	16 952,00	8	19,70%	3,00%	23,70%
3-10 трлн. сўм	фев.18	7 197,00	16 627,00	2 631,00	21 193,00	19 716,00	4 108,00	5 189,00	17 827,00	9	22,00%	3,10%	18,90%
3-10 трлн. сўм	мар.18	12 688,00	26 021,00	3 388,00	35 320,00	29 386,00	9 323,00	6 699,00	24 963,00	11	17,00%	3,10%	19,40%
3-10 трлн. сўм	окт.19	6 602,00	26 222,00	4 711,00	28 112,00	20 592,00	12 232,00	7 254,00	21 661,00	10	17,30%	4,20%	26,90%
3-10 трлн. сўм	ноя.19	6 651,00	26 392,00	4 869,00	28 174,00	20 607,00	12 436,00	7 325,00	22 075,00	10	16,80%	4,10%	26,30%
3-10 трлн. сўм	дек.19	6 735,00	27 322,00	5 076,00	28 981,00	20 832,00	13 225,00	7 422,00	22 172,00	10	17,50%	4,10%	26,40%
10-30 трлн. сўм	янв.18	3 598,00	42 997,00	773,00	45 822,00	11 711,00	34 884,00	3 170,00	13 886,00	3	16,70%	1,10%	12,90%
10-30 трлн. сўм	фев.18	3 632,00	44 389,00	823,00	47 198,00	12 091,00	35 930,00	3 321,00	13 818,00	3	16,40%	1,30%	12,40%
10-30 трлн. сўм	мар.18	4 976,00	23 786,00	4 217,00	24 546,00	20 354,00	8 408,00	2 837,00	7 138,00	2	15,40%	2,40%	19,40%
10-30 трлн. сўм	окт.19	19 330,00	40 941,00	4 410,00	55 861,00	44 826,00	15 445,00	4 635,00	19 619,00	4	13,60%	1,80%	14,60%
10-30 трлн. сўм	ноя.19	19 458,00	40 497,00	4 992,00	54 963,00	43 928,00	16 027,00	4 827,00	19 093,00	4	13,60%	1,70%	13,90%
10-30 трлн. сўм	дек.19	19 916,00	41 598,00	5 570,00	55 944,00	44 915,00	16 599,00	4 982,00	19 025,00	4	20,40%	1,70%	13,40%
>30 трлн. сўм	янв.18	1 890,00	33 291,00	922,00	34 260,00	6 023,00	29 159,00	2 529,00	9 107,00	1	18,50%	1,30%	13,70%
>30 трлн. сўм	фев.18	1 898,00	33 739,00	924,00	34 713,00	6 043,00	29 594,00	2 618,00	9 490,00	1	18,90%	1,60%	16,60%
>30 трлн. сўм	мар.18	6 839,00	99 124,00	2 188,00	103 775,00	22 273,00	83 690,00	4 995,00	19 466,00	3	13,90%	1,30%	12,80%
>30 трлн. сўм	окт.19	10 623,00	125 198,00	4 525,00	131 295,00	30 077,00	105 743,00	6 164,00	26 673,00	3	15,30%	1,50%	15,30%
>30 трлн. сўм	ноя.19	10 830,00	127 976,00	5 217,00	133 589,00	30 648,00	108 158,00	6 088,00	27 753,00	3	17,00%	1,30%	13,10%
>30 трлн. сўм	дек.19	10 952,00	130 922,00	6 335,00	135 540,00	31 313,00	110 562,00	6 038,00	26 125,00	3	17,00%	1,40%	13,70%

*Жадвал ҳажми ўта йирик бўлганлиги туфайли, барча банклар гуруҳлари учун фақат 2018 йил боши ва 2019 йил охири учун маълумотлари кўрсатилган, Марказий банк сайтидан олинган маълумотлар асосида муаллиф томонидан тузилган

$$y_{it} = \mu + x'_{it} \cdot \beta + w_{it} \quad (2\text{-тенглик})$$

μ , β параметрларнинг баҳоланишига эришиш учун, оддий энг кичик квадратлар усулини қўллаш мумкин. а) ва в) шартлар мазкур баҳолашнинг кўчмаслигини ва амалга ошириш мумкинлигини таъминлаб беради. Лекин 2-тенгликда хатолар гомоскедастиклик хусусиятига эга эмас, шунинг учун самарали баҳолашни амалга ошириш учун умумлаштирилган энг кичик квадратлар усулини қўллашимиз мумкин.

Натижалар. 2-жадвалда келтирилган капитал етарлилиги, активлар рентабеллилиги (ROA) ва капитал рентабеллилиги (ROE) кўрсаткичларини тобеъ ўзгарувчилар сифатида, банкларнинг бошқа барча кўрсаткичларини (активлар, кредитлар ва депозитлар турлари бўйича) мустақил ўзгарувчилар, яъни регрессорлар сифатида қабул қилинди, маълумотларни бир хил шаклга келтириш учун ҳар бири бўйича логарифмланган қўшимча маълумотлар киритилди. Сўнгра ҳар бир тобеъ ўзгарувчилар (3 та) учун 2 тадан модел (ўзгармас ва ўзгарувчан таъсирга эга бўлган моделларни) лар шакллантирилди (жами 6 та модель). Моделлаштириш GRETl дастурий тўплами воситасида амалга оширилди. Моделларнинг қайси бири самарадор эканлигини баҳолаш учун Хаусман тести ўтказилди. Шунинг учун қуйидаги 3 та самарадор моделларни кўришимиз мумкин:

Капитал етарлилиги бўйича, ўзгармас таъсирга эга бўлган модель (*fixed effects model*):

Модел 1: Ўзгармас таъсирга эга модель (Fixed effects model),

фойдаланилган кузатувлар сони – 96, 4 та кенглик (гурух) объеклари иштирокида

Вақт катори узунлиги = 24, Тобеъ ўзгарувчи: l_CapAd (капитал етарлилиги логарифми)

	Коэффициент	Ст. хатолик	t-статист.	P-қиймат	
Const	-0,637640	0,217567	-2,931	0,0044	***
l_Cred_I	-0,379298	0,150553	-2,519	0,0137	**
l_Cred_C	-1,26797	0,447969	-2,830	0,0058	***
l_Cred_S	0,258714	0,0543133	4,763	7,99e-06	***
l_Cred_L	1,66813	0,457443	3,647	0,0005	***
l_Cred_N	-0,240534	0,111809	-2,151	0,0344	**
l_Cred_F	-0,131449	0,0618650	-2,125	0,0366	**
l_Dep_I	-0,00567488	0,0668390	-0,08490	0,9325	

l_Dep_C	-0,0748439	0,0824078	-0,9082	0,3664	
l_Ban_Q	0,112547	0,0260991	4,312	4,42e-05	***

Ўзгарувчилар таъсири ўртачаси	-1,735419	Ўзгарувчилар таъс. ўртача оғиши	0,196114
Квадрат қолдиқлар суммаси	0,388192	Моделдаги стандарт хатолик	0,068389
LSDV R-квадрат	0,893755	Чегараларда R-квадрат	0,883780
LSDV F (12, 83)	58,18464	P-қиймат (F)	3,28e-35
Мантикий ҳақиқатга яқинлик	128,2909	Акаике муҳимлик коэф.	-230,5817
Шварц муҳимлик коэф.	-197,2452	Хеннан-Куинн муҳимлик коэф.	-217,1066
Rho параметри	-0,003511	Дарбин-Вотсон статистикаси	1,655674

Мазкур моделнинг ўзгарувчан таъсир моделидан кўра қабул қилиш учун аҳамиятлироқ эканлигини ўзгарувчан моделда шакллантириладиган **Хаусман тести** натижалари белгилаб беради:

Хаусман (Hausman) тести -

Нолли (0-) гипотеза: Умумлаштирилган энг кичик квадратлар усулида баҳолаш аҳамиятга эга (яъни ўзгарувчан таъсир/random effects моделини қабул қилиш мумкин).

Асимптотик тест статистикаси: $\chi^2(3) = 2,58984$

p-қиймат = 0,459273

Бунда p-қиймат 0,05 дан кўра жуда йирик миқдордалигини кўришимиз мумкин. Шу сабабли, ноль гипотезани инкор этиб, юқорида натижалари келтирилган ўзгармас таъсир моделини қабул қилиш мақсадга мувофиқ.

Бирлаштирилган энг кичик квадратлар модели(Pooled OLS)дан кўра ўзгармас таъсир модели аҳамиятга эгалигини гуруҳлардаги **константалар фарқи бўйича тест** кўрсатиб беради:

Гуруҳлардаги константалар фарқи бўйича тест -

0-гипотеза: Гуруҳлар умумий константага эга

Тест статистикаси: $F(3, 83) = 6,45161$

p-қиймат = $P(F(3, 83) > 6,45161) = 0,000557733$

Мазкур тестда p -қиймат 0,05 дан кичиклигини инобатга олиб, 0-гипотезани инкор этамиз ва ўзгармас таъсирга моделини инобатга оламиз.

Шунингдек, ўзгармас таъсир модели (юқорида келтирилган 1-модель) натижаларни баҳолаш ҳам аҳамиятга эга, бунда капитал етарлилигига моделдаги омиллар қуйидагича таъсир қилади:

а) Жисмоний шахслар кредитлари (l_Cred_I) -0.52 коэффицент, юридик шахслар кредитлари (l_Cred_C) -1.61 коэффицент билан таъсир этади, аммо юридик шахслар кредитлари микдор жihatдан деярли ҳар доим кўп бўлганлиги туфайли, улар қанча кўпайса, капитал етарлилиги коэффиценти шунча камаяди;

б) Қисқа муддатли кредитлар (l_Cred_S) 0.28 , узоқ муддатли кредитлар (l_Cred_L) 2.09 коэффицентлар билан таъсир қилади, бунда узоқ муддатли кредитлар кўпайтирилса, капитал етарлилиги даражаси яхшиланади деган фикр келиб чиқади;

в) Миллий валютадаги кредитлар (l_Cred_N) -0.21 , хорижий валютадаги кредитлар (l_Cred_F) -0.16 коэффицентлар микдорида таъсир кўрсатади, аммо миллий валютадаги кредитлар p -қиймати аҳамиятсизроқ бўлганлиги туфайли, хорижий валютадаги кредитлар капитал етарлилиги даражасига салбий таъсир қилади, деган натижа келиб чиқади.

г) Юридик шахслар (l_Dep_C) ва жисмоний шахслар (l_Dep_I) депозитлари бўйича p -қийматлар аҳамиятли бўлмаганлиги туфайли, уларнинг капитал етарлилигига таъсири йўқ деб ҳисоблаш мумкин, аммо банклар сони (l_Ban_Q) ҳар бир гуруҳда қанча кўп бўлса, капитал етарлилиги шунча яхшиланишини (яъни гуруҳнинг умумий капитал етарлилиги даражаси ўзаро тақсимланганлиги туфайли, кўрсаткич яхшиланади) кўришимиз мумкин.

Активлар рентабеллилиги (ROA) бўйича, ўзгармас таъсирга эга бўлган модель (fixed effects model):

Модель 2: Ўзгармас таъсирга эга модель (Fixed effects model),

фойдаланилган кузатувлар сони – 96, 4 та кенглик (гуруҳ) объектлари иштирокида

Вақт қатори узунлиги = 24, Тобёъ ўзгарувчи: l_ROA (активлар рентабеллилиги логарифми)

	Коэффицент	Ст. хатолик	t-статист.	P-қиймат	
Const	-1,59017	0,493631	-3,2210	0,0018	***
l_Cred_I	0,284956	0,341585	0,8342	0,4066	
l_Cred_C	0,810038	1,016380	0,7970	0,4277	
l_Cred_S	0,268409	0,123230	2,1780	0,0322	**
l_Cred_L	-0,658005	1,037880	-0,6340	0,5278	

l_Cred_N	-0,864812	0,253681	-3,4090	0,0010	***
l_Cred_F	-0,410879	0,140364	-2,9270	0,0044	***
l_Dep_I	0,106671	0,151649	0,7034	0,4838	
l_Dep_C	0,299666	0,186973	1,6030	0,1128	
l_Ban_Q	0,215347	0,059216	3,6370	0,0005	***

Ўзгарувчилар таъсири ўртачаси	-3,790418	Ўзгарувчилар таъс. ўртача оғиши	0,611799
Квадрат қолдиқлар суммаси	1,998328	Моделдаги стандарт хатолик	0,155165
LSDV R-квадрат	0,943801	Чегараларда R-квадрат	0,940707
LSDV F (12, 83)	116,1587	P-қиймат (F)	1,42e-46
Мантикий ҳақиқатга яқинлик	49,63971	Акаике муҳимлик коэф.	-73,27941
Шварц муҳимлик коэф.	-39,94288	Хеннан-Куинн муҳимлик коэф.	-59,80424
Rho параметри	0,167200	Дарбин-Вотсон статистикаси	1,519997

Хаусман (Hausman) тести -

Нолли (0-) гипотеза: Умумлаштирилган энг кичик квадратлар усулида баҳолаш аҳамиятга эга (яъни ўзгарувчан таъсир/random effects моделини қабул қилиш мумкин).

Асимптотик тест статистикаси: Хи-квадрат(3) = 2,44017

p-қиймат = 0,486202

Гуруҳлардаги константалар фарқи бўйича тест -

0-гипотеза: Гуруҳлар умумий константага эга

Тест статистикаси: F(3, 83) = 4,00594

p-қиймат = P(F(3, 83) > 6,45161) = 0,0102563

2-модель бўйича модель баҳоланиши (тобё ўзгарувчи – активлар даромадлилиги, ROA):

а) Жисмоний шахслар кредитлари (l_Cred_I) ва юридик шахслар кредитлари (l_Cred_C) таъсири аҳамиятли эмас;

б) Қисқа муддатли кредитлар (l_Cred_S) 0.268 коэффициент билан активлар рентабеллигига таъсир қилади, узоқ муддатли кредитлар (l_Cred_L) таъсири аҳамиятга эга эмас;

в) Миллий валютадаги кредитлар (l_Cred_N) -0.86 , хорижий валютадаги кредитлар (l_Cred_F) -0.41 коэффициентлар миқдорида таъсир кўрсатади, бу натижаларнинг иккаласи ҳам манфий бўлганлиги туфайли, миллий валютадаги кредитлардан, хорижий валютадаги кредитлардан кўра активлар рентабеллигини нисбатан кўпроқ камайтиради, деган фикр келиб чиқади.

г) Юридик шахслар (l_Dep_C) ва жисмоний шахслар (l_Dep_I) депозитлари бўйича p -қийматлар аҳамиятли эмас, аммо банклар сони (l_Ban_Q) 0.16 коэффициент билан таъсир қилади.

Капитал рентабеллиги (ROE) бўйича, ўзгармас таъсирга эга бўлган модель (*fixed effects model*):

Модель 3: Ўзгармас таъсирга эга модель (Fixed effects model),

фойдаланилган кузатувлар сони – 96, 4 та кенглик (гуруҳ) объектлари иштирокида

Вақт қатори узунлиги = 24, Тобеъ ўзгарувчи: l_ROE (капитал рентабеллиги логарифми)

	<i>Коэффициент</i>	<i>Ст. хатолик</i>	<i>t-статист.</i>	<i>P-қиймат</i>	
Const	-1,793770	0,496096	-3,616	0,0005	***
l_Cred_I	0,419466	0,343290	1,222	0,2252	
l_Cred_C	1,495600	1,021460	1,464	0,1469	
l_Cred_S	0,123915	0,123845	1,001	0,3199	
l_Cred_L	-1,592970	1,043060	-1,527	0,1305	
l_Cred_N	-0,691260	0,254948	-2,711	0,0081	***
l_Cred_F	-0,291884	0,141065	-2,069	0,0416	**
l_Dep_I	0,004473	0,152407	0,029	0,9767	
l_Dep_C	0,643077	0,187906	3,422	0,0010	***
l_Ban_Q	-0,060010	0,059511	-1,008	0,3162	

Ўзгарувчилар таъсири ўртачаси	-1,856398	Ўзгарувчилар таъс. ўртача оғиши	0,340130
Квадрат қолдиқлар суммаси	2,018337	Моделдаги стандарт хатолик	0,155940
LSDV R-квадрат	0,816355	Чегараларда R-квадрат	0,791960
LSDV F (12, 83)	30,74652	Р-қиймат (F)	1,54e-25
Мантикий ҳақиқатга яқинлик	49,16146	Акаике муҳимлик коэф.	-72,32292
Шварц муҳимлик коэф.	-38,98639	Хеннан-Куинн муҳимлик коэф.	-58,84775
Rho параметри	0,210967	Дарбин-Вотсон статистикаси	1,495519

Хаусман (Hausman) тести -

Нолли (0-) гипотеза: Умумлаштирилган энг кичик квадратлар усулида баҳолаш аҳамиятга эга (яъни ўзгарувчан таъсир/random effects моделини қабул қилиш мумкин).

Асимптотик тест статистикаси: Хи-квадрат(3) = 2,41987

р-қиймат = 0,489946

Гуруҳлардаги константалар фарқи бўйича тест -

0-гипотеза: Гуруҳлар умумий константага эга

Тест статистикаси: F(3, 83) = 4,0392

р-қиймат = P(F(3, 83) > 6,45161) = 0,00984928

3-модель бўйича баҳолаш натижалари:

а) Капитал рентабеллиликка кредитларнинг жисмоний шахслар (l_Cred_I), юридик шахслар (l_Cred_C), узоқ муддатли (l_Cred_S) ҳамда қисқа муддатли (l_Cred_L) гуруҳлар бўйича турланиши таъсири аҳамиятга эга эмас;

б) Миллий валютадаги кредитлар (l_Cred_N) -0.69, хорижий валютадаги кредитлар (l_Cred_F) -0.29 коэффицентлар миқдорида таъсир кўрсатади, аммо миллий валютадаги кредитлар р-қиймати аҳамияти кўпроқ бўлганлиги туфайли, хорижий валютадаги кредитлар капитал рентабеллиги даражасига камроқ улуша салбий таъсир қилади;

в) Капитал рентабеллиликка юридик шахслар (l_Der_C) 0.64 коэффицент билан таъсир қилади, жисмоний шахслар (l_Der_I) депозитлари ҳамда банклар сони (l_Ban_Q) бўйича р-қийматлар аҳамиятли эмас.

Хулосалар.

1) Тижорат банклари молиявий барқарорлик кўрсаткичларини эконометрик моделлаштириш мавзуси бўйича тадқиқотлар нисбатан камроқ миқдорда амалга оширилган;

2) Молиявий барқарорлик кўрсаткичлари Ўзбекистон Республикаси Марказий банки томонидан 2017 йил бошидан бошлаб чораклик оралик билан эълон қилиб келинади, мазкур ҳолат тадқиқот чегарасини белгилаб беради, чунки анъанавий корреляция ва регрессия моделлари учун кўпроқ маълумот йиғилиши лозим;

3) Тижорат банкларининг молиявий барқарорлик кўрсаткичлари яхшиланиб боришида депозитлар турларидан кўра, кредитлар турланиши кўпроқ аҳамиятга эга, чунки кўпчилик молиявий барқарорлик кўрсаткичлари активлар, уларнинг сифати, даромад ҳамда банк капиталининг молиялаштирилиши каби кўрсаткичлар орқали ифодаланади;

4) Молиявий барқарорлик кўрсаткичларини эконометрик моделлаштиришда бирлаштирилган энг кичик квадратлар усули (Pooled Least Square model), ўзгармас ва ўзгарувчан таъсир моделлари (Panel models with fixed and random effects) дан самарали таҳлил воситаси сифатида фойдаланиш мумкин;

5) Тижорат банкларининг молиявий барқарорлик кўрсаткичларидан иборат бўлган панель маълумотларини эконометрик моделлаштириш билан боғлиқ тадқиқотларда ўзгармас таъсир модели кўпроқ учрайди, чунки бундай маълумотларда кўрсаткичлар кўп ҳолларда ўзаро кучли таъсирга эга бўлади.

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Опыт некоторых стран по внедрению цифровой экономики: Перспективы цифровой экономики в Узбекистане

РАХИМОВА Нилуфар Аминовна¹

ХУСЕНОВ Умиджон Баходирович²

Аннотация

В данной статье рассматривается содержание цифровой экономики и текущий уровень развития отрасли, а также опыт ряд развитых стран по внедрению цифровой экономики. А также перспективы цифровой экономики в Узбекистане.

Ключевое Слово: цифровая экономика, процесс цифровизации, глобальная экономическая система, национальные программы, активизация, внедрение, искусственный интеллект, перспективы

Цифровая экономика становится важнейшим фактором экономического роста мировой экономики. Существует переход от внедрения индивидуальных цифровых технологий к интегрированному построению цифровой экономической системы в рамках глобальной и национальной экономики. Эта тенденция отражает необходимость эффективного взаимодействия между участниками процесса внедрения цифровой экономики во всех странах - государственных органах, предпринимательстве, в сфере образования, промышленных предприятиях и финансовых учреждениях.

Развитие цифровой экономики больше не является приоритетом только для отдельных экономических систем, но и для государства в целом. Внедрение аспектов цифровой экономики в национальной экономики уже стала важной составляющей экономического развития

¹ Преподаватель, Самаркандкий Государственный Университет, UZBEKISTAN. E-mail: rahimova_nilufar@yahoo.com

² Магистр, Самаркандкий Государственный Университет, UZBEKISTAN.

большинства государств и становится институциональной основой для устойчивого роста разных сфер экономики, повышения конкурентоспособности и уровня жизни населения в ближайшем будущем.

Согласно Всемирному экономическому форуму, цифровая экономика проникает все глубже все аспекты общества, включая экономику, навыки, необходимые для получения хорошей работы, и даже процесс участие в политических решений (электронное правительство) [1]. Цифровая экономика меняет структуру развития экономик стран и целых регионов. Внутриотраслевая конкуренция растет, рынки расширяются, а конкурентоспособность отраслей отдельных стран на мировых рынках возрастает. Люди, кто активно изучают цифровые возможности, много достигают и получают ощутимые экономические выгоды.

Цифровая экономика коренным образом меняет структуру глобальной экономической системы - возможности потребителей, структуру отраслей, роль государств [2]. Сегодня несомненные преимущества цифровой экономики по сравнению с классическими материальными товарно-денежными биржами заключаются в том, что потребитель может получать услуги или товары, в которых он нуждается, практически мгновенно, не дожидаясь доставки товаров или предоставления услуг в материальной форме. А также цены снизились на товары (по сравнению с материальными товарами и услугами), прежде всего, связаны с отсутствием больших затрат на логистику, хранение товаров и потребление ресурсов, необходимых для производства товаров или предоставляемых услуг.

Цифровая экономика поощряет непривычные модели отраслевых рынков, повышая конкурентоспособность участников рынка. Таким образом, цифровая экономика определяет перспективы роста отраслей и национальной экономики в целом. Внедрение элементов цифровой экономики уже изменило лицо целых отраслей на пример - туризма, полиграфии, телекоммуникаций, пассажирских перевозок, и т.д

Государственные программы и стратегии внедрения и развития цифровых технологий и цифровизации национальных экономик в настоящее время разрабатываются и реализуются в десятках различных стран мира. Рассмотрим национальные программы развитых стран в области цифровой трансформации: некоторые страны ЕС, США, Япония, Республика Корея и Китай.

Согласно официальным данным за декабрь 2018 года, в странах ЕС существует более 30 национальных и региональных инициатив по промышленному цифровизации. На национальном уровне, согласно Европейской комиссии [3], реализуются следующие программы и инициативы:

№	Страна	Название программы
1	Германия	Industrie 4.0
2	Великобритания	
3	Нидерланды	Смарт Индустрия
4	Япония	Smart Japan ICT Strategy
5	Франция	Французский Альянс за Промышленность
6	Китай	Интернет +, Сделано в Китае до 2025 года
7	Южная Корея	Третий базовый план Развития Науки и Техники,
8	США	

1 Austria Industrie 4.0 Oesterreich

2 Бельгия Сделано иначе - Фабрики будущего

3 Датская производственная академия Дании (MADE);

4 Italy Industria 4.0 и Fabbrica Intelligente;

5 Венгрия IPAR4.0 Национальная технологическая инициатива;

6 Испания Индустрия Конектада 4,0;

7

8

9 Швеция Смарт Индастри

10 Литва Pramonė 4,0;

11 Польская инициатива и индустрия платформ 4.0;

12

13 Люксембург Цифровой Для Промышленности Люксембург

14 Чешская Республика Průmysl 4,0;

15 Португалия Индустрия 4.0;

16 Словакия Смарт Индастри;

Одним из пионеров оцифровки и главным идеологом концепции «Индустрия 4.0» является Германия, которая еще в 2011 году официально представила 148 одноименную государственную стратегию (Индустрия 4.0). В результате реализации программы «Индустрия 4.0» до 2020 года Германия планирует увеличить производительность труда в среднем на 18%. В то же время степень цифровизации экономики страны к 2021 году увеличится до 82% (сейчас 42%). Принятие решений на основе цифровых данных и моделей планируется увеличить до 90% к 2020 году по сравнению с 52% в 2016 году. [4]

В дополнение к общей концепции Industrie 4.0, Германия разработала и внедрила другие стратегии и инициативы аналогичного профиля, включая стратегию Smart Networking, на основе которой была представлена программа Digital Agenda.

Во Франции в июле 2015 года был создан Альянс индустрии будущего (Alliance pour l'Industrie du Futur), объединяющий различные организации из частного бизнеса, научного сообщества и ряда государственных учреждений.

Новая Британская цифровая стратегия на 2017 год опубликованная 1 марта 2017 года, определяет семь областей: цифровая инфраструктура, доступ к цифровым данным для всех, лучшие условия для ведения бизнеса через Интернет, помощь предприятиям в цифровизации и безопасность в киберпространстве, государственная служба онлайн, использование накопленных данных в экономике. Планируется поддержка пяти технологических центров. Населению будут предоставлены бесплатные услуги по обучению цифровым навыкам. 17,3 миллиона фунтов вложено в исследования в области робототехники и искусственного интеллекта. К 2035 году правительство ожидает возврата инвестиций в размере 654 миллиардов фунтов стерлингов. [5]

Самым важным звеном в промышленной политике в Нидерландах сегодня считается программа Smart Action. Особенностью программы является создание эффективных экосистем (умных экосистем), сетей частных компаний и научных и образовательных учреждений. На практике это создание полевых лабораторий, объектов промышленной и технологической инфраструктуры, в рамках которых частные компании и государственные исследовательские организации совместно разрабатывают, испытывают и внедряют эффективные решения и продукты интеллектуальной индустрии. Используется междисциплинарный подход: полевые лаборатории должны обеспечить более эффективную совместную работу высокотехнологичных компаний и исследовательских организаций из различных отраслей промышленности, сферы услуг и сельского хозяйства (сельскохозяйственный сектор в Нидерландах является одним из основных потребителей новых технологий) [6].

Япония осознает угрозу потери глобальной конкурентоспособности из-за быстро растущей разработки и внедрения цифровых технологий в коммерческую эксплуатацию в развитых странах. В Японии основным правительственным документом, является Smart Japan ICT Strategy определяющим долгосрочные цели и задачи страны в области развития цифровых технологий, опубликовано в июне 2014 года. Основой японской стратегии является создание инноваций путем связывание вещей и услуг через ИКТ. [7]

Китайское правительство последовательно возглавляет цифровую трансформацию. В марте 2015 года была представлена национальная стратегия «Интернет +». Эта интегрированная стратегия наметила несколько ключевых областей для дальнейшего развития цифровых технологий в сочетании с другими отраслями как, сельским хозяйством, финансовым сектором и государственными учреждениями. С 2015 года реализуется программа Государственного совета Китая «Сделано в Китае до 2025 года» (Made in China 2025,) целью которой является сохранение статуса «мирового завода» с помощью новых технологий. По официальным данным, 1078 проектов напрямую связаны с программой, для реализации которой Пекин выделил средства 557 организациям: 112 университетам, 225 государственным исследовательским институтам и 220 компаниям. Кроме того, в июле 2017 года Государственный совет КНР утвердил «Национальный план содействия технологическому развитию в области искусственного интеллекта». С 2025 года искусственный интеллект - технологии рассматриваются властями страны как «основной драйвер китайской экономики», благодаря чему будут сделаны важнейшие научно-технические прорывы. И наконец, к 2030 году главная задача должна быть решена: достижение мирового инновационного лидерства Китая в области искусственного интеллекта - технологии. [8]

В Китае внедряются системные инструменты государственной поддержки, направленные на развитие цифровых технологий: налоговое регулирование, государственное финансирование, разработка общих стандартов и реализация пилотных проектов. Высокотехнологичные предприятия облагаются налогом по сниженной ставке (15% против стандартных 25%), а разработчики программного обеспечения освобождаются от налога на прибыль в течение двух лет и платят 50% налоговых обязательств в течение следующих трех лет.

Основным действующим государственным документом в области научно-технической политики Республики Корея является «Третий базовый план Развития Науки и Техники», реализуемый с 2013 по 2017 год. В нем отдельно сформулирована стратегия ускоренного развития «13 двигателей будущего роста», и почти все эти новые отрасли относятся к числу «прорывных цифровых технологий»: большие данные, связь 5G следующего поколения, искусственный интеллект, беспилотные транспортные средства, индивидуальные медицинские услуги, технологии «умного города», виртуальная реальность, умные роботы, умные полупроводники, новейшие материалы, инновационные лекарства, возобновляемые источники энергии. До 2022 года в их развитие будет инвестировано около 7 миллиардов 382 миллионов долларов, а к 2025 году планируется создать 550 тысяч рабочих мест в этих областях. Параллельно также реализуется специальная стратегия Manufacturing Innovation 3.0, в которой основной упор делается на Интернет вещей, технологии 3D-печати и большие данные [9].

В развитых странах доля цифровой экономики в ВВП достигла 20% в год. Они уже пожинают плоды цифровой экономики. В частности, Соединенные Штаты экспортируют более 400 миллиардов долларов в год на цифровые услуги. Более 5 процентов валового внутреннего продукта страны напрямую связано с Интернетом, информационными и телекоммуникационными технологиями. К 2025 году США получают дополнительные 20 триллионов долларов дохода, ожидаемого от цифровизации промышленности.

Согласно различным исследованиям, доля цифровой экономики в мировой экономике колеблется от 4,5% до 15,5%. На Соединенные Штаты и Китайскую Народную Республику приходится около 40 процентов добавленной стоимости в глобальном секторе ИКТ и 75 процентов патентов на технологии цепочки блоков.

Согласно статистике, представленной Президентом нашей страны Ш.М. Мирзиёевым на мероприятии, посвященном развитию информационных технологий 13 февраля 2020 года, доля цифровой экономики в ВВП составляет 10% в Китае и 5,5% в Индии. В Узбекистане этот показатель составляет менее 2%.

Чтобы оценить растущее значение и влияние цифровых технологий, достаточно взглянуть на долю капитала на мировом рынке нескольких крупных технологических компаний и цифровых платформ за последнее десятилетие. В частности, по данным Конференции ООН по торговле и развитию, этот показатель вырос с 16% в 2009 году до 56% к концу 2018 года.

В процессе таких быстрых изменений в мировом сообществе и усилении конкуренции действительно верно, что без широкого внедрения инноваций и цифровых технологий мы не сможем устойчиво развивать экономику и обеспечивать ее конкурентоспособность в ближайшей и долгосрочной перспективе. В свою очередь, требует активизации научных и практических усилий.

В связи с этим, в последние годы в рамках комплексных реформ по коренной модернизации национальной экономики был принят ряд мер по внедрению цифровых технологий в социально-экономическую жизнь страны и государственное управление. В частности, основные перспективы внедрения цифровой экономики описаны в Постановлении Президента Республики Узбекистан № ПП-3832 от 3 июля 2018 года «О мерах по развитию цифровой экономики в Республике Узбекистан», важный шаг в развитии цифровой экономики. [10]

Наиболее важные задачи развития были определены:

- внедрение операций по обороту криптоактивов, включая майнинг, интеллектуальные контракты, консалтинг, выдачу, обмен, хранение, распространение, управление, страхование, технологии краудфандинга для диверсификации различных форм инвестиций и бизнес-деятельности;
- подготовка квалифицированных кадров с хорошим пониманием современных информационных и коммуникационных технологий в области разработки и использования технологий цепочки блоков, а также привлечение высококвалифицированных иностранных специалистов;
- всестороннее развитие сотрудничества с международными и зарубежными организациями в области крипто-активов и технологий цепочек блоков, а также создание необходимой правовой базы с учетом лучших мировых практик;
- обеспечение тесного сотрудничества между государственными органами и бизнесом в реализации инновационных идей, технологий и разработок для дальнейшего развития цифровой экономики.

В частности, внедрение электронного правительства в нашей стране является неотъемлемой частью развития цифровой экономики, основной целью которой является упрощение перехода к административным процедурам, улучшение качества жизни, а также улучшение инвестиций и бизнеса.

Для достижения поставленных целей, и достижения цели развития цифрового общества в нашей стране, создания благоприятных возможностей для населения и предпринимателей, развития эффективной и прозрачной системы государственного управления, свободной от бюрократических барьеров и коррупции, Готовится национальная концепция «цифровой экономики», которая предусматривает обновление на основе цифровых технологий. По прогнозам, с развитием цифровой экономики появится возможность дополнительно увеличить ВВП на 30 процентов.

Очевидно, что цифровизация экономики является объективным процессом, обусловленным всем ходом глобализации и развитием цифровых технологий. Страны, которые опаздывают с развитием цифровых технологий, рискуют остаться на обочине мировой цивилизации. Следует отметить, что некоторые элементы цифровой экономики уже успешно работают в нашей стране. В частности, учитывая массовую передачу документов и сообщений на цифровые носители, выдачу электронных подписей, общение с государством также переносится на электронные платформы.

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УДК:662:620.001.76(575.1)

Развитие Цифровых Технологий Как Фактор Устойчивого Развития Экономики Республики Узбекистан

Г. Ж. АЛЛАЕВА¹

В ближайшем будущем именно эффективное использование новых цифровых технологий будет определять международную конкурентоспособность как отдельных компаний, так и целых стран², формирующих инфраструктуру и правовую среду для цифровизации. В Послании к Олий Мажлису Президента Республики Узбекистан Шавката Мирзиёева 24 января 2020 года отмечены важные задачи, такие как «Завершение и внедрение в двух месячный срок разработку программы «Цифровой Узбекистан – 2030», которая предусматривает обновление всех секторов экономики на основе цифровых технологий, увеличение доли цифровой экономики в ВВП как минимум на 30%, тем самым сократив коррупцию, радикальное изменение цифровой экономики в текущем году, реализация проекта «1 миллион программистов» с нашими зарубежными партнерами в целях дальнейшего ускорения работ по развитию науки и цифровой экономики и подготовке высококвалифицированных специалистов в этой области».

Рассмотрим более подробно само понятие цифровой экономики и цифровизации. Термин «цифровая экономика» – зонтичный. Он используется для описания рынков, которые фокусируются на цифровых технологиях и отражают переход от третьей промышленной революции к Индустрии 4.0, то есть к замене аналоговых электронных и механических устройств в конце XX в. на цифровые³. Существует большое многообразие трактовок «цифровая экономика».

Согласно определению Всемирного банка, под цифровой экономикой понимается система экономических, социальных и культурных отношений, основанных на использовании ИКТ. Однако это определение недостаточно полное, оно не учитывает ключевую роль создания «бесшовных» информационных систем, когда цифровой сигнал «пронизывает» все уровни

¹ ТашГТУ

² Международная конкурентоспособность национальной экономики — совокупность институтов, мер государственной политики и факторов, определяющих уровень производительности страны [WEF, 2016].

³ Цифровая экономика: понятия и направления развития. Б.Панышин. Наука и инновации. Научно-аналитический журнал. №3 (193). Март 2019г.

производства и сбыта продукции, начиная от приобретения клиентом товара (услуги) и заканчивая системой формирования заказа на сырье и комплектующие для производства.

Экономика нового уклада – продукт развития информационного общества. За последние 30 лет она прошла три этапа:

- 1990-е гг. – возникновение и развитие Интернета, с которым связывают качественные сдвиги в производстве и управлении, ставшие основой цифровой экономики;

- начало 2000-х гг. – когда цифровая экономика рассматривалась как деловая активность на базе Интернета (электронная торговля, в том числе торговля цифровым контентом);

- 2010-е гг. – цифровая экономика стала рассматриваться в комплексе с развитием ИКТ и внедрением цифровых датчиков (Интернет вещей), что создало предпосылки для изменений в бизнес-процессах и хозяйственной системе предприятий.

По оценке экспертов Всемирного экономического форума, потенциал цифровых трансформаций (и как следствие массового применения цифровых технологий для сокращения различных затрат, и как средство оптимизации процессов в экономике, социуме, и как результат появления новых отраслей) оценивается в объеме свыше 100 трлн долл.⁴. Многие страны определили стратегии цифрового развития как высокоприоритетные и реализуют комплекс мер по цифровизации экономики и социума.

Отметим, что проводимые в последние годы в Республике Узбекистане процессы реформирования сопровождаются активным внедрением современных информационно-коммуникационных технологий, увеличивается доступность для населения услуг телекоммуникаций, также поэтапно переводятся в электронный вид различные виды государственных услуг, все чаще данный вид услуг предоставляется по принципу «одного окна». Отметим также, что позиции Узбекистана в рейтинге ООН по развитию электронного правительства последовательно укрепляются.

В целях ускоренного развития цифровых технологий, повышения эффективности государственного управления, повышения качества предоставления государственных услуг, формирования благоприятной среды для развития инновационных технологий, и, в конечном итоге, повышения конкурентоспособности страны были приняты такие документы, как Постановление президента Республики Узбекистан «Об утверждении концепции национальной стратегии «Цифровой Узбекистан 2030»(Id-10574 ПРОЕКТ), Указ Президента Республики Узбекистан от 19 февраля 2018 года «О мерах по дальнейшему совершенствованию сферы информационных технологий и коммуникаций»; Указ Президента Республики Узбекистан №УП-5598 от 13 декабря 2018 года «О дополнительных мерах по внедрению цифровой экономики, электронного правительства и информационных систем в государственном управлении Республики Узбекистан»; в Стратегии действий по пяти приоритетным направлениям развития Республики Узбекистан на 2017-2021 годы определены в качестве приоритетных задач вопросы широкого и эффективного внедрения цифровой экономики и обеспечения информационной безопасности в стране на основе постановления Президента Республики Узбекистан от 3 июля 2018 года «О мерах по развитию цифровой экономики в Республике Узбекистан», а также другие нормативно-правовые акты.

⁴ Нейсбитт Дж., Эбурдин П. Что нас ждет в 90-е годы. Мегатенденции. Год 2000. М., 1992.

Основными задачами цифрового развития Республики Узбекистан определены⁵:

- обеспечение систематического и последовательного процесса развития цифровой экономики, электронного правительства, информационно-коммуникационных и инновационных технологий;
- повышение цифровой грамотности населения и подготовка высококвалифицированных кадров в сфере цифровых технологий, создание благоприятных условий для переквалификации кадров, популяризацию методов удаленной работы;
- расширение телекоммуникационной инфраструктуры и центров обработки данных, формирование необходимой инфраструктуры для предоставления научному сообществу и реализации инновационных проектов;
- совершенствование нормативно-правового регулирования цифровой экономики, создание «регуляторных песочниц» для проведения правовых экспериментов, связанных с регулированием отношений при внедрении новых технологий;
- повышение эффективности сбора и обработки данных, создание новых экономических ценностей, путем эффективной утилизации данных, повышение доступности данных для населения и субъектов предпринимательства;
- внедрение современных форм финансирования IT-проектов и компаний (венчурное финансирование, краудфандинг, IPO, токенизация активов), повышение прозрачности и доступности государственного заказа в сфере информационных технологий, создание венчурных фондов и технологических парков, привлечение зарубежных инвестиций и стимулирование разработки экспорт-ориентированной продукции, поддержку в монетизации цифровых продуктов и услуг;
- расширение международного сотрудничества в сфере цифрового развития, активное изучение и внедрение зарубежного опыта, установление сотрудничества с крупными зарубежными компаниями по реализации совместных проектов.

Рассмотрим текущее состояние в сфере цифровизации в нашей республике, а также предпосылки к его дальнейшему развитию.

В последние годы Республика Узбекистан достигла существенного прогресса во внедрении и использовании информационных технологий в государственном управлении и различных отраслях экономики, в том числе⁶:

- предоставление государственных услуг в электронной форме и посредством разветвленной инфраструктуры центров государственных услуг;
- формирование системы межведомственного электронного взаимодействия;
- создание базовых государственных информационных систем и ресурсов;
- регулирование отношений в области персональных данных;
- повсеместное использование электронных средств платежей;
- использование информационных технологий в реальном секторе экономики;
- начало реализации проектов «Умный город» и «Безопасный город».

⁵ Постановление президента Республики Узбекистан «Об утверждении концепции национальной стратегии «Цифровой Узбекистан 2030»(Id-10574 ПРОЕКТ).

⁶ Постановление президента Республики Узбекистан «Об утверждении концепции национальной стратегии «Цифровой Узбекистан 2030»(Id-10574 ПРОЕКТ).

Проложено более 25,6 тыс. км волоконно-оптических линий связи. Более 67 процентов (22,5 млн. пользователей) населения страны имеют доступ во Всемирную информационную сеть Интернет (далее – сеть Интернет), при этом, число пользователей мобильной связи третьего и четвертого поколений превысило более 16 млн. абонентов.

В то же время, доля затрат на поддержку и развитие сферы информационно-коммуникационных технологий (далее – ИКТ) от общегосударственных расходов в 2019 году составила всего лишь порядка 1,5 процента (7,8 млн. долл. США), что является низким показателем для эффективной цифровизации республики как в краткосрочной, так и в долгосрочной перспективе. Аналогичный минимальный показатель для развитых стран-лидеров (Великобритания, Финляндия, Дания, Нидерланды, Швеция, США, Франция, Норвегия, Япония) в данном направлении составляет более 12 процентов от всех государственных расходов.

Экспорт услуг в сфере телекоммуникационных и информационных технологий в 2018 году составил 154,5 млн. долл. (5,1 процентов от общего объема экспорта услуг), а импорт – 47,1 млн. долл. (2,1 процента от общего объема импорта услуг).

Доля специалистов в сфере ИКТ среди занятого населения в 2019 году составила 0,5 процента, что почти в 7 раз меньше, чем, к примеру, в среднем по странам Евросоюза (3,7 процента). При этом, спрос на специалистов в сфере ИКТ в стране стремительно увеличивается, в связи с чем, дефицит кадров в данной сфере может привести к негативным последствиям как для частного сектора, так и для эффективного государственного управления. Быстрорастущий спрос на квалифицированных специалистов, а также их нехватка приводят к росту уровня зарплат специалистов в сфере ИКТ, что несомненно обостряет проблему обеспеченности квалифицированными специалистами органов государственного управления.

Также в республике создан ряд элементов инновационной цифровой экосистемы, в целях повышения экспорта цифровых технологий, стимулирования развития бизнес-моделей, связанных с цифровыми технологиями и повышения инвестиций в сферу, созданы и функционируют Инновационный центр по поддержке разработки и внедрения информационных технологий «Mirzo Ulugbek Innovation Center», Технологический парк программных продуктов и информационных технологий, совместно с ведущими зарубежными партнерами созданы Центр реализации образовательных программ Университета Вебстер (США), университеты Инха (Корея) и Амити (Индия) для подготовки высококвалифицированных специалистов в области цифровых технологий. Осуществляют деятельность инновационные технопарки «Яшнабад» и «Хоразм».

На сегодняшний день Республика Узбекистан представлена во многих зарубежных и международных индексах и исследованиях, которые косвенно оценивают уровень готовности страны к цифровой трансформации.

Так, результаты проделанной за прошедшие годы работы в области развития и внедрения системы электронного правительства положительно отразились на позициях республики, в частности⁷:

⁷ Постановление президента Республики Узбекистан «Об утверждении концепции национальной стратегии «Цифровой Узбекистан 2030»(Id-10574 ПРОЕКТ).

- в «Индексе развития электронного правительства ООН 2018» – 81 место (0,6207 балла) среди 193 стран (рис.1);

- в «Индексе электронного участия 2018» – 59 место (0,7584 балла из 1,000). При этом, Южная Корея и Дания оказались лидерами в данном рейтинге набрав по 1,000 баллов каждая;

- в «Индексе человеческого развития Программы развития ООН 2018» – 105 место (0,710 балла) среди 198 стран, поднявшись на 2 позиции по сравнению с 2016 годом и войдя в группу стран с высоким индексом человеческого развития;

- в «Индексе развития информационно-коммуникационных технологий 2019» (по данным Международного союза электросвязи) – 103 место среди 176 стран;

- в «Рейтинге развития телекоммуникационной инфраструктуры 2018» – 114 место среди 193 стран (данный показатель учитывал наличие следующих основных компонентов: абоненты стационарной телефонной связи на 100 жителей – 10,85, абоненты мобильной связи на 100 жителей – 73,98, процент пользователей интернета – 46,79, абоненты услуги проводного доступа в сеть Интернет на 100 жителей – 8,73, абоненты услуги беспроводного мобильного доступа в сеть Интернет на 100 жителей – 53,47)

- в «Рейтинге стран по скорости Интернета» на 2019 год – 129 место среди 137 стран;

- в «Глобальном индексе кибербезопасности» Международного союза электросвязи – республика поднялась на 41 позицию и заняла 52 место, тем самым встав в один ряд с лидерами стран СНГ по укреплению кибербезопасности;

- в «Рейтинге по дешевизне мобильного интернета» – 69 место среди 230 стран.

Исходя из целей долгосрочного развития страны, приоритетными задачами развития цифровой инфраструктуры являются:

а) расширение сети телекоммуникаций, а также стимулирование использования инновационных технологий доступа с использованием текущей инфраструктуры;

б) создание дополнительных механизмов стимулирования инвестиционной активности операторов мобильной и спутниковой связи для расширения доступа в регионах республики путем изучения существующих барьеров развития отрасли;

в) стимулирование создания узкополосных сетей связи для сбора и обработки информации в целях эффективного развития технологии «Интернета вещей» путем обеспечения общего подхода к реализации, разработке единых протоколов передачи данных и правил по их управлению;

г) использование облачного подхода для цифровизации отраслей государственного управления и построения комплексных систем путем перевода аппарата государственного управления на сервисную модель потребления данных сервисов и услуг центров обработки данных, что позволит повысить стабильность функционирования информационных систем, безопасность содержащейся в информационных ресурсах информации и снизить затраты на развитие и модернизацию инфраструктуры;

д) обновление государственной политики в области предоставления свободной рыночной конкуренции, обеспечения прозрачности условий доступа в сфере развития цифровой инфраструктуры путем уменьшения степени своего присутствия в секторах экономики, с упором на гарантирование потребителям права выбора на получение по более

низким ценам и высокого качества новых услуг, доступа в сеть Интернет, услуг телерадиовещания, а также обработки, хранения и передачи данных;

е) обеспечение стабильности сетей связи для непрерывной работы цифровых устройств путем применения инновационных технологий в бизнес-моделях и государственном секторе;

ж) последовательная реализация проектов «Умные» и «Безопасные» города в целях решения проблем, связанных с транспортной логистикой, технической и социальной городской инфраструктурой, качеством городской среды, эффективностью управления развитием города, общественного, делового и жилого пространства путем внедрения цифровых технологий в управление инфраструктурой города⁸.

Таким образом, проведенный анализ существующей ситуации в сфере становления и развития цифровых технологий и процессов цифровизации национальной экономики, а также основных тенденций их развития позволил нам определить, что цифровая экономика формируется на основе цифровизации и имеет свою специфику, определяемую характером создания добавленной стоимости путем наращивания и систематизации цифрового контента (предмета труда), роста интеллектуализации алгоритмов его обработки автоматически (без участия человека) и в зависимости от сигналов внешней среды.

Отметим также, что одной из ключевых характеристик цифровой экономики является скорость изменений в производстве товаров и услуг, в применяемых бизнес-моделях и менеджменте. Цифровизация экономики также будет способствовать формированию цифровых экосистем, в следствии постоянно возрастающей сложности экономики, а также ростом информационной деятельности по обеспечению взаимодействия всех звеньев производства товаров и услуг и все большего учета индивидуальных запросов потребителей.

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Использование учебно-практических игр при формировании у учащихся навыков самостоятельной работы

Э.Д. ИМАМНАЗАРОВ¹

Аннотация: В данной статье освещено актуальная проблема и условие развития системы непрерывного педагогического образования, фундаментальность её сущности, последовательность, практическое направление являются стимулирующими силами обновления.

Ключевые слова: педагогические навыки, самостоятельная работа, активность, продуктивность, результативность.

Для коренного преобразование системы преобразование в Узбекистане разрабатываются эффективные средства и факторы. Опытно-экспериментальная работа проводится с учетом опыта мирового сообщества и национального менталитета. В нашей стране многие новаторы-педагоги проводят исследования в педагогическом направлении для при творение в жизнь эффективных методов образования. Это свидетельствует о высоком уровне внимания, проявляемого в Узбекистане по отношению к системе воспитания и образования. Повышение требования к качеству педагогического образования, актуальная проблема и условие развития системы непрерывного педагогического образования, фундаментальность её сущности, последовательность, практическое направление являются стимулирующими силами обновления. Цель современного образования – через создание условий для исторически сложившейся системы образования формирование квалифицированной, социально-активной, творчески самостоятельной личности педагога. В данной социально-экономической ситуации усиливается значение образования, при все более совершенствующейся обстановке для педагога помимо его основных обязанностей (обучение, воспитание и т.д.) становятся актуальными такие профессиональные обязанности, как содержание, планирование, проектирование и организация аспектов образовательной и

¹ Наманганский инженерно-строительный институт, UZBEKISTAN

общественно-культурной среды. Сейчас мы видим коренное изменение в мире образования, как он перешёл от направления <<подражания>> к направлению <<информации>>. Благодаря тому, что система информации в образовании добилась больших успехов, появилось стремление увеличить объём информации и соответственно этому время обучение, и эта ситуация требует дополнительного совершенствования этой системы. При этом основной недостаток профессиональной и средне-специальной системы образования заключается в отсутствии активности у учащихся. При этом он только усваивает большинство к информации, а это не подходит требования современности. Поэтому важное значение в работе педагога имеет обучение учащихся самостоятельному мышлению и труду при переходе в мир информационных технологий. Цель – через оптимизацию образовательного процесса, внедрение современных технологий обучения, формирование у учащихся культуры самостоятельной учёбы, мобилизации и контроля над собой повысить уровень знаний, подготовить кадры для квалифицированной профессиональной деятельности. Таким образом деятельность учителей школы заключается в подготовке учащихся к самостоятельно - творческой работе, поиск новых путей повышения эффективности подачи теоретических знаний и самое главное – исследования новых методов и средств подготовки к практической и профессиональной деятельности выпускников школы. В педагогическо- психологических исследованиях одной из основных проблем считается проблема подготовки учащегося к профессиональной деятельности как личности, умеющей самостоятельно работать и мыслить.

В процессе учебной – воспитательной работа в средне – специальных и общеобразовательных учреждениях самостоятельность в образовании и непрерывность самостоятельного образования важна и обязательна не только для учеников школы, но и для учителей, так как молодой специалист, не владеющий первичными теоретическими и практическими умениями вынуждены работать путём проб и ошибок.

Исходя из этого, в этой статье мы хотели остановиться на значении учебно-практических игр в методике интерактивного обучения, а именно в обеспечение эффективности самостоятельной работы учащихся. Методы игрового обучения считаются самыми перспективными и эффективными в последние годы. В процессе практической игры развивается решительность в мышлении, активность, продуктивность, результативность, острота и прочность памяти, стремление к совершенству и вера в свои силы.

С точки зрения дидактики игровые методы обучения перспективны тем, что они не противоречат современным педагогическим технологиям и являются гармоничной формой обучения. С помощью метода изучения конкретной ситуации у учащихся образуются умения и навыки самостоятельно принимать решения индивидуальные и групповые по поставленным задачам. Эти способности помогают специалисту в самостоятельной деятельности, так ему часто придётся принимать нестандартные решения в постоянно меняющихся условиях деятельности.

Метод изучения конкретной ситуации помогают учащимся всесторонне и предусмотрительно мыслить, эффективно использовать информацию, анализировать аргументы, критически относиться к различным точкам зрения, уметь обсудить и защитить

свою точку зрения, быть готовым использовать различные методы и средства, уметь находить оптимальное решение задачи.

При организации самостоятельной работы часто используются один из видов учебной – практической игры, а именно кейс – стадии (case study) этот метод используется во многих государствах, при изучении конкретных ситуаций.

По этому поводу мы хотели заметить следующее. В некоторых случаях метод кейс – стадии показывается как метод изучения конкретной ситуации. В то время как это один из видов метода изучения конкретной ситуации.

Кейс – стадии состоит из игры проводимой в короткий перёд времени. При методе кейс – стадии профессиональные и игровые аспекты эффективно сосчитаются.

Разработка кейсов, моделирующих характерные для практики ситуации и использование их при работе со студентами считается перспективным направлением обучения.

Самое большое преимущество кейс – стадии и других практических игр – это не только возможность диагностики и получения знаний, но и возможность использовать их средство решения тренинговых задач.

На данный момент в колледжах используются подражательные практические игры делятся на три основные группы по степени формирования самостоятельности: игры, направленные на усвоение практических знаний; игры, направленные на закрепление практических умений и навыков; игры, помогающие выработать или изменить отношение к изучаемой проблеме и предмету.

Из вышеизложенного можно сделать следующие выводы:

1. Методы интерактивного обучения являясь одним из перспективных направлений обучения в формировании самостоятельной работы учащихся, отличается от традиционных методов, используемых в профессиональных среднее – специальных образовательных учреждениях, склонностью к созданию и моделированию проблемных ситуаций.
2. Опыт зарубежных исследований показывает, что практическая игра, как один из интерактивных методов обучения, благодаря темпу и глубине обработки информации, является самым результативным и стремительным методом.
3. Учащихся в процессе практической игры проявляют долговременную и активность, решения, принятые во время устойчивую игры, отличаются творческой насыщенностью.

Использование игровых методов повышает эффективность процесса образования.

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Ўзи Учар Қурилмаларни Қишлоқ Хўжалигида Фойдаланилишини Таҳлили

Анализ Ипользования Беспилотных Летательных Аппаратов в Сельском Хозяйстве

Analysis of the Use of Unmanned Aerial Vehicles in Agriculture

Tarimda Kendinden Uçan Cihazlarin Kullaniminin Analizi

ШОАХМЕДОВА Нозима Хайруллаевна¹

ХОМИДОВ Хамдам Хасан ўғли²

НОРБОЕВА Нафиса Эркиновна³

Аннотация. Мақолада ўзи учар қурилмаларнинг қишлоқ хўжалигида қўлланилишининг хориж мамлакатлари тажрибаси, ўзи учар қурилмаларнинг қишлоқ хўжалигида мақсадли қўлланилишини имкониятлари ва потенциали ўрганилган, ўзи учар қурилмаларнинг қишлоқ хўжалиги лойиҳаларда жорий қилинишидаги муаммолари келтирилган ҳамда ўзи учар қурилмаларни қишлоқ хўжалигида фойдаланилишини SWOT-таҳлили амалга оширилган.

Калит сўзлар: ўзи учар қурилмалар, қишлоқ хўжалиги, дронлар, SWOT-таҳлил, учувчисиз учиш қурилмаси, авиация саноати.

Ер аҳолиси сонини ўсиши охириги ўн йилликда қишлоқ хўжалиги маҳсулотларига бўлган эҳтиёжларни ошишига олиб келади. Бирлашган Миллатларнинг Озиқ-овқат ва қишлоқ хўжалиги

¹ ТДИУ “Рақамли иктисодиёт ва ахборот технологиялари” кафедраси доценти. Email: Nshoaxmedova@gmail.com

² ТДИУ “Рақамли иктисодиёт ва ахборот технологиялари” кафедраси ассистенти

³ ТДИУ “Рақамли иктисодиёти ва ахборот технологиялари” кафедраси доценти. Email: nafissne@gmail.com

соҳасидаги ташкилотининг баҳолаши бўйича 2050-йилга келиб Ер аҳолисининг сони – 9.6 млрд. га етади, яъни ҳозиргина нисбатан учдан бир баробарга ошади [2]. Бундан келиб чиқадики, қишлоқ хўжалиги корхоналари икки баробар кўп қишлоқ хўжалиги маҳсулотларини ишлаб чиқариши керак деганидир. Шу сабабли ҳам қишлоқ хўжалиги соҳаларини ривожлантириш долзарб ҳисобланади. Ҳозирги кунда янги инструментлар, хусусан, барча учун фойдаланиш имконияти бўлган сунъий йўлдош ва компьютер технологиялари пайдо бўлди. Уларнинг ўрганиш ва қишлоқ хўжалигига жорий қилиш соҳага аниқликни киритди [4].

Аниқ қишлоқ хўжалигини истиқболли йўналишларидан бири ўзи учар қурилмалар (ЎУҚ) – “дронлар” ҳисобланади. Ўзи учар қурилма – бу тузилиши ва фойдаланиш мақсади бўйича фарқланадиган автономликни турли даражасига – масофавий бошқарувдан тўлиқ автоматик режим даражасигача эга учувчисиз учиш қурилмасидир [1].

ЎУҚ қишлоқ хўжалигида фойдаланиш ишлаб чиқариш харажатларини камайтирган ҳолда ҳақиқий бурилиш ҳосил қилиши мумкин. ЎУҚ фойдаланиш боғдорчиликда АҚШ, Хитой, Япония, Бразилия ва кўплаб Европа мамлакатларида кенг қўлланилмоқда. AUVSI ташкилотининг маълумотларига биноан “The Economic Impact of Unmanned Systems Integration in the United States” номли ҳисботига кўра ЎУҚ қишлоқ хўжалигида фойдаланиш улуши бошқа соҳалардагига нисбатан 2025-йилда АҚШ қишлоқ хўжалигини 80% ини эгаллайди [3].

ЎУҚ қишлоқ хўжалигида қўллаш улкан потенциалга эга ва йил сайин унга бўлган қизиқиш ошиб бормоқда (1-жадвал). ЎУҚ турли датчиклар билан, муаммоли ҳудудни аниқлаш имкониятини берадиган юқори аниқликли мултиспектрал камера, сунъий йўлдоши навигация тизими, кичик ҳажмли борт компьютерлари ва кимёвий унсурларни олиш учун қурилмалар ва шу кабилар билан қурулланади.

Айтиб ўтиш керакки, ҳозирги кунда ЎУҚ бизнинг мамлакатимизда кенг фойдаланилмайди, бу соҳа бошланғич босқичда. Охириги йиллари қишлоқ хўжалигида дронлардан фойдаланиш бўйича бир нечта лойиҳалар ишлаб чиқилди, бироқ улар кўп қисми амалга ошмаган. Бунинг сабаблари бир нечта (2-жадвал):

1-жадвал. ЎУҚ қишлоқ хўжалигида мақсадли қўллаш имкониятлари

Қишлоқ хўжалигида	Ветеринарияда
<ul style="list-style-type: none"> - қишлоқ хўжалиги инвентаризацияси - майдонларни электрон харитасини яратиш - иш ҳажмларини баҳолаш ва уларни бажарилишини назоратлаш - экинларни ҳолатини тезкор мониторинги - қишлоқ хўжалиги маъданиятини ўрнатилишини баҳолаш - қишлоқ хўжалигини қўриқлаш 	<ul style="list-style-type: none"> - соғлом ҳайвонларни назоратлаш - яйлов жойларни мониторинги - ветеринария ёрдами (ЎУҚ ёрдамида масофадан туриб тинчлантирувчи, вакцина, антибиотикларни киритиш мумкин) - суд экспертизаси (яйловларга ҳайвонлар томонидан етказилган зарарни баҳолаш) - яйловларда ҳайвонларни қўриқлаш ва ҳавфсизлигини таъминлаш - тўдани йиғиш

- зараркунандалар билан кураш учун экинларни дорилар билан қайта ишлаш	- ҳайвонларни озикланиш ва сув балансини мониторинги
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Биринчидан, “дронлар” бошқариш учун маълум бир билим талаб этилади. Шундай қилиб, бир неча килограммли ЎУҚ пилот-операторларни бошқариш малакасини етишмовчилиги атрофдаги инсонлар, мулк ва ҳаттоки “анъанавий” учувчи қурилмалар учун ҳам хавф туғдириши мумкин.

Иккинчидан, учишларни шахсий ҳаёт ва суғурта нозик масалаларига тегишли хавфсизлик. Бироқ қишлоқ хўжалиги учун асосий муаммо йиғиладиган маълумотларни тоифаси ва сифати ҳисобланади.

Учинчидан, соҳа учун жиддий муаммо ЎУҚ нарҳи масаласи ҳисобланади, барчаси учувчисиз қурилма компьютерининг технологик даражасига боғлиқ.

Тўртинчидан, масаланинг муҳим қисми учувчисиз қурилмани бошқаришда об-ҳаво факторларини таъсири ҳисобланади.

Бешинчидан, дронларни кенг масштабда қишлоқ хўжалигига жорий қилишга қонунчилик тўсинлик қилади. 2017-йил 13-июлдаги Ўзбекистон Республикасини 436-сонли қарорига кўра ЎУҚ ноқонуний (рухатсиз) фойдаланиш тақиқланади [5].

2-жадвал. Қишлоқ хўжалигида ЎУҚ фойдаланилишини SWOT-таҳлили

Кучли томонлари	Кучсиз томонлари
<ul style="list-style-type: none"> - Суръатларни тезкор олиш. ЎУҚ сунъий йўлдошлар учун иложсиз ва авиациядан фойдаланишни қийинлаштирадиган булутли шароитларда ҳам тасвирга олиш имконияти мавжуд. - Инсон ҳаётига ва соғлиги учун ҳеч қандай рисксиз фавкулотда зоналарда қўллаш имконияти - ЎУҚ турли даражадаги автономликка эга – масофавий бошқарувдан то тўлиқ автоматик бошқарувгача - Фойдаланилиш соддалиги ва осонлиги 	<ul style="list-style-type: none"> - Батарея қувватини камлиги сабабли учиш вақтини чекланганлиги - Юк кўтариш кучини чекланганлиги - Ёмон об-ҳаво шароитларида бошқарув қийинлиги - Мос дастурий таъминот зарурати
Имкониятлари	Таҳдидлар
<ul style="list-style-type: none"> - Қайта тикланувчи яйловларни ўрганш ва озиклантириш - Яйловларни зараркунандалардан ва касалликлардан сақлаш учун кимёвий дориларни сепиш 	<ul style="list-style-type: none"> - 2017-йил 13-июлдаги Ўзбекистон Республикасини 436-сонли қарорига кўра ЎУҚ ноқонуний (рухатсиз) фойдаланиш тақиқланади - ЎУҚ рўйхатдан ўтказиш керак - Мутахассислар етишмовчилиги

<ul style="list-style-type: none"> - Ерларни электрон харитасини яратиш - Қишлоқ хўжалиги инвентаризацияси - Бажарилган ишлар ҳажмини назоратлаш ва баҳолаш - Ер озуқаларини самарали ёйиш мақсадида нормаллашган вегетацион индексни кузатиш - Қишлоқ хўжалиги экинларини ҳолатини назоратлаш динамикаси ва ўзгаришларда бошқарув қарорларини тезкор қабул қилиш 	<ul style="list-style-type: none"> - ЎУҚ бошқарувини ушлоб олиш, ўғирлаш - Қишлоқ хўжалиги саноатин молиявий таъминотини етишмовчилиги - ЎУҚ импортли ишлаб чиқиш ва мос дастурий таъминот
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Ҳозирги кунда ЎУҚ авиация саноати баъзи қийинчиликларга қарамасдан келажакда бу соҳа катта бурилишлар ясайди: дронлардан барча эркин фойдаланади, турли махсус қуроллар ишлаб чиқилади, хавфсиз учиш тизимлари ва бошқарувга ёрдамлашиш тизимлари ишлаб чиқилади.

Шундай қилиб, технология ривожланиши эвазига ЎУҚ инсон ҳаётий фаолиятини ҳар бир соҳасига кириб боради, хусусан қишлоқ хўжалигига ҳам ва меҳнат самарадорлигини ошириб, ишлаб чиқишдаги тўхталишларни камайтиради.

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Regulation of electronic money by the state: world experience

Электрон пулларнинг давлат томонидан тартибга солиниши: жаҳон тажрибаси

Регулирование электронных денег со стороны государства: мировой опыт

ШАРИПОВА Нилуфар¹

Аннотация: Рақамли иқтисодиётда электрон пулнинг ва интернет орқали электрон тўловларнинг оммалашиб бораётганлиги ҳар бир мамлакатда уларнинг давлат томонидан тартибга солиниш заруриятини келтириб чиқариши табиий. Мақолада хорижий давлатларда ва мамлакатимизда электрон тўловларнинг хавфсизлик масалалари, электрон пул айланмасининг давлат томонидан назорати ва тартибга солиниши каби масалалар муҳокама қилинади.

Калит сўзлар: Электрон тўловлар, электрон пуллар, тўлов тизимлари, нақд пулсиз ҳисоб-китоблар, тартибга солиш, назорат.

Тўлов воситаси бўлиб ҳисобланган, қийматликларни ўтказиш функциясини бажарувчи барча тўлов инструментлари кенг маънода нақд ва нақд пулсиз тўловларга бўлинади. Электрон тўлов инструментларини асосан уч категорияга бўлиб ўрганилади:

- 1) Электрон пул ўтказмалари асосидаги тўлов инструменти (EFT — Electronic Funds Transfer). Бунга тўғридан-тўғри кредит ва дебет ўтказмалари киради. Бир ҳисобрақамдан бошқа ҳисобрақамга ўтказиладиган тўловлар тўлиқ электрон равишда амалга оширилади.
- 2) Пластик карталар асосидаги тўлов инструменти. Буларга кредит карталар ва дебет карталар асосида амалга ошириладиган тўловларни мисол қилиб келтиришимиз мумкин. Баъзи бир ҳолларни мустасно қилганда, бундай тўловлар тўлиқ электрон амалга оширилади.

¹ Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви Академияси 1-босқич таянч докторанти,
E-mail: shani_80@mail.ru

- 3) Электрон пуллар асосида амалга ошириладиган электрон тўлов инструменти (E-Money). Бундай тўловларни амалга ошириш учун тўлов провайдерларида керакли ҳисобни очиб, унга олдиндан пул ўтказилган бўлиши керак. Кўп ҳолларда тўлов провайдерлари нобанк ташкилотлари бўлиб ҳисобланади. Агар тўлов инструментлари интернет орқали келиб тушган бўлса, бундай пулларни онлайн пуллар, агар мобил қурилма (телефон) орқали тушган бўлса, мобил пуллар деб юритилади.

Шу ўринда таъкидлаб ўтиш лозимки, электрон пуллар - электрон пуллар эмитентининг электрон шаклда сақланадиган ҳамда электрон пуллар тизимида тўлов воситаси сифатида қабул қилинадиган шартсиз ва чакириб олинмайдиган пул мажбуриятлари бўлиб ҳисобланади [1]. Электрон пулларнинг турли давлатларда тартибга солиш тартибини қуйида келтириб ўтамыз.

Европа иттифоқида 2000 йилда электрон пуллар ва улар билан боғлиқ бўлган электрон тўловларни тартибга солиш мақсадида электрон пуллар бўйича Директива (EMD — Electronic Money Directive) қабул қилинди. Ушбу директивани қабул қилишдан мақсад чакана тўлов тизимларининг рақобатбардошлигини ошириш ва тизим хавфсизлигига зарар етказмасдан унга инновацияларни жорий қилиш эди. Шу пайтдан бошлаб Европада фақатгина банклар эмас, бошқа ташкилотлар (EMI — Electronic Money Institution) ҳам электрон пул чиқариш ҳуқуқига эга бўлди. 2007 йилдан бошлаб эса, EMD доирасида қабул қилинган янги Директива (PSD — Payment Service Directive) қонуний рақишда шуни тасдиқладики, эндиликда нобанк ташкилот — тўлов провайдерлари бўлиб ҳисобланувчи тўлов ташкилотлари (PI — Payment Institutions) ягона лицензия асосида бутун Европа ҳудудида тўловларни амалга ошириш хизматини бажаришлари қонун билан мустаҳкамланди.

2009 йилда EMD Директиваси қайта кўриб чиқилди ва EMI қонуний нуқтаи назардан тўловларни амалга ошириш бўйича тўлақонли провайдер сифатида белгиланди. Европа Иттифоқида тўлиқ рўйхатдаги тўлов операцияларини нобанк ташкилотлар бажариши белгиланган, EMI эса электрон пулларни чиқаришдан ташқари, тўлиқ тўлов операцияларини ҳам бажаради. Тўлов ташкилотлари ҳамма тўлов операцияларини бажаради, бироқ электрон пулларни муомалага чиқара олмайди [2].

Ушбу директива электрон пуллар етказиб берувчи ташкилотлар рўйхатдан ўтган бўлишлари мажбурий эканлигини ва уларнинг капиталига доимий минимал талабларни белгилаб берган. Директивага кўра, E-money депозит бўлиб ҳисобланмайди, шунинг учун ҳам депозитлар кафолати бўйича қоидалар электрон пулларга татбиқ қилинмайди (6-модда). Электрон пул етказиб берувчиларга маблағларини қарзга беришга рухсат этилмайди. Маблағлар бунинг ўрнига хавфсиз капитал қўйилмаларида сақланиши лозим (7-модда). Тўлов ташкилотлари маблағлар учун фоиз тўлашлари мумкин, лекин мажбурий эмас. Шуни таъкидлаш керакки, ушбу фоизлар маблағларни сақлаш муддатларига боғлиқ бўлмаслиги керак. Маблағларни блоклаб қўйишга рухсат этилмайди, ҳисобракамдаги электрон пуллар мижознинг хоҳишига кўра исталган пайтда тўлиқ ёки қисман номинал қиймати бўйича ечиб олинishi имконияти яратилиши лозим (12-модда). Маблағларни ечиб олиш учун катта бўлмаган тўлов ўрнатилишига рухсат этилади (11-модда) [3].

Европа Иттифоқи мамлакатларида асосий нақд пулсиз тўловлар пластик карталар орқали тўловлар, кредит трансферлар, тўғридан-тўғри дебет, чеклар, электрон пуллар ва бошқа тўлов турларига ажралади. Умумий тўловлар улушида электрон пул орқали ўтказиладиган тўловлар катта улушга эга бўлмасада, бу кўрсаткич йилдан йилга ошиб бормоқда. 2018 йил охирида

Евроиттифокдаги жами электрон пул орқали ўтказилган тўловлар ҳажми 4 033.40 млн.Еврони ташкил қилган (1-диаграмма).

1-диаграмма. Евроиттифокда электрон пул орқали тўловлар, млн.Евро[4].

Шунингдек, Европа Иттифоқида электрон пулларнинг асосий қисмини кредит ташкилотлари эмиссия қилишига қарамай, нокредит ташкилотлар ҳам маълум даражада электрон пулларни эмиссия қилиб келмоқда. Ушбу кўрсаткич 2017 йилда 2.8 млн.Еврони ташкил қилган бўлса, 2018 йилда камайиб 0.3 млн.Еврони ташкил қилган (1-жадвал).

1-жадвал. Электрон пулларни эмиссия қилувчи органлари бўйича эмиссия ҳажми, млн.Евро[5]

	Электрон пуллар		
	Жами	Кредит ташкилотлари (Monetary financial institutions)	Нокредит ташкилотлар (Non-monetary financial institutions)
2016	10.6	7.9	2.7
2017	11.7	8.9	2.8
2018	10.2	9.9	0.3

Электрон пуллар орқали тўловлар бўйича Ҳиндистон амалиётини кузатадиган бўлсак, ушбу давлатда электрон тўловлар 2008 йилдан жорий қилинган Тўлов ва ҳисоб-китоб тизимлари бўйича Далолатнома (Payment and Settlement Systems Act 2007) билан тартибга солинади. Ушбу ҳужжатга кўра, Ҳиндистон Марказий банки вазифасини бажарувчи Ҳиндистон Резерв банки (Reserve Bank of India) мамлакатдаги тўлов тизимлари фаолиятини тартибга солади ва назорат қилади. Қонунчиликка кўра, тўғридан-тўғри Ҳиндистон Резерв банки орқали рўйхатдан ўтмаган бирор жисмоний ёки юридик шахс тўлов тизимини бошқариши мумкин эмас.

Турли кўринишдаги тўлов инструментларини чиқарувчи нобанк ташкилотлар барча келиб тушадиган маблағлар суммаларини банкларда очилган ишонч ҳисобрақамларида акс эттиришлари лозим. Миллий тўлов тизими бўйича янги қонунчиликка мувофиқ, бундай ҳисобрақамлардан фақат электрон пуллар билан ҳисоб-китоблар учун маблағ ечиб олиш мумкин.

Бундай схемани банклар ўзи амалга оширганида барча проводкалар захиралар ташкил қилиш учун махсус ҳисобрақамларда акс этиши керак (соф талаб ва муддатли мажбуриятлар бўйича ҳисобрақам). Ҳисоб-китоблар амалга оширилишида захиралар ташкил қилиниши бўйича бундай қонунчилик фақат Ҳиндистондаги кредит ташкилотларига тегишли.

Россия Федерациясида электрон пуллар билан боғлиқ ҳисоб-китоблар 2011 йилда қабул қилинган “Миллий тўлов тизимлари тўғрисида”ги Федерал қонунга биноан тартибга солинади. 2017 йил январ ҳолатига электрон пуллар билан боғлиқ хизматларни тақдим қилувчи 100 га яқин кредит ташкилотлари мавжуд бўлган. Россия қонунчилигида электрон пулларни чиқарувчи ташкилотларга нисбатан камроқ талаблар қўйилган, шунингдек, кредит ташкилотларига электрон пуллар билан боғлиқ хизмат кўрсатувчи агентлар хизматидан фойдаланишга рухсат берилган (тўлов инструментларини тарқатиш, электрон пул ҳисобварақларини фондлаштириш).

Россияда муомалага чиқарилаётган электрон пуллар ҳажми ошиб бораётганлигини қуйидаги жадвал маълумотлари кўрсатади (2-жадвал).

2-жадвал. Россия Федерациясида муомалага чиқарилган электрон пул институтлари ва чиқарилган электрон пул ҳажми, ҳар бир йилнинг 1 январ ҳолатига[6]

Электрон пул институтлари	2015 йил	2016 йил	2017 йил
Электрон пул чиқарувчи институтлар сони	97	104	99
Эмиссия қилинган электрон пул қиймати, млн.рубл	8.522	9.8	12.2

Туркияда Тўловлар ва қимматли қоғозларни ҳисоб-китоб қилиш тизимлари тўғрисидаги Қонунга мувофиқ, 2013 йилдан бошлаб, тўлов хизматларини амалга оширувчи ва электрон пуллар билан ҳисоб-китобларни юритувчи барча ташкилотлар икки усулда тўлов хизматларини бажарувчи провайдер бўлиб рўйхатдан ўтишлари мумкин: тўлов ташкилоти (PI — Payment Institutions) ва электрон пулларни чиқарувчи ташкилот (EMI — Electronic Money Institution). Тўлов ташкилоти PI тўловларни амалга оширади, бироқ электрон пулларни муомалага чиқара олмайди. EMI мижозлар учун электрон пуллар билан ҳисоб-китоблар учун ҳисобрақамларни эркин очиши мумкин, уларнинг устав капиталига нисбатан юқори талаб қўйилади. Банклар фаолиятини тартибга солиш ва назорат қилиш Агентлиги (Banking Regulation and Supervision Agency) санаб ўтилган ҳар икки турдаги тўлов ташкилотлари фаолиятини тартибга солади ва лицензиялашни амалга оширади.

ЕМІ кўринишидаги ташкилотлар мижозлардан келиб тушадиган маблағларни ваколатли банкларда очилган ишонч ҳисобрақамларида сақлашлари лозим. Ваколатли банклар эса, бундай ЕМІдан келиб тушадиган маблағларни Туркия Марказий банкида очилган ўз ҳисобрақамларида блоклашлари талаб қилинади [7].

Колумбияда электрон пулларни тартибга солувчи қонун 2014 йилда қабул қилинган. Ушбу қонунга биноан “электрон депозитлар ва тўловларга ихтисослашган жамиятлар” деб номланувчи молиявий воситачилик ташкилотлари ташкил қилинган (Societies Specialised in Electronic Deposits and Payments — SEDPE). Ушбу SEDPE ташкилотлари депозит ташкилотлари ҳисобланиб, молиявий тартибга солувчи орган томонидан назорат қилинади (Financial Superintendence). Улар жалб қиладиган барча кўйилмалар депозитларни суғурталовчи ташкилот томонидан ҳимоя қилинади (Fondo de Garantías de Instituciones Financieras — FOGAFIN). Яна бир жиҳати шундаки, SEDPE ташкилотлар фақат депозитлар бўйича ва пул ўтказмалари бўйича чегараланган молиявий хизматларни тақдим қила олади, кредит бериш каби хизматлар кўрсатиш қонун билан таъқиқланган.

Ўзбекистонда электрон тўловлар ва электрон пуллар билан боғлиқ қонунчилик 2019 йил 1 ноябрда қабул қилинган 578-сонли “Тўловлар ва тўлов тизимлари тўғрисида”ги Ўзбекистон Республикаси Қонуни асосида тартибга солинади. Ушбу қонунга кўра, тўлов хизматларини етказиб берувчилар қуйидагилардан иборат: Марказий банк, банклар, тўлов ташкилотлари, тўлов агентлари, тўлов субагентлари. Электрон пулларни чиқариш ва қоплаш, банк карталарини чиқариш, электрон пулларни ва банк карталарини реализация қилиш, электрон пуллардан фойдаланган ҳолда амалга ошириладиган тўловларни қабул қилиш ва бу тўловларга ишлов бериш, электрон шаклдаги тўловларга ишлов бериш ва тўловни амалга ошириш учун зарур ахборотни банкка бериш ёки мазкур тўловлар бўйича пул маблағларини қабул қилиш каби хизматлар тўлов хизматлари жумласига киради. Ва ушбу электрон пулларга боғлиқ бўлган тўлов хизматлари Марказий банк, банклар, тўлов ташкилотлари, банклар ва тўлов ташкилотлари учун рухсат этилган тўлов хизматларининг турлари доирасида тўлов агенти ҳамда тўлов субагенти томонидан кўрсатилади. Бунда тўлов ташкилотлари нақд пул маблағларини банк ҳисобварақларига ўтказиш учун қабул қилиш, электрон пулларни ва банк карталарини чиқариш хизматларини амалга оширмайди.

Ўзбекистон Республикаси ҳудудида тўлов хизматларини Марказий банкнинг тегишли лицензиясиз кўрсатиш тақиқланади. Ушбу талаб тўлов агентларининг ва тўлов субагентларининг фаолиятига нисбатан татбиқ этилмайди.

Марказий банк ва банклар электрон пулларнинг эмитентидир. Ўзбекистон Республикаси ҳудудида электрон пуллар эмитенти томонидан чиқариладиган электрон пуллар фақат миллий валютада номиналлаштирилган бўлиши керак.

Юқоридагилардан кўришиб турибдики, кўплаб мамлакатлар электрон пулларнинг муомаласи ва электрон тўловлар ривожига катта эътибор қаратмоқда. Бундан ташқари, электрон тўловлар билан боғлиқ қонунчиликни лозим бўлганда янгилаб, керакли тартибга солувчи қонунчилик чораларини кўрилмоқда. Буларнинг барчаси электрон тўловлар ва электрон пулнинг дунё иқтисодиётида ҳар бир давлатнинг унинг ривожланиш даражасидан қатъи назар муҳим ролга эга эканлигини тасдиқлайди.

Хулоса ўрнида қайд этиш жоизки, мамлакатимиз иқтисодиётини озиқлантириб турадиган қон томирлари ҳисобланган банк тизимининг тўлов тизимларини янада ислоҳ қилиш ва ривожлантириш

юзасидан олиб борилаётган ишлар барча иқтисодий тармоқлар тараққиётини янада мустаҳкамлашга ўзининг ижобий таъсирини кўрсатади. Бу йўлда яна иқтисодиётимизда қилиниши лозим бўлган бир қатор вазифалар турибди:

-электрон тўлов тизимларининг мамлакатимизда янада оммалашишини таъминлаш мақсадида аҳоли молиявий саводхонлигини ошириш;

- электрон тўлов тизимларининг фаолиятида дастурий тизимларнинг максимал хавфсизлигини таъминланиш.

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Dijital Ekonomi

Raqamli Iqtisodiyot
Цифровая Экономика
Digital Economy

MAMARAILOV Ibrohimjon Muhiddinovich¹

Abstract

The development of digital economy, which enables companies to avoid tax through aggressive tax planning, is among the main hardships to which the international tax regime currently has to come up with new solutions. Many companies in the digital economy engage in tax base erosion by exploiting the loopholes in international tax laws. Globally, all tax authorities have faced difficult challenges. The growing of the digital economy, increasing world trade, and raising mobility related to finance and resources has challenged domestic and international tax laws. The Organization for Economic Co-operation and Development (OECD) has focused on issues of Base Erosion and Profit Shifting (BEPS), and also developed BEPS Action Plans to manage the issues of international taxation. The BEPS Action. Specifically addresses the challenges that arise in the taxation of the digital economy. This paper primarily evaluates the new developments in the taxation of the digital economy, investigates regional and national policies with respect to direct and indirect tax for preventing eroding the tax base, and transformation of international tax law.

Keywords: Digital economy, international tax law, taxation

Özet

Uluslararası vergi hukukunun günümüzde karşılaştığı en önemli zorluklardan biri, uluslararası şirketlerin agresif vergi planlamaları vasıtasıyla vergi kaçırımlarını sağlayan dijital ekonomideki gelişmelerdir. Dijital ekonomi içerisinde yer alan çoğu uluslararası şirketler, uluslararası vergi rejimindeki bir çok boşluktan yararlanmak suretiyle vergi matrahlarını aşındırmaktadırlar. Genel olarak tüm vergi otoriteleri uluslararası işletmeleri vergilendirme konusunda zorluklarla karşı karşıya kalmaktadırlar. Dijital ekonominin büyümesi, dünya ticaretinin artması ve finans ve kaynaklarla ilgili hareketlilik, ulusal ve uluslararası vergi mevzuatını zor duruma düşürmektedir. Ekonomik İşbirliği ve Kalkınma Örgütü (OECD), Matrah Aşındırma ve Kar aktarımı (BEPS) konularına odaklanmış ve uluslararası vergilendirme konularında ortaya çıkan güçlükleri yönetmek için bir çok BEPS Eylem Planı geliştirmiştir. Bu kapsamda BEPS Eylem 1, özellikle dijital

¹ «Uzxi» Islomshunoslik fakulteti Islomshunoslik yo'nalishi 2-bosqich talabasi, UZBEKISTAN. Email: mixiomi707@gmail.com

ekonominin ortaya çıkardığı vergi zorluklarını hedef almaktadır. Bu çalışmada, ağırlıklı olarak dijital ekonominin vergilendirilmesinde ortaya çıkan yeni gelişmeler ele alınmakta, doğrudan ve dolaylı vergilerle ilişkili olarak vergi matrahının azaltılmasını önlemeye yönelik bölgesel ve ülke politikaları ile uluslararası vergi hukukundaki dönüşüm incelenmektedir.

Anahtar kelimeler: Dijital ekonomi, uluslararası vergi hukuku, vergileme

GİRİŞ

İletişim ve bilgi teknolojilerinin gelişimiyle birlikte, insanların arasındaki engeller de ortadan kalkmaktadır. Gelişen teknoloji, toplumu etkilediği kadar piyasaları, şirketleri ve devletleri de ciddi bir şekilde etkileyerek dijitalleşmeye doğru bir dönüşüme yol açar. Bu durum ekonomik faaliyetlerin de dijitalleşmesine neden olur, böylece daha net, daha hızlı bir ticaretin egemen olması sonucunu doğurur. Öyle ki dijitalleşmeyle birlikte yeni iş modelleri ortaya çıkar ve eski iş modelleri de bir nevi değişime zorlanır. Dijital dönüşümün etkisiyle dijital ekonomi olarak adlandırılan bir kavram ortaya çıkmaktadır. Dijital ekonomi, dijital dönüşümün etkisiyle neredeyse ekonominin kendisi haline gelir. Bu nedenle dijital ekonomi diye ayrı ekonomik alan yerine mevcut ekonomi bir bütün olarak dijitalleşir. Ancak bu durum özellikle vergilendirme açısından bir belirsizliği beraberinde getirmektedir. Çünkü cari vergi mevzuatı klasik ekonomik yapıyı baz almakta, kurum ve kuralları bu ekonomik yapıya göre düzenlemektedir. Geleneksel ekonomik yapıda vergiye ilişkin şekli ve maddi mükellefiyetler yanında vergilendirme yetkisi konusunda mevzuat detaylandırılmıştır ve mükellefin takibi nispetten daha kolaydır. Oysa dijital ekonomilerde mükellefin takibi kadar elde edilen gelirin nasıl vergilendirilmesi gerektiğini konusunda ulusal mevzuat eksikliği yanında uluslararası alanda vergileme yetkisinin çakışmasından kaynaklanan sorunun çözümü bağlamında uluslararası vergi anlaşmalarına da ihtiyaç bulunmaktadır. Dijital ekonomi uluslararası vergilendirilmede nasıl dağıtımının yapılması gerektiği hususunda bir sürü tartışmayı beraberinde getirmiştir. OECD tarafından 2013'te "Adressing Base Erosion and Profit Shifting" (BEPS) raporu bu tartışmaların nasıl aşılabacağı üzerine bir eylem planı içermektedir. Çalışmada öncelikle dijital dönüşüm ve dijital ekonominin tanımlarına ve açıklamalarına yer verilecek, dijital ekonomi vergilendirilmesinin zorlukları incelenecektir. Daha sonra BEPS eylem planı kapsamında, ülkelerin dijital ekonomiyi vergilendirilmesi açısından, eylemin getirmiş olduğu önlemlerden ne şekilde yararlanacakları konusu ele alınacaktır.

1. DİJİTAL DÖNÜŞÜM

Dijital dönüşüm, insanların birbirleriyle ve toplumla iletişim şeklini konusunda esaslı bir değişime yol açtığı tartışılmaz bir gerçektir. İletişimdeki bu dönüşüm, sadece ekonomide değil, özel alanlarda, eğitimde, sağlıkta ve hatta kamu hizmetlerinde kendisini açıkça göstermektedir. Ayrıca dijitalleşme, girişimciliğin önemli bir kaynağı haline gelmiştir. Çünkü dijitalleşmeyle birlikte, işletmeler ve işlerin arasındaki engeller daha kolay aşılır, yer değiştirme maliyetleri düşer, şeffaflık ve verimlilik artar. Çağımızda, üreticiler, müşteriler ve

çalışanlarla; internet araçlarının ve bilişim ve iletişim teknolojilerinin bize sağladığı yeniliklerle iletişim kurmak daha kolay hale gelmiştir².

Eğer bir iş dönüşümü, dijital alanda, dijital teknoloji araçları kullanılarak yapılırsa, bu dijital dönüşümdür. Bu dönüşüm, diğer dönüşümlerden farklıdır. Burada politik, sosyal, kültürel veya ekonomik değişkenler etkili değildir, daha çok teknolojinin ilerlemesi bu dönüşümde etkilidir. Analitik araçlar, mobil cihazlar, bulut bilişim³ gibi kişinin dijital yeteneklerini sergileyebildiği ve paylaşabildiği platformlar, sosyal medya araçları ve uygulamaları ve akıllı ağılar; dijital dönüşümün yaşanmasında etkili olan teknoloji araçlarıdır⁴. Dijital dönüşümün etkileri, dijitalleşmeyle birlikte ekonomik faaliyetlerin hız kazanmasını sağladığı için, daha fazla hissedilir. Kullanıcılar, dijital alanda, herhangi bir zaman kaybetmeden ve herhangi bir cihazla internete bağlanarak, işlemlerini yapabilirler. Bu şekilde dijital ürünler ve hizmetler daha hızlı yayılır, piyasalar daha hızlı netlik kazanır, fikirler daha hızlı dolaşır ve işletmelerin müşteri tabanlarını tanımlamaları ve geliştirmeleri daha kolay hale gelir. İktisadi faaliyetlerdeki bu artış, işletmelerin dijital pazara girebileceğini de bu pazara hükmederek önemli rekabet avantajları elde edebileceğini gösterir⁵ dijital ekonomi ve dijital olmayan ekonominin ortak özellikleri vardır. Dijital ürünlere ve işlemlere doğru devam eden dönüşüm, hem dijital ekonominin hem de dijital olmayan ekonominin birbirlerine olan ilişkilerini arttırır ve birbirlerini karşılıklı olarak güçlendirir. Bu karşılıklı etkileşim ekonominin yapısal dönüşümüne yol açar. Bu yapısal değişiklikler, ekonominin dijitalleşmesini ve yeni iş modellerinin ortaya çıkmasını ve eski modellerin ise Önemli değişimler geçirmesine neden olur⁶ ancak bu durum hem eski teknolojileri kullanan firmaların kurtuluşuna neden olabileceği gibi, yok oluşu için bir zeminin oluşmasına da neden

Dijital teknolojilerin getirdiği bilgi edinme maliyetlerinin azalması ve bilginin daha şeffaf bir şekilde sunulması, yeni işlemlerin yaratılmasının önünü açmıştır. Örneğin, yeni bir iş ortağına güvenilip güvenilmeyeceğini bilmeyen küçük bir firmanın potansiyel alıcıyla bağlantı kurmaya çalıştığını veya yedek odasını kiraya vermek isteyen bir ev sahibini, dijital teknolojinin sunduğu kolaylıklardan faydalanarak amaçlarına ulaşabilirler⁷. Dijital dönüşümde, teknoloji önemli olmasına rağmen başarılı bir dijital dönüşümün yaşanması için önemli olan insan faktörüdür. Uzmanlar, insanların kendi içlerindeki değişime karşı direncinin dijital dönüşüm önündeki başlıca engel olduğunu belirtmektedirler. Gerçek bir dijital dönüşümün, değişebilen bir kültür yaratmak olduğu ve dijital dönüşümün aslında teknolojiden çok daha

² OECD (2018), Tax Challenges Arising from Digitalisation – Interim Report 2018: Inclusive Framework on BEPS, OECD/G20 Base Erosion and Profit Shifting Project, OECD Publishing, Paris, s.14, <http://dx.doi.org/10.1787/9789264293083-en> erişim tarihi: 29.03.2018 .

³ Bulut bilişim internet üzerinden sağlanan kaynaklar ve servislerdir. Bulut bilişimin sağladığı imkanlar Sayesinde, herhangi bir işyeri açmadan, personel bulundurmadan, fiziki varlık göstermeden diğer ülkelerin Ekonomisi içerisinde etkin bir şekilde yer almak, o ülkelerin işletmeleri ve nihai tüketicileriyle yoğun alım Satım ilişkileri kurabilmek mümkün hale gelir (Özcan, 2016: 75).

⁴ Wade, Michael (2015); “Digital Business Transformation A Conceptual Framework”, Global Center For Digital Business Transformation, Haziran, s.5.

⁵ OECD, a.g.e., s.27.

⁶ OECD, a.g.e., s.27-28.

⁷ World Bank, a.g.e., s. 9

önemli olduğu şeklinde görüşler mevcuttur⁸. Sonuç olarak, dijital dönüşüm herkes için yeterli seviyelere ulaşamaması ve bazı konularda olumsuz etkilere sahip olması yönüyle eleştirilmesine rağmen, ekonomi aktörlerin ortaya çıkan yeni tüketici ihtiyaçlarını gidermek ve iş dünyasındaki değişime uyum sağlayabilmek için bu dönüşüme katılmaları onlar için zorunlu hale gelmiştir.

2. DİJİTAL EKONOMİ

Bilginin; yaratılması, yayılması ve kullanılması yoluyla oluşan yenilik, ekonomik büyümenin merkezi tetikleyicisi haline gelmiştir. Yenilik performansının ne derece etkili olduğu ise küreselleşen bilgi ekonomisinde, bilgi ve iletişim teknolojilerinin gelişiminin bir sonucu ile ölçülür⁹. Dijital ekonomi, teknolojiyi daha ucuz, daha güçlü ve yaygın hale getiren, iş süreçlerini geliştiren ve ekonominin tüm sektörlerinde yeniliğini destekleyen bilgi ve iletişim teknolojisinin getirdiği dönüşüm süreci olarak tanımlanabilir¹⁰. Dijital ekonomi kavramı ile e-ticaret kavramının birbirleri yerine kullanıldığı görülmektedir. Ancak dijital ekonomi kavramı içinde e-ticareti de barındıran bir üst kavramdır. E-ticaret genel olarak, çevrimiçi mal ve hizmet satın alma ve satma olarak tanımlanabilir. E-ticaret geniş bir tanımla, malların ve hizmetlerin satışı, fon transferi, çevrimiçi pazarlama faaliyetleri ve verilerin toplanması ve işlenmesi ile birlikte, elektronik ağlar üzerinde yapılan tüm ticari faaliyetlerdir. Son on yıldan itibaren, e-ticaret faaliyetleri hem talep yönünden hem de arz yönünden artış göstermiştir¹¹. E-ticaret yoluyla alışveriş yapan bireylerde görülen artışın yanı sıra, bu şekilde mal ve hizmet üreten işletmelerde de artış görülmüştür¹². Dijital ekonomiyle birlikte, elektronik ticaretin yanı sıra uygulama raporlar satışı, çevrimiçi reklam, çevrimiçi ödeme hizmetleri, bulut bilişim, bu faaliyetler sonucu ortaya çıkan reklama dayalı gelirler, üyeliğe dayalı gelirler, dijital satış/kiralama gelirleri, danışmanlık ve finans Hizmetleri gibi bir sürü gelir türü ortaya çıkmıştır. Ayrıca, bilişim ve iletişim teknolojilerinin Gelişmesi, yeni mal ve hizmetler, yeni endüstriler, yeni meslekler ve teknoloji bağlantılı endüstriler oluşmasına neden olmaktadır. Bugün devasa telekomünikasyon, bilgisayar ve eğlence sektörleri ileride büyük bir multi medya endüstrisine dönüşmesi beklenmektedir¹³. Geçmişte, telekomünikasyon şebekesini kurmak, hem sahibi olarak hem de operatörü olarak çalıştırmak devletin tekelindeydi. Ancak günümüzde özel sektör bu işlerin çoğunu yapar hale gelmiştir. Hükümet ise özel sektörün bu işleri yapabilmesi için, düzenleme ve politika yapma görevlerini üstlenmiştir. Dijital ekonomi konu olduğunda da aynı durum söz konusudur. Hükümet, dijital dönüşümün önünü kesen bir tavır içerisinde de olabilir, yaratıcılığın ilerlemesine ivme kazandıran bir yaklaşım da izleyebilir. Örneğin, pazara

⁸ Row, Sam, Del (2017); “Digital Transformation Needs to Happen”, Customer Relationship Management, October, s. 32.

⁹ Johansson, vd., a.g.e., s.10.

¹⁰ OECD (2015), Addressing the Tax Challenges of the Digital Economy, Action 1 – 2015 Final Report, OECD/G20 Base Erosion and Profit Shifting Project, OECD Publishing, Paris, s.5.

¹¹ OECD (2018), “Implications of E-commerce for Competition Policy – Background Note”, s. 5-6.

¹² Öz, Ersan (2016); Kara, Mustafa, Cemil; “Dijital Vergilendirmeye Küresel Bir Bakış”, Vergi Dünyası, Yıl: 36, Sayı: 424, ss: 30-37, Aralık, s.32.

¹³ Johansson, vd., a.g.e., s.4.

bırakılamayacak konuları görmezden gelebilir veya bu konuda liderlik görevi üstlenebilir¹⁴. Ancak hükümetlerin mobil ağlar ve internet için direkt olarak daha az katılım gösterdiği görülmektedir. Buna rağmen çoğu hükümet dijital ekonomiyi şekillendirmek için daha aktif bir rol oynamaktadır. Hükümetin, bilişim ve iletişim teknolojileri ürünleri ve hizmetlerinin güvenli bir şekilde kullanımını kolaylaştırıcı politika kararları ve uygulamaları, dijital ekonominin gelişmesine daha fazla katkı sağlayacaktır¹⁵. Çok taraflı iş modeli, çok sayıda farklı kişi grubunun, farklı araçlar veya farklı platformlarda etkileşime girdikleri ve farklı grupların kararlarından, pozitif veya negatif dışsallık yoluyla, diğer gruplarında etkilendiği bir iş modelidir. Dijital dönüşüm ve internet altyapısı, çok taraflı iş modellerinin tasarlanmasına ve uygulanmasına büyük ölçüde yardım eder, böylece çok taraflı iş modelleri yaygınlık kazanır. Ayrıca dijital ekonomi, aynı iş modelinin farklı taraflarını farklı ülkelerde bulmayı da kolaylaştırır.

3. DİJİTAL EKONOMİ VERGİLENDİRİLMESİ

Dijital ekonomi gittikçe ekonominin bizzat kendisi haline gelecektir. Bu nedenle dijital ekonomiyi geleneksel ekonomiden ayrı tutmak söz konusu olmayacaktır¹⁶. Dolayısıyla hâlihazırda geleneksel olarak yapılan birçok ekonomik faaliyet zamanla dijital ekonomi kapsamına girecektir. Dijital ekonomi vergilendirilmesinin birinci amacı, malların ve hizmetlerin çevrimiçi satışını sağlayan büyük pazarların etkinliklerini ve arama motorlarında karşılaşılan arama bazlı reklamcılığa yönelik pazarları vergilendirmektir. İkinci amacı ise, bütün aktiviteleri çevrimiçi servislerle alakalı olan elektronik ticareti vergilendirmektir¹⁷. Ayrıca internet üzerinden elde edilen kazançların amaçlarına uygun olarak vergilendirilmesi, başta işgücü olmak üzere, üretici faktörler üzerindeki vergi baskısını azaltmayı sağlayacaktır¹⁸. Elektronik ticaret ve diğer internet faaliyetlerinden elde edilen kazançlar birbiriyle karıştırılmamalıdır. Çünkü elektronik ticaret sadece ticari kazanç faaliyetlerini kapsar. Oysaki internet üzerinden verilen hizmetler; yazılım, grafik, elektronik öğrenme ve arama motoru optimizasyonu gibi sermayeden ziyade, şahsi bilgi ve uzmanlık sahibi olunarak icra edildiğinden dolayı serbest meslek kapsamına girer. Dolayısıyla internet üzerinden yapılan ekonomik faaliyetler sadece ticari veya sadece serbest meslek kapsamına girmediği için bu faaliyetlere dijital ekonomi demek daha yerindedir¹⁹. Dijital ekonominin yayılması, uluslararası vergilendirme için zorluklar yaratır. Dijital ekonomi; maddi olmayan varlıklara güvenmek zorunda olmak, çok yönlü iş modellerinin yaygın olarak benimsenmesi ve meydana gelen değer nasıl yaratıldığını belirlemenin zorluğuna dayanır. Bu durum dijital ekonomi işletmelerinin nasıl değer kazanıp kar elde edecekleri ve elde ettikleri bu karları hangi kaynaktan ve nerede elde ettiklerinin nasıl belirleneceği veya kazanılan değer hangi gelir tanımına gireceği vergileme açısından zorluklar yaratmaktadır. Bu sebeplerden dolayı dijital ekonominin uluslararası

¹⁴ Tapscott, a.g.e., s.147.

¹⁵ World Bank, a.g.e., s. 203.

¹⁶ OECD, a.g.e., s.5.

¹⁷ Boccia, a.g.e. s.3.

¹⁸ Uricchio, Antonio (2016); “A Few Ideas for Reforming Internet Taxation”, The Challenge of the Digital Economy, Market, Taxation and Appropriate Economic Models, Editörler: Francesco Boccia, Robert Leonardi, ss: 83-96, İsveç, s.92.

¹⁹ Ertaş, Bilal, Levent (2017); “Dijital Ekonomide Yurt Dışından Alınan Hizmetler Bakımından KDV Mevzuatındaki Sorunlar”, Vergi Raporu, Sayı: 219, ss: 131-140, Aralık, s.135.

vergilendirilmesinde önemli zorluklar ortaya çıkmaktadır²⁰. Örneğin, e-ticaret faaliyetlerinden kazanç elde eden Amazon, İngiltere’de milyonlarca satış yapabilir ancak vergi ödemez. Bunun nedeni, Amazon’un İngiltere’de sabit bir yeri olmaması veya bağımlı bir temsilciye sahip olmamasından ötürü, İngiltere’de vergileme hakkı doğmamasından kaynaklanır²¹. Yukarıda da bahsettiğimiz üzere dijital ekonominin vergilendirilmesinde en önemli sorun “vergilendirme yetkisi” konusunda ortaya çıkmaktadır. Dijital ekonomi şirketleri, ayrıca vergi oranlarını azaltmak amacıyla; transfer fiyatlandırılmasından faydalanmaktadırlar. Şirketler bu şekilde, ödeyecekleri vergiyi daha az gösterirler ve vergi gelirlerinde büyük bir zarara neden olurlar. ²²Ayrıca dijital ekonominin vergilendirilmesinde ortaya çıkan bir başka sorun da “denetim” konusudur. Çünkü uzaktan satıştan doğan gelirler klasik denetim metotlarıyla ya hiç ya da minimum düzeyde denetlenebilmektedir. Ayrıca, dijital ekonomide alıcı ile satıcı çoğu kez farklı ülkelerde bulundukları için yargılama yetkisi konusunda da sıkıntılar yaşanmaktadır. Dijital ekonominin yol açtığı matrah aşımı ve kar aktarımı konusundaki siyasi tartışmalar devam etmektedir. Hükümetler, kendi vergi politikalarını modern ekonomik çerçeveye uygun hale getirmek için, kanuni çerçevede bir vergi politikası eşleşmesinin uluslararası işbirliğini sağlamak açısından daha etkili olacağını düşünürler. Çünkü matrah aşındırması ve kar aktarımı, daha çok ülkelerin vergi kanunlarının farklı olmasından yararlanılarak yapılır. Tek bir ülkenin vergi kanunları bu sorunun çözülmesine yeterli gelmez. Bazı şirketler de çifte vergilendirmeye maruz kalır. Bu durum, büyüme ve istihdam açısından küresel ekonomiyi olumsuz olarak etkiler²³.

SONUÇ

Bilgi ve iletişim teknolojilerinin artması, dijital dönüşümün kaçınılmaz sonucudur. İktisadi faaliyetler de bu etkileşimden payına düşeni almıştır. Dijital dönüşüm, dijital ekonomi ile dijital olmayan ekonominin birbirlerine olan ilişkilerini arttırmış ve ekonominin dijitalleşmesini ve yeni iş alanlarının ortaya çıkmasını sağlamıştır. Son on yılın verilerine bakıldığında, neredeyse her ülkede, firmaların bulut bilişim kullanma oranının arttığı görülmüştür. Bu durum ekonominin dijitalleştiğinin bir kanıtıdır. Ekonomiyönetimi, ortaya çıkan yeni tüketici ihtiyaçlarını karşılamak ve iş dünyasındaki değişime uyum sağlayabilmek için bu dönüşüme katılmaları neredeyse zorunlu halde gelmiştir. Dijital faaliyetlerden yararlanan uluslararası şirketler büyük vergi kayıplarına neden olmaktadır. Çünkü bu şirketler, ne ana şirketlerinin kendi yerleşim yerlerinde (kaynak ülke) ne de satış yaptıkları ülkelerde (varış ülkelerinde) vergilendirilmeye tabi tutulurlar. Çünkü çok ülkede çok uluslu yabancı şirketlerin nasıl vergilendirilmesi gerektiği üzerine bir düzenleme bulunmamaktadır. İktisadi faaliyetlerin dijitalleşmesi, Beraberinde vergi sorununu ortaya çıkarmış, vergilendirmenin nasıl olacağı ve vergi bölüşümünün uluslararası alanda nasıl yapılacağı yoğun tartışmalara yol açmıştır. Avrupa Birliği, Amerika Birleşik Devletleri, Avrupa ülkeleri, vergi kayıplarını gidermek amacıyla çalışmalar yapmışlardır ancak bu konuda OECD’nin çalışmaları yol gösterici olmuştur. Ülkeler OECD’nin matrah aşındırması önlemlerinden yola çıkarak, dijital ekonomi vergilendirilmesi üzerine

²⁰ OECD (2013), Action Plan on Base Erosion and Profit Shifting, OECD Publishing, s.10.

²¹ Öz, Kara; a.g.e., s.33.

²² Budak, Tamer (2017); “The Transformation of International Tax Regime: Digital Economy”, İnönü Üniversitesi Hukuk Fakültesi Dergisi, Cilt: 8, Sayı: 2, ss: 297-330, s.302.

²³ Russo, Raffaele(2016); “Base Erosion and Profit Shifting”, The Challenge of the Digital Economy, Market, Taxation and Appropriate Economic Models, Editörler: Francesco Boccia, Robert Leonardi, ss: 39-54, İsveç, s.40.

çalışmalar yapmışlardır. Özellikle Amerika Birleşik Devletleri’nde 2017 yılında, çok uluslu şirketlerin çifte vergilendirilmesini önleyici bir yasa yürürlüğe girmiştir. Yasa GILTI olarak adlandırılan bir vergiyi ve BEAT olarak adlandırılan bir vergi kuralını içerir. BEPS eylemlerinin getirdiği diğer bir yenilik ise, BEPS’i Önlemek İçin Çok Taraflı Vergi Antlaşması İle İlgili Tedbirler Uygulamasıdır (MLI). Bu uygulama, dünya çapındaki ikili vergi anlaşmalarında, uluslararası vergi kurallarındaki boşlukları kapatmaya yönelik çözümler üretmektedir. Yapılan bütün çalışmalar, ülkelerin dijital ekonominin neden olduğu vergi kayıplarına karşı bir vergi bilinci oluşturduklarını ve bunun neticesinde vergi sistemlerini dijital ekonominin neden olduğu kayıpları azaltmaya yönelik şekilde yeniden düzenlediklerini gösterir. Ancak yapılmış olan çalışmaların vergi kayıplarını ne derecede azaltacağı ilerideki dönemlerde anlaşılacaktır.

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Liderlikning Boshqaruvdagi O'rnini Oshirish Va Kengaytirishdagi O'ziga Xos O'rni

Особая Роль Лидерства в Развитии и Расширении в Управлении

Special Role of Leadership in Development and Expansion in Governance

ABDIQOBILOV Shohzod Xusan o'g'li¹

QILICHOVA Orzigul Zafar qizi²

Annotatsiya: ushbu maqolada hozirda axborot va texnologiyalarning ahamiyati kun sayin oshib borayotgan bir sharoitda, boshqaruvda o'z o'rniga ega bo'lgan, liderlikning boshqaruvdagi o'rni, uni yanada rivojlantirish hamda kengaytirish bo'yicha amaliy takliflar hamda xulosa bayon etilgan.

Kalit so'zlar: boshqaruv, liderlik, rahbar, liderning xususiyati, menejer, korxona boshqaruvi, xodim.

Аннотация: В этой статье представлены практические предложения и выводы о роли лидерства в управлении, его дальнейшем развитии и расширении в контексте все возрастающей важности информации и технологий.

Ключевые слова: менеджмент, лидерство, лидер, характеристика лидера, менеджер, управление предприятием, работник.

Annotation: This article presents practical suggestions and conclusions about the role of leadership in management, its further development and expansion in the context of the ever-growing importance of information and technology.

Keywords: management, leadership, leader, characteristic of a leader, manager, enterprise management, employee.

¹ Samarqand iqtisodiyot va servis institute talabasi

² Samarqand iqtisodiyot va servis institute talabasi

Bugungi kunda korxona va tashkilotlarni samarali boshqarish va yuqori natijalarga erishishda rahbarlarning boshqaruv salohiyati muhim ahamiyat kasb etadi va boshqaruv sohasida rahbarlarning xalq uchun xizmatini yanada oshirish hamma vaqt ham dolzarb masalalardan biri bo'lib, bizning davrimizgacha ham asosiy muammo bo'lib kelgan. Bu borada mamlakatimiz Prezidenti Sh.Mirziyoev tomonidan "... xalq bilan uzluksiz muloqot va inson manfaatlari uchun xizmat qilish, barcha darajadagi rahbarlar uchun nafaqat majburiyat, balki hayotiy tamoyilga aylanishi shart"³ deb ta'kidlaganining ma'nosi katta. Chunki, rahbarda boshqaruv qobiliyatlari shakllangan bo'lsa, xalqni, xodimlarni muammolarini maksimal darajada qondira oladi va ularga yetarlicha yashash, ishlash uchun qo'layliklar yaratib bera oladi.

Agarda rahbar o'zining aql va zakovati hamda salohiyatini mujassam etgan holda, bu natijalarga erisha olsa, bunda xodim o'z ishidan qoniqish hosil qilishga erishiladi va buning natijasida ishlab chiqarish yoki xizmat ko'rsatish sifati oshishiga erishiladi. Shuning uchun bu masalaga rahbarlarda liderlik qobiliyatini shakllantirish masalasiga jiddiy yondoshish kerakligidan dalolat beradi. Bu borada ko'plab ilmiy tadqiqotlar olib borilgan bo'lib, natijada liderlikka erishishning turli nuqtai-nazarlarga asoslangan bir qator yondashuv va nazariyalar ishlab chiqilgan.

Lider (yo'l boshchi, yetakchi) - ko'plab insonlarning tashabbusini o'ziga olib, o'z darajasidagi muammolarni aniqlab, ularni hal qilish asosida yo'l boshchilik funksiyalarni bajarib tashkilot hayotiyligini ta'minlovchi asosiy kishilardan biridir.

Liderlikka jarayon va xususiyat sifatida qarash mavjud. Liderlikka jarayon sifatida qaraganda, boshqarish va maqsadlarga erishish uchun gurux a'zolariga norasmiy ta'sir etishga asoslaniladi. Liderlikka xususiyat sifatida qaraganda, shaxsga ixtiyoriy holda ta'sir ko'rsatuvchi shaxsning harakteri va sifatlarini o'zida aks ettiradi.

Tashkilotda kuch ishlatish, majburlash, bosim o'tkazish va tashkilotdagi rasmiy o'ringa asoslangan liderlik rasmiy liderlik deyiladi. Tashkilotda xodimlarga ta'sir etishning rasmiy, ya'ni ma'muriy-iqtisodiy vositalriga ega bo'lmasada, tashkilot a'zolari faoliyatiga ta'sir ko'rsatuvchi shaxslar norasmiy liderlar hisoblanadi. Odatda norasmiy lider jamoadagi obro'-e'tibori, yoshi, tajribasi, odamlarni jalb etish qobiliyatlari bilan ajralib turadi. Rahbarlar bir vaqtning o'zida rasmiy lider hisoblinib, ular norasmiy lider bo'lishi yoki bo'lmasliklari ham mumkin.

Bundan tashqari maqsadlarni belgilash hususiyatlariga qarab liderlarni mikro yoki makro liderlarga bo'lish mumkin. Mikro lider – asosiy e'tiborini joriy masalalarni hal etishga qaratuvchi, vaziyatdan kelib chiqib harakat qiluvchi lider tushuniladi. Makro lider – bunda asosiy e'tiborini kelajakka qaratib, korxonaning hamda xodimlarining kelajakda ma'lum yutuqlarga erishishini ta'minlaydi.

Bundan tashqari boshqaruv jarayonida liderlikning ustuvor funksiyalarni bajarishiga qarab quyidagi turlarga ajratish mumkin:

1. Lider - tashkilotchi . Uning asosiy sifati, jamoa ehtiyojlarini o'zining shaxsiy vazifalari sifatida qabul qiladi va faol harakat qiladi. Bu lider kelajakka ishonch bilan qaraydi va barcha muammolarni yechish mumkin deb hisoblaydi, odamlarni ishontira oladi.

³ Mirziyoyev Sh.M. Oliy Majlisga Murojaatnomasi. 2018-yil, 28-dekabr.

2. Lider - ijodkor. Bu liderlar yangiliklarga intiladi, xavfli va yechishi qiyin bo'lgan muammolarni yechishga kirishadi. Buyruq bermaydi, balki muhokama qilishga chaqiradi.

3. Lider - kurashchi. Irodali, o'z kuchiga ishongan shaxs. Xavf-xatar va noaniqliklarga birinchi bo'lib qarshi boradi, uylab o'tirmay kurashga kirishadi. O'z nuqtai - nazaridan chetlashmaydi va yon bosmaydi. Biroq bu liderlar o'z harakatlarini oldindan puxta o'ylab ko'rmaydi.

4. Lider - diplomat. Bu liderlar vaziyatni juda yaxshi biladi, nozik jihatlarga ta'sir etib kimlarga qanday ta'sir etishni biladi.

5. Lider - hamdard. Bu liderlar xodimlarni og'ir paytlarda qo'llab-quvvatlashga intilishadi. Ular xodimlarni hurmat qiladi, ularni ruhan qo'llab – quvvatlaydi.

Guruhdagi umumiy liderlik quyidagi tashkil etuvchilardan iborat bo'ladi (liderlikka xos rollar):

Ishbilarmonlikka asoslangan liderlik – “guruh qo'llari”	Bunda ishlab chiqarish muammolarini hal etishga qaratilgan rasmiy guruhlar uchun xosdir. U yuqori malaka, tajribaga ega bo'lib, tashkiliy masalalarni yechishda unga teng keladigani yo'q
Hissiyotlarga asoslangan liderlik – “guruh yuragi”	Insoniy hayrihohlik, liderning shaxslararo munosabat ishtirokchisi sifatidagi jalb eta olish qobiliyati tufayli norasmiy ijtimoiy guruhlarda yuzaga keladi.
Axborotga asoslangan liderlik – “guruh aqli”	Bunda liderga uning yuqori bilim, kerakli axborotga ega ekanligi uchun murajaat qilishadi. U hamma narsani biladi, tushuntirib bera oladi va kerakli axborotni topishga yordam beradi.

Boshqaruv jarayonida liderning samarali faoliyatini asoslovchi bir qancha yondashuvlar mavjud bo'lib, ular quyidagilardan iborat:

1. Ta'sir etish va hukmronlik nuqtai nazardan yondashuv. Bunga ko'ra liderlikning samaradorligi hukmronlik vakolatlari va turiga bog'liq. Liderning hukmronligi qanchalik yuqori bo'lsa, ta'sir etish shuncha kuchli bo'ladi. Ishsizlik sharoitida rasmiy rahbarning hukmronlik doirasi sezilarli oshadi.

2. Xususiyatlarga asoslangan yondashuv. Bunga ko'ra lider qanday xususiyatlarga ega bo'lishi kerakligi muhimdir. Boshqaruv samaradorligini oshiruvchi xususiyatlarga shaxsning o'ziga ishonchi,

tashabbuskorligi, ruhiy barqarorligi, qat'iy tartib intizom va kuchli nazorat kiradi. Kamchiligi bu xususiyatlarning qanday nisbatda bo'lishini bilmasligi.

3. Xulq atvorga asoslangan yondashuv. Bunga ko'ra liderlar amalda nimalar qilayotganligi o'rganiladi. Agar lider muvoffakiyatlarga erishayotgan bo'lsa, uning xususiyatlari o'rganilib, liderlikning samarali modellari ishlab chiqiladi. Bunda rahbar asosiy e'tiborini vazifaga qaratishi kerak-mi yoki xodimlar o'rtasidagi munosabatlarga-mi?

4. Tranformatsion va harizmatik liderlik. Tiranformatsion liderlikda rahbar har bir xodimga vaziyatdan kelib chiqib yondashadi, xodimlarni boshqaruvda ishtirok etishini ta'minlaydi. Harizmatik liderlikda liderning solohiyati rahbarning harizmasi bilan belgilanadi.

5. Vaziyatli yondashuv. Bu o'z navbatida ikki yo'nalishga ega:

A) lider xulqiga vaziyat ta'sir etadi.

B) bunda rahbar vaziyatga ta'sir etadi (rahbar vaziyatni tushunishi hamda vaziyatni o'zgartira olish imkoniyatlarining mavjudligi bilan baholanadi).

Umuman olganda, korxonadagi rahbar liderlar faoliyati kutilmagan hatti-harakatlarga va qarorlarga boy bo'lishi kerak. Bunda ular quyidagilarga e'tiborlarini qaratishlari lozim:

1. Ochiq eshiklar siyosati ya'ni, rahbarning eshigi xodimlar uchun hamisha ochiq bo'lishi kerak.
2. Rahbar xodimlarning har bir ishi haqida maksimal ma'lumot olishga intiladi va ularning hamma harakatlari uchun javobgarlikni o'ziga oladi.
3. Rahbar har qanday sharoitda xodimlar ishiga o'z uslubini joriy eta olishi kerak.
4. Rahbarning kunlik joriy ishlarda ham faol ishtirok etishi kerak.
5. Asosiy ish turlarini doimiy nazorat qila olishi kerak.

Shuni ham alohida ta'kidlasimiz lozim, boshqa insonlardan farqli ravishda liderlarga xos bo'lgan standart sifatlar to'plami mavjud emas. Turli vaziyatlarda samaralari rahbarlar liderlikning o'ziga xos sifatlarini belgilab beradilar. Bunda liderning shaxsiy xususiyatlari tarkibi uning qo'l ostidagi xodimlar xususiyatlari, faoliyati va vazifalariga mos kelishi lozim.

Yuqoridagilardan kelib chiqqan holda, xulosa qilib aytadigan bo'lsak, bugungi kunda rahbarlik, menejer kasbi keyingi paytda ommaviylashib bormoqda va barcha menejerlarda liderlik ko'nikmalarini shakllantirish kun tartibidagi asosiy masala bo'lib qolmoqda. Guruh uchun juda qulay yoki noqulay vaziyatlarda vazifalarga yo'naltirilgan lider muvaffaqiyatga erishadi. Insonlarga yo'naltirilgan liderlik barqaror vaziyatlarda qo'l keladi.

Liderlik umuman olganda, nafaqat o'zining aravasini tortish balki, o'zga insonlarni aravsini tortishdir. Yana qo'shimcha aytadigan bo'lsak, lider o'ziga xos vakolat bo'lib, uni taqsimlash mumkin emas. Uni qabul qilish va faxr ila egalik qilish yoki chetga chiqish kerak.

Korxona va tashkilotlarning boshqaruv jarayonida rahbar liderlar vaqtni boshqarishga ham alohida e'tibor qaratishi lozim va bu jarayonni dastlab boshqarish maqsadlarini belgilashdan boshlash kerak. Korxonaning joriy, o'rta va uzoq muddatli maqsadlarini aniq qo'ygach, xodimlar harakatlari mazmunga ega bo'ladi. Maqsadlarning qo'ya olish va ularga erishishda xodimlarni jalb etish rahbarlar faoliyatining boshlang'ich nuqtasi hisoblanadi. Aynan shu tashkilotning kelgusida muvoffaqiyatini ta'minlaydi. Xodimlarning maqsadga yo'naltirilgan faoliyatini shakllantirish rahbariyat uchun rivojlanish strategiyasini aniqlaganda samarali bo'ladi.

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Bo‘Lajak Boshlang‘Ich Sinf O‘Qituvchilari Uchun Matematika Fanini O‘Qitishning Beshta Muhim Asosiy Komponentalari

TURSUNOV Q.¹

NORMURADOVA M.²

Annotatsiya

Maqolada maktabga ilk qadam qo‘ygan yosh o‘qituvchilar uchun darsga tayyorgarlikni nimadan boshlash kerakligi, o‘qitishning asosiy beshta komponentlari va ular orasidagi uzviy bog‘liqlik hamda bulardan dars jarayonida qanday foydalanish mumkinligi ko‘rsatib berilgan. Bundan tashqari, darsda o‘qitish metodlaridan metodlar birikmasini hosil qilish va bu metodlarning qaysisiga yetakchilik huquqini berish masalasi haqida ham so‘z yuritilgan.

Аннотирование

В статье показано, как начать подготовку к урокам для молодых учителей, которые только начинают учебу в школе, пять основных компонентов обучения и взаимосвязи между ними, а также как использовать их в классе. На уроке также обсуждается, как создать комбинацию методов обучения и какой из этих методов вести.

Annotation

The article shows how to start preparing for lessons for young teachers who are just starting school, the five main components of teaching and the interrelationships between them, and how to use them in the classroom. The lesson also discusses how to create a combination of teaching methods and which of these methods to lead.

¹ SamDU dotsenti, Turdimurodov O., SamDU o‘qituvchisi, UZBEKISTAN

² Past Darg‘om tumanidagi 24-son o‘rta maktab o‘qituvchisi, UZBEKISTAN

O'zbekiston Respublikasi Prezidenti Sh.Mirziyoyevning 2020-yil 7-mayda "Matematika sohasidagi ta'lim sifatini oshirish va ilmiy-tadqiqotlarni rivojlantirish chora-tadbirlari to'g'risida"gi PQ-4708¹ qarorining beshinchi bandi birinchi qismida "Maktabgacha, umumiy o'rta, o'rta maxsus, professional, oliy ta'lim tashkilotlari va ilmiy muassasalar o'rtasidagi yaqin hamkorlikni ta'minlovchi yaxlit tizimni shakllantirish" ustuvor masalalardan biri ekanligi ta'kidlangan. Ushbu qarordan kelib chiqib, umumta'lim maktablari o'qituvchilariga boshlang'ich sinflarda matematika fanini o'qitishning beshta asosiy masalasi va ular orasidagi uzviy aloqadorlik bo'yicha tajribalarimiz bilan o'rtoqlashishni ma'qul topdik.

Biz o'qitishning quyidagi asosiy beshta savoliga imkon darajasida javob berishga harakat qilamiz:

- 1.Fan nima maqsadda o'qitiladi?
- 2.Fan bo'yicha nimalar o'qitilishi zarur?
- 3.Fan materiallari qanday usul va uslublardan foydalanib o'qitiladi?
4. O'qitish qanday formalarda o'qitiladi?
- 5.O'qitish qanday vositalar yordamida tashkillashtiriladi?

Boshlang'ich sinf matematika darslarida o'rganiladigan asosiy matematik materiallar asosan uchta: mustaqil arifmetika, algebra va geometriya fanlari materiallaridan iboratdir.

Bo'lajak boshlang'ich sinf o'qituvchilari oliy ta'limda talabalik yillarida dastlab boshlang'ich matematika kursining nazariy kursini ikki yil davomida, fan asoslarini kichik maktab yoshidagi o'quvchilarga o'rgatish bo'yicha uch yil davomida bilim, ko'nikma va malakalarga ega bo'ladilar.

Ko'p yillik kuzatishlardan kelib chiqib shu narsani ta'kidlash mumkinki, maktabda ish boshlagan yosh o'qituvchilar boshlang'ich matematika kursini yaxshi o'zlashtirgan bo'lsalar-da bu bilimlarni o'quvchilarga yetkazib berishda ancha qiyinchiliklarga duch keladilar. Bunda o'z-o'zidan savol tug'iladi. Bu qiyinchiliklar qachon, qayerda va qanday ko'rinishda nomoyon bo'ladi?

Ma'lumki, boshqa fanlarda bo'lgani kabi boshlang'ich matematika kursini o'qitish metodikasi fanida ham o'qitishning beshta asosiy komponenti mavjud bo'lib ular o'zaro uzviy chambarchas bog'langan. Har bir boshlang'ich sinf o'qituvchisi ana shu aytilgan beshta komponentning har birini matematika o'qitishdagi o'rnini ulaning o'zaro uzviy aloqadorligini teran anglab olishlari kerak bo'ladi. Bu komponentlar nimaligini o'qitishni yaxshi tashkil etishda tug'iladigan barcha jarayonlarda ko'rish mumkin. Yuqorida bu jarayonlarni qamrab oluvchi savollarni keltirgan edik. Ushbu savollarga javob beradigan o'qituvchi ta'lim-tarbiya sohasida yaxshi natijalarga erishishi muqarrar.

1. Boshlang'ich ta'limda matematika nima maqsadda o'qitiladi? degan savolga javobni matematika fanini kishilarning kundalik amaliy hayotidagi o'rnidan axtarish kerak. Nafaqat o'z zamonasining, balki hamma zamonlarning ham buyuk matematigi hisoblangan Pifagorning "Matematika fanlarning podshohi bo'lsa, arifmetika fani uning tojidir",- degan fikrlarini matematika fanining hozirgi zamon fan va texnikasining jadal sur'atlar bilan rivojlanishidagi o'rni isbotlab turibdi. Matematika fani birinchidan, o'quvchilarni dunyoni ilmiy asosda bilishga o'rgatsa, ikkinchidan, ularning ilmiy va amaliy tafakkurlarini rivojlantirishga xizmat qiladi.

Har bir inson dunyoga kelar ekan, u o'zining yaxshi mutaxassis bo'lib davlat va jamiyatning manfaatlari uchun xizmat qilishga harakat qiladi, shaxsiy hayotida ham boshqalardan kam bo'lmay yashashni istaydi hamda shunga intiladi. Buning uchun esa matematikani yaxshi bilishi va uning qonun-qoidalaridan amaliy kundalik hayotda unumli foydalana olishi kerak bo'ladi.

2. Boshlang'ich ta'lim o'quvchilariga matematik bilimlar qanday mazmunda o'qitiladi? degan savolga javobni davlat ta'lim standartlarining boshlang'ich ta'lim matematika fani bo'limi javob beradi. Yuqorida aytilganidek, boshlang'ich ta'lim matematika kursi uchta (arifmetika, algebra va geometriya) fanlarining elementar tushunchalaridan iboratdir. Bu elementar tushunchalar oddiydan murakkabga qarab uzluksiz va tushuncha mazmunidan kelib chiqib uchta fan tushunchalari birgalikda, lekin qolgan ikkita fan tushunchasining amaliy hayotdagi o'rnini ko'rsatgan holda o'rgatiladi.

Matematik materiallarning mazmunini yoki kishilar hayotidagi o'rnini ochib berishda o'qituvchi o'zi mustaqil misol va masalalar tuzib ulardan darsda unumli foydalanishi mumkin. Faqat misol va masalalar sinf o'quvchilarining kundalik amaliy hayotidan yoki respublikamizda ro'y berayotgan o'zgarishlarni aks ettirsa, o'quvchilarning darsga bo'lgan qiziqishi yanada oshadi, dars esa yanada samarali bo'ladi.

3. Kichik maktab yoshidagi o'quvchilarga yuqorida ta'kidlangan mazmundagi matematik bilimlarni qanday metodlar asosida, qanday usul va uslublardan foydalanilib o'qitilsa, ular tez va oson o'zlashtirishadi? Bu eng muommoli va bahs-munozarali savoldir. Ayniqsa, kichik maktab yoshidagi o'quvchilarga matematika fani materiallari o'tilayotgani haqida gap borar ekan, o'ta ehtiyotkorlik, o'ta javobgarlik mas'uliyati bilan yondashishni talab etadi.

Bizga juda yaxshi ma'lumki, mavzuni o'quvchilarga yetkazib berishda har bir darsda matematik materiallarning mazmun-mohiyatidan kelib chiqib bir nechta metodlardan foydalaniladi. Avvalo, o'qituvchi mavzuni tushuntirish uchun qanday metodlar birikmasidan foydalanish kerakligini aniqlab olishi zarur. Bundan tashqari o'qituvchi metodlar birlashmasida qaysi metod yetakchilik qilishi masalasini ham belgilab olishi va undan o'quvchilarning yoshi, qobiliyati hamda o'zlashtirish darajasidan kelib chiqib foydalanishga harakat qilisa maqsadga muvofiq bo'ladi.

4. O'qituvchi oldida turgan to'rtinchi, ya'ni o'tilayotgan mavzuni yosh o'quvchilarga qanday formada, o'qitishning sinfda dars formasidami yoki sinfdan tashqari formalarda berish maqsadlimi? degan savol turadi. Hozirgi zamon maktablarida o'rta maxsus va oliy ta'limda o'qitishning sinf dars formasidan keng foydalaniladi. Dars o'tishning bunday formasini buyuk chex pedagogi va olimi Ya.O.Kamenskiy o'zining "Buyuk didaktika" asarida ilmiy jihatdan asoslab bu forma o'qitishning eng yaxshi formasi ekanligini isbotlab bergan.

Bugungi kunda fan va texnikaning jadal sur'atlar bilan rivojlanishi natijasida o'qitishning boshqa yangi innovatsiyon formalari ham paydo bo'la boshladi, undan pedagoglar juda unumli foydalanib kelishmoqda. Ayniqsa, hozir butun dunyoda koronavirus pandemiyasining tarqalishi va uning natijasida ta'lim muassasalarining vaqtincha yopilishi munosabati bilan jahon ta'lim sistemasiga bo'lgani kabi respublikamizda ham o'qitishning onlayn dars metodidan unumli foydalanilmoqda. Buning uchun butun xalqimiz, ayniqsa, jamiyatning ta'lim oluvchi qatlami va ulaning vakillari Prezidentimizdan, davlatimizdan minnatdor bo'lmoqdalar.

O'qituvchi o'tilayotgan material bo'yicha darsga tayyorgarlik ko'rar ekan, materialning qanday qismini darsda va qanday (o'quvchilar uchun o'zlashtirish oson bo'lgan) qismini darsdan tashqari (uyga vazifa, mustaqil ish, boshqa darsdan tashqari tadbirlar) o'qitishni rejalashtirib oladi. Sinfdan va maktabdan tashqari o'qitishni tashkillashtirish o'qituvchidan o'ta mas'uliyatni talab qiladi, bunday o'qitish bekorga vaqt

o'tkazish bo'lib qolmasdan, balki o'quvchilarning matematika fanini o'zlashtirishga bo'lgan qiziqishlariga ijobiy ta'sir ko'rsatishi lozim.

5. Maktabda matematika o'qitishning beshinchi komponenti o'qitishning vositalari hisoblanib, unga birinchi o'rinda darslik, o'quv qo'llanmalari, uslubiy qo'llanmalar, ilg'or pedagoglarning o'z ish tajribasidan kelib chiqib nashr ettirilgan risolalari, ilmiy, ilmiy-uslubiy maqolalari kiradi. Bundan tashqari, o'qitishning texnik vositalari sanalmish ilg'or novator-pedagoglar tomonidan tayyorlangan va darsda samarali foydalanilayotgan ko'rgazmali qurollar, har bir pedagogning darsga tayyorgarligi davomida bevosita o'zi tayyorlagan ko'rgazmali vositalari ham kiradi.

Shuni mamnuniyat bilan qayd etish mumkinki, davlatimizni o'qituvchilarining vatan, xalq oldidagi xizmatlarini qadrlab ularning obro'-e'tiborini oshirishga qaratilgan qonun va qarorlari biz pedagoglarning ishga bo'lgan mas'uliyatimizni yanada oshirishga turtki bo'ldi. Bunday g'amxo'rlikdan ruhlangan ko'plab o'qituvchilar ta'lim-tarbiya sohasini isloh qilishga, ta'lim-tarbiyaning samoradorligini oshirishga qaratilgan ilmiy-tadqiqot ishlariga qo'l urmoqdalar. Bu ilmiy tadqiqot ishlari tavsiyalaridan foydalanib, darslarning sifatini oshirmoqdalar. Ushbu izlanishlar ham o'qitish vositalarining bir qismini tashkil etishi shubhasizdir. Bunday tadqiqotlarda ko'tarilgan masalalar, berilgan ko'rsatma va tavsiyalardan ko'plab o'qituvchilar samarali foydalanib o'z pedagogik faoliyatlarida ulkan zafarlarga erishib kelmoqdalar.

Xullas, aytilgan beshta masala o'zaro uzviy bog'langan bo'lib, ularni alohida-alohida o'rganishni tashkil qilish yoki ular ustida bir-biridan ajratgan holda ilmiy tadqiqotlar olib borish aslo mumkin emas. Chunki, o'qitishni besh komponentining birini o'rganar ekanmiz, bunda ularning boshqalariga ham bevosita yoki bilvosita murojaat qilishga majbur bo'lamiz. Qisqa qilib aytganda, bu beshta komponentning uzviy aloqodorigini quyidagi chizmadan ham anglab olish mumkin.

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1. “Matematika sohasidagi ta’lim sifatini oshirish va ilmiy-tadqiqotlarni rivojlantirish chora tadbirlari to’g’risida” O’zbekiston Respublikasi Prezidentining 2020 yil 7-maydagi PQ-4708 sonli qarori.
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Bolalarga Sonlarni O'rgatishda Xalq Og'Zaki Ijodining Roli

f.f.n. G.RAHIMOVA¹

f.f.n. F.SHODIYEV²

Annotatsiya. Bolalarga raqam va sonlarni o'rgatishda *bolalar qo'shiqlari*, tez aytishlar, topishmoq va maqollarning ahamiyati tahlil etilgan.

Kalit so'zlar: bolalar *qo'shig'i*, tez aytish, topishmoq, maqol

Аннотация. Проанализированные значение детских песен, скороговорок, загадок и пословиц при обучение детей номерам и числам.

Ключевые слова: детская песня, скоговорки, загадки, пословицы

Abstract. Analyzed the meaning of children's songs, tongue twisters, riddles and proverbs in teaching children numbers.

Keywords: children's, tongue twisters, riddles, proverbs

Bugungi kunda davlatimiz tomonidan farzandalarimizni barkamol etib tarbiyalash borasida qator ishlar amalga oshirilmoqda. Ayniqsa, maktabgacha va boshlang'ich sinflardagi ta'limga bo'lgan e'tibor davlat siyosatining asosiy ustuvor yo'nalishi darajasiga ko'tarildi. Prezident Sh.Mirziyoyevning 2020-yil 7-mayda "Matematika sohasidagi ta'lim sifatini oshirish va ilmiy-tadqiqotlarni rivojlantirish chora-tadbirlari to'g'risida"gi qarori qabul qilindi.

Ushbu qarordan kelib chiqib, matematikani boshqa fanlarning asosi sifatida muhimligini hisobga olgan holda bolalarga juda kichik yoshidan boshlab o'rgatish lozim

¹ Samarqand Davlat Universiteti, UZBEKISTAN

² Samarqand Davlat Universiteti, UZBEKISTAN

ekanligi maqsadga muvofiq keladi deb o'ylaymiz. Chunki, ilmiy kuzatish va tadqiqotlarda inson o'z hayoti davomida oladigan barcha ma'lumotning yetmish foizini besh yoshgacha bo'lgan davrda olib ulgurishi keltirilgan. Darhaqiqat, bu davrda inson bolasi o'zligini anglay boshlaydi, ota-ona, oila, mahalla, Vatanga mehri uyg'onadi. Xuddi shu davrda bolalarga raqam va sonlarni o'rgatishda bolalarning o'yin jarayonida va o'yindan tashqari vaqtda aytiladigan *bolalar qo'shiqlari* juda katta yordam beradi. Bolalar o'yinlar orqali ham harakatda bo'lishadi, ham qo'shiqlarni yod olishadi, ham qo'shiqlar matnidagi sonlarni bilib olishadi. Bu esa bolalarning raqamlarni to'g'ri, ketma-ketlikda sanashiga yordam beradi. Bolalar o'yinlarida aytiladigan qo'shiqlar o'yinlar xilma-xilligi bilan chambarchas bog'langan. Bolalar o'yin folklorining "sanamalar", "yashinmachoq", "quvlashmachoq", "chorlamalar" kabi ko'plab turlari mavjud. Ayniqsa, "sanamalar" aytilganda so'z yoki bo'g'in – sanoqlar yordamida o'yin shartini bajaruvchi bola aniqlanadi. Masalan:

Laylak keldi,

Tuxum qo'ydi.

Nechta?

Beshta.

Bir, ikki, uch, to'rt, besh.

"Yashinmachoq" o'yinida sanama oxirida qolgan bola ko'zini yumib belgilangan sonni sanaguncha yashiringan bolalarni izlab topishi, "quvlashmachoq" o'yinida esa qochgan bolalarni quvalab ushlashi kerak bo'ladi:

Akam ko'chaga chiqdi,

Aravasi buzildi.

Uni to'g'rilash uchun,

Beshta mix kerak bo'ldi.

Bir, ikki, uch, to'rt, besh

Soli dalaga chiqdi,

Aravasi buzildi.

Unga nechta mix kerak?

Bir sanab ko'raylik-chi: 1, 2, 3, 4, 5, 6, 7.

Yumalab ketdi.

"Sanamalar"da odatda to'g'ridan-to'g'ri sanoq sonlarining tartibi keltirilmaydi, balki sonlar chalkashtirilib beriladi. Bu esa bolalarning zihnini charxlab, sonlar ketma-ketligini unutmasligiga turtki bo'ladi:

Bir, ikki, o‘n olti,
O‘n olti deb kim aytdi.
Shahrini bermagan qiz,
O‘yindan chiqib ketdi.

Ushbu qo‘shiqlarni o‘qib, aslida, bizning ajdodlarimiz haqiqiy matematik muallimlar bo‘lishganligini e‘tirof etmaslikning iloji yo‘q. “Qotib qolish” o‘yini shartiga ko‘ra, she’rlardan biri aytib bo‘lingandan keyin bolalar haykaldek qotib qolishlari lozim bo‘ladi, bolalardan kim birinchi qimirlasa, o‘sha o‘yindan chiqadi. She’rdagi sanalayotgan sanoq bolalarning o‘zlari bo‘lishadi. Shuning uchun ham ularning xarakteriga moslab matndagi raqamlar aytiladi:

Biz, biz, biz,
O‘ttiz ikki qiz.
Har birimiz har yoqda,
Qotib qolamiz.
Bir yomon, ikki yomon,
Uch yomon, to‘rt yaxshi,
Besh a‘lo, olti oltovlon,
Etti-yetovlon, sakkiz-sakrovchi,
To‘qqiz to‘quvchi, O‘n haykal,
Qimirlagan kal.

Maktab yoshida esa bolalarning kitobga, san‘atga, ilmga, bo‘lgan qiziqishi shakllanadi. Bu yoshda tez aytish, topishmoq hamda maqol kabi kichik adabiy janrlarning roli juda muhimdir. Ushbu janrlar orqali bolaning matematik tafakkurini shakllantirish mumkin.

Tez aytishlar ma‘lum so‘zni, so‘z birikmasini yoki tovushni to‘g‘ri talaffuz qilishga, uni boshqa tovushlardan farqlashga, nutqini o‘stirishga, o‘qish sur‘atini oshirishga, shu bilan birgalikda ko‘p raqamli sonlarni xotirada mustahkamlashga o‘rgatuvchi janr hisoblanadi. Qadimgi qoidalarga binoan tez aytishni bir nafas olish bilan aytish talab qilingan. Masalan:

1.Tangritog‘ tog‘ining tagida Tursunboyning traktori tirillab turibdi. 2.Tursunboyning tirillab turgan traktorining tagidan 9999 ta tulki terisini topdim. 3.Tursunboyning tirillab turgan traktorining tagidan topilgan 9999 ta tulki terisidan 9999 ta telpak tiktirdim.

4.Tulki terisidan tikilgan 9999 ta telpakning tepasiga 9999 ta tumor tiktirdim. 5.Tangritog‘ tog‘ining tagida Tursunboyning tirillab turgan traktorining tagidan topilgan 9999 ta tulki terisidan tiktilgan, tepasiga 9999 ta tumor taqilgan telpaklarni Toshkentdagi Toshmat tog‘amga to‘yonaga topshirdim. Ushbu tez aytishlarning mazmuni bir-biri bilan bog‘liq holda

bo'lganligi bois, hammasini birdan ham aytish mumkin. Bu esa bolalarning zehniga qarab talab qilinadi.

Topishmoqlar narsa yoki hodisalarning [ataylab yashirilgan belgisi](#), shakli, xatti-harakati, holati va vazifasini boshqa narsa yoki hodisalarga qiyoslash asosida topishga asoslangan she'riy yoki nasriy tuzilishdagi savol va topshiriqlardir. Topishmoqlar xalq turmushi bilan chambarchas bog'liq holda yaratiladi. Ularning zaminida kishilarning qadimiy e'tiqod va tasavvurlari, olamni bilish va idrok etishga bo'lgan intilishlari yotadi. Topishmoqlar ham bevosita sonlarni qamrab oladi, masalan:

Usti tosh, osti tosh,

To'rt oyoqli bitta bosh (toshbaqa).

Beli bog'liq pichoqlar,

Bir-birini quchoqlar (qaychi)

Ammo masalaning og'irligi shundaki, ba'zi topishmoqlarda bayon qilingan ta'rifdan foydalanib qanday yo'nalishda mulohaza yuritish lozimligini aniqlash oson bo'lmaydi. Bu esa bolalarning sanoq bilan bog'liq bilimlarini tabiat va hayvonot olami bilan uyg'unlikda mustahkamlashga yordam beradi: Bir yarim quyon, Uch tulki, To'qqiz sigir, Besh echki, O'n ikki tuya, O'n yilqi. Bu topishmoqda odamning xayolini raqamlar egallaydi. Bolalar nega quyon bir yarim yoki tuya o'n ikki bo'lishi kerak, deb o'ylaydi. Keyin raqamlarni qo'shib biror natijaga erishmoqchi bo'lishadi. Aslini olganda esa, muammo oyni aniqlash bilan yechiladi. Ya'ni quyon bir yarim, tulki uch, sigir to'qqiz, echki besh, tuya o'n ikki, yilqi o'n oyda tug'adi. Agar bolalar chorva, mol boqishda otalariga ko'maklashgan bo'lsa yoki hayvonot dunyosidan ertaklar orqali xabardor bo'lsa, topishmoqni topishi osonroq kechadi. Juda bo'lmaganda qayd qilingan hayvonlarning necha oyda tug'ishini bilib olishadi.

Maqol turmush tajribalari zaminida tug'ilgan va xalq donoligini ifodalagan qisqa, ko'pincha she'riy shakldagi hikmatli so'zlar, chuqur ma'noli iboralardir. Maqollar xilma-xil mavzularda bo'lishiga qaramay ularning ma'nolarini anglashda, albatta, sonlar ishtirok etadi. Bu esa bolalarning badiiy tafakkurini boyitishi bilan birgalikda sonlarni esga olishlari va takrorlashlariga xizmat qiladi, masalan:

Bilagi zo'r birni yiqar,

Bilimi zo'r mingni.

Yetti o'lchab, bir kes.

Bir yigitga qirq hunar ham oz.

Xullas, ko'rib o'tganimiz xalq og'zaki ijodi bolalarning bugungi kunda dunyoni egallab olayotgan raqamli iqtisodiyotni o'rganishlarida dastlabki qadam bo'lib, ularni ma'nan sog'lom va har tomonlama kamol topib shakllanishini ta'minlaydi. Bir so'z bilan aytganda, ularning umr davomida oladigan bilimlariga zamin hozirlaydi.

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Çoklu Zekâ Kuramına Göre 6.Sınıf Açılar Konusu İçin Hazırlanmış Ders Planı ve Etkinlikleri

Ümit DURAK¹

Tamer KUTLUCA²

Öz

Matematik eğitim-öğretim sürecinde, bir derste bir konunun öğretimi için öğrencilerin sahip oldukları baskın zekâ türlerine uygun etkinlik hazırlamak ve dersi bu etkinlikler aracılığıyla işlemek önem arz etmektedir. Derslerin zekâ türlerine uygun olarak işlenmesinde, öğrencilerin baskın zekâ türlerinin tespit edilmesi ve bu zekâ türlerine uygun materyal ve ders içeriği hazırlanmasıyla mümkün kılınabilir. Bu kapsamda, ortaokul 6.sınıf öğrencileri için açılar konusunda çoklu zekâ kuramına göre etkinliğe dayalı öğretime uygun etkinliklerin oluşturulması planlanmaktadır. Öğrencilerin baskın zekâ türlerine göre açılar konusunda çoklu zekâ kuramına dayalı olarak beş adet etkinlik geliştirilmiştir. Geliştirilen bu etkinliklerin geçerliliğini sağlamak amacıyla alan eğitimcilerinden ve matematik öğretmenlerinden görüşler alınmıştır. Bu çalışma kapsamında, ortaokul matematik dersi açılar konusunda çoklu zekâ kuramına göre etkinliklerin matematik öğretim programına entegre edilerek matematik öğretmenleri için rehber olması hedeflenmektedir.

Anahtar Sözcükler: Ortaokul, Matematik Eğitimi, Açılar, Çoklu Zekâ, Ders Planı.

GİRİŞ

İnsan aklının nasıl çalıştığı ve öğrenmenin nasıl gerçekleştiği yüzyıllardır bilim insanlarının araştırdığı bir konu olmuştur. Bu araştırmalarının en önemli öğelerinden biri zekâ kavramıdır. Zekâ kavramının tanımı bireyden bireye, disiplinden disipline ve toplumdan topluma bile farklılık göstermektedir (Sak, 2016). Zekâ, eğitimcilere göre; öğrenme yeteneği, biyologlara göre; çevreye uyum yeteneği,

¹ Dicle Üniversitesi, TÜRKİYE. E-mail: umitdurak@hotmail.com

² Doç.Dr., Dicle Üniversitesi, TÜRKİYE. E-mail: tkutluca@dicle.edu.tr

psikologlara göre; muhakeme yoluyla sonuca ulaşma yeteneği, bilgisayar bilimcilerine göre; bilgi işleme yeteneği olarak tanımlanmaktadır (Yıldırım, 2003. s.145). Zekâ üzerine yapılan çalışmaların önemi felsefe ve ruh biliminin gelişmesiyle artırmıştır. Şekil 1’de geçmişten günümüze zekâ araştırmaları zaman çizelgesi verilmiştir.

Şekil 1. Zekâ araştırmaları zaman çizelgesi (Sak, 2016. s.103)

Geçmişte zekanın sabit olduğu, insanın doğumundan itibaren belirlenen bir özelliği olduğu ve kapasitesinin değiştirilemeyeceği kabul ediliyordu (Sivrikaya, 2010). Bu düşüncenin sonucu olarak insanların zekâ seviyesini ölçen IQ (*intelligence quotient*) testleri geliştirilmiştir. Bu testler, insanları zeki olanlar ve zeki olmayanlar şeklinde iki gruba ayırmıştır. Zamanla zekâ kavramına bakış açısı değişmiş ve insanları iki gruba ayıran zekâ testlerinden farklı olarak yeni bakış açıları gelişmiştir. Bu değişimin gerçekleşmesinde en önemli isimlerden biri de Amerikalı psikolog Howard Gardner'dır. Gardner zekayı “problem çözme kapasitesi ya da bir veya daha fazla kültürel bağlamda değer atfedilen ürünler ortaya koyabilme yetisi” olarak tanımlamış (Gardner, 1999) ve bilişsel yeteneklerin birbirinden bağımsız olmaları nedeniyle zekanın da bilişsel alanlara göre çeşitlilik göstermesi gerektiği ifade etmiştir. Gardner 1983 yılında yayınlamış olduğu “Aklın Çatıları” kitabında Çoklu Zekâ Kuramını ortaya atmıştır. Başlangıçta yedi farklı zekâ türünden bahseden Gardner, daha sonra “Zekâ Yeniden Çerçvelendi” kitabıyla kuramını revize ederek sekiz zekâ türünü olduğunu savunmuştur (Gardner, 1999). Bunlar; Sözel/dil bilimsel, mantıksal/matematiksel, görsel/uzamsal, müziksel/ritmik, bedensel/duyu devinimsel (kinestetik), sosyal/bireylerarası, özedönük/bireysel ve doğa zekâsı şeklindedir. Gardner ‘in bu çalışmaları zekâ üzerine yapılmış önemli bir analiz ve tespit olduğu kadar, eğitim alanına da önemli yansımaları olmuş çalışmalardır. Çoklu Zekâ Kuramına göre öğrenciler farklı zekâ türlerine sahiptir ve bir konuyu öğrenmede öğrencilerin sahip olduğu baskın zekâ türüne göre ders işleniş konunun öğrenilmesinde etkilidir (Campell ve Campell, 1999). Buna rağmen eğitim ve öğretimin uygulayıcıları olan öğretmenler, daha çok klasik yöntemlerle ders

işlemektedirler. Bu durumunun nedeni olarak, öğretmenlerin alışkın oldukları yöntem ve materyalleri kullanma eğilimi, derslerdeki zaman azlığı, içerik yoğunluğu ve etkinlik hazırlamanın zor olmasına yönelik görüşleri ile açıklanmaktadır (Bümen, 2004; Acat, 2002).

Bu nedenlerle öğretmenlere; Çoklu Zekâ Kuramına uygun olarak hazırlanmış çalışmaların nasıl uygulanacağı ve kullanılacağına örnek olacak etkinlikler ve materyallerin hazırlanması ve geliştirilmesi önem arz etmektedir. Burada yapılan çalışmanın amacı da ortaokul matematik dersi açılar konusunda çoklu zekâ kuramına göre etkinliklerin matematik öğretim programına entegre edilerek matematik öğretmenleri için rehber olması hedeflenmektedir.

Çoklu Zekâ Kuramına Dayalı Geliştirilen Etkinliklerle İlgili Açıklamalar

Çoklu zekâ kuramına dayalı etkinliklerin geliştirilmesinden önce ders konusu hakkında gerekli araştırmalar yapılmıştır. Milli Eğitim Bakanlığı ilkököl ve ortaokul matematik dersi öğretim programı kitapçığı incelenmiş ve açılar konusunun; sınıf düzeylerine ve kazanımlara göre dağılımı Tablo 1’de verildiği gibidir (MEB, 2018).

Tablo 1. Milli eğitim bakanlığı ilkököl ve ortaokul matematik öğretim programına göre açılar konusuna ait kazanımların sınıf düzeylerine göre dağılımı tablosu (MEB, 2018)

SINIF DÜZEYİ	KAZANIMLAR
3.Sınıf	➤ Doğruyu, ışını ve açıyı tanıır
4.Sınıf	<ul style="list-style-type: none"> ➤ Açıyı oluşturan ışınları ve köşeyi belirler, açıyı isimlendirir ve sembolle gösterir. ➤ Açılar, standart olmayan birimlerle ölçer ve standart ölçme birimlerinin gerekliliğini açıklar. ➤ Açılar standart açı ölçme araçlarıyla ölçerek dar, dik, geniş ve doğru açı olarak belirler. ➤ Standart açı ölçme araçları kullanarak ölçüsü verilen açıyı oluşturur.
5.Sınıf	➤ 90°'lik bir açıyı referans alarak dar, dik ve geniş açıları oluşturur; oluşturulmuş bir açının dar, dik ya da geniş açı olduğunu belirler.
6.Sınıf	<ul style="list-style-type: none"> ➤ Açıyı, başlangıç noktaları aynı olan iki ışının oluşturduğunu bilir ve sembolle gösterir ➤ Bir açığa eş bir açı çizer. ➤ Komşu, tümler, bütünler ve ters açılarının özelliklerini keşfeder; ilgili problemleri çözer.
7.Sınıf	<ul style="list-style-type: none"> ➤ Bir açıyı iki eş açığa ayırarak açıortayı belirler. ➤ İki paralel doğruyla bir kesenin oluşturduğu yondeş, ters, iç ters, dış ters açıları belirleyerek özelliklerini inceler; oluşan açılarının eş veya bütünler olanlarını belirler; ilgili problemleri çözer.

Daha sonra Tablo 1’deki bu kazanımlar ve süreler yardımıyla konunun sınırları ve konuya ayrılan süreler tespit edilmiştir. Süre ve kazanım durumları dikkate alınarak araştırmacılar tarafından 5 adet etkinlik geliştirilmiştir. Çalışmadaki veriler, çoklu zekâ kuramlarına dayalı etkinliklerin taşınması gereken özellikler ve etkinlik geliştirme süreçleri ile ilgili yapılan çalışmalar da dikkate alınarak hazırlanmıştır (Altun, 2004; Baki, 2008; Saban, 2005). Bu etkinliklerin baskın olduğu zekâ türleri Tablo 2’de gösterilmiştir.

Tablo 2. Geliştirilen etkinliklerin baskın zekâ alanları

Etkinlikler	Zekâ Alanları	Görsel Zekâ	Bedensel Zekâ	Matematiksel Zekâ	Müzikal Zekâ	Sözel Zekâ	Kişilerarası Zekâ	İçsel Zekâ	Doğal Zekâ
Merak Ettikleriniz		X				X		X	
Ben Kimim		X		X		X	X	X	
Açılar ve Sanat		X	X		X	X	X		X
Resimler ve Açılar		X		X		X			
Çinko				X			X		

Bu çalışmaları temel alarak oluşturulan Tablo 3’te zekâ alanlarının gösterdiği bazı özellikler verilmiştir. Çoklu zekâ kuramına dayalı hazırlanan etkinliklerde hangi zekâ türünün daha baskın olduğunun belirlenmesinde uzman görüşü yanında Tablo 3’te verilen özellikler de kullanılmıştır.

Tablo 3. Zekâ türleri ve özellikleri

Sözel-Dil Zekâ	☐ Diğer öğrencilerden daha iyi konuşur yazar. ☐ Kelimeleri daha iyi telaffuz eder. ☐ Sözel iletişimi sever ve başkalarıyla iletişim halindedir. ☐ Anlamsız ritimleri kelime oyunlarını sever. ☐ Sözel alanlarda iyi bir hafızaya sahiptir.
Mantıksal-Matematiksel Zekâ	☐ Nesneleri kategorilere ayırma ve olayları mantıksal olarak düzenlemeyi severler. ☐ Hesaplama yapma, sayısal işlerle uğraşmayı severler. ☐ Bilgisayar oyunları, satranç, bulmaca gibi etkinliklerden zevk alırlar. ☐ Makinelerin nasıl çalıştığını çözmeye çalışırlar.
Görsel-Uzamsal Zekâ	☐ Renklere karşı duyarlıdırlar. ☐ Harita, tablo, çizelgeler vb. materyalleri daha iyi anlarlar. ☐ Daha çok hayalci dirler. ☐ Okumaktan çok resimlerle daha iyi öğrenirler. ☐ Resim çizmeyi severler
Müziksel-Ritmik Zekâ	☐ Müzik dinlemeyi şarkı söylemeyi severler. ☐ Bir müzik aleti çalmayı severler. ☐ Çevrelerindeki seslere karşı duyarlıdırlar. ☐ Farkında olmadan bir şarkıya eşlik eder mırıldanırlar. ☐ Bazı zamanlarda masaya vurarak ritim tutarlar
Bedensel-Kinestetik Zekâ	☐ En az bir spor dalında başarılıdırlar. ☐ Nesnelere dokunarak tanıma eğilimindedirler. ☐ Bir şeyleri parçalarına ayırıp birleştirmeyi severler.

	☐ Bir yerde uzun süre hareketsiz kalamazlar uyumlu dans etme becerisine sahiptirler. ☐ Koşmayı zıplamayı, el becerisi gerektiren etkinliklerden hoşlanırlar.
Sosyal Zekâ	☐ İki veya daha fazla arkadaşı vardır ve onlarla zaman geçirmeyi severler. ☐ Grup içinde sevilir ve arkadaşları onunla olmayı isterler. ☐ Arkadaşlarına karşı yardımseverlerdir. ☐ Bir şeyi öğrenirken başkalarıyla birlikte yaparak daha iyi öğrenirler. ☐ Dışarıda kendi başlarının çaresine bakabilirler.
İşsel Zekâ	☐ Güçlü ve zayıf yönleri hakkında bilgi sahibidirler. ☐ Duygularını çekinmeden dile getirirler. ☐ Kendilerine güvenleri ve saygıları yüksektir. ☐ En az bir ilgi alanı ve bir hobisi vardır. ☐ Yalnız kaldığında daha başarılıdır
Doğacı Zekâ	☐ Doğayla tabiatla zaman geçirmeyi, hayvanları severler. ☐ Doğa ve canlılar konusunda hassas ve duyarlıdır. ☐ Çevreye saygılıdır. ☐ Toprakla canlılarla zaman geçirmekten hoşlanırlar. ☐ Bir hayvan beslerler

Yukarıda verilen bilgiler ışığında bu çalışmada amaçlanan 6.sınıf açılar konusunun, ilkokul ve ortaokul matematik öğretimi programının içerisindeki yerini ve hedef kazanımlarını görmekteyiz. Çalışmanın konusu olan 6.sınıf açılar konusuna detaylı olarak baktığımızda üç kazanımdan oluştuğunu ve bunların öğretimi için toplam 10 ders saati süre verildiğini görmekteyiz (MEB,2018). Hazırlanan çoklu zekaya dayalı etkinlikler, bu kazanımlar ve süre göz önünde bulundurularak geliştirilmiştir. 3., 4. ve 5.sınıf düzeylerinde verilmiş olan açılar konusu kazanımlarının öğrenciler tarafından öğrenildiği kabul edilmiştir. Bu kriterler, dikkate alınarak geliştirilen çoklu zekâ etkinliklerine ait ayrı ayrı incelemeler aşağıda verilmiştir.

Şekil 2. Merak Ettikleriniz Etkinliği

Çoklu zekâ kuramına göre hazırlanmış olan 6.sınıf açılar konusuna yönelik ilk etkinlik çalışmamız, “Merak Ettikleriniz” isimli etkinlik olup bu etkinlik Şekil 2’de verilmiştir. Etkinlik çoklu zekâ kuramının *görsel/işsel/sözel zekâ* alanlarına yönelik hazırlanmıştır. Bu etkinlikte öğrencilerin 3., 4. ve 5.sınıf düzeylerinde öğrenmiş oldukları açılar ile ilgili kavramlar ve bilgiler ipucu olacak biçimde bazı sorularda yer almıştır. Daha sonra bu sorulardan yararlanarak öğrencilerden, akıllarına gelen soruları etkinlikte boş bırakılan yerlere yazması istenmiştir. Bu sayede öğrencilerin dersin başlangıcında dikkatini çekmek, motivasyonunu sağlamak ve akıllarına takılan soruları açığa çıkarmalarına yardımcı olunmak istenmiştir. Bu etkinlik, uygulandıktan sonra öğrencilerden etkinlik kağıtları toplanır, sınıf ortamında öğrencilerin yazmış oldukları sorular hakkında konuşulur ve tartışılır.

2.ETKİNLİK

BEN KİMİM

*Bir adet başlangıç noktası iki adet sonsuza kadar giden kolları vardır.

*Başlangıç noktaları aynı olan iki rayından oluşurum.

*Adımı üç tane büyük harfi kullanarak veya başlangıç noktasındaki harfi kullanarak söyleyebilirim.

*Bir yüzey üzerine bırakıldığında o yüzeyi iç ve dış olmak üzere iki bölgeye ayırırım.

*Dar, Dik ve Geniş olarak çeşit çeşit olabilirim.

*Ben ve başka bir arkadaşım birbirimize: Komşu, Tümle, Bütünler ve Ters olabiliriz.

Kendimle ilgili bu kadar ipucu verdikten sonra tahmin et bakalım ben kimim?

Aşağıdaki şekilleri inceleyiniz. Şekillerin komşuluk durumlarını altlarına yazınız.

.....

.....

.....

Aşağıdaki saatlerde verilen açı modellerini inceleyiniz. Bu açılardan hangileri eşit? Nedenini açıklayınız.

Cözüm:

.....

.....

Hazırlayan: Onur Durak

Şekil 3. Ben Kimim Etkinliği

Çalışmamızın ikinci etkinliği olarak Şekil 3’deki “Ben Kimim?” isimli etkinliği geliştirilmiştir. Bu etkinlik Tablo 2’de belirtildiği gibi *görsel/matematiksel/sözel/kişilerarası/işsel zekâ* alanlarına uygun olarak hazırlanmıştır. Etkinliğin ilk kısmında 3., 4. ve 5.sınıf düzeyinde işlenen açılar konusunun kazanımlarına yönelik beş adet ifade ve 6.sınıf düzeyinde bir ifadeden oluşan açıklama ile öğrencilerin açı kavramı tahmin etmesi amaçlanmaktadır. Öğrencilerin tahmin yapması ve sonra sınıfça açı kavramına ulaşılması neticesinde, açılar konusunun 6.sınıf kazanımına yönelik geliştirilmiş “*Ben ve başka arkadaşlarım birbirimize: Komşu, Tümle, Bütünler ve Ters olabilir*” ifade yardımıyla 6.sınıf kazanımı olan “Komşu, tümle, bütünler ve ters açı özelliklerini keşfeder, ilgili problemleri çözer.” kazanımına uygun olarak ders işlenerek bu kazanımın öğrenciler tarafından anlaşılması sağlanır. Sonraki açı şekilleri ile komşuluk, tümle, bütünler ve ters açı olma durumu pekiştirilir. Son kısımda verilen saatler ile “bir açıya eş açı çizer” kazanımına hazırlık olacak biçimde verilmiştir. Öğrenciler, saatleri incelediklerinde eş açının ölçülerinin aynı olması gerekir fikrine işsel olarak ulaşmaları beklenir. Son olarak öğrencilerin cevapları üzerine konuşulur ve öğrencilere örnek eş açı çizimi yaptırılır.

AÇILAR VE SANAT

Açıları konu alan müzik eserlerinden varsa birini bulup yazın ya da açılarla ilgili bir şarkı besteleyiniz.

Bireysel olarak kollarınızı yardımıyla açıcı çeşitlerini oluşturunuz.

Daha sonra bir arkadaşınızla birlikte tümler, bütünlük ve ters açıcı oluşturunuz. Oluşturduğunuz şekillerden birinin adını yazarak aşağıdaki boşlukta resmediniz.

Bir manzara resmi çizerek bu resimde oluşan açıcıları belirleyip, yuvarlak içine alınız. Bakalım en fazla açıcı kullanarak manzara resmini kim yapacak?

Aşağıdaki boşluğa yapıstırıcı ve kürdan kullanarak eş iki açıcı oluşturunuz. Daha sonra çizdiğiniz bu eş açıcı arkadaşınıza tanıtınız.

Aşağıdaki boşluğa açıcı ile kavramları kullanarak özgül söz, hikaye, fıkra, akrostiş şiir türlerinden birini yazınız.

Hazırlayan: Ömit Durak

Şekil 4’deki “Açılar ve Sanat” etkinliği beş farklı çalışmanın bir arada verildiği bir etkinlik olarak geliştirilmiştir. Etkinlikte Tablo 2’de belirtilen *görsel/bedensel/müzikal/kişilerarası/ doğal zekâ* alanlarına uygun bir şekilde oluşturulmuştur. Ayrıca etkinlik hem konu kazanımlarını öğrenmek hem de konuya dikkat çekme ve motivasyon sağlamak amacıyla hazırlanmıştır. Etkinliklerde öğrencilerden kollarını kullanarak açı oluşturma etkinliğini sınıf ortamında, diğer etkinliklerin ise ev ortamında yapılması istenir. Bunun nedeni, etkinlikler için bir ders saatinin yeterli olmamasıdır. Etkinlikler evde yapıldıktan sonra öğretmen tarafından incelenerek, sınıf ortamında etkinliklerin üzerinde görüş alışverişi yapılır.

4.ETKİNLİK

RESİMLER VE AÇILAR

Yukarıda verilen resimdeki açı modelini isimlendirerek verilmeyen diğer açı ölçülerini bulalım.

Çözüm:

Rüzgârlı bir günde uçurtma uçuran Ayşe'nin uçurtması sokak lambasına takılıyor. Lambanın gövdesi ile uçurtmanın ipi arasındaki açıyı yukarıdaki resimde verilenlere göre bulalım.

Çözüm:

Ufuk ile Asya parkta tahterevalliye biniyor. Ufuk, tahterevalliye bindiğinde Asya bulunduğu konumdan 2 kat yukarı çıkıyor. Buna göre Şekil-2'de verilenlere göre Asya'nın kaç derece yukarı çıktığını bulunuz.

Çözüm:

Hazırlayan: Ömit Durak

Şekil 5. Resimler ve Açılar Etkinliği

Şekil 5'te verilen ve beşinci etkinlik olarak tasarlanan “Resimler ve Açılar” adlı etkinlik 6.sınıf ders kitabında bulunan günlük hayat ile ilgili resimlerde oluşan açılara yönelik etkinliklerin tek bir sayfada bir araya getirilmesiyle oluşturulmuş bir etkinliktir (Özdemir, 2019). Etkinlik Tablo 2’de belirtilen *görsel/matematiksel/sözel zekâ* alanlarına uygun bir şekilde oluşturulmuştur. Etkinlik günlük hayattan alınmış görsel resimler üzerinde açılar oluşturularak 6.sınıf açılar konusunun “Komşu, tümler, bütünler ve ters açılar” özelliklerini keşfeder; ilgili problemleri çözer” kazanımına uygun olarak oluşturulmuş problem durumlarına çözüm bulmaya yönelik olarak hazırlanmıştır. Etkinlik, açılar konusu işlendikten sonra konuya dayalı alıştırmalar olarak öğrenciler tarafından yapılır. Bu etkinlik bireysel olarak da uygulanabilir, grup çalışması şeklinde de uygulanabilir.

Şekil 6. SOSLU açılar etkinliği

Çalışmamızın son etkinliği olarak “Soslu Açılar” isimli oyun olarak tasarladığımız etkinliktir. Etkinlikte Tablo 2’de belirtilen matematiksel/kişilerarası zekâ alanlarına uygun olarak geliştirilmiştir. Etkinlik oyun olarak tasarlandığı için oyun kuralları ve yönergesi şekil 6’te görüldüğü gibi üst kısımda verilmiştir. Etkinlik, sınıf ortamında öğrencilerin ikiyeşerli gruplara ayrılmasıyla uygulanır. Etkinlikte amaç, sınıfta tatlı bir rekabet ortamı oluşturularak öğrencilerin eğlenerek açılar konusunda öğrendiklerini bireysel olarak test edebilecekleri bir ortam oluşturmaktır. Etkinlik için gerekli olan 16 adet soru (Ek 1) ve cevapları (Ek 2) milli eğitimin bakanlığı ders kitabının ünite değerlendirme kısmındaki açılar konusuyla ilgili sorular alınarak oluşturulmuştur (Özdemir, 2019). Ayrıca öğrencilerin doğrularını ve yanlışlarını kontrol edebilmeleri amacıyla oluşturulan sorulara ait cevaplar da farklı bir kâğıtta oluşturulmuştur. Etkinlik

öğrencilerinin performans durumlarına göre erken veya geç bitebilir ama ortalama olarak bir ders saati verilmesi uygundur. Oyunu kazanmak için tüm soruların cevaplanmasına gerek yoktur. SOS sözcüğünü ilk yazan oyunu kazanmış olur.

TARTIŞMA ve SONUÇ

Matematik eğitimi ile ilgili yapılan pek çok çalışmada öğrencilerin, öğrenme sürecine aktif katılımından ve derslerde çağdaş öğretim yöntem ve tekniklerinin etkin bir şekilde kullanılmasından bahsetmektedir (Vural, 2004). Buna rağmen Türkiye’de uygulanan halihazırdaki matematik öğretiminde istenen sonuçların alınamadığı görülmektedir (Kabael, 2019). Bu durumun oluşmasında etken noktalardan biri de derslerde öğrencilerin bireysel farklılıklarına ve beceri alanlarına uygun öğretim etkinliklerinin yapılmamasıdır. Çoklu zekâ kuramına göre her bir öğrencinin farklı doğası ve bireysel farklılığı vardır. Öğrencilerin bu bireysel farklılıklarının, becerilerinin ve yetkin oldukları alanlarının belirlenmesi ve bilinmesi, öğretim başarısının artırılması açısından önem arz etmektedir. Bu durumun pek çok matematik öğretmeni tarafından bilinmesine rağmen, matematik öğretiminde çoklu zekâ kuramına dayalı etkinliklerin hazırlanması ve ders işlenişinin buna göre planlanmasında zorluklarla karşılaşıldığı görülmektedir (Bümen, 2004; Acat, 2002). Bu zorlukların en önemli nedenlerinde birisi de öğretmenler tarafında etkinliklerin hazırlanması için gereken zaman ve materyallerin kısıtlı olmasıdır. Öğretmenlerin bu zorlukların üstesinden gelebilmesi için alan çalışmalarına yönelik zengin bir literatür oluşturulması önemlidir. Burada yapılan bu çalışmanın amacı da öğretmenlerin yaşadıkları bu zorluklara çözüm getirmesi ve öğretmenlerin derslerini çoklu zekâ kuramına uygun olarak işlemelerine rehberlik edecek örnek bir durum oluşturmaktır. Çalışma bu amaçla 6.sınıf açılar konusuna yönelik çoklu zekâ kuramına dayalı 5 adet etkinlik hazırlamış ve bunların derste uygulanmasına yönelik önerilerde bulunmuştur. Bu durum öğretmenlerin diğer sınıf düzeylerinde ve matematik konularında örnek oluşturmaları sağlanmıştır.

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Ek 1:

SOSLU AÇILAR SORULAR

Soru 1: Aşağıdaki açılardan tümler olanları belirleyiniz.

Soru 2: Aşağıdaki açılardan bütümler olanları belirleyiniz.

Soru 3: Bir açının bütümler açısı 40° dir. Bu açı kaç derecedir?

Soru 4: Bütümler iki açıdan birinin ölçüsü diğerinin 8 katı ise küçük açının ölçüsünü bulunuz.

Soru 5: Tümler iki açıdan birinin ölçüsü diğerinin 2 katından 3 derece fazladır. Büyük açının ölçüsü kaç derecedir?

Soru 6: Yandaki şekilde AD ve CE doğruları ile OB ışını veriliyor. Buna göre verilmiyem açılarının ölçülerini bulunuz.

Soru 7: Yandaki şekilde ABCD bir dikdörtgendir. $m(\angle EBF) = 32^\circ$ ise $m(\angle DBE)$ kaç derecedir?

Soru 8: Yandaki şekilde verilen k, n, ve m doğruları "O" noktasında kesişmektedir. Buna göre x kaç derecedir?

Soru 9: Türk Yıldızları'nın gösterisini izleyen bir izleyici yandaki fotoğrafı çekiyor. Uçaklar arasında verilen açı ölçülerinden yararlanarak verilmiyen açının ölçüsünü kaç derece olduğunu bulunuz.

Soru 10: $\widehat{ABD}$ ve $\widehat{DBC}$ açıları komşu tümler açılardır. İki açı ölçüsü arasındaki fark 10° dir. Ölçüsü büyük olan açı kaç derecedir?

Soru 11: Aşağıdakilerden hangisi verilen açının sembolik gösterimlerinden biri değildir?

- A) V B) ZVY C) YVZ D) VYZ

Soru 12: Aşağıdaki açılardan hangisi doğru isimlendirilmiştir?

Soru 13:

Bütümler iki açıdan birinin ölçüsü diğerinin ölçüsünün 4 katıdır.

Buna göre küçük olan açının ölçüsü kaç derecedir?

- A) 30 B) 36 C) 40 D) 45

Soru 14:

Tümter iki açıdan birinin ölçüsü diğerinin ölçüsünden 6° fazladır.

Buna göre büyük olan açının ölçüsü kaç derecedir?

- A) 42 B) 44 C) 46 D) 48

Soru 15: Ters iki açıdan birinin ölçüsü 45 derece ise diğer açının ölçüsünün bütünüyenini bulunuz.

Soru 16: Bir açının bütünüyeni ile tümleyenini ölçüleri toplamı 140 derece olduğuna göre bu açının ölçüsünü bulunuz.

Hazırlayan: Onur Durak

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