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ОСНОВНОЙ РАЗДЕЛ

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PHASES OF DEVELOPMENT AND GROWTH OF CEREALS

Annotation: Cereals contain all the nutrients necessary for human life, including protein, starch, vitamins, carbohydrates, fats, destrin, mineral salts, klechatka, carbonated waters and other biologically active substances. More than 1 billion hectares of land are cultivated around the world. Grain crops are grown on more than 70% of these arable lands. In the current complex environment, which is rich in economic problems, a lot of work is being done to increase the area under cereals and to cultivate varieties that are adapted to different environmental conditions.

Keywords: Cereals, development, flower, seed, bud, phase, organogenesis, stem, apricot, grass, plant.

Introduction: Cereals go through a number of stages of organogenesis during individual development, and each of them is characterized by the formation of new organs and changes in the structure of the organs. The life cycle of plants is determined by F.M. Cooperman is divided into 12 stages of organogenesis:

1. the initial formation of the stem growth cone;
2. to the stem joint and joint spaces in the conical shape of the cone division;
3. of the growth cone with the formation of spike segments elongation;
4. the onset and formation of spikes;
5. formation and division of flower buds;
6. formation of dust grains and seed sporogenic tissue;
7. Rapid growth on all organs of the ear;
8. end of spike, spike and flower formation;
9. flowering, fertilization, formation of zygotes;
10. Growth and formation of seed organs and grains;
11. Nourish the grain from the milky ripening phase of the grain to the ripening of the wax accumulation of substances;
12. Concentration of nutrients, seed maturation.

Cereals go through the following developmental stages during growth: seed germination, germination, accumulation, germination, germination or germination, flowering and ripening (milk hardness, wax hardness, full

hardness). The beginning of a phase when at least 10% of a plant enters a certain phase and 75% when a plant enters a certain phase is defined as a complete phase. Other dimensions of plant development are also used in world agriculture. On such scales and dimensions, the developmental phases are divided into short periods - microphases, and they are marked from 0 to 99. The scale of development microphases allows to control the development processes of spikes, cobs, flowers and grains separately, and on this basis to organize the care of crops, to grow a rich and quality grain.

Seed swelling. When there is enough moisture, heat, air oxygen, the seeds begin to germinate (Fig. 1). Absorption of water is accelerated in the aorta. As a result of the seed not absorbing water evenly, the seed coat cracks during germination.

Under the action of enzymes, starch, fats and proteins are broken down into water-soluble compounds and pass through the thyroid gland. The water requirements of germinating seeds vary. For seed germination (% of dry weight of seeds) wheat 47-48% by weight, barley 48-57%, rye 58-65%, oats 60-70%, corn chorus absorbs 37-44%, millet and white oats 25-38% water. Seeds of legumes absorb 100-125% of their weight in water for germination.



Figure 1. Seed germination:
1 - corn; 2 - wheat.

Mowing. In germinating seeds of cereals, first the rhizome roots and then the stem develops. Initially, a stalk is formed on the surface of the soil. It is surrounded by a clear leaf - kaleoptile. The first leaf stops growing after 6–14 days. After about a week the second leaf is formed from the first leaf axilla, and after that time the third leaf is formed, and they are called apical leaves. At the same time the apical roots also begin to develop and penetrate to a depth of 30-35 cm. Wheat grass is green, rye is green, barley is blue, oats and the second group of cereals are light green. The rate of grass formation varies depending on the grain growth energy, humidity, temperature, soil mechanical composition, planting depth, grain size.

Accumulation. The formation of branches from the underground joints of the stem is called accumulation. At the base of the stem joints are formed joint roots (additional), then side branches. They can be formed from all the joints under the stem, but the most common are the joints located at a depth of 1-3 cm above the soil surface. The highest, most advanced joint is called the accumulation joint. From it emerge the main side branches and additional roots that form the bud root system. In wheat, rye, barley underground joints are formed in 5–7 days of grass formation. In cereals and oats - they are formed at the same time (grass). The accumulation node of the plant depends on the accumulation of the plant, the development of the root system, drought, winter hardiness, productivity and other characteristics. Death of the accumulation node leads to the death of the plant. The number of stems (branches) in a single plant is called the total accumulation.

Under favorable conditions, 6-12 or more branches are formed on a single plant. Typically, in Uzbekistan, in autumn, grain crops produce 2-6 twigs per plant, and in spring - 10-12 twigs, which is 2-4 in spring crops. In practice, the number of stalks that produce (give grain) is important, and their number is called the productive accumulation. However, some spikes produce grains, but they do not ripen. Immature stalks and unripe stalks are called immature stalks. In fertile soils, high-yielding plants typically produce productive stems that produce 2-3 spikes from 4-7 stems.

Wheat stalks are large, forming a large number of grains. Accumulation and accumulation energy depends on plant type, navigation, seed size, feeding area, soil moisture, sowing time, soil quality and fertility, light, temperature, fertilization. Accumulation begins differently in different grain crops. Accumulation in oats and rye begins with the formation of 3–4 leaves on the plant, shortly before the joints in wheat and barley take root, with the formation of 3 leaves, and rooting takes place with the formation of 4–5 leaves. corresponds to.

Accumulation in maize corresponds to the formation of twigs in the 6-7-leaf phase, in white oats to 7-8, in millet to 5-6 leaves. The appearance of articular roots in tariqman grain crops corresponds to the formation of 3-4 leaves.

Tubing (stem formation). In cereals, the stem begins to develop during the accumulation period. The joint space at the base of the auricle begins to be felt (Fig. 2). The beginning of tubing is defined as the beginning of the elongation of the main stem joint space and when the first joint of the stem rises 5 cm above the soil surface. This is felt by palpating the joint.

Initially, the lower joint space begins to lengthen. Then the second joint space begins to grow and it becomes longer than the first. The spacing of the next third joint will be longer than the second, and so on. This process continues until 5-7 joint spacing is formed (15 and more in corn). Each joint space of the stem grows from the lower part - the intercalary. Usually, the stems stop

growing at the end of the flowering period, at the beginning of grain filling. The first group of cereals has 4–7 joints at the base, while rice, corn, and corn have much more. The tubing phase begins when the upper joint rises at least 5 cm above the ground. To find out, you can cut or feel the leaf column.

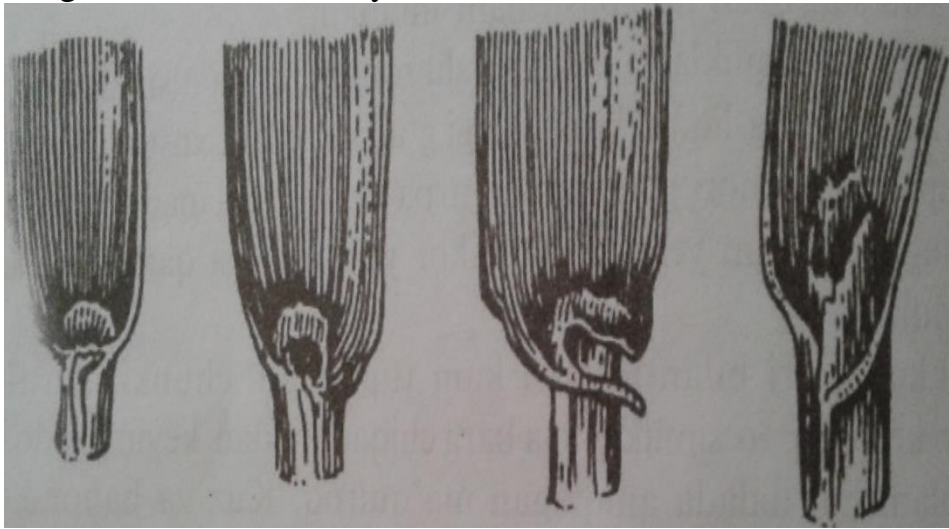


Figure 2. Ears and tongues of cereals:
1 - rye; 2 - wheat; 3 - barley; 4 - rice.

Sprouting. With the appearance of 1/3 of the spike from the upper leaf sheath, the spike phase begins. From the tuber to the spike phase, the stems and leaves grow rapidly, forming spikes (Fig. 3). Therefore, the plant is very demanding on nutrients, water during this period. The size of the grain is greatly affected by the ratio of mineral nutrients. During the accumulation period, when nitrogen is predominant in the diet, the elongation of the growth cone is prolonged for several days and many spikes are formed in the spike. When phosphorus predominates, spike formation is accelerated and spikes are formed less in the spike. Therefore, nutrients should be added to the soil in the right proportions.

Flowering. The plant begins to bloom after flowering. Only if the autumn rye blooms 8–10 days after the start of germination, the barley will bloom until full germination. Grain crops are divided into self-pollinated (wheat, barley, oats, millet, rice) and pollinated (rye, buckwheat, corn, white corn) according to the characteristics of flowering. The pollen of self-pollinating cereals usually cracks before it blooms. Therefore, they are self-pollinating. The most hardy crop is barley.

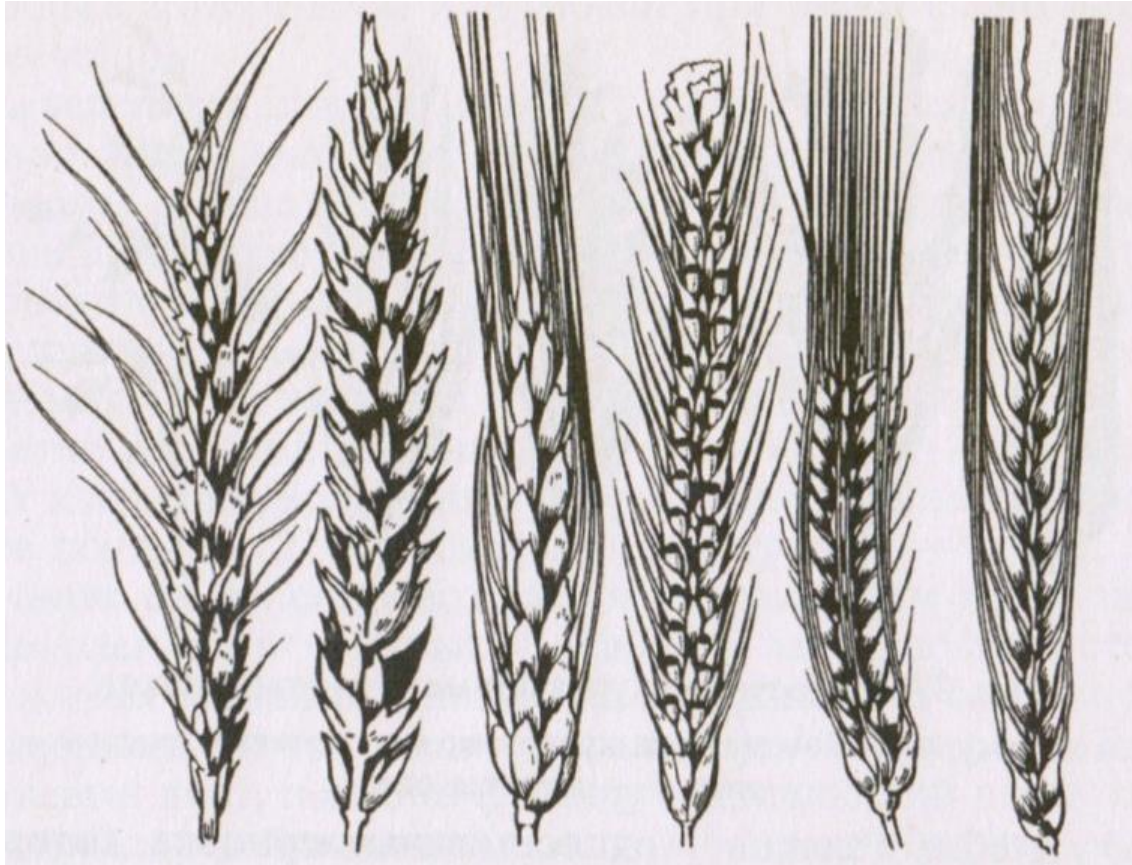


Figure 3. Appearance of grain ears:

1 - soft wheat with a fork; 2 - soft wheat without stalks; 3 - durum wheat; 4 - rye; 5 - barley; 6 - 7 - multi-row vaikki row barley.

When the weather is hot and dry, wheatgrass bark can bloom in the open, and this is observed in the morning. In adverse weather conditions (cloudy and rainy) flower petals can bloom indoors. In foreign pollinated crops, the pollen matures and cracks after flowering. In rye, its light dust is shed and blown away by the wind, and the seed of other plant flowers falls on its beak and fertilizes them. Fertilization does not occur if the dust falls on the flower bud of this plant. In maize, the paternal heifer ripens and the maternal heifer ripens 2-4 days before sowing. The pollen of the paternal inflorescence falls on the beak of the threads that protrude from the maternal inflorescence, and sprouts on the ground and enters the node of the maternal inflorescence and fertilizes the seed bud.

In cereal crops (wheat, barley, rye) flowering begins with the spikes in the middle of the ear. The grain and seed qualities that are initially formed will be the highest. In ryegrass crops (millet, oats, white corn) flowering begins in the third part of the rye, the best, quality grains are formed in the third part of the rye.

Maturation (ripening). After fertilization, the flower begins to develop into a nodule, seeds and ovules are formed. The nutrients accumulated in the leaves are used for grain formation. In this case, they change from a soluble form (sugar, amino acids, etc.) to an insoluble form (starch, protein, fat). The

process of grain formation is divided into four stages: formation, formation, filling, and ripening. Seed formation - Continues from fertilization to the formation of a growth point. In this case, the seed forms a weak tumor. 1000 seed mass 1 g. The duration of the period is 7-9 days and more.

Seed formation - lasts from seed formation to the final length of the grain. The seeds are high in water and low in dry matter. 1000 seed weight 8-12g. Filling is the process from the beginning of starch accumulation in the endosperm to the end. Grain moisture is reduced to 37-40%. The duration of the period is 23-35 days. The period of seed formation, formation and filling is also called the period of milk ripening. In this case, the grain is fully formed and organic matter continues to accumulate. The fleas on the underside of the plant turn yellow. The grains are green. The filling period is also divided into four phases.

1. In the aqueous phase, the formation of endosperm cells begins. 2-3% of the maximum amount of dry matter is accumulated. Phase duration is 6 days.

2. In the pre-milk phase, the seed is filled with milky aqueous fluid, accumulating 10% of the total dry matter. Phase duration is 6-7 days.

3. In the milky phase, the grain is filled with a milky white liquid and 50% of the dry matter in the ripe seed accumulates. Phase duration is 7-15 days.

4. In the yeasty phase, the endosperm consistency is yeasty. The dry matter content is 85-90% of the ripened grain mass. Phase duration is 4-5 days.

The cooking period is divided into two phases:

1. In the wax maturation phase, the endosperm is waxy, brittle, and easily cut with a nail. Grain moisture is reduced to 25-30%, the duration of the phase is 3-6 days. In this case, the amount of nutrients accumulated in the grain differs little from the period of full ripeness of the grain. This period can be prolonged when the weather is cold. This period is the most convenient time to harvest in two phases - first harvested and then crushed.

2. In the solid hardening phase, the endosperm enlarges, becomes vitreous or opaque, the color is typical for this grain, the humidity is 8-22%. Phase duration is 3-5 days. At this stage, complex biochemical processes take place in the grain, and the seeds have normal germination. Therefore, two additional periods are distinguished: ripening after harvest and full ripening. During the ripening period after harvest, the synthesis of high-molecular protein compounds is completed, free fatty acids are converted into fat, the hydrocarbon molecule is enlarged, respiration is slowed down. . At the beginning of this period, the germination of seeds is low, and at the end it returns to normal. Its duration lasts from a few days to several months and varies depending on the type of crop and external conditions. The full ripening period begins when the seed germination reaches its maximum. In irrigated lands, in sparse crops, in temperate weather conditions, grain ripening is much slower and more continuous. In dry and hot weather, when planted early, when the stems are thick, when the phosphorus-potassium fertilizers are applied, the grain ripens earlier. Garmsel, high

temperatures, lack of moisture in the soil - lead to "soil drought" and "air drought". This stops the filling of the grain, the grain becomes small, twisted, useless, the yield and its quality decreases sharply.

Conclusion

Cereals are of great economic and production importance in the national economy of the Republic of Uzbekistan. Cereals play an important role in meeting the food needs of the population, providing livestock with concentrates and mixed feeds, and raw materials for some industries.

Increasing grain production is one of the main problems in agriculture. After the independence of the Republic of Uzbekistan, a number of practical measures have been taken to increase grain production, meet the demand of the population and the national economy for grain at the expense of grain grown in the country, decrees and laws have been adopted.

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INCREASING THE EFFICIENCY OF LEARNING ALGEBRA ELEMENTS ON THE BASIS OF EDUCATIONAL TECHNOLOGIES IN PRIMARY SCHOOL MATHEMATICS

Annotation: This article discusses ways to increase the effectiveness of learning algebra-based learning technologies in elementary math classes. The conditions for organizing mathematics lessons in primary school are also covered.

Keywords: Algebra, mathematics, primary education, element, technology, education system, methodology.

The implementation of the tasks set out in the National Program of Personnel Training will lead to the formation of a harmoniously developed person - a conscious society, that is, an increase in the number of people with new consciousness, thinking, and in turn a positive "explosion effect" . It is impossible to say more about this than the President of Uzbekistan IA Karimov said in an interview with the editor-in-chief of "Tafakkur" magazine.

“I am convinced that if we can successfully implement this reform, we will soon have a positive“ explosion effect ”in our lives. What does it mean?

If the tasks set forth in our national training program, including the two documents you mentioned, are fully implemented, they will, first of all, have a positive impact on the socio-political climate and, as a result, completely change the existing environment in our country. Second, with the introduction of a new model of education, the process of finding one's place in life will accelerate. Everyone should find a worthy place in society during adolescence and adolescence.

Improving the effectiveness of teaching mathematics in the primary school requires the teacher to use new pedagogical technologies and master them in order to nationalize education. This can be achieved by the teacher working tirelessly and learning best pedagogical practices. Learning and disseminating best pedagogical practices is the most convenient way for teachers to improve their professional skills. Advanced pedagogical experience is the teacher's creative and innovative approach to his pedagogical activity, finding new ways of teaching and educating students. The basic requirement for elementary mathematics education is to ensure that students master the knowledge, skills, and competencies identified in the program. In order to provide young students with a thorough knowledge, they need to develop

independent thinking, discussion, and creative research skills by exploring our rich heritage of the history of mathematics.

For this, of course, the teacher must be formed in this way, and the reasons for the origin of each mathematical concept must be his role in the development of the science of mathematics and his ability to convey them to students. The further development of our republic requires the strengthening of economic and national spiritual independence. This, of course, requires schools and educators to train students to become professionals based on our national cultural heritage, including developing their interest in mathematics in the study of national cultural heritage.

Completion of arithmetic in primary school is generalized to the study of algebraic elements. In elementary school, students begin to use the alphabet as a mathematical symbol. In this way, they get an initial understanding of algebraic expressions, equations, inequalities, equations. The main purpose of providing information about them is to fully understand the essence of arithmetic operations, as well as to make the necessary preparations for the science of algebra, which will be studied in later grades.

However, the solution of algebraic examples is based on arithmetic rules rather than on algebraic rules and laws. The study of algebraic materials is not based on algebraic definitions. As you know, the main content of the elementary school program is to give the skills of oral and written numbering of natural numbers and to perform 4 arithmetic operations on them. Therefore, from the 1st grade onwards, reading and writing skills are taught in several stages.

For example, 10 includes verbal and written numbering, 100, 1000, and multi-digit numbers. Numerical expressions are the reading and writing of single-digit, or double-digit, or multi-digit numbers in which numbers are combined or written separately. Numerical expressions are used not only to perform 4 operations in arithmetic expressions, but also in solving geometric problems, arithmetic and algebraic problems. For example, numerical expressions about the perimeter of a triangle, the size of a parallelepiped, and quantities are used.

In order to perform operations in mathematics consciously and thoroughly, the operations must be performed correctly in accordance with al-Khwarizmi's instructions. The main goal is to ensure that students are able to consciously and accurately construct algorithms for written calculations from generalizing and systematizing the interactions between arithmetic operations (addition, subtraction, multiplication, division). It is also important to know the algorithms for solving algebraic equations.

Algorithms for performing arithmetic operations. Here are the soda algorithms for performing arithmetic operations on multi-digit numbers, demonstrated by the great ninth-century mathematician al-Khwarizmi. These algorithms are now important rules for elementary school students to perform arithmetic correctly.

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CREATION OF RECOMMENDATIONS FOR ENSURING THE SAFETY OF TECHNOLOGICAL FORCES IN PRODUCTION ENTERPRISES

Annotation: Requirements for the safety of production equipment and production processes are established in the system of occupational safety standards as well as in building codes and regulations. In this article highlights of creation of recommendations for ensuring the safety of technological forces in production enterprises.

Key words: safety, recommendation, technological forces, production enterprises, operation.

The reliability (probability of disruption of normal operation) of the equipment is ensured by the choice of durable structural elements, safe parameters of work processes and design solutions, as well as the use of control and measuring devices, regulators, automation and means of protecting people. In order to ensure human safety, reliability and ease of operation of production equipment, it is necessary:

- to ensure the safety of workers during installation, commissioning and operation of equipment (both in the case of its autonomous use, and as part of technological complexes);

- use controls and display of information that meet requirements and are located in such a way as not to cause increased fatigue and negative psychological impact;

- use an equipment management system that ensures its reliable and safe operation in all operating modes and under all external influences in the operating conditions of the equipment. General safety requirements" it is established that safety is ensured by: choosing safer equipment; the use of protective equipment, mechanization, automation and remote control in the design; compliance with ergonomic requirements. The equipment must be safe both under normal conditions and under the influence of various environmental factors (high and low temperatures and humidity, aggressive substances, microorganisms, fungi, solar radiation, etc.). General safety requirements and is provided by: safety of production equipment; choosing a safer technological

process; elimination of direct contact of workers with raw materials, blanks, semi-finished products, finished products and production waste that have a harmful effect; selection of the production site and production facilities; the use of protective equipment for workers; professional selection, instruction, training and testing of knowledge on labor protection.

Safety should be ensured already at the stages of drawing up the terms of reference, during the design and development of the project.

It is necessary to ensure the sealing of equipment, the use of remote control, monitoring systems and warning alarms in case of dangerous situations.

Production processes must be fire - and explosion-proof, must not pollute the environment. If necessary, additional requirements are imposed on the staff: by age; medical examination; training, etc.

The fulfillment of these requirements in full is possible only if they are taken into account at the design stage. Therefore, our country has adopted an appropriate procedure for putting products into production, according to which safety requirements should be provided for in all types of project documentation. They are contained in a special section of the terms of reference, technical specifications and standards for manufactured equipment.

At the design stage, all these devices and assemblies are calculated for strength, taking into account their rigidity and the type of acting loads (static, dynamic). At the same time, the right choice of safety margin plays an important role. Its values depend on the operating conditions, the presence of fatigue stresses during the operation of machines and a number of other factors.

The choice of structural materials of machines and mechanisms is also made taking into account potentially possible dangerous and harmful factors. Sparking materials should not be used in equipment for production facilities where the formation of explosive environments is possible. Conventional structural materials should not be used in pressure-operated installations, on aggressive working bodies or in conditions of particularly low temperatures. The choice of fire-hazardous materials as structural materials (for example, magnesium) creates large difficulties at the stage of both operation and manufacture of equipment.

The general requirements for protective equipment are: exclusion of the likelihood of exposure to hazardous and reducing the impact of harmful production factors on workers, taking into account the individual characteristics of equipment, tools, devices or technological processes for which they are intended; reliability, durability, ease of maintenance of machines and mechanisms in general, including protective equipment. Let's look at certain types of protective equipment in more detail. The design and material of the enclosing devices are determined by the features of the equipment and the technological process as a whole. Fences are made in the form of welded and cast casings, gratings, grids on a rigid frame, as well as in the form of rigid solid shields (shields, screens).

Metals, plastics, and wood are used as the fencing material. If it is necessary to monitor the working area, in addition to grids and grids, solid protective devices made of transparent materials (plexiglass, triplex, etc.) are used.

The calculation of fences of the type of screens designed to protect against thermal, electromagnetic, ionizing radiation, as well as from sound and ultrasonic vibrations, is carried out according to special methods. The basis of the calculation is to ensure the attenuation of radiation to the limits permissible by the relevant sanitary standards. According to the principle of operation, locking devices are divided into mechanical, electronic, electrical, electromagnetic, pneumatic, hydraulic, optical, magnetic and combined.

Optical blocking is based on the principle of fencing a dangerous area with light rays. The luminous flux incident on the photocell (photosensitivity) is converted into an electrical signal, which, after amplification (if required), is fed to the measuring and command device. Electronic (radiation) blocking is used to protect hazardous areas on presses, guillotine shears and other types of technological equipment used in mechanical engineering. The pneumatic locking system is widely used in units where working bodies are under high pressure: turbines, compressors, blowers, etc.

Examples of restrictive devices are elements of mechanisms and machines designed for destruction (or failure) during overloads. Weak links of such devices include: shear pins and dowels connecting the shaft with a flywheel, gear or pulley; friction clutches that do not transmit motion at high torques; fuses in electrical installations; rupture membranes in installations with high pressure, etc.

Weak links are divided into two main groups: links with automatic restoration of the kinematic chain after the controlled parameter has returned to normal (for example, friction clutches), and links with restoration of the kinematic chain by replacing the weak link (for example, pins and dowels). The operation of a weak link leads to a stop of the machine in emergency modes, which makes it possible to exclude breakdowns, destruction and, consequently, injuries. The safety of production processes is achieved by a set of measures and means of design and organized solutions:

- * adoption of the most advanced modern technologies;
- * selection of production equipment and its placement, taking into account the norms and rules of safe operation;
- * selection and provision of production areas, equipment and placement of buildings and structures taking into account the requirements of industrial sanitation, occupational health and safety;
- * professional selection and training of employees at the enterprise;
- * organization of production processes taking into account the technical capabilities of the equipment and the ergonomic capabilities of a person;

* the use of collective and individual protection of workers from hazards and negative factors;

* constant supervision and control over the implementation of safety, industrial sanitation and occupational health requirements.

With all the variety of technological processes, there are general measures, requirements, the fulfillment of which allows you to create safe working conditions

* the use of remote control, complex mechanization and automation of production processes;

* exclusion of direct contact of workers with harmful substances, negative factors;

* ensuring the sealing of technological equipment;

* application of process safety control systems;

* application of means of blocking and automatic shutdown of technological equipment;

* the use of rational work and rest regimes in order to prevent negative effects, prevent the effects of dangerous and harmful production factors (the effects of noise and vibration, the accumulation of harmful substances and radionuclides in the body, psychophysiological effects, etc.).

* ensuring electrical safety when working with electrical appliances and equipment;

* ensuring explosion and fire safety, etc.

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CLASSIFICATION OF MEANS AND REPETITIONS EXPRESSING EXPRESSIVENESS IN AN ARTISTIC TEXT

Annotation: This article is a classification of means and repetitions of expressiveness in a literary text, locative units in unrelated English and Uzbek languages, locative syntaxes and their construction, application and their specific features for each language. 'learned.

Keywords: semantic structure, prepositions, prepositions denoting place, analysis, speech.

A number of scientific studies have been done to study the semantic structure of words and to limit connotative meanings, their occurrence in speech, and to determine the place, value, and function of linguistic devices. There is a lot of work on this issue. Scientific works of Sh. including. In these studies, which describe the methodological features of the means of expressing expressiveness, the connotative meaning of language (speech) units, which are important in the emergence of these methodological possibilities, is left out of the researchers' view. In such studies, the issue of achieving effectiveness in speech, mainly through means of expressiveness, is important.

The means of expressing expressiveness in English mainly include Expressive Means and Stylistic Devices.

Expressive Means are subdivided into several types, the first of which is phonetic expression.

In works of art and their translations, phonetic devices play a methodological role and increase the emotional impact of the text. Prolonged pronunciation of sounds, the use of one instead of the other can enhance the meaning, and express subtleties of meaning such as emphasis, surprise, excitement, irony. The writers' unique style of expression, their individual style of expression, is reflected in this melody.

Writers and poets make extensive use of the technical devices inherent in poetry, such as rhythm, rhyme, and rhyme.

Let us now consider these phonetic phenomena separately.

Rhyme is the combination of sounds of the same or similar type at the end of a word.¹ Rhyme is very important. Rhyme constitutes poetry, that is, it distinguishes it from prose, and creates melody, making poetic speech melodic and expressive. For example: hay, day, play, clay, measure, pleasure.

If we analyze the above words, we will see that the last sounds are rhyming with each other. In the following verses, you can see that the last sounds of the word are rhyming in English and Uzbek.

The use of phonetic originality as a methodological tool in the speech of the character in the works is one of the phonostylistic means of artistic expression in the emotional state of the protagonist, increasing the effectiveness of the image.

Replacing one sound with another in speech also serves a methodological function. Not being able to pronounce the sounds in a word correctly, using one instead of the other, is often characteristic of children's speech. The phenomenon of fluent sound exchange, which is characteristic of children's speech, is skillfully used by writers as one of the means of expressing expressiveness.

The authors also quote the speech of the characters in order to increase the expressiveness of their work.

Let's pay attention to the following passage from the author A. Hasan's "Mutawali's hand child devils".

The gemination of the consonant sounds "chch", "zz", and "shsh" in this example, along with enhancing the meaning, also served to strengthen the core vocalism of the first syllable.

Double pronunciation and spelling of consonant sounds are common, especially in lexical combinations of applause and cursing. This requires that the word be pronounced with a special intonation. At the same time, the positive and negative meaning of the word attracts the listener's attention more actively.

The melody of the sounds and the rhythmic organization of their sounds are of great importance in the quick recollection of a work or poem, which is made up of events such as dropping, exaggeration, hesitation, elongation of consonant letters in a word.

The second of the means of expression expressing expressiveness in English is the lexical expressive means.

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METHODS OF DEVELOPING STUDENTS' CREATIVE ABILITIES IN THE PROCESS OF INDEPENDENT STUDY OF TECHNOLOGY

Annotation: This article discusses the methods of developing students' creative abilities in the process of independent study of technology. Recommendations on the organization of technology in the educational process are also given.

Keywords: technological education, methodology, independent study, creative ability, pedagogy, distance learning.

The subject "Technology Education" is included in the standards of full-time undergraduate education in all areas of education in the field of pedagogy, in which the subject, a brief history of science in Uzbekistan, practical application in teaching science The organization of classes was considered. It is recommended that a technology teacher use the following forms when preparing an independent work, taking into account the characteristics of a particular subject:

- *study chapters and topics of textbooks and manuals;*
- *mastering the parts of the report on handouts;*
- *work with automated training and control systems;*
- *continuous monitoring of knowledge through self-assessment;*
- *work on chapters and topics of science;*
- *study and analysis of scientific literature, work on additional literature and their study;*
- *In-depth study of specific sections and topics of science in connection with the conduct of research work of students;*
- *trainings using active teaching methods;*
- *distance learning.*

The pedagogical essence of the methods in the educational process is that ***"the school is a workshop for shaping the thinking of the rising generation, and if you don't want to miss the future, the school is strong in the hands,"*** said French writer Henri Barbus. Indeed, educating the next generation, the successors of our future, requires all-round perfection, education, true dedication and strong will. The success of the educational process depends not only on its form, but also on the effectiveness of the methods used. Teaching methods play a central role in the theory of education.

The teacher's choice of methods and techniques in preparation for a new topic means balancing their exchange over time and didactic purpose. As a

result, it is possible to ensure a high level of intellectual and practical activity of students. Properly used methods deepen the knowledge of objective reality and increase the overall and scientific level of the training. Sequentially selected teaching methods lead to a certain level of knowledge and professional interest, the activation of independent practical activities. Teaching methods refer to the ways in which teaching objectives are achieved and the theoretical and practical orientation of the teaching material. Based on the general purpose of education, the allocated option is analyzed and evaluated, taking into account the need to address educational and developmental issues at the current stage of teaching. One of the most important requirements for the organization of modern education is to achieve high results in a short time without spending too much mental and physical effort. To provide students with specific theoretical knowledge in a short period of time, to develop in them the skills and competencies for a particular activity, as well as to monitor the activities of students, to assess the level of knowledge, skills and abilities acquired by them from the teacher requires high pedagogical skills and a new approach to the educational process.

Pedagogical technology is subjective in nature, that is, each educator must creatively organize the process of education and upbringing based on their abilities and professional skills. Regardless of the form, method and means used, pedagogical technologies should achieve the following results:

- Improving the effectiveness of pedagogical activities;**
- Deciding on the interaction between teachers and students;**
- Ensuring that students acquire a thorough knowledge of the subject;**
- develop students' independent, free and creative thinking skills;**
- to create the necessary conditions for students to realize their potential;**

Another miraculous aspect of human potential is that while everyone is unique and unique, they are also created in need of society. In other words, even if each talented person makes optimal use of his mental and practical abilities, he will be able to use only 4-5% of his intellectual potential. Therefore, people have different interests and abilities, and when they come together, the efficiency of mental capacity increases. Teaching methods determine what the teacher and student activities should be like in the learning process, how to organize and conduct the teaching process, and what actions students should take in the process. Now the teacher is not an actor, but a director.

Innovative methods are a way for the teacher and students to engage in theoretical and practical learning activities to accomplish learning tasks. The teacher acts as a mediator between the knowledge accumulated in human experience and the mind of the child who has not yet acquired this knowledge. A child cannot systematically assimilate all the riches of socio-historical experience without education, without a teacher, independently. The greatest service of a teacher is to determine the specific ways of mastering the material.

The method of the teaching process is a way of describing the learning material and making it known to the children. The learning process and outcomes depend on the teacher's work methods that determine the movement of students' learning activities. Therefore, in pedagogy, teaching methods are always considered as methods of teacher work and methods of students' cognitive activity, both of which are aimed at the implementation of learning tasks.

Pedagogical methods determine the nature of teacher and student activities, depending on the purpose and content of education. Teaching methods depend on an understanding of the general laws of knowing the world around them, i.e. they are the result of a correct understanding of philosophical ideas, the essence and principles of the educational process. Innovative methods depend on the logic of scientific thought expressed in the content of the study material. The content of teaching materials is becoming more in-depth, more complex, and more scientific in nature, so teaching methods are increasingly dependent on the logic and methods of scientific knowledge. Each method has a psychological basis. Age's ability to master a child's learning material and his or her level of maturity have a significant impact on teaching and learning methods. A good understanding of students' thinking activities and personal characteristics will allow them to find more effective ways of teaching.

The methods we use also depend on the anatomical, physiological, and biological characteristics of the growing organism. The organization of students' learning activities should take into account the biological growth of their age, as many aspects of education depend on this ability to work, fatigue, creative mood, physical health, school hygiene. Teaching methods should be well-grounded in theory, based on pedagogical theory, but if teaching methods are not put into practice, they will become useless. Practical orientation is one of the most important aspects of teaching methods. In these methods, pedagogical theory is directly related to practice. The deeper and more scientific the theory, the more effective the teaching methods. The less the theory is expressed in pedagogical views, the less the teaching methods depend on this theory.

The science of pedagogy summarizes the best practices of schools and teachers, demonstrates the scientific basis of traditional education, helps to creatively seek modern, effective methods of teaching. Classification of teaching methods by sources of knowledge is much simpler and is common in school practice. Methods for this feature are divided into the following three groups:

1. Oral methods (verbal expression of knowledge, conversation, work with textbooks and scientific literature).

2. Demonstrative methods: pictures, demonstrations, observations.

3. Practical methods (exercises, practical work in the laboratory).

These are somewhat conditional, as all of these methods are closely interrelated and cannot always be clearly defined. A teacher is a trainer who prepares for the lesson and chooses the most appropriate methods for it, taking into account the feasibility of these methods and their structure, and on this

basis, for example, to strengthen the tasks of motivation, education and development. It also encourages students to consolidate, master, and generalize the topic and to express their ideas on the topic in a graphic way. A pressing issue for educators and educators is to put young people into practice on science topics that encourage them to think independently, defend their position, and think critically. The application of new pedagogical technologies should take into account the specifics of each subject. Interactive methods ensure constant activity in students. Students will not be idle during the lesson, they will be busy with a problem on the topic. The result is a state of boredom.

Effective use of teaching aids in the teaching process, ie interactive methods, not only helps to better remember the material, to form students who can think independently, to master the content of education, but also to develop critical and logical thinking. promotes the formation and development. Self-esteem grows, communication skills improve.

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INDICATORS OF IRON METABOLISM IN HEALTHY CHILDREN AND ADOLESCENTS

Resume: According to the World Health Organization (WHO), iron deficiency (J) is in first place among the 38 most common human diseases - it affects more than 3 billion people on Earth. The highest risk of developing DF, both latent (LV), and manifest (iron deficiency anemia - IDA) in children (especially the first two years of life) and women of reproductive age. According to S. Osendarp et al., in the world about 50% of preschool children and pregnant women have anemia. It has been established that at anemia rate of 20%, DJ exists in 50% of the population. With an anemia rate of 40% and higher, the entire population has different types of GI. According to studies by D. Subramanian et al., 9% of children in their first two years of life have IDA.

Key words: gland, metabolism, adolescence, anemia.

Introduction. Iron deficiency conditions (IDC) still remain one of the most urgent health problems around the world due to their widespread prevalence, especially among infants, adolescents, menstruating women, who are high-risk groups for the development of iron deficiency (J). According to WHO data, every 5-6 inhabitants of our planet have a JV of one or another degree of severity [2,3,7].

In young children, the development of J is mainly associated with the alimentary factor[1,3,5], and in adolescents - with puberty spurt, reduced diets, chronic diseases, against the background of which menarche occurs in girls, menstrual function disorders are registered[2,7,8], while in young men there is a rapid increase in muscle mass .

Iron deficiency occurs as a result of a long-term negative balance of iron, the reasons for which are either its insufficient intake into the body, or its increased consumption, sometimes a combination of both reasons. Iron is an essential trace element inherent in all living things on earth, it participates in the implementation of the basic functions of life support. These are, first of all, the production of iron-containing molecules (hemoglobin, myoglobin, etc.) and the normal functioning of iron-dependent reactions (involved in the production of interleukins, T-killers, T-suppressors, metalloenzymes, maintaining the pro-oxidant-antioxidant balance, etc.). Iron reserves are a buffer that protects the body from the development of J in various adverse situations.

It becomes obvious that J has a systemic effect on the vital functions of the body, especially during critical periods of growth and mental development. In young children, this is manifested by a delay in psychomotor development (delayed speech skills, impaired movement coordination, changes in behavioral reactions, etc.), in adolescents; - impaired cognitive functions and mental abilities (decrease. memory, concentration of attention and motivation for learning, emotional lability, increased anxiety, etc.), in adults-a deterioration in the quality of life (insufficient vital activity and apathy, lack of motivation to achieve goals, low self-esteem, etc. It should be noted that in many even highly developed countries, where the diet of nursing women contains a sufficient amount of iron, " 4-6% of infants still develop JD, among adolescent girls the frequency of IDD reaches 13-14%, among young men-3-4%. After treatment with ferropreparations (AF) and replenishment of the iron depot, the impaired functions are quickly restored, but in some children the consequences of J can persist for a long time and even for life. WHO attaches global importance to this problem and requires universal attention" and actions aimed at combating iron deficiency[2,6,8].

At the same time, in our country, despite the medical examination of the children's population and the widespread introduction of laboratory tests that assess the indicators of iron metabolism, many aspects of the pathogenesis, diagnosis, consequences and treatment possibilities of IDD remain insufficiently studied from the standpoint of modern science and practice. The role of iron metabolism disorders in infectious and inflammatory diseases (IVD) is not always clearly understood. From a clinical point of view, this seriously hinders the understanding of the essence of pathophysiological processes in IDA and anemia associated with IVD, hinders the development and implementation of evidence-based laboratory markers of J, hinders the development of modern protocols for the diagnosis, treatment and prevention of IDD.

The purpose of the study. The purpose of this work was to establish the age-related features of iron metabolism and the state of hematopoiesis factors in normal and pathological conditions, including the antenatal period, and to improve the laboratory and clinical diagnosis of its disorders to justify effective treatment methods and develop optimal schemes for the prevention of IDC at the present stage.

Materials and methods of research: A large clinical material was used to study the parameters of iron metabolism in more than 105 children and adolescents from different societies and it was confirmed that in infants, iron is primarily associated with the alimentary factor and the social status of the family.

Results of the study: In accordance with this goal, during the early human ontogenesis, the values were determined and the interaction of iron-containing and iron-regulating proteins and a number of other compounds reflecting iron metabolism was studied (alkaline and acidic isoforms of ferritin,

iron, Tf, EPO, rTfR, vit. B12, folates, hepcidin); the levels of cytokines (TNF-a, IL-6) involved in the regulation of iron metabolism were measured.

The examined fetuses and newborn children, depending on the gestational age (GW), were divided into groups, in each of which the values of the studied indicators were determined: in fetuses 5-10 weeks (groups 1 and 2) - in total in all tissues, in fetuses 11-15 weeks (group 3) -separately in liver and spleen tissues, in developing fetuses 26-35 weeks (groups 4 and 5), as well as in newborn children 35-41 weeks (groups 6 and 7) - in umbilical cord blood. The regularities of the formation of iron metabolism in early human ontogenesis associated with the gestational age of the fetus are established, as evidenced by a significant correlation of GW with the level of iron ($r=0.9398$, $p<0.001$), alkaline phosphatase ($r=0.9597$, $p<0.0001$), rTfR ($r=0.9293$, $p<0.0001$), hepcidin ($r=0.8183$, $p<0.001$), EPO ($r=0.8889$, $p<0.0001$), FE ($r=0.8889$, $p<0.0001$), $r=0.9297$, $p < 0.0001$).

The participation of iron - containing and iron-regulating proteins in maintaining high activity of proliferative and plastic processes is confirmed by close relationships between the content of iron and alkaline phosphatase ($r= -0.894$, $p<0.0001$), alkaline phosphatase and rTfR ($r=0.8399$, $p<0.0001$), alkaline phosphatase and EPO ($r=0.9193$, $p<0.0001$), iron and hepcidin ($r=0.8897$, $p<0.001$), PE and EPO ($r=0.9067$, $p<0.0001$), which makes it possible to use the indicators of alkaline phosphatase, rTfR and hepcidin as important prognostic markers of intrauterine development disorders, and EPO and EF-to assess the degree of hypoxia.

It was found that the highest pro-inflammatory pattern of cytokines (IL-6 and TNF-a) is characteristic only for early embryogenesis (before the formation of the placenta), the further dynamics of their content during intrauterine development reflects a clear balance of the processes of alteration and apoptosis, as indicated by a reliable correlation between TNF-a and alkaline phosphatase ($r=0.9197$, $p=0.00001$), TNF-a and rTfR ($r=0.8789$, $p<0.0001$).

Conclusions: It was found that even simple dietary measures (exclusion of whole milk from the diet, inclusion of products rich in iron, their separate use with products that inhibit iron absorption) can reduce the incidence of IDA in young children by 1638%, the rehabilitation period of children and adolescents with IDA - in 80.7% of cases.

Reducing the frequency of IDD in children and adolescents is possible only with the joint work and efforts of pediatricians, parents, social services workers, which will allow timely prevention of JD in high-risk groups.

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MODERN CONCEPTS OF NEGATIVE DISORDERS IN SCHIZOPHRENIA AND SCHIZOPHRENIC SPECTRUM DISEASES

Resume: To date, there is a widespread perception of schizophrenia and schizophrenic spectrum disorders as predominantly progressive diseases with an unfavorable prognosis. The possibility of a regredient course of schizophrenia up to a complete stop of the pathological process was noted by the classics of psychiatry. Thus, E. Kgaerel^p described periods of weakening and even complete disappearance of psychopathological symptoms, he also used the concept of "social recovery" for the first time in schizophrenic spectrum diseases. E. Blei^{leg} also allowed the "stopping" of the schizophrenic process, and at any stage of the disease, believing that various variants of the course, outcome and prognosis of schizophrenia are possible. K. Schneider described patients with prolonged spontaneous remissions after a single expanded schizophrenic attack, and the duration of remissions reached 50 years, and patients at the same time maintained a good level of social adaptation.

Key words: negative symptoms, schizophrenia, disorders, progressive form.

Relevance. The problem of negative disorders in schizophrenia and schizophrenic spectrum disorders is insufficiently studied.

The proportion of negative disorders in all major types of schizophrenia (fur-like, recurrent, continuous, excluding paranoid)² is 29-40% [2].

At the same time, negative symptoms are persistent and persist in 20-40% after the first episode of schizophrenia [6], and in 16-35% - within a year after its passing [5] and in 35% - even 2 years after the first hospitalization. Another argument is the incompleteness of the clinical analysis of the schizophrenic

defect, despite the understanding of negative symptoms as a "key domain of the psychopathology of schizophrenia" [7].

Modern psychopathology of negative disorders is based on a long historical experience, laid down in the prenosological period. According to J. Jackson, negative symptoms reflect the "loss" of reflexes at the level of higher cognitive, emotional and psychological functions, while positive ones represent a "phenomenon of release" (i.e. secondary to primary they - negative disorders - A.S.) and only distort or hyperbolize normal functioning.

Within the framework of the concept formulated by E. Bleiler, a group of primary symptoms is also distinguished, comparable in most parameters with the characteristics of deficit disorders cited in modern publications [1]. Thus, in the classifications of primary persistent negative disorders, each of the primary symptoms of schizophrenia E. Bleiler receives an appropriate definition: thinking abnormality is represented by alogia, ambivalence (volitional instability) - apathy / abulia, affective incongruence - flattened affect, autism - asociality.

At the same time, primary symptoms (deficient in the modern sense - A.S.) are, according to E. Bleiler, a direct expression of the main properties of the endogenous process; at the same time, the whole variety of positive psychopathological symptoms is considered within this model as accessory (secondary) disorders.

Having outlined the fundamental provisions relating to the theoretical psychopathology of negative disorders, we turn to the issues directly related to the purpose of this study.

We are talking about the contribution of constitutional characterological anomalies to the defect structure in schizophrenia and schizophrenic spectrum disorders [4].

From the information given in the literature, it follows that the analysis of possible correlations of the defect structure with characterological anomalies at the level of a completed psychopathological model has not been carried out so far, and a scientific search in this direction seems promising for solving the problems of the research we have undertaken. But before proceeding to the presentation of one's own material, it is necessary to formulate the theoretical prerequisites that determined its direction.

Several psychopathological aspects of the problem were identified as the basis for the analysis of comorbidity of personality disorders (RL) and schizophrenic defect.

Consideration of the relationship between RL and schizophrenia was carried out outside the framework of the traditional concept of E. Kretschmer [29], in the light of which endogenous psychosis is an extreme, "expanded" manifestation of the patient's temperament. Accordingly, the analysis was carried out from modern alternative positions [3], which make it possible to qualify schizophrenia and schizophrenic spectrum disorders as a pathological

process independent of RL. This position is reflected in the relevant classifications (ICD-10, DSM-5).

This determined the rejection of the idea of schizoid/schizotypal RL as the only characteristic of the premorbid warehouse of patients with schizophrenia in favor of a wide range of personality anomalies predisposing to the development of an endogenous process [8]. In addition, it turned out to be necessary to revise the position of some authors [2,6] that RL, acting in the schizophrenia prodrome, is an intermediate, "mild" stage of the course of the disease preceding a distinct manifestation. From our point of view, RL is an exclusively constitutional warehouse that determines the patient's premorbid, whose characteristics (i.e., the RL itself) are transformed when exposed to negative mental disorders.

Thus, the conditions that made up the subject of this study can legitimately be attributed to the space of deficit disorders conceptualized in a number of modern publications within the framework of negative schizophrenia.

The purpose of the study. To carry out a conceptual analysis of negative disorders in schizophrenia and schizophrenic spectrum diseases.

The results of the study. The results of the study indicate that this distribution is not accidental, but obeys the dichotomy of the basic symptoms of "common syndromes". Although, according to the psychometric assessment, the structure of each of the general syndromes under consideration presents both a volitional defect - abulia/abulia with the phenomenon of dependence, and an emotional defect, i.e. both components reflecting the dichotomous structure of the schizophrenic defect, the distribution of these patterns of negative disorders in the clinical space of general syndromes is uneven.

The analysis of the casuistry at our disposal allows us (as already mentioned above) to assume that the ranking of psychopath-like disorders in accordance with the dichotomy of the basic defect is possible (and feasible) not only within one single cluster of RL, but acquires a more universal character and is valid for the distribution of all psychopath-like disorders regardless of the cluster of RL to which they belong.

The general structure of deficit changes by the type of volitional defect, extrapolated to all the syndromes of the defensive pole that represent it, is characterized by a gross decrease in psychophysical endurance (when overlapping volitional disorders with asthenic symptoms) and/or volitional regulation of mental activity (apathy-abulia according to Sans - 4.3 ± 0.7 points; volitional disorders according to panss - 5.1 ± 0.3 points; asthenia according to MFO-20 — 77 ± 15.3 points), with an increase in passivity, listlessness and indecision, the addition of features of asthenic autism and dependence on a narrow circle of significant others (decrease in sociability according to panss — 3.5 ± 0.5 points; lack of close friends according to SEC-A — 5.6 ± 0.4 points; relationships with colleagues and relatives according to Sans — 3.2 ± 0.2 points; excessive social anxiety according to SEC-A — 6.2 ± 1.3 points; passive social

self—isolation according to panss - 5.2 ± 0.4 points; interpersonal anxiety according to ZKL-90—p - 1.5 ± 0.3 points, $P \leq 0.01$). Emotional disorders in this group are expressed to a non-negligible degree and reflect the impoverishment of the general level of social activity (associated primarily with asthenic symptoms, sharply pointed reflexive mechanisms, as well as the tendency of patients to form sensitive ideas of attitude) and a narrowing of the range of emotional attachments to the boundaries of symbiotic ties with relatives or spouses (anhedonia-antisociality according to Sans - 3.0 ± 0.2 points, flattened affect according to SPK-A - 3.7 ± 0.4 points).

The structure of deficit changes, which is uniform for all "common syndromes" of the expansive pole (with a picture of an emotional type defect), differs on a statistically significant basis (as opposed to deficient disorders of the volitional type) by maintaining a general psychophysical pressure, in which the phenomena of energy potential reduction are manifested not by a decrease in the level of mental energy, but by its distortion in the form of chaotic, purposeless and volitional control of activity.

This is especially evident when comparing the characteristics of the labor status of patients with the indicators of the scales of apatoabulic changes (apathy-abulia according to Sans - $\pm 3.6 \pm 0.3$ points; volitional disorders according to panss - 2.7 ± 1.2 points; asthenia according to MFO-20-25 ± 11.2 points).

Pronounced changes in emotionality proper (anhedonia-asociality according to Sans — 4.3 ± 0.2 points, flattened affect according to SEC-A — 6.8 ± 0.4 points) come to the fore, manifested by its gross impoverishment with the formation of features of regressive syntonicity, loss of the ability to empathy and the formation of deep emotional attachments, pathological sharpening of the features of rationalism, egocentricity and pragmatism (absence of close friends in SEC- A — 8.3 ± 0.4 points; decrease in communication skills according to panss — 5.1 ± 1.2 points; relationships with colleagues and relatives according to Sans - 4.5 ± 0.3 points; eccentric behavior according to SPK-A - 5.7 ± 1.8 points; excessive social anxiety (SPK-A) — 0.9 ± 0.2 points; interpersonal anxiety according to ZKL-90 - 0.2 ± 0.5 points; hostility according to ZKL-90 - 1.9 ± 0.3 points).

It has been established that psychopathological manifestations of the defect in schizophrenic spectrum disorders are represented by deficient symptom complexes of the psychopathic register (psychopath-like disorders), are of a limited (circumscriptional) nature, have a monosyndromic structure, are detected already at the level of prodromal disorders and are associated with premorbid pathoharacterological dimensions.

The trajectory of negative disorders in schizophrenic spectrum disorders characterized by limited progrediency is determined - ending at the prodromal stage with either a prodromal or a phase course.

Aspects of psychopharmacotherapy of negative disorders with drugs of modern generations are also discussed.

Conclusion. Thus, psychopathic symptom complexes acting in the space of "general syndromes" can be qualified as secondary to basic deficiency disorders.

Accordingly, the allocation of a psychopathic defect as a syndromic (ordained by others) form of negative disorders, according to our research, seems unlawful.

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PSYCHOPHYSIOLOGICAL MECHANISMS OF DEPRESSION AND THEIR PREVENTION IN THE ADOLESCENT ENVIRONMENT

Resume: Depression is a dangerous psychological disease that can occur in a child during adulthood. At this point, it is very important to notice the first signs: if you do not start treatment in time, the disease can develop into a chronic form and manifest itself in adulthood with more severe consequences.

This article discusses the issues of the occurrence of depressive states in young people, their specificity at different ages, prevention.

Key words: depression, prevention, young age, Hamilton scale.

Relevance. Depression is a psychiatric disorder characterized by a decrease in mood, loss of the ability to experience joy, impaired thinking and inhibition of motor activity[3].

Depression can occur in people of any age, even infants, but depending on age characteristics, the course of depressive disorders has its own characteristic signs [5,7].

Depression is currently one of the most common affective disorders. For many years, child psychiatrists rejected the idea of depression in childhood[1]. It was believed that the symptoms of depression are normal and temporary manifestations inherent in certain stages of childhood development[8]. However, depression for children and adolescents is the same problem as for adults.

Currently, it is known that reduced mood disorder in childhood is a common, not always recognizable severe disorder, the prevalence of which is constantly increasing and ranges from 20% to 85%[2]. Diagnosis of depression is often difficult due to extreme variability, instability and diversity of manifestations, masking somatic and vegetative symptoms, the influence of many external, environmental factors. The course of depressive disorder in the

form of typical melancholy, when the diagnosis is unambiguous and the therapeutic tactics are determined, is relatively rare in children[4].

Unlike adults, the most striking symptoms of depression in a young person are often irritability or a feeling of anger, which may prevail over the usual depressive manifestations.

At a young age, a person develops rapidly physically, mentally and socially[1,6]. Young age is an important period in terms of the development of mental health. Already the child may show signs of depression, expressed in anxiety, self-isolation and behavioral disorders. The probability of depressive periods increases greatly in adolescence and subsequent age. Adolescence is characterized by experiencing strong feelings, as well as despondency and a dreary mood.

It is necessary to distinguish depression from the mood swings characteristic of adolescence[3,5]. Unlike adults, the most striking symptoms of depression in a young person are often irritability or a feeling of anger, which may prevail over the usual depressive manifestations.

The symptoms of youthful depression, however, also include the feeling familiar to adults that things that previously brought pleasure cease to interest[9]. It is necessary to take care of youthful depression when the behavior of a young person has changed significantly in comparison with the past.

Depression, at least, its diagnosis among girls is more common than among boys. Social support is extremely important for a depressed teenager or young person. Good relationships with friends and parents contribute to recovery[4,8]. It was revealed that the majority of young people suffering from depression have some other problems at the same time.

The most common are drug use, attention and behavior disorders, as well as eating and anxiety disorders. There are effective methods of treating all of these problems.

Hamilton Depression Rating Scale for Depression; HDRS is a clinical manual developed in 1960 by M. Hamilton (University of Leeds, UK) to quantify the condition of patients with depressive disorders before, during and after treatment (observations of clinical dynamics)[1].

In addition to being widely used in clinical practice, this scale is also used in clinical trials, in which it is the standard for determining the effectiveness of medications in the treatment of depressive disorders[5]. Filled in by a clinician with experience in mental health assessment.

The purpose of the study. The aim of the study was to optimize the Hamilton Depression Assessment Scale (HAM-D) in terms of the constructive validity of diagnostic points.

Materials and methods of research. We have carried out psychometric processing of HAMD in order to improve its diagnostic properties when used in the population of Andijan.

The study was conducted on the basis of the Hamilton Scale. The sample of subjects included 150 patients with depression of varying severity. The evaluation of the constructive validity of the items was carried out after constructing a Hamilton scale model based on the values of the indices of correspondence of the simulated responses to the observed responses of the subjects.

The results of the study. The methodological basis of the MSR consists in constructing the most plausible measuring scale based on a probabilistic analysis of the interaction of the respondent's responses, diagnostic points and the total score on the scale. Scales created on the basis of MSR are characterized by high stability of parameters and interpretation criteria, reliability and accuracy.

As a result of processing hand using Rush metric technology, a 10-point modified depression assessment scale was created, characterized by sufficient reliability, including 10 valid points and capable of differentiating 7 statistically significant levels of depression severity. The Rush metric system contains implicit methods for checking the constructive validity of the scale based on the analysis of residuals. The smaller the value of the residuals from the difference between the simulated and observed probabilities of the subjects' responses to diagnostic points, the higher the constructive validity of the scale. However, for a comprehensive assessment of the constructive validity of the scales created on the basis of the MSR, the study of convergent and divergent validity is of actual interest. These types of validity are directly related to the objective verification of the constructive validity of the scale. Convergent validity implies a relationship between scores on different scales measuring the same construct. Divergent validity means that there is no connection between scales evaluating different constructs.

During the research, I learned how to diagnose, process and analyze the data obtained. In the practical part of my work, the results of a diagnostic study are reflected and recommendations for adolescents and their parents, teachers on the prevention of depressive states are developed.

Depressive states in adolescence are dangerous in their consequences and are often combined with other problems, such as eating disorders, suicidal behavior, neuropsychiatric stress.

Depression is a fairly common phenomenon among adolescents. I often meet peers and younger guys who are most often depressed and in a bad mood. This prompted me to learn more and better understand what is happening to them and what it is.

Typing information for the theoretical part, I learned a lot of new things for myself. For example, what are the symptoms of a depressive disorder and what to do if a teenager has any.

The practical part helped me find out if there are teenagers in my environment with a tendency to depression or if one of them has it. It helped me to learn more about the condition of the guys around me.

In children up to a year old, when separated from their mother, there is a so-called anaclitic depression, which initially manifests itself as motor anxiety, crying, despair, after that comes lethargy, loss of appetite, weight loss, apathy, refusal of games, sleep rhythm disturbance, decreased or disappearance of reactions to external stimuli, delay in the development of the psyche and motor skills.

Age-related features of depressive disorders in young children are divided into adynamic and anxiety depression. Symptoms of adynamic depression are lethargy, slowness, monotony, and anxiety depression is manifested by capriciousness, tearfulness, motor anxiety, negativism.

For depressive disorders in preschool children, vegetative and motor disorders are characteristic, but at the same time, a bad mood is noticeable in the appearance of children: facial expression, posture, quiet voice, complaints of unpleasant sensations in the extremities.

Depressive disorders of primary school children manifest themselves in behavioral disorders: lethargy, isolation, loss of interest in games, learning difficulties, less often irritability, aggressiveness, absenteeism.

In adolescence, depressive affect is already manifested, which is combined with vegetative disorders: sleep disorders, appetite, headaches. Boys often show irritability, girls - tearfulness, lethargy, depression. Ideas of self-accusation and hypochondria often arise.

Age-related features of depressive disorders in the elderly (late) age are associated with the process of age-related involution. A depressive reassessment of the past is characteristic (the past is perceived as happy and prosperous), fear for health and fear of financial difficulties. With age, anxiety-hypochondriac and anxiety-delusional disorders become more frequent, in which sleep disorders, appetite changes in body weight are characteristic.

Conclusion. The original Hamilton depression scale, when compared with the Rorschach method, is characterized by low convergent validity and reduced divergent validity. The low convergent validity is due to the disturbed monotonic connections between the overall score on the scale and the severity levels of depression. Signs of low convergent validity are low values of correlations with indicators of depression and depression.

A comparative assessment of the correlations of HRSD and HRSDm with the indicators of ISIPMER found that the Hamilton scale modified on the basis of MSR has significantly higher correlations with the indicators of depression of the Rorschach method.

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INTENSIFICATION OF THE AGRICULTURAL SECTOR BY ATTRACTING DIRECT INVESTMENTS

Abstract. At present, the main issue of economic development is the question of the formation and development of investment activity in the Republic of Uzbekistan. This is evidenced by the frequent study of the issues raised in numerous sources. This article presents the main aspects of the importance of attracting investment in various sectors of the national economy, in particular in the field of agriculture. Important statistical data on the intensification of the agrarian sector of Uzbekistan are given.

Keywords. intensification, agricultural sector, investment climate, investment potential, direct investment, food security, demographic growth.

Modern Uzbekistan is the leading industrial state in the Central Asian region, ensuring stability and economic development of the region as a whole. Among the advantages offered by the modern economy of Uzbekistan for foreign companies are political and macroeconomic stability, favorable natural and climatic conditions, hospitable and hardworking people, and many others.

Of all the advantages, the key factors for the success of doing business in Uzbekistan are: a rich resource base; favorable geographical location in the center of the largest regional markets; transport and logistics system integrated into the network of ground and air communications of international importance; diversified industrial base and scientific-intellectual, personnel potential of the republic.

The investment legislation of the Republic of Uzbekistan is one of the most advanced in the system of legislation of the CIS countries, incorporating the main provisions of international investment law, in particular, the provisions on guaranteeing the rights of foreign investors, providing certain preferences for investors and others.

In the Republic of Uzbekistan there are no restrictions regarding the form of investment. Foreign investors can create enterprises in the territory of the republic in any organizational and legal form permitted by law.

It is known that labor resources are of great importance for foreign investors. Uzbekistan, which is one of the most densely populated and multinational states of the world, located at the crossroads between West and

East, has historically been a place of concentration of leading research and educational institutions [1].

The investment program during the period of modernization of the country will contribute to the further active socio-economic development of Uzbekistan and ensure the stability of its macroeconomic indicators. At the same time, along with production projects, it provides for relatively large amounts of investment in the development of infrastructure. This indicates that the government has an understanding that the success of the socio-economic development of the country as a whole depends on the efficiency and quality of the transport and utility infrastructure. Moreover, this will create the necessary conditions in Uzbekistan and the basis for the processes of modernization and technical re-equipment of production in the future.

From January to June 2020, the total amount of assimilated foreign investment amounted to \$4.8 billion, including foreign direct investment - \$3.2 billion and foreign loans under the state guarantee - \$1.6 billion. This was reported in the press service of the Ministry of Investments and Foreign Trade of Uzbekistan (MIFT).

At the same time, the volume of development of foreign direct investment in fixed assets amounted to \$2.6 billion with a growth rate of 1.2 times compared to the same indicator in 2019. The share of assimilated foreign direct investment in the total volume increased to 29.5%.

Over 494 projects were put into operation: 28 large manufacturing enterprises and 466 industrial facilities of regional importance [4, 5].

According to the results of the period under review, the most attractive for investors were electrical engineering (growth - 13 times compared to the same period in 2019), production of building materials (growth - 3.6 times), the ICT sector (growth 3.5 times). The food industry (growth by 1.5 times), the chemical industry (growth by 1.3 times) and the textile industry (growth by 1.6 times) also showed good growth dynamics.

At the same time, the upward trend in attracting foreign direct investment and loans to projects of regional importance, the total cost of which in the reporting period amounted to \$2 billion, increased by 1.05 times compared to the same period in 2019, with the direction of \$1.6 billion in the main capital. At the same time, the volume of assimilation of investments within the framework of regional projects amounted to 62.3 percent of the total value.

It is important to note that the conduct of effective economic activity is reduced to a minimum without attracting investment, the agricultural sector is no exception. In the modern world, when there is an intensive growth of demographics, issues related to food security play a dominant role, ensuring the stability of the socio-economic development of countries. It is the solutions to the problem of food security and ensuring macroeconomic stability and maintaining high growth rates in the economy that are closely intertwined with

the agricultural sector. That is why, the intensive development of agrarians, by attracting foreign direct investment plays a dominant role.

It should be noted that an agreement was reached with the World Bank on the implementation of a project worth \$500 million to modernize agriculture in Uzbekistan. For the first time in the history of Uzbekistan, funds are directed to the development of agricultural science and innovation, the organization of the management of the sphere based on world standards, the president emphasized.

In this regard, the importance of ensuring the integration of science and production, the introduction of the system of knowledge and innovations in agriculture used in developed countries was noted [2,3].

Within the framework of this project, the activities of 8 agricultural research institutes, as well as a number of organizations of the Ministry of Agriculture, will be radically updated, they will be equipped with modern laboratories and equipment. For these purposes, investments in the amount of 124 million dollars from the World Bank and a grant from the European Union for 2 million dollars will be directed.

The President of the country Sh. Mirziyoyev instructed to conduct, together with international experts, an in-depth analysis of the activities of research institutes and develop a separate roadmap for improving activities for each of them. At the same time, the head of state stressed the importance of attracting specialists with modern knowledge to these institutions, capable of introducing scientific innovations into production [1].

The Ministry of Agriculture, the president stressed, must completely abandon outdated methods of work and move to better service for farmers, expand new types of service. In a word, the activities of the ministry and its subordinate organizations must be transformed, the President emphasized.

It is planned to allocate \$212 million to support the activities of cooperatives and clusters of the fruit and vegetable industry.

The head of state stressed that they should become the main driver in providing the domestic market with inexpensive products, introducing a system "from the field to the consumer."

In this regard, the need to develop projects aimed at increasing profits by expanding the possibilities of processing, storing and exporting products is indicated.

The issues of specialization of regions for the procurement of agricultural products were also considered. An example is the Jizzakh region, where it is planned to develop about 120,000 hectares of land in the next three years, set up orchards and vineyards, and start growing oilseeds.

It was noted that it is necessary to gradually introduce this experience in all regions, to establish in each region the cultivation of no more than 3-4 export-oriented and highly profitable types of products.

It was instructed to create, by the end of 2021, intensive orchards and plantations with an area of 3,000 hectares, to distribute plots of 1-1.5 hectares to

the population on the basis of the new procedure and, through this, to provide employment for 2-2.5 thousand families.

The meeting also considered issues of rational use of water.

Priority areas of work in this area are defined in the Concept for the Development of the Water Resources for 2020-2030, approved by a presidential decree dated July 10 this year. In particular, the goal was to achieve savings of 7 billion cubic meters of water per year by increasing the efficiency of canals and introducing water-saving technologies on 2 million hectares, including drip irrigation on 600,000 hectares. The concept also provides for a reduction in electricity consumption by 2 billion kilowatt-hours through the introduction of digital technologies [3,4].

It was emphasized that the Ministry of Water Resources should ensure the timely implementation of these tasks, attract international experts and work in a new way. Instructions were given on the development of software products for the complete digitalization of the industry by 2025, including online control and accounting of water consumption.

The President touched upon the results of the grain campaign and noted that even in such difficult conditions, our farmers raised the grain harvest by more than 6.4 million tons. In this regard, on behalf of our people, the head of state expressed deep gratitude to all farmers and dehkans, clusters.

The meeting also considered the issues of timely implementation of agrotechnical measures for growing cotton and planting re-crops.

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KIMYO DARSLARIDA O‘QUVCHILARNING INTELLEKTUAL KOBILIYATLARINI RIVOJLANTIRISH UCHUN INNOVATSION PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISH

Annotatsiya. Maqolada innovatsion pedagogik texnologiyalar elementlarini tadbiq etish yo‘llari va usullari asoslab berilgan. Ushbu yo‘nalishda olib borilgan metodik tadqiqotlar ketma-ketligi ko‘rsatib o‘tilgan. Misollar bilan asoslangan.

Kalit so‘zlar: innovatsion texnologiyalar, interfaol usullar, o‘qitish, intellekt, rivojlanish.

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USE OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES TO DEVELOP INTELLECTUAL ABILITIES OF STUDENTS IN CHEMISTRY LESSONS

Annotation. The article describes the ways and means of implementing elements of innovative pedagogical technologies. The sequence of methodological researches in this direction is shown. Based on examples.

Keywords: innovative technologies, interactive methods, teaching, intelligence, development.

Bugungi kunda asosiy uslubiy yangiliklar o‘qitishning interfaol usullaridan foydalanish bilan bog‘liq. "Interaktiv" tushunchasi inglizcha "interact" ("inter" - "o‘zaro", "act" - "act") so‘zidan kelib chiqqan. Interfaol ta‘lim - bu kognitiv faoliyatni tashkil etishning maxsus shakli. Bu juda aniq va bashorat qilinadigan maqsadlarni nazarda tutadi. Ushbu maqsadlardan biri o‘quvchi o‘z muvaffaqiyatini, intellektual hayotiyeligini his qiladigan qulay ta‘lim sharoitlarini yaratishdir, bu esa o‘quv jarayonining o‘zini samarali qiladi. Interfaol ta‘lim - o‘quv jarayonini tashkil etishning maxsus shakli bo‘lib, uning mohiyati o‘quvchilarning o‘quv materialini o‘zlashtirish, bilim, g‘oyalar, faoliyat usullarini almashishdagi birgalikdagi faoliyatidir. Sinfdagi interaktiv faoliyat o‘zaro tushunishga, o‘zaro ta‘sirga, har bir ishtirokchi uchun umumiy, ammo muhim vazifalarni birgalikda hal qilishga olib keladigan dialog aloqasini tashkil

etish va rivojlantirishni o'z ichiga oladi[1,2]. Interfaol ta'limning asosiy maqsadlari:

- ta'lim va kognitiv motivatsiyani rag'batlantirish;
- mustaqillik va faollikni rivojlantirish;
- tahliliy va tanqidiy fikrlashni tarbiyalash;
- muloqot qobiliyatlarini shakllantirish
- o'quvchilarning o'z-o'zini rivojlantirishi[3].

Interfaol ta'limda talabani ehtiyojlari hisobga olinadi, uning shaxsiy tajribasi jalb qilinadi, bilimlarni maqsadli tuzatish amalga oshiriladi, hamkorlik, birgalikda yaratish, mustaqillik va tanlash erkinligi orqali optimal natijaga erishiladi, talaba o'z faoliyatini tahlil qiladi. o'z faoliyati. Ta'lim jarayoni ishtirokchilari o'rtasidagi munosabatlar sxemasi tubdan o'zgarib bormoqda, o'qituvchi va tengdoshlar bilan aloqada o'quvchi o'zini qulay his qiladi. Ta'lim jarayonining yakuniy maqsadi va asosiy mazmunini saqlab qolgan holda, interfaol ta'lim odatdagi eshittirish shakllarini o'zaro tushunish va o'zaro ta'sirga asoslangan dialogga o'zgartiradi. Interfaol ta'lim modelidan foydalanish hayotiy vaziyatlarni simulyatsiya qilish, rolli o'yinlardan foydalanish va muammolarni birgalikda hal qilishni o'z ichiga oladi[4]. Ta'lim jarayonidagi har qanday ishtirokchining yoki biron bir g'oyaning ustunligi istisno qilinadi. Ta'sir ob'ektidan talaba o'zaro ta'sir sub'ektiga aylanadi, o'zi o'zining individual yo'nalishi bo'yicha o'quv jarayonida faol ishtirok etadi[5]. Ta'limning interfaol usullaridan foydalanishga asoslangan o'quv jarayoni sinfning barcha o'quvchilarini istisnosiz bilish jarayoniga jalb qilishni hisobga olgan holda tashkil etiladi[6]. Birgalikdagi faoliyat har bir kishi o'zining alohida individual hissasini qo'shishini anglatadi, ish jarayonida bilimlar, g'oyalar, faoliyat usullari almashinuv mavjud. Individual, juftlik va guruh ishlari tashkil etiladi, loyiha ishi, rolli o'yinlar qo'llaniladi, hujjatlar va turli ma'lumot manbalari bilan ish olib boriladi. Interfaol usullar o'zaro ta'sir, tinglovchilarning faolligi, guruh tajribasiga tayanish, majburiy qayta aloqa tamoyillariga asoslanadi[7]. Ochiqlik, ishtirokchilarning o'zaro munosabati, ularning dalillari tengligi, birgalikdagi bilimlarni to'plash, o'zaro baholash va nazorat qilish imkoniyati bilan ajralib turadigan o'quv muloqot muhiti yaratilmoqda[8].

Interfaol ta'limdan samarali foydalanish uchun o'qituvchi, birinchi navbatda, o'z faoliyatini diqqat bilan rejalashtirishi kerak: talabalarga oldindan tayyorgarlik ko'rish uchun topshiriq berish (matnni o'qish, savollarga javoblarni o'ylash, topshiriqlarni bajarish), o'rganish va materialni chuqur o'ylab ko'ring, dars vaqtini, guruhlar uchun vazifalarni, ishtirokchilarning rolini belgilang, savollar va mumkin bo'lgan javoblarni tayyorlang, dars samaradorligini baholash mezonlarini ishlab chiqish talab etiladi[9].

O'qituvchi talabalar bilan quyidagi ishlarni tashkil qilganda interfaol usullardan foydalanish mumkin:

- tematik darslar

- o'quv loyihasi ustida ishlashda vaqtinchalik ijodiy guruhlarini tashkil etish;

- jamoada yuzaga kelgan munozarali masalalarni muhokama qilish va muhokama qilishni tashkil etish;

- ta'lim resurslarini yaratish[10].

O'qituvchi tomonidan o'quv va tarbiyaviy vazifalarni hal qilish uchun quyidagi interaktiv shakllar eng keng tarqalgan:

"Aqliy hujum". Muammoli masalani hal qilish uchun talabalarga iloji boricha ko'proq usullar, g'oyalar, takliflarni topish taklif etiladi, ularning har biri doska yoki qog'ozga yozib qo'yiladi. Bunday "G'oyalar banki" yaratilgandan so'ng tahlil va muhokamalar olib boriladi.

"O'qitish - o'rganish". Dars materiali guruhdagi o'quvchilar soniga ko'ra alohida bloklarga bo'linadi. Talabalar ish olib boradilar va ma'lumot almashadilar, vaqtinchalik juftliklar yaratadilar, shundan so'ng o'quv materialini jamoaviy muhokama qilish va birlashtirish amalga oshiriladi.

"Holatni tanlang." Muammoli savol taklif etiladi, ikkita qarama-qarshi nuqtai nazar va uchta pozitsiya: "Ha" (birinchi jumla uchun), "Yo'q" (ikkinchi jumla uchun), "Bilmayman, men o'z pozitsiyamni belgilamaganman. ". Talabalar guruhlarini ma'lum bir pozitsiyani tanlaydilar, o'z pozitsiyalarining to'g'riligini muhokama qiladilar. Har bir guruhning bir yoki bir nechta talabalarini o'z pozitsiyalarini bahslashadilar, shundan so'ng muammoni jamoaviy muhokama qiladi va to'g'ri qaror qabul qilinadi.

"Qo'shma loyiha". Guruhlar bir mavzu bo'yicha turli vazifalarni bajaradilar. Ishni tugatgandan so'ng, har bir guruh o'z tadqiqotlarini taqdim etadi, natijada barcha talabalar mavzu bilan bir butun sifatida tanishadilar.

Har qanday modelga yopishib olish xato bo'lardi. O'quv jarayonining samaradorligi va sifatiga erishish uchun ushbu o'quv modellarini birlashtirish maqsadga muvofiqdir. Zamonaviy ta'lim tizimi muammolarni muvaffaqiyatli hal etishning ustuvor yo'nalishlaridan biri sifatida talaba manfaatlarini hisobga olish tamoyilini ta'kidlaydi[11].

Shunday qilib, faol ta'limning maqsadi o'qituvchi tomonidan talabaning o'zi kashf etadigan, bilimlarni o'zlashtiradigan va qurish uchun sharoit yaratishdir. Bu faol ta'lim maqsadlari va an'anaviy ta'lim tizimining maqsadlari o'rtasidagi tub farqdir.

Mening pedagogik faoliyatimning asosiy vazifalari quyidagilardan iborat:

1. Biologiya va kimyo fanlarini o'rganishga motivatsiyani oshirish.
2. Bolalarning ijodiy tafakkurini rivojlantirish.
3. Darsda har bir o'quvchining rivojlanishi uchun optimal sharoit yaratish[12].

Maktabda kimyo fanining kirib kelishi bilan, o'quvchilar uchun unchalik muhim emasdek tuyuladi, ular bu fanni o'rganishning muhimligini anglamaydilar. Shuning uchun talabalarni ma'lum bir mavzuni o'rganish, ularning hayotiy vaziyatlarda va kelajakdagi o'qituvchilik kasbidagi ahamiyatini

ochib berish, darslarni qiziqarli va foydali o'tkazish uchun barcha zarur narsalarni qilish zarurligiga qaratilgan ish bilan shug'ullanish kerak[13].

O'qitishning interfaol shakllari va usullari juda ko'p bo'lib, ularning barchasi o'quvchilarni ijodiy kognitiv faoliyatga undaydi, qiziqish muhitini yaratadi. "Moddalar massasining saqlanish qonuni" mavzusidagi ishbilarmonlik o'yinida, virtual laboratoriyalardan foydalanish bunga misol bo'la oladi.

Ushbu texnologiya bilan ishlashda o'qituvchining duch keladigan qiyinchiliklari quyidagilardan iborat:

1. Bu texnologiyada darsni sinf-dars tizimi doirasida (boshqalari kabi) amalga oshirish juda qiyin.

2. Hamma bolalar ham katta hajmdagi axborot bilan ishlay olmaydi. Hamma ham bir xil o'qish texnikasiga ega emas, hamma ham sinxron ishlay olmaydi.

3. Texnologiya har doim ham zaif sinflarda samarali emas.

4. Texnologiya bilan batafsil tanishishingiz, kerakli kurslarni o'tashingiz, seminarlarda, hamkasblaringizning darslarida qatnashishingiz kerak.

5. Strategiya va usullarni noto'g'ri tushunish.

6. Materialni tanlashda qiyinchilik (turli manbalardan).

7. Katta ma'naviy, vaqt va moddiy xarajatlar[14].

Darsga tayyorgarlik ko'rish (yuqori sifatli) ko'p vaqt va ko'p ma'lumotni talab qiladi, juda ko'p qog'oz va bo'yoq ishlatiladi. Talabaga topshiriqlar va matnlarning butun to'plami tayyorlanadi.

Shunday qilib, interfaol ta'lim muhokama qilingan muammolarni hal qilishda ishtirokchilarning motivatsiyasini oshiradi, bu o'quvchilarning keyingi izlanish faolligiga hissiy turtki beradi, ularni aniq harakatlarga undaydi. Interfaol ta'limda hamma muvaffaqiyat qozonishi, jamoaviy ishning umumiy natijasiga hamma o'z hissasini qo'shishi, o'quv jarayoni yanada mazmunli va qiziqarli bo'lishi ta'sirchanligi bilan ajralib turadi.

Maktab o'quvchilarini tayyorlash jarayonida interfaol o'qitish usullaridan foydalanish nazariyasi va amaliyotini tahlil qilish asosida shunday xulosaga kelish mumkinki, interfaol o'qitish usullari allaqachon ma'lum bo'lgan ilmiy pedagogik usullarni to'ldiradi va rivojlantiradi, shuning uchun ular o'quv jarayoniga faol kiritiladi. Interfaol ta'lim, shubhasiz, pedagogikamizning qiziqarli, ijodiy va istiqbolli yo'nalishidir.

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COMPETENCE APPROACH TO TEACHING TECHNOLOGY EDUCATION

Annotation: This article discusses a competency-based approach to teacher training in technology education. It also describes the theoretical basis of the organization of technological learning courses in the education system.

Keywords: technological education, teacher, competency approach, education system, teaching process, pedagogy, methodology.

The role of the public education system in shaping the spirituality and decision-making of the youth of our country, in directing them to the profession is significant. Therefore, the content of general secondary education should be based on national ideology, universal values and our rich past heritage, as well as to meet the needs of the state and the nation in an independent and market economy. The content of technological science in general secondary schools and the general goals and objectives of its teaching The state educational standards in accordance with the Law of the Republic of Uzbekistan **"On Education", the "National Training Program"** determined based on the requirements.

The integration of our country into the world community, the development of science and technology and the competitiveness of the younger generation in a changing world require our young people to master the sciences. This will be ensured through the introduction of international standards in the teaching of technology in the education system of our country.

The development of modern science and technology places a new approach to the teaching of technology in general secondary schools, with high demands on the content and level of knowledge and skills that students need to master in this subject. Today, the proliferation of educational information requires not only educating students, but also “teaching them to read and learn”. Living and working in a rapidly changing and evolving information society requires students not only to acquire ready-made knowledge, but also to independently search for and process information in a variety of ways and to use it effectively in a variety of life situations. . There has also been a relatively low level of mastery of technology in schools in recent years. In a sense, this can be explained by the fact that the content of technology has a certain theoretical, scientific, logical and practical structure, the content of technology is taught with less connection to vital issues, and the methodology of teaching technology is not improved. Therefore, there are modern requirements for the teaching of

technology and it needs to be reconsidered on the basis of a competency-based approach.

The Republican Center for Education with the participation of scientists, specialists, practicing teachers has developed curricula for classes in grades 5-9, *which are taught in groups without the division of technology. These curricula are amended by the explanatory letter of the Ministry of Public Education of the Republic of Uzbekistan dated October 31, 2017 "On the basic curriculum for secondary schools of the Republic of Uzbekistan for the 2017-2018 academic year."* 343 and sent to general secondary schools. The purpose of the state education standard is to organize the general secondary education system based on the ongoing socio-economic reforms in the country, best practices of developed countries and science and modern information and communication technologies, spiritual development and is to nurture an intellectually developed individual.

Basic and general competencies in science:

Based on the priority of continuity, membership, personality and interests of students in the Republic of Uzbekistan, the following basic competencies are formed in accordance with their age characteristics.

Communicative competence - to be able to communicate in the native language and in any foreign language in social situations, to adhere to the culture of communication, to form social flexibility, the ability to work effectively in a team.

Competence in working with information - means the ability to search, sort, process, store, effectively use information from media sources, to ensure their security, to develop the ability to have a media culture.

Self-development competence is the continuous development of physical, spiritual, mental, intellectual and creative self, the pursuit of maturity, independent learning throughout life, cognitive skills and it involves the continuous enhancement of life experience independently, the ability to alternatively evaluate one's own behavior, and the ability to make independent decisions.

Socially active civic competence - the ability to feel involved in and actively participate in events, happenings and processes in society, to know their civic duties and rights, to comply with them, to have the ability to behave and have a legal culture in labor and civil relations implies

Students will also develop science competencies based on the content of each technology subject. **Including:**

1. *Knowledge of types of products and products, methods of their preparation and processing, competence in technological design and implementation.*

2. *Operational competence in performing psychomotor, functional, and practical activities.*

3. *Competence to choose the right and conscious profession, to enter into social relations.*

Why has the concept of competence been introduced into the technology education process? The introduction of the concept of competence in the educational process eliminates the gap between the theoretical knowledge encountered in teaching practice to date and its application in practice, that is, when the student has theoretical knowledge, it is difficult to use it in problematic situations. This means that instead of the paradigm of knowledge, which is a priority in traditional education, the paradigm of the appropriate use of knowledge in problematic situations will become a priority paradigm.

While the concepts of "**competence**" and "**competence**" originally expressed the need for communication between different nationalities, today the education system directly encompasses its content and practical nature. The requirements of these concepts, the approach to the formation of basic, interdisciplinary and interdisciplinary competencies in the education system have been developed in Europe for some time. The problem of the process of expressing and forming the structure of basic competencies in foreign countries has been considered in foreign theory and practice by S. Sho, B. Oskarsson, A. Shelton and others, mainly in vocational education. They see basic competence as, firstly, a broad range of professional qualities of an individual's activities, and, secondly, a "**tunnel**" connection of knowledge and skills in any professional and business activity, ie, in the first place, an emphasis on personality traits. , the second emphasizes that skill is a priority. N. Khomsky considers the concept of competence as a "**human ability to perform an activity**", and in the works of IAZimnyaya, YV Pryamikova competence is considered as a paradigm of education, the role of the teacher in the educational system, in the process of its organization while focusing on the subject is shown to be a solution to existing problems, and the relationship between educator and recipient needs to be radically changed. Most of the research has been done for students in the humanities, but not in the specific sciences.

A competency-based approach to education does not negate the paradigm of cognition, but makes it a secondary paradigm that is subject to the paradigm of being able to apply it in problem situations. But a student cannot put knowledge into practice without mastering it. In order to achieve the final result of the learning process, it is necessary to determine at the beginning of the learning process what competencies the student should have. Competency education aims not only to acquire a set of knowledge, but also to develop the ability to develop, understand and create an individual.

Based on the main purpose of teaching, a competent person is a literate person who is able to think independently and develop a culture of speech and communication. Therefore, society has a task to think in the student's personality, to understand the opinion of others and to be able to express the product of thought orally and in writing, that is, to develop independent and

creative thinking. Therefore, in the process of mastering the subject, students are determined to acquire competencies based on the specifics and content of the subject. The teacher identifies the core competencies across the classroom in the selection of educational technologies to build students' core and science competencies. He then selects the method of the lesson, taking into account the topic to be studied and the competencies to be formed. The effectiveness of the lessons depends on the teacher's thorough knowledge of the teaching methods, the ability to choose the right method and apply it in their place. Method means "research" or "way of knowing" in Greek. The student does not become active in the classroom. The content of education is an important and leading factor. Because effectiveness is first and foremost about asking students "What to teach?" related to the issue. The "How to Teach?" The answer to the question can be found.

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METHODS OF USING VISUAL AIDS TO INCREASE THE EFFECTIVENESS OF QUALITY IN THE LESSONS OF MUSIC CULTURE

Annotation: This article discusses the methods of using visual aids to increase the effectiveness of music culture lessons. There is also a theoretical basis for the importance of visual aids.

Keywords: music culture, results, visual aids, education system, pedagogy, methodology.

The updated content of education in our country, which meets the world standards, is improving not by itself, but through the achievements of advanced pedagogues - scientists, Methodist teachers and pedagogy around the world. Therefore, at the present stage of education, the task of reforming education is based on the formation of innovative, creative information teachers responsible for educating the younger generation in the rapidly developing environment of information and information technology, computerized model teaching. Existing experience shows that no matter how much the content of education is updated, perfect curricula, textbooks are created, the teacher's pedagogical skills in ensuring the effectiveness of the educational process, the mastery of new educational technologies and depends on the ability to use it effectively and appropriately in the learning process.

At present, the education system of the country is undergoing profound changes to implement the tasks set at the most basic quality stage of the Law "On Education" and the "National Training Program". As provided in the national program, the technologicalization of the educational process and the provision of information systems on the basis of modern information technologies and computer networks is developing rapidly. The material and methodological base of science and education is being strengthened, teaching and methodological, scientific, innovative and modern tools are being improved and applied to the educational process.

The subject of "music culture" taught in general secondary schools, due to its specific structural features, expressiveness, nature, interrelation with a number of disciplines and arts, and the subject of teaching. It is related to the general laws of nature. This, in turn, requires the use of a variety of methods in the teaching process, for example, the use of visual aids, in order to ensure the organization of music lessons, its high quality and success.

The culture of music is an important factor in determining the content and quality of education, the use of the most advanced, effective, tested and effective methods and tools used in the process of education and upbringing. The introduction of new pedagogical, innovative teaching technologies in the education system, the rapid changes in science and technology require specific innovations in the field of education.

As in all spheres of education, in school education, in the organization and teaching of music lessons, each class skillfully uses different methods and techniques in each activity of the lesson. The primary focus on originality and responsiveness is a requirement of the period. Therefore, in the teaching of the subject of "music culture" in general secondary schools, along with advanced pedagogical technologies, non-traditional teaching methods, general, private, oral, visual, practical application of pedagogical theory. , play, compare, work with children with a lack of musical skills, use assessment and motivation techniques in their place. In the scientific research of leading scientists in the field of music pedagogy in our country, it is scientifically substantiated that the requirements for the level of professional training of a modern music teacher can be positively addressed in the successful use of private methods.

In the lessons "Music Culture" with a deep understanding of the specifics of the subject, its tasks related to practical and creative performance, knowledge, skills and abilities in music theory, history, vocal, choral performance included in the textbooks on the topics of the year and quarter In the formation and strengthening of students, as well as in the process of mastering their musical-theoretical knowledge, the use of various effective methods, the method that encourages research is a special method. These methods can be used in a variety of ways, methods, and tools to organize music lessons in an interdisciplinary context.

As a result of using several different methods of teaching in an hour-long lesson, the student may express his / her attitude to at least one activity and style, show interest, or ask questions to clarify some misunderstandings. As a result, the student's attitude towards the lesson, or the topic being studied, increases the desire for learning and learning activities. Experience has shown that if a student becomes interested in any type of music, he or she will begin to prepare for lessons on his or her own, expect music lessons to take place, to express himself or herself, and to learn what he or she knows. with practice, experiences related to the desire to be proud appear in front of many.

The use of visual aids during the lesson is aimed at conveying the topic to the students and is based on evidence from various sources, which makes the lessons more interdisciplinary.

Demonstrative methods are also important in ensuring the quality and effectiveness of education. The need to use demonstration methods seems to be worthwhile to follow the principle of demonstration. The neurons that make up 30% of the human brain's vision and only 3% of its hearing. Research in the

field of pedagogy and psychology shows that 85% of the knowledge acquired by an individual is absorbed by visual receptors. This means that the proverb "Better to see once than hear a hundred times", which is often used by the Uzbek people, has a scientific basis.

Demonstration method is useful in revealing the dynamics of the object under study, and at the same time is widely used to provide complete information about the appearance and internal structure of the object. Demonstrations of natural objects usually focus on their appearance, and then move on to the study of their internal structure or individual features. Demonstrations are often made using the subject or drawing of the objects being studied. Demonstration of experiments can be done by drawing on the blackboard or using a special device by the teacher, which will make it easier to understand the principles underlying this experiment.

Demonstrating objects, events, or processes in a natural way is more didactic, but it is not always possible. Therefore, teachers use artificial environments or use artificial objects to demonstrate natural objects.

The effectiveness of the image often depends on the teacher's mastery of the presentation technology. The didactic significance of the use of instructions in the learning process is determined by the fact that they can fully explain the essence of the object under study. In fact, the illustrations are prepared in advance and shown in the required amount during the lesson, otherwise the increase in their number will confuse the learners in understanding the essence of the event. In some cases, you may need to use handouts or hardware.

In order to be effective in using visual methods, it is advisable to follow the following conditions:

- ❖ *The exhibition is appropriate for the age and level of development of students;*
- ❖ *The objects on display are clearly visible to all learners;*
- ❖ *the initial stage of the show and the separation of the main processes;*
- ❖ *The demonstration of the experiments is based on the drawing of a model, equipment, weapons or experimental scheme;*
- ❖ *Demonstrations and illustrations should be consistent with the content of the study material.*

In didactics, the principle of demonstration is clearly considered on the basis of the principle of unity of the abstract. Understanding the origin or image of an object or event is the first and simplest act of knowing a being, a reality, and serves as the basis for forming clear ideas and abstract concepts about the things, processes, and events being studied.

The tutorials are used in the following cases:

- ✓ when the object of study is very large or very small;
- ✓ when it is not possible to see the original object or event;
- ✓ Direct observation of the origin of the object or event under study - if

possible;

✓ When a graphical representation of a concept is required;

Using this method, the teacher directs learners to the process of active learning, in a word, to independently study objects, make the necessary measurements, make connections, as well as to understand the essence of events. should. The effectiveness of the demonstration depends in large part on the teacher's ability to select the visual material according to the learner's level of preparation and to focus as much as possible on the important aspects of the subject being presented.

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SPORTCHILARNING JARAYONGA MOSLASHUVI PSIXOLOGIYASI

Annotatsiya: Yosh sportchilarni vatanparvarlik ruhida tarbiyalash asosan, yoshlarning jamiyatga ijobiy moslashuvidan boshlanadi. Ushbu maqolada sport psixologiyasida sport faoliyatiga moslashuv muammosi haqida bayon qilingan.

Kalit so'zlar: moslashuv, kasbga moslashuv, ijtimoiy moslashuv, dezadaptasiya, readaptasiya, mashq.

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PSYCHOLOGY OF ATHLETES ' ADAPTATION TO THE PROCESS

Annotation: the upbringing of young athletes in the spirit of patriotism begins mainly from the positive adaptation of young people to society. This article describes the problem of adaptation to sports activities in sports psychology.

Keywords: adaptation, adaptation to the profession, social adaptation, decadence, reading, exercise.

Psixologiyada ijtimoiy moslashuv avvalambor, jamoaga nisbatan bo'lishi, bir qator olimlarning ilmiy tadqiqotlarida o'rganilgan. Jumladan, B.G. Ananyev, S.G. Gellershteyn, A.V. Zaporozhes, A.N. Leontyev, A.R. Luriya, D.N. Uznadze, B.M. Teplov, S.L. Rubinshteyn kabi ko'p psixologlar shaxsning jamiyatga moslashuvini, o'zining ilmiy ishlarida yoritgan.

Fikrimizcha, sportchi o'zining qobiliyatlari, masalaning mohiyati, ehtiyojlar va berilayotgan axborotlar sifatini juda yaxshi bilishi zarur. Hattoki, juda jozibali va mukammal hisoblangan Mak Gregorning «Y» nazariyasi ham ma'lum bir farazlardan xoli bo'lmaganligi sababli, mavjud omillar to'g'risida aniq baho bera olmaydi. Bundan tashqari, yuqorida keltirilganlarni yaxshi tasavvur qila turib, kishilar to'g'risida fikr-mulohaza qilganda juda oson adashish mumkin.

F.Z. Merson (1986) fikriga ko'ra *dezadaptasiya* - organizmning tashqi va ichki muhit omillari ta'siriga moslashuvining buzilishidir. Bunday xolat

organizmga juda kuchli yoki g'ayri oddiy ta'sir bo'lganida yuzaga keladi. Masalan muskulning shiddatli faoliyatiga moslashuv yuqori malakali sportchiga beriladigan ish hajmi xaddan tashqari oshirib yuborilsa, yoki mashq qilish tartibi xaddan tashqari tezlashtirib yuborilsa, sportchi ish qobiliyatining tiklanishi uchun zarur vaqt yetarli bo'lmasa, dezadaptasiya yuzaga keladi. *Readaptasiya* - organizm funksiyasi va tuzilishining tashqi muhit sharoitlariga qayta moslashuvi jarayoni bo'lib, sportchi dezadaptasiyadan keyin qaytadan oldingi sharoitga moslashuvi kuzatiladi ya'ni readaptasiya xosil bo'ladi. Readaptasiya organizmning sharoit omillarga moslashuvi turg'un holatdagiga nisbatan to'liq bo'lmagan va to'liq moslashuv bosqichlari orqali shakllanadi. Readaptasiya shakllanishi uchun adaptasiya shakllanishiga nisbatan ancha qisqa muddat kerak bo'ladi. Chunki readaptasiya yo'qola boshlagan adaptasiya mexanizmining tiklanishi asosida yuzaga keladi. Readaptasiya muddati organizm moslashgan sari yengil, kuchi va boshqa xususiyatlari bo'yicha oldingi omillarga qanchalik yaqinligiga hamda ish bajaradigan sharoitga bog'liq.

Dezadaptasiya - moslashuv reaksiyalarning erishilgan darajasini saqlash yetarli bo'lmagan, kam xajmli ishlar bilan shug'ullanish yoki mashq qilishni butunlay to'xtatish adaptasiyaning yo'qolishiga ya'ni dezadaptasiyaga olib keladi. F.Z. Merson (1986) fikriga ko'ra dezadaptasiya organizmning ishlatilmaydigan strukturalarini yo'qotishdagi ajoyib qobiliyatdir. Bu strukturalar organizmning boshqa sistemalari uchun zarur bo'ladi. Natijada muhit ta'sirida bir adaptasiyaning rivojlanishini aksincha ta'minlaydigan mexanizmlar ichida RNK va oksillar sintezining pasayishi va strukturalar parchalanishiga ixtisoslashgan mexanizmlarni farqlash kerak bo'ladi. Mashq qilish to'xtatilganda yoki ish xajmi juda pasaytirilganda deadaptasiya jarayoni ancha tez rivojlanadi. Lekin uning adaptasiyaning shakllanishi tezligidan ancha, taxminan 1,5-3 marta sekin bo'ladi, yana shuni aytish kerakki, adaptasiya qayta qurilishlarining aksincha rivojlanishi bir tekis bormaydi: Mashq qilish to'xtatilganidan keyin hafta davomida funksional zahiralalar ancha kamayadi, keyin deadaptasiya jarayoni sekinlashadi. Shu bilan birga adaptasiya qanchalik tez shakllansa erishilgan darajani ushlab turish shunchalik qiyin bo'ladi va u shunchalik tez yo'qoladi. Bu qonuniyat odam organizmining turli organlarining va funksional sistemalari uchun umumiydir. Masalan: mashq qilish to'xtalganidan keyin maksimal kuchning kamayishi adaptasiya shakllanishining muddati bilan bevosita bog'liq bo'ladi.

Mashq qilishni to'g'ri uyushtirishda adaptasiya va dezadaptasiyaning almashinishi shuningdek xaddan tashqari kuchlanishli ishlar bilan uzoq muddat shug'ullanishdan cheklanish muhim ahamiyatga ega bo'ladi. Aks holda adaptasiyaning genetik yo'l bilan boshqariladigan jarayonlari buziladi va oqibatda organizmning tegishli organlari va sistemalarining funksional yetishmovchiligi yuzaga keladi.

Uzoq muddatli adaptasiya organ va to'qimalar strukturasining qayta qurilish, funksiyalarni ancha tezamli bo'lishi, funksional sistemalar faoliyatining

harakatchanligi va turg'unligining kuchayishi, harakat va vegetativ funksiyalarning maqsadga muvofiq va egiluvchan tarzda o'zaro bog'lanishining sozlanishi bilan karakterlanadi.

Uzoq muddatli adaptasiyaning muhim element bosh miyaning yarim sharlar po'stlog'ida tejamli va turg'un aktivlikning o'zaro bog'liq sistemasining shakllanishidan iborat. Uzoq muddatli adaptasiyaning shakllanish jarayonida garmonal gumaral boshqarilishi apparatida qayta qurilish yuzaga keladi, ya'ni funksional sistema ishining boshqarilishi o'zgarishi bilan adaptasii shakllanadi. Uzoq muddatli adaptasiyada yuzaga keladigan xujayradan kichik qurilmalardagi o'zgarishlar stressorning bir marta ta'sir etishida birdan yuzaga kelmay, bunday ta'sir bir necha marta yoki uzoq vaqt davomida takrorlanishi oqibatida sodir bo'ladi. Bu o'zgarishlar adaptasiyaning chidamlilik bosqichi va organizmning qarshiligi ortishi amalga oshadi. F.Z. Meyerson fikricha uzoq muddatli adaptasiya reaksiyalari tayyor mexanizmga ega bo'lmaydi, ular tezlik bilan yuzaga keladigan adaptasiya mexanizmlarining bir necha marta yoki vaqt davomida qo'llanilishi bilan asta-sekin shakllanadi va irsiy zaminga ega bo'ladi.

Muntazam mashq qilish natijasida tezlik bilan yuzaga keladigan adaptasiyaga aylanadi. Uzoq muddatli adaptasiya to'rtta bosqich orqali shakllanadi:

Birinchi bosqich - mashq qilish shakllarini bajarish jarayonida sportchi organizmining funksional zahiralari muntazam safarbar etilishi bilan bog'liq bo'lib, tezlik bilan yuzaga keladigan adaptasiyaning ko'p qayta takrorlanish samaralarini to'planishi asosida yuzaga keladigan uzoq muddatli adaptasiya mexanizmining jonlanishidan iborat;

Ikkinchi bosqich - tegishli organ va to'qimalarning o'z tuzilishi va funksiyalarining ortib borayotgan va muntazam takroralanayotgan rejali ish ta'sirida o'zgarishining tezlanishidan iborat. Bu bosqich oxirida organlarni kerakli gipertrofiyasi yuzaga keladi, turli tarkibiy bo'g'inlar va mexanizmlarning yangi sharoitlardagi samarali faoliyatini ta'minlaydigan uygunlik belgilanadi;

Uchinchi bosqich - funksional sistemaning yangi darajadagi faoliyatini ta'minlash uchun zarur zahira borligini ifodalaydigan uzoq muddatli turg'un adaptasiya yuzaga kelishi bilan farq qilinadi. Bunda funksional qurilmalar faoliyatining turg'unligida boshqaruvchi va ijrochi organlarining o'zaro jips bog'liqligi ko'riladi;

To'rtinchi bosqich - odatda ortiqcha kuchlanishdagi noto'g'ri tashkil etilgan mashq qilish ishlarini bajarish va yetarli darajada ovqatlanmaslik, dam olmaslik, quvvatning yaxshi tiklamasligi, oqibatida yuzaga keladi. Bu bosqich funksional sistemaning ayrim komponentlarining yemirilishi bilan karakterlanadi va ko'pincha strukturaning yangilanish jarayonining buzilishi ayrim xujayralarining o'sishi va ularni biriktiruv to'qimasiga aylanish bilan ifodalanadi.

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GENERAL FEATURES OF THE SPIRITUAL LIFE OF SOCIETY

Annotation: This article discusses the general features of the spiritual life of society. It is revealed that the spirituality of society is a complex process.

Keywords: society, spiritual life, personality, development.

Social consciousness is a complex system of ideal forms, images, opinions, experiences, assimilated by large groups of people who are guided by these ideas in their lives; it is also a reflection in the spiritual activity of people of interests, ideas of various social groups, classes, nations, society as a whole.

Public consciousness manifests itself in the traditions of society and public sentiments, in science and art, in morality and law, in religion and in many other forms - forms of public consciousness. The spiritual sphere is the most exalted sphere of the life of society and man.

Here the spirit, spirituality is born and realized; spiritual needs are born, the production of ideas and their consumption unfolds. Arising as a subsystem of society, spiritual life completes it from above. Spiritual life is a sphere of social life associated with the production and distribution of spiritual values, the satisfaction of spiritual needs of a person.

The study of the spiritual life of society should begin with a consideration of spiritual needs, and they are nothing more than the need of people and society in the creation and development of spiritual values, i.e. the need for moral perfection, to satisfy the sense of beauty, in the essential comprehension of the surrounding world. To meet such needs, a branch of spiritual production is formed and functions.

Spiritual needs, unlike material ones, are not biologically set, they are not given (at least in their essence) to a person from birth. The need of the individual to master the world of culture has for him the character of a social necessity, otherwise he will not become a man. Naturally, this need does not arise. It must be formed and developed by the social environment of the individual in the long process of his upbringing and education.

Spiritual (scientific, aesthetic, religious) values express the social nature of a person, as well as the condition of his being. This is a peculiar form of reflection by the public consciousness of the objective tendencies of the development of society. In terms of beauty and ugliness, good and evil, justice, truth, and so on. humanity expresses its attitude to reality and opposes to it a certain ideal state of society, which must be established.

Spiritual production is the production of consciousness in a special social form, carried out by specialized groups of people professionally engaged in skilled mental labor. The result of spiritual production are ideas, theories, spiritual values, and ultimately the person himself.

The most important function of spiritual production is spiritual activity, which is aimed at improving all other spheres of society (economic, political, social). The process of spiritual production will be completed when its product reaches the consumer. Of great importance is such a function of spiritual production as the formation of public opinion.

What is the specificity of spiritual production, its difference from material production? First of all, in the fact that its final product is ideal formations with a number of positive properties. The main one is the general nature of their consumption. There is no such spiritual value that would not ideally be the property of all. Material wealth is limited. The more people claim them, the less each has to share. With spiritual goods, everything is different - they do not decrease from consumption. On the contrary: the more people master spiritual values, the more likely they are to increase.

Spirituality is a property of the human psyche, consisting in the predominance of moral and intellectual interests over material ones. A spiritually rich person is characterized by high culture, readiness for self-giving and self-development. His spiritual needs prompt him to reflect on the eternal values of being, the meaning of life. Spirituality is the responsibility of a person for himself, his actions, the fate of the Motherland.

The spiritual life of society is formed by such principles as moral, cognitive and aesthetic. These principles give rise to morality and religion, science and philosophy, art and creativity. The spiritual life of a person and society corresponds to such types of spiritual activity as religious, scientific, creative. These types of activities correspond to the three ideals of values that a person aspires to:

- truth is an adequate reflection of reality by the subject, its reproduction as it is outside and independently of consciousness;
- good is a general evaluative concept denoting the positive aspect of human activity, the opposite of evil;
- beauty is a set of qualities that bring pleasure to the eyes and ears of a person.

A person is guided, by virtue of his education and upbringing, by a multitude of values created by previous generations. The true wealth of a person lies in his spiritual world.

The spiritual world of the individual is the social activity of people aimed at the creation, assimilation, preservation and dissemination of the cultural values of society.

The spiritual world of a person includes: knowledge, the senses, needs, capabilities, values, faith, experiences, aspirations, beliefs goals

The spiritual life of a person is expressed in two types of activity:

A person who lives a spiritual life has spirituality. A person who is characterized by spirituality is ready for self-giving and self-development. He draws his main joys in creativity, knowledge, selfless love for other people. This does not mean that such a person refuses ordinary worldly joys and material goods, but they are not valuable in themselves for him, but are only a condition for achieving other, spiritual benefits. Spiritual needs make a person think about the world, the meaning of life, love, kindness, justice, etc.

The most important spiritual value is conscience - as a person's awareness of his duty and responsibility to society and himself. Conscience is a kind of moral self-control.

A spiritually rich person in every possible way resists difficult life circumstances and patiently, overcoming difficulties, suffering, making mistakes and repenting, sows good and eternal things around him. Spiritual wealth does not allow a person to drown out the voice of conscience, dull compassion, pity, lose respect for parents and other moral feelings.

Spiritually rich people are characterized by awareness of their own dignity. Human dignity - respect for a person, based on the recognition of his value as a moral person; respect for oneself based on one's positive qualities.

Self-esteem is a form of self-control, when a person measures himself, his life and actions by the measure of morality. A person with self-esteem is characterized by a genuine interest in another person, the ability to see the best in him and recognize his positive aspects.

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METHODS OF PREVENTION AND TREATMENT OF IRON DEFICIENCY ANEMIA IN CHILDREN

Resume: Anemia in children can be caused by many reasons. Pediatricians of the world face this disease every day. This group of diseases includes those associated with a decrease in the content of hemoglobin and / or red blood cells per unit volume of blood, which negatively affects the oxygen supply of body tissues.

Iron deficiency anemia is the most common of all anemia - it accounts for 80% of the number of all cases. In our country and Europe, the prevalence of iron deficiency anemia in young children is approximately 50%, and in older children - 20% or more.

Keywords: prevention, iron deficiency anemia, treatment, children's age.

Introduction. Prevention and treatment of iron deficiency conditions in children are urgent problems of pediatrics due to their high prevalence [5]. The lack of attention of pediatricians to this problem contributes to the fact that the persistent iron deficiency leads to a violation of the growth, development and health of the child[6]. With the right tactics of treatment and prevention, it is possible to avoid the negative consequences of iron deficiency for the child's health. The relevance of the discussion of this topic is very great, since anemia is a fairly common disease associated with a lot of different causes. Iron ions perform a very important function in the human body. They are part of the proteins that carry out the transfer of oxygen, cytochromes and iron-seroproteins, iron-containing enzymes. Therefore, the lack of iron in the body leads to many negative consequences[2,6]. Excessive iron content in the body is also dangerous. It leads to the development of toxicosis, a pathological increase in the level of reactive oxygen species.

Anemia occurs in all periods of a person's life, not only with various diseases, but also with certain physiological conditions, for example, during pregnancy, during increased growth, lactation. The problem of anemia in young children is of great social importance, since anemia at this age can lead to disorders of physical development and iron metabolism[3,5].

Special attention is required for children born prematurely or with a body weight deficit, as well as children of mothers who suffered from anemia during pregnancy. To avoid the development of anemia, you need to strictly monitor the nutrition of the child, including iron-containing products, as well as fruits

and vegetables in the menu. The more diverse the diet, the less likely it is that the child will lack a particular vitamin or mineral[3,5,6]. Whether your children are faced with such a problem as anemia or not, in any case, for the full development of the child, it is necessary to encourage active games and physical activity, even if for this you have to be strict and restrict the baby's access to TV, game consoles and the Internet. For many parents, cartoons or video games seem to be an easy way to keep a child busy, but thanks to the development of technology, about 30% of modern children lead a sedentary lifestyle. This is fraught not only with anemia, but also with gaining excess weight, slowing down physical development, problems with the spine, vision and blood circulation[1,2,4].

The purpose of the study. To study and analyze the modern approach to the treatment of iron deficiency anemia.

Materials and methods of the study: 94 children with IDA aged from 5 months to 17 years were under observation, including: 16 children (17.0%) under 1 year, 64 children (68.1%) 1-3 years, 4 people (4.3%) 4-12 years and 10 teenagers (10.6%) older than 12 years.

The results of the study. The analysis of ante and intranatal causes of IDA development in the observed children revealed that hyposiderosis of the pregnant woman and gestosis were observed in 51.6 and 59.4%, respectively, the threat of termination of pregnancy - in 48.4%, cesarean section - in 31.3%, heavy menstruation - in 23.4%, the presence of more than 5 pregnancies in the mother -14.1 %, the break between pregnancies less than 3 years-20.3%, sports - 12.5%, chronic infections - 10.9%, multiple pregnancy 6.3%, vegetarianism - 6.3% and donation - 6.3%.

31.0% of children were born prematurely, who subsequently had excessive weight gain leading to an increased body need for iron, 24.1% of children had a large birth weight, Alimentary iron deficiency as a result of an unbalanced diet (early artificial feeding, including unadapted milk formulas, late introduction or absence of meat products in the diet) was detected in 39.1% of children. More than 1/3 of the children were from well-off families with low material income, menstrual cycle disorders were detected in 100% of girls.

Intensive growth was noted in 40% of adolescents, sports-in 20%, alimentary factor in 20% In all patients in the genesis of IDA, a combination of several of the above reasons was observed.

The conducted study testifies that IDA in young children is caused by a complex of reasons, including both an unfavorable course of pregnancy and childbirth, a burdened obstetric-gynecological and social history, and an alimentary factor and increased needs of the child for iron during periods of intensive growth.

Feeding defects were noted in less than half of children, which allows us to join the opinion of many domestic researchers about the more significant role of the state of maternal health, the pathological course of pregnancy and anemia

of pregnant women in the development of IDA in infants and young children than alimentary insufficiency. In adolescents, the causes of the development of IDA are high growth rates, sports, as well as menstrual cycle disorders in girls.

An analysis of the clinical manifestations of IDA showed that children have a variety of anemic and sideropenic symptoms, the frequency and severity of which depends on the age of patients, the severity and duration of anemia.

The only symptom we observed in the clinical picture of all the examined children was pallor of the skin and mucous membranes. Another symptom identified in most patients was lethargy or weakness. These anemic symptoms are associated with insufficient oxygen supply to the tissues, sleep disorders and emotional lability were found in about half of the children, regardless of age. The child's brain is very sensitive to iron deficiency and the identified behavioral disorders are primarily due to sideropenia, 10 children had below average physical development.

Typical manifestations of sideropenia in children of the first three years of life were a decrease and / or perversion of appetite, tachycardia and functional systolic noise, intestinal dyspepsia, muscle hypotension, including hypotension of the abdominal muscles and diaphragm. The latter led to a relatively low location of the liver and spleen and in some cases created a false impression of their increase. Hepatomegaly and splenomegaly, which we detected in more than half of the children, were characteristic signs of this age group.

Half of the patients had dry skin, hair, their fragility and loss, less often-angular stomatitis and glossitis. Trophic changes from the gastrointestinal tract, skin, its appendages, as well as muscle weakness, including myocardium, are caused by tissue iron deficiency, leading to metabolic disorders in cells.

Conclusions. Iron deficiency anemia is a clinical and hematological syndrome characterized by a violation of hemoglobin synthesis as a result of iron deficiency, developing against the background of various pathological (physiological) processes, and manifested by signs of anemia and sideropenia.

To prevent iron deficiency in infants, liquid dosage forms are used: these can be solutions or drops for oral administration containing iron sulfate (Actiferrin), iron (III)-hydroxide polymaltosate (Maltofer, Ferrum Lek), iron, manganese, copper gluconate (Totem), (Ferlatum); the same drugs are available in the form of syrups (Actiferrin, Maltofer, Ferrum Lek). Parenteral ferropreparations are not used for the prevention of iron deficiency.

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THE HUMAN FACTOR IN THE STABILITY OF THE ENVIRONMENTAL SITUATION

Resume: This article is based on the importance of the human factor in ensuring the sustainability of the ecological situation. The importance of environmental sustainability in human and social development is analyzed.

Keywords: ecology, nature, human factor, environmental sustainability, environmental policy.

The problem of national security should not be reduced only to such categories as economic, political and other types of security. A conversation about security issues should begin with an analysis of the human factor in an environmental context, with the identification of the level and quality of human potential. So, for example, threats to economic security are manifested in the sphere of reproduction of qualified personnel and in general human potential for the economy, education and science, which allows (or does not allow) to provide conditions for the sustainable development of society.

At present, the concept of human development is beginning to replace the traditional theory of economic development with the gross national product as the main indicator. This concept is based on such categories as “improving the quality of life” and “enhancing human capabilities in all areas”

To identify the dynamics of development of human potential and capital, to analyze social progress, the human development index is used. It is based on three indicators:

- 1) life expectancy as a generalized expression of the state of health of the population, which makes it possible to assess the real possibilities of labor potential;
- 2) educational level, which characterizes the amount of accumulated knowledge and skills;
- 3) the level of well-being of the adult population, which reveals the quality of life.

The health of the population is expressed, on the one hand, by the following indicators: birth rate, physical development, morbidity and mortality; on the other hand, indicators-determinants: the standard of living, sanitary and epidemiological well-being, the development of a system of medical care for the population. Increasingly, the level of education, the nature of the hygienic behavior of large groups of the population and ethno-cultural traditions that affect direct indicators of the health of the population are increasingly acting as

independent indicators-determinants. Health should be considered not only as a natural, but also as a social, humanitarian and economic category.

According to WHO, the "contribution" of the state of the environment (natural) environment to the health of each person is about 25-30%. In zones of ecological tension and ecological disasters, these figures are much higher.

The following medical and environmental factors affecting human health are distinguished:

- direct influence of the environment (air, water, radiation, natural and climatic conditions);
- indirect (industry, transport, agriculture) and indirect (politics, ecology, healthcare) impact on human health.

The conditions of human existence, which are constantly becoming more complicated for various reasons, place high demands on his mental activity. The state of mental health of the population affects the intellectual potential of the nation, the development of productive forces and labor resources, the moral atmosphere in society as a whole and in its individual layers and groups. The all-Russian trend in mental health is disappointing - there is a steady increase in patients with mental disorders.

In the modern world, the differentiation of the population into strata with differing material opportunities for the realization of their social needs is clearly marked. The level of income of a significant part of the Russian population does not cover the cost of quality and balanced nutrition; does not provide normal living conditions, leisure, recreation; causes constant neuro-emotional stress. We can say that the deterioration of the country's health is influenced by the changing nutritional conditions of the population.

The main factors affecting the health of children: firstly, the imbalance of parents due to financial problems causes an increase in neurotic disorders in children; secondly, the improvement of the economic situation of the family leads to an increase in the proportion of children who regularly go in for physical education; thirdly, the organization of a child's summer vacation directly depends on the family's earnings; fourthly, the standard of living of the family determines the quantity and quality of children's nutrition.

Adolescent health and well-being is also linked to social factors. Adolescence occupies a special place in the development and formation of a person. It is characterized by the presence of two dominants: biological, due to pronounced processes of quantitative and qualitative development of the body, and social, associated with the integration of a teenager into adult society. The incompleteness of morphofunctional development forms an increased sensitivity of the body of adolescents to the action of the environment. Specific behavioral features of this age - emotionality, a certain imbalance, the desire for self-assertion, curiosity, a tendency to experiment, overestimation of one's own capabilities - against the background of a lack of social experience, can

contribute to the rapid assimilation of "adult" negative stereotypes of behavior, which entails a serious threat to health and wellbeing of adolescents.

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РЕГУЛИРОВАНИЯ И УПРАВЛЕНИЯ В СОЦИАЛЬНО-
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MONITORING OF OPPORTUNIST INFECTIONS IN PATIENTS WITH HIV INFECTION

Summary. The disease caused by the human immunodeficiency virus, i.e. HIV, has become an important problem for all countries today. Its impact today poses a serious threat not only to the health care system, but to the economic and national security of many countries.

Since the first diagnosis of Acquired Immune Deficiency Syndrome was made in 1981, more than 34 million people have died. This figure indicates that the disease is the most devastating disaster in human history.

Keywords: acquired immune deficiency syndrome, world health organization, human immunodeficiency virus, gastrointestinal tract, normal herpes virus.

Relevance. HIV infection is one of the most pressing problems in the world, spreading in the form of a pandemic.

The prevalence of this disease around the world, ie pandemic, is caused by:

- HIV infection is an infectious disease, and a patient with this disease remains at risk of transmitting the virus to others for the rest of his life;
- Due to the rapid mutation of the virus, no effective vaccine has been developed;
- Lack of drugs that completely cure the disease;
- The tendency of HIV to spread mainly among people at high risk of contracting the virus (drug addicts, prostitutes, homosexuals, etc.) and the difficulty of effective preventive work with such people.

Opportunistic infections are diseases caused by various bacteria, viruses, fungi against the background of weakened immunity.

Against the background of normal immunity, opportunistic diseases are practically harmless, but in the case of developing immunodeficiency, they cause serious problems for human health. In 90% of patients living with HIV, death occurs due to opportunistic infections. This means that the prevention and treatment of opportunistic infections is very important.

Purpose of the study. Monitoring of opportunistic infections in patients with HIV infection in Andijan region in stages III-IV.

Materials and research methods. Our research was conducted at the Department of Infectious Diseases and Epidemiology of Andijan State Medical Institute, Department 6 of the Andijan Regional Infectious Diseases Hospital. The study examined secondary, opportunistic diseases caused by immunodeficiency in 34 children under 18 years of age and 47 patients over 18 years of age treated in stage IV AIDS of HIV-infected patients, and conducted clinical anamnestic, general physical, and laboratory examinations in patients.

Results and discussion. The main goal was to study the prevalence of opportunistic infections among children and adults living with HIV in Andijan region. The results of the study showed that HIV infection was detected in 34 children and 47 adults in the pediatric group.

Opportunistic diseases in HIV-infected patients are known to co-occur with the development of the disease, which is associated with immunodeficiency. Diagnosis of AIDS (according to Pokrovsky's classification corresponds to stage 3 HIV). In addition, opportunistic diseases may be interchanged with other diseases in the same patients or may develop several diseases at the same time. Based on the above, the structure of opportunistic infections in HIV-infected patients was determined.

Lower respiratory tract infection is the most common recurrent infection in patients living with HIV, with more patients having serious consequences. Bacteria, in some cases viruses and fungi, have been identified as the causative agents of this infection.

Bacterial pneumonia was observed in 13 children and 17 adults. *Streptococcus pneumoniae* and *Haemophilus influenzae* are a type of infection caused by bacteria.

Pneumocytic pneumonia is a common opportunistic infection associated with HIV infection.

The causative agent is the fungus *Pneumocystis jirovecii* (formerly *Pneumocystis carinii*).

Pneumocytic pneumonia occurred in 3 patients in group 1 and 5 patients in group 2. PTsZ was characterized by an acute onset (dry cough within 2 weeks), cough, shortness of breath, and fever were typical symptoms. Symptoms of respiratory failure, such as shortness of breath and cyanosis, were detected in patients with Pneumocytic pneumonia.

Salmonellosis (*Salmonellatyphi i paratyphidantashkari*) in children occurred in 5 (17.7%), shigellosis 7 (20.5%), Microsporidiosis 1 (2.9%) in children, salmonellosis in adults (excluding *Salmonellatyphi i paratyphi*) 6 (12.7%), shigellosis 7 (17%), cryptosporidiosis1 (2.12%) and microsporidiosis 1 (2.12%).

To diagnose diarrhea in HIV, other etiological factors must be ruled out. Sometimes the symptoms caused by the gastrointestinal tract occur at the expense of atrophy of the intestinal mucosa, followed by a violation of motility (malabsorption).

The most common lesions in the gastrointestinal tract were manifested by diarrhea, acute, subacute, and chronic transient symptoms.

Output.

1. Study of opportunistic infections representing stage 4 immunodeficiency status in patients under 18 years of age with HIV infection;
2. To study opportunistic infections that occur in stage 4 of the immunodeficiency condition in patients older than 18 years;
3. Detection of viral loads, the absolute amount of CD-4 cells in patients treated for HIV infection in the AIDS stage, and special screening methods according to the disease;
4. Identify guidelines for chemoprophylaxis of opportunistic diseases according to severity.

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THE USE OF PHYSIOTHERAPY IN SPA TREATMENT

The article is devoted to the actual problem of treatment with the help of various physiotherapy procedures.

Keywords: spa treatment, physiotherapy procedures, medicine, healthy.

Everyone strives for comfort. I want to experience this feeling of comfort constantly at work, at home in everyday life, and of course in health. The desire to be healthy is first of all taking care of yourself and your family. The solution to this problem may be carried out with the help of sanatorium treatment. Spa treatment involves the use of physiotherapy. The human body is affected for therapeutic purposes: water, heat, cold, light, electricity, electromagnetic field, ultrasound.

The therapeutic effect of many of the simplest physiotherapeutic procedures is explained primarily by the presence of a close neuro-reflex connection between internal organs and individual areas of the skin that have a common innervation. Exerting a strong irritating effect on the peripheral skin receptors of these zones.

The methods, methods and means used to treat human diseases are extremely diverse. Along with medications and surgical methods, there are many types of non-drug therapeutic effects. The main place among them is occupied by healing physical factors.

There are natural - climate, air, solar energy, water (mineral waters and with an admixture of salts), therapeutic mud. Natural physical factors are studied and used by spa therapy. Natural factors have been used for treatment since ancient times. Physiotherapy has become an important element of medical care for the population. Rational use of physical non-drug factors significantly increases the effectiveness of complex treatment and rehabilitation of patients, reduces the duration of temporary disability, reduces disability, accelerating the return of patients to active life and creative work.

Physiotherapy procedures have a diverse effect on the human body. As a result of their use, pain sensations disappear or decrease, the functional state of organs are normalized, the activity of inflammatory processes decreases, the trophic of tissues and organs improves, the general condition improves. The use

of various physiotherapy procedures has been relevant for many years, since physiotherapy procedures are included in various programs of complex treatment of many diseases.

The provision of spa treatment is considered as an effective direction of medical rehabilitation. There are various types and methods of physiotherapy treatment. There are several dozen methods of treatment in the arsenal of physiotherapy. They can be classified on the basis of which physical impact factor is the leading one. There are several dozen methods of physiotherapy treatment. There are types of physiotherapy treatment based on the use of:

- electric current – electrotherapy;
- magnetic field - magnetic therapy;
- light – phototherapy;
- mechanical factors - mechanotherapy;
- atmospheric pressure - barotherapy;
- air environment - aerotherapy and climatotherapy;
- thermophysical effects - thermotherapy;
- therapeutic mud - peloidotherapy;
- water and mineral water solutions - hydrotherapy and balneotherapy.

Absolute contraindications to any physiotherapy procedures are:

- oncological diseases;
- serious pathologies of the heart and lungs;
- pregnancy and lactation;
- renal or hepatic insufficiency;
- acute mental disorders;
- skin diseases in the acute stage;
- acute infectious diseases.

Spa treatment can be considered the most natural and physiological, since in many diseases, especially in the period of remission, i.e. after the disappearance of acute manifestations, it is the most effective. Various non-drug types of treatment are widely used in complex spa treatment:

- hydrotherapy,
- diet therapy,
- physical therapy,
- massage,
- acupuncture,
- the use of various devices.

Depending on the predominance of one or another therapeutic natural factor, resorts are divided into:

- climatic;
- balneological;
- mud treatment. Every vacationer in the sanatorium primarily cares about his health, chooses the time for treatment, and this is an excellent prevention for the prevention of various diseases, and active recreation.

The therapeutic and diagnostic process is organized taking into account the individual characteristics of those in need of sanatorium treatment, taking into account medical indications and contraindications. The methods used in the sanatorium include both traditional and the latest unique developments. Among them are therapeutic diets, a full range of balneological services, heat treatment with natural substances. In the arsenal of medicinal products - mud, paraffin, salt. Hardware methods of treatment, aromatherapy, physical therapy, massage, hirudotherapy and much more are widely used. Special mention should be made of the use of a unique technique of stretching the spine and joints. It should be noted that the sanatorium-dispensary also specializes in the treatment of the cardiovascular system, nervous system, respiratory organs, gastrointestinal tract, occupational pathology. Types of treatment in the sanatorium: heat treatment, physiotherapy, laser therapy, massage, halocamera, aromatherapy, phytobar, hydrotherapy, dry carbon dioxide baths, hirudotherapy, cryosauna, cedar barrels, charcot shower, ozone therapy, laboratory tests.

An important issue when staying in a sanatorium-dispensary on vacation or treatment is nutrition. The sanatorium has organized 3 meals a day. Vacationers are offered a variety of dishes to choose from according to the diets prescribed by the attending physician. The daily menu is developed by the dietitian taking into account all norms, rules and individual characteristics of patients. Organized for vacationers and leisure - spending free time. Medical staff and leisure organizers offer vacationers, depending on the time of year, outdoor sports grounds where sports events can be organized: - football, volleyball, basketball, lawn tennis. A mobile lifestyle has a positive effect on the treatment and rehabilitation of vacationers.

Summer and winter equipment rental, gym, sauna, bar, billiards, library, barbecue area, 24-hour parking are at guests' disposal. It is also important that vacationers come to recover with families with children. Treatment and various entertainment activities are provided for children of different ages.

Sanatorium-resort physiotherapy treatment is simply necessary at the moment, as it gives every vacationer the opportunity to be treated and relax.

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DEVELOPMENT OF PEDAGOGICAL INNOVATIONS IN UZBEKISTAN FEATURES AND SIGNIFICANCE OF INNOVATIONS IN PEDAGOGY

Abstract: The article discusses some aspects of the development of innovations, as well as achievements in the field of educational, pedagogical technologies in Uzbekistan. Topicalthe direction in the education system is the analysis and evaluation of input by teacherspedagogical innovations, creation of conditions for their successful development and application.

Key words: pedagogy, innovations, educational process, development, progress, systemeducation.

Actuality. In modern conditions, the widespread use of the achievements of world science and innovativeactivity becomes the most important factor in the dynamic and sustainable development of all sphereslife of society and the state, building a worthy future of the country.

Over the past period, the necessary infrastructure has been created in the field of science and technology development,a certain intellectual and technological potential has been formed. However, the presencethe following systemic problems, insufficient use of existing capabilities andcapacity to develop and implement innovative ideas and technologies hindereffective implementation of the planned reforms and accelerated innovative development of the country.

Purpose of research. In order to ensure accelerated innovative development of all sectors of the economy andsocial sphere on the basis of advanced foreign experience, modern achievements of the worldscience, innovative ideas, developments and technologies, as well as in accordance with the tasks,determined by the Action Strategy in five priority areas of development of the RepublicUzbekistan in 2017–2021 [1].

Innovative processes currently affect all spheres of social life.The socio-cultural life of society must reflect the demands of the time and keep up withinnovative progress. The scientific innovations that drive progress cover allareas of human knowledge. There are socio-economic, organizational and managerial, technical and technological innovations. One of the types of socialinnovations are educational and pedagogical innovations.

At the same time, the extension of school education poses new challenges for the state, such as updating the material and technical base, training and retraining of personnel, creating new curricula. The emergence of new academic disciplines requires replenishment of information resources in order to constantly search for new forms of learning. In such circumstances, highly valued only the introduction of new pedagogical technologies (which, in essence, is an innovation), but first of all, increasing the role and authority of the teachers themselves, their knowledge and skills. Providing students with an independent choice of techniques and methods, using the network Internet, information and communication technology, audio and video media is more effective than previously used traditional methods.

In such conditions, not only the introduction of new pedagogical technologies is highly valued (which, in essence, is an innovation), but above all, increasing the role and authority of the teachers, their knowledge and skills. Allowing students to make their own choices and ways, use of the Internet, information and communication technologies, audio and media video is more efficient than previously used traditional methods.

Electronic libraries, workshops, consultations, competitions and olympiads allow you to work with personal educational programs for students with high and low levels of general training, allows you to form the skills of independent learning. Actual direction in the education system is the analysis and evaluation of pedagogical innovations introduced by teachers, creation of conditions for their successful development and application.

At the initiative of Shavkat Mirziyoyev, 2018 in our country was declared the Year of Supportive entrepreneurship, innovative ideas and technologies". For this reason, it was created The Ministry of Innovative Development, which faces the task of implementing the most important projects not only in the economic sphere, but also in the life of the whole society.

The main course of development of the state is the transition to the path of innovative development, aimed at radical improvement of all spheres of life of the state and society, when business activities are organized on the basis of innovative, modern approaches, advanced technologies and management methods. Particular attention in the State Program is given to the creation necessary conditions for the accelerated development of science and innovation, as well as support of progressive-minded, enterprising and responsible employees.

It is important to note that in the education system, despite the positive changes, there are a number of unresolved tasks.

Currently, for the successful implementation of innovative teaching methods, modern the teacher is obliged: to be fluent in information and communication knowledge, technologies and methods of their application; the lesson should be planned using all variety of forms and methods of educational work, and, above all, all types of independent work (group and individual). A

special place is occupied by dialogical and design-research methods that help to connect the studied material with everyday life and interests of students specific to their age.

Result and research. Each academic discipline has a certain system, however, to improve efficiency of educational process, the teacher has the right to pay more attention to creative topics, facts, concepts and interests of students, naturally within the subject. Each subject, depending on the ability of students to master certain topics and tasks, has a different level of difficulty. Often, this indicator is determined by age, level of development, individual psychological characteristics of students. The effectiveness of the lesson is achieved when the full inclusion of students in cognitive activity, where students not only receive and analyze the results, but also feel a positive emotional attitude towards the content of the lesson and the achievement of success. The role of the teacher in this process consists of coordination, where, along with knowledge, individual needs, character and interests of the student.

Pedagogical innovations can be pedagogical ideas, processes, means; methods, forms, technologies, content programs, etc.

The main directions and objects of innovative transformations in pedagogy are:

- development of concepts and strategies for the development of education and educational institutions;
 - updating the content of education;
 - change and development of new technologies of training and education;
 - improving the management of educational institutions and the education system as a whole;
 - improving the training of teaching staff and improving their qualifications;
 - designing new models of the educational process;
 - ensuring the psychological, environmental safety of students, the development of health-saving education technologies;
 - ensuring the success of training and education, monitoring the educational process and student development;
 - development of textbooks and teaching aids of a new generation, etc.
- [2].

Innovation can take place at various levels. The highest level is innovations affecting the entire pedagogical system.

A fundamentally new and important direction has emerged in pedagogical science - the theory of innovations and innovation processes. Education reforms are a system of innovations, aimed at radical transformation and improvement of functioning, development and self-development of educational institutions and their management system.

The most important thing is that each of these programs, being an inseparable component part of the concept of building a new democratic society, plays an important role in building our great future. It is gratifying that they are becoming a real value to our everyday life, the basis of a new life and worldview. The fact that

Output. Today, the concrete results of the work carried out in this direction are reflected in the life of each of our compatriots, their consciousness, thinking, spiritual world thanks to this transformed and enriched.

Of course, the ongoing reforms play an important role not only in the education of the younger generation, but also involve him in pedagogical and innovative activities, contributing to further improvement of the system of training highly qualified specialists, meeting world standards for the leading sectors of the economy of our country.

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QUYONLARNING AYRIM TO'QIMALARIDA Ni, Co, Mn va Zn MIKROELEMENTLARINING TAQSIMLANISHINI O'RGANISH

Annotatsiya: Bu ishda quyonlarning ayrim to`qimalarida Ni, Co, Mn va Zn mikroelementlarning taqsimlanishini o`rganish. Buning uchun quyonlarning ichki organlari buyrak, mushak, o`pka, jigarini tarkibida o`zgarish kuzatildi. Sutemizuvchilar organizmidagi mikroelementlarining miqdorini aniqlash uchun Samarqand shahridagi to`rtta tumandan keltirilgan qoramollarda tajriba o`tkazildi. Samarqand, Tayloq, Urgut va Kattaqo`rg'on tumanlarining har biridan to`rttadan qoramollarning jigar, o`pka, mushak va buyrak organlarining to`qimalarida tajriba olib borildi. Tajriba Samarqand Davlat Universitetining Ilmiy tekshirish laboratoriyasida o`tkazildi. Bu tajribani "Самурн" spektrofotometrda atom absorpsion usul yordamida mikroelementlar aniqlandi. Olingan natijalarga ko`ra Zn ning organizmdagi miqdori qolgan mikroelementlarga nisbatan ko`p ekan. Rux asosan mushakda ko`p, jigarda mushakka nisbatan kamroq, buyrakda jigarga nisbatan kamroq, o`pkada buyrakga nisbatan kam ekan. Mn elementi Zn ga nisbatan organizmdagi miqdori kam. U jigar bilan buyrakda deyarli bir xil miqdorda bo`ladi. Mn ning o`pkadagi miqdori jigar bilan buyrakga nisbatan to`rt yarim marta kam bo`ladi, mushak larda esa o`n yetti marta kam bo`ladi. Co bilan Ni ning miqdori organizmdagi to`qimalarda juda ham kam miqdorda bo`ladi, chunki bu mikroelementlar toksik modda hisoblanadi. O`tkazilgan tekshirish shuni ko`rsatdiki, to`qimalarda Ni, Co, Mn va Zn mikroelementlarning yetishmasligi moddalar almashinuviga susayishi, immun - komplement hujayralar va a`zolar funksional faolligini pasayishiga suyak to`qimasining rivojlanishiga salbiy tasir etadi.

Kalit so`zlar: Kobalt, Nikel, Marganes, Rux, Saturn, spektrometriya, Mufel pechi.

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STUDY OF THE DISTRIBUTION OF MICROELEMENTS Ni, Co, Mn, and Zn IN SOME RABBITS TISSUES

Annotation: In this work, the distribution of microelements Ni, Co, Mn, and Zn in some tissues of rabbits was studied. For this purpose, changes were observed in the composition of the internal organs of rabbits, kidneys, muscles, lungs, and liver. To determine the amount of micronutrients in the body of mammals, experiments were carried out on cattle imported from four districts of Samarkand. The experiments were carried out on the tissues of the liver, lungs, muscles and kidneys of cattle in each of the four districts of Samarkand, Tailak, Urgut and Kattakurgan. The experiment was carried out at the Research Laboratory of Samarkand State University. In this experiment, trace elements were determined by the atomic absorption method on a Saturn spectrophotometer. According to the results, the amount of Zn in the body is much higher than other trace elements. Zinc is found primarily in muscle, less in the liver than in muscle, less in the kidney than in the liver, and less in the lungs than in the kidney. The amount of the element Mn in the body is less than Zn. It is present in almost equal amounts in the liver and kidneys. The amount of Mn in the lungs is four and a half times less than in the liver and kidneys, and in the muscles it is seventeen times less. The amount of Co and Ni in body tissues is very small, since these microelements are toxic substances. Studies have shown that the lack of trace elements Ni, Co, Mn and Zn in tissues leads to a decrease in metabolism, a decrease in the functional activity of immunocomplementary cells and organs, which adversely affects the development of bone tissue.

Keywords: cobalt, nickel, manganese, zinc, saturn, spectrometry, muffle furnace.

Mavzuni dolzarbligi: Uzoq muddat mikroelementlarning yetishmasligi va organizmga ionlanuvchi radiatsiyalarning ta'siri birinchi navbatda mineral moddalar va vitamin almashinuviga salbiy ta'sir ko'rsatib mushak, o'pka, jigar, buyraklar va qalqonsimon bez funksional holatining yomonlashishi hamda immuno- komplement hujayralar va a'zolar funksional faolligini pasayishiga sabab bo'ladi.

Ishning asosiy maqsadi: sut emizuvchi hayvonlarda (aralash zotdagi quyonlarda) Ni,Co,Mn va Zn yetishmasligida yuz beradigan o'zgarishlarni aniqlash .Hozirda hayvonlar va o'simliklar hayotida keng tarqalgan mikroelementlar yaxshi ma'lum. Bu sohadagi bilimlar, amalga oshirilgan muhim kuzatuvlar va kutilgan natijalar shubhasiz katta amaliy ahamiyatga ega bo'ldi. Chorvachilikda mikroelementlar profilaktikasining iqtisodiy samaradorligi katta bo'lib, bu holat kasalliklarni aniqlashda va qishloq xo'jalik hayvonlarini saqlab qolishda katta ahamiyat kasb etadi.

Tadqiqot materiallari: Tajriba Samarqand Davlat Universitetining Ilmiy tekshirish laboratoriyasida o'tkazildi.

Tadqiqot metodi: Bu tajribani "Сатурн" spektrofotometrda atom absorpsion usul yordamida mikroelementlar aniqlandi.

Tadqiqot natijasi: Mikroelementlar bu kimyoviy elementlar guruhi bo'lib, ular odam va hayvonlar organizmida juda kam miqdorda, ya'ni 10^{-3} - 10^{-12} % chegarasida bo'ladi.

Nikel yangi mikroelementlardan hisoblanib, uning hayotiy zarurligi 1970 yillarda aniqlangan. Quyonlarning organ va to'qimalarida nikelning konsentratsiyasi ko'p emas. Bu element nisbatan suyak va o'pkada ko'proq bo'lib, keksaygan organizmida uning miqdori oshganligi aniqlangan. Ovqat bilan kirgan nikelning so'rilishi 1-10% atrofida bo'ladi. Nikel organizmga o'pka orqali ham o'tishi mumkin.

Kobalt hayvonlar organizmida boshqa metall mikroelementlariga qaraganda yaxshi so'riladi. Kobalt qonning hosil bo'lishida, ya'ni eritrositlarning shakllanishida ishtirok etadi. Agar organizmida kobalt yetishmasa, qondagi eritrositlarning miqdori kamayadi. Agar kobaltning miqdori ko'payib ketsa, organizmdagi qon aylanish sistemasi buziladi. Kobalt sanoat zahari hisoblanadi. U organizmga nafas olish organlari, oshqozon-ichak trakti va teri orqali kirishi mumkin. Zaharli ta'sir nafas olish organlarining buzilishida, qon ketishida, asab tizimi va ovqat hazm qilish tizimining buzilishida namoyon bo'ladi.

Ruxning organizmdagi zaxirasi ko'p katta emas. Katta yoshlilarda 22.9-30.6 mmol, ya'ni 1.5-2 g ni tashkil etadi. U barcha organ va to'qimalarda aniqlangan bo'lib, uning miqdori 1 g quruq to'qimada 0.15 dan 3.3 mmol gacha o'zgaradi. Skelet muskullari nisbatan ruxga boy bo'lib, uning miqdori barcha shu mikroelement miqdorining 62.6% hisoblanadi.

Quyonlarning ayrim organlaridagi ayrim mikroelementlarning normasi (mkg/g).

1-jadval

Organlar	Zn	Mn	Ni	Co
Jigar	30	3.7	0.2	0.06
Buyrak	21.1	3.8	0.2	0.05
Mushak	40	0.1	0.008	0.016
O'pka	14	0.82	0.2	0.06

Marganes organizmdagi fermentlarni faollashtiradi. Jigarda to'plangan zaharli moddalardan xalos etadi. Organizmida Mn elementi etishmasa suyaklarning noto'g'ri shakllanishiga olib keladi. Noxosdan Mn bilan zaxarlanib bo'lmaydi. Mn ning bir sutkalik miqdori 2-10 mg. Mn miya faoliyatida katta rol o'ynaydi. Unung funksiyasi epifizda, hid bilish bezlarida, gipotalamusning markazida va be zal gangliyalarda ancha ko'p bo'ladi. U melanin saqlovchi

strukturalarni to'playdi. Mn ning etishmasligi miya funksiyalarida namoyon bo'ladi.

Quyvon organlaridagi mikroelementlarning miqdori.

2-jadval.

Organlar	Zn ning normasi mkg/g	Kattaqo'rg'on	Samarqand	Tayloq	Urgut
Jigar	30	29.97	27.66	28.22	33.58
Buyrak	21.1	20.12	19.00	19.19	17.20
Mushak	40	35.26	35.76	36.04	36.79
O'pka	14	10.83	10.55	11.43	12.22

3-jadval.

Organlar	Mn ning normasi mkg/g	Kattaqo'rg'on	Samarqand	Tayloq	Urgut
Jigar	3.7	2.43	2.79	2.02	3.10
Buyrak	3.8	3.05	3.37	3.48	3.58
Mushak	0.21	0.32	0.34	0.33	0.34
O'pka	0.82	0.94	0.59	0.53	0.70

4-jadval.

Organlar	Co ning normasi mkg/g	Kattaqo'rg'on	Samarqand	Tayloq	Urgut
Jigar	0.06	0.05	0.06	0.06	0.07
Buyrak	0.05	0.045	0.045	0.047	0.05
Mushak	0.016	0.010	0.011	0.012	0.012
O'pka	0.06	0.06	0.05	0.05	0.07

5-jadval.

Organlar	Ni ning normasi mkg/g	Kattaqo'rg'on	Samarqand	Tayloq	Urgut
Jigar	0.2	0.21	0.19	0.25	0.25
Buyrak	0.2	0.18	0.21	0.15	0.21
Mushak	0.008	0.007	0.006	0.007	0.007
O'pka	0.2	0.18	0.14	0.16	0.2

Sutemizuvchilar organizmidagi Ni, Co, Mn va Zn mikroelementlarining miqdorini aniqlash uchun Samarqand shahridagi to'rtta tumandan keltirilgan qoramollarda tajriba o'tkazildi. Samarqand, Tayloq, Urgut va Kattaqo'rg'on tumanlarining har biridan to'rttadan qoramollarning jigar, o'pka, mushak va buyrak organlarining to'qimalarida tajriba olib borildi. Tajriba Samarqand

Davlat Universitetining Ilmiy tekshirish laboratoriyasida o'tkazildi. Bu tajribani "Сaтyпн" spektrofotometrda atom absorbsion usul yordamida mikroelementlar aniqlandi. Tajribani o'tkazish uchun har bir organ to'qimasidan 5 g dan olib, uni 1800 C°li quritgich shkafga to'liq quriguncha qo'yiladi va u qisman qorayguncha kuydiriladi. Keyin tajriba mufel isitgichiga o'tkaziladi va 4500 C° da kul hosil bo'lguncha qizdiriladi. Kuyish jarayonini tezlashtirish uchun bir necha tomchi nitrat kislotasidan tomiziladi va yana to'la kuyguncha pechga quyiladi. Tayyor tajribani 0.1 N li HCl kislotasi bilan eritmaga aylantiriladi. Atom Absorbsion spektrofotometr ishi atom absorbsion spektr analiz usulida bajariladi. Suyuq tajribani atomar holatiga o'tkaziladi, undan keyin nurlanish jarayonida kerakli elementlar aniqlanadi. Nurlanish manbai uchun yarim katodli yoritgichdan yoki elektrosiz yoritgichdan foydalanildi. Har bir tumandagi qoramollarning organlaridan olingan natijalarning o'rtacha qiymati hisoblanib, 1-2-3-4-5-jadvallarda ko'rsatildi.

Olingan natijalarga ko'ra Zn ning organizmdagi miqdori qolgan mikroelementlarga nisbatan ko'p ekan (2-jadval). Rux asosan mushakda ko'p, jigarda mushakka nisbatan kamroq, buyrakda jigarga nisbatan kamroq, o'pkada buyrakka nisbatan kam ekan. Mn elementi Zn ga nisbatan organizmdagi miqdori kam. U jigar bilan buyrakda deyarli bir xil miqdorda bo'ladi. Mn ning o'pkadagi miqdori jigar bilan buyrakka nisbatan to'rt yarim marta kam bo'ladi, mushaklarda esa o'n yetti marta kam bo'ladi (3-jadval). Co bilan Ni ning miqdori organizmdagi to'qimalarda juda ham kam miqdorda bo'ladi, chunki bu mikroelementlar toksik modda hisoblanadi.

Biz bajargan tajribamizdan olingan natijalarni solishtirib ko'rdik. Olingan natijalarga ko'ra, 2-jadvalda ko'rsatilganidek jigarda Zn mikroelementi Kattaqo'rg'onda normada, Samarqandda 8% va Tayloqda 6% kam, Urgutda esa 11% ko'p Zn elementi chiqdi. Buyrakda normasiga nisbatan Kattaqo'rg'onda 5% kam, Samarqandda 10% kam, Tayloqda 9% kam va Urgutda 18% kam Zn bor ekan. Mushaklarda normasiga nisbatan Kattaqo'rg'on, Samarqand, Tayloq va Urgutda 10% kam Zn elementi chiqdi. O'pkada normasiga nisbatan Kattaqo'rg'on va Samarqandda 22% kam, Tayloqda 18% kam, Urgutda 13% kam Zn bor ekan.

3-jadvalda keltirilgan natijalarga ko'ra Mn mikroelementi jigarda: Kattaqo'rg'onda normasiga nisbatan 34%, Samarqandda 24%. Tayloqda 45%, Urgutda 16% kam chiqdi. Buyrakda: Kattaqo'rg'onda 19%, Samarqandda 11%. Tayloqda 8%, Urgutda 6% kam Mn mikroelementi bor ekan. Mushaklarda: Kattaqo'rg'onda, Samarqandda, Tayloqda va Urgutda normalariga nisbatan ko'proq Mn mikroelementi chiqdi. O'pkada: Kattaqo'rg'onda 14% ko'p, Samarqandda 28% kam, Tayloqda 30% kam va Urgutda 15% kam Mn chiqdi.

4-jadvalda keltirilgan natijalarga ko'ra Co mikroelementi jigarda: Kattaqo'rg'onda normasiga nisbatan 17% kam, Samarqand va Tayloqda normada, Urgutda 16% ko'p chiqdi. Buyrakda: Kattaqo'rg'on va Samarqandda 10% kam, Tayloqda 6% kam va Urgutda normada Co chiqdi. Mushaklarda:

Kattaqo'rg'onda 37%, Samarqandda 31%, Tayloq va Urgutda 25% kam Co bor ekan. O'pkada Kattaqo'rg'onda normada, Samarqand va Tayloqda 16% kam, Urgutda 16% ko'p Co chiqdi.

5- jadvalda keltirilgan natijalarga ko'ra Ni mikroelementi jigarda : normasiga nisbatan Kattaqo'rg'onda 5% ko'p, Samarqandda 5% kam, Tayloq va Urgutda 25% ko'p chiqdi. Buyrakda: Kattaqo'rg'onda 10% kam, Samarqand va Urgutda 5% ko'p va Tayloqda 25% kam Ni bor. Mushaklarda: Kattaqo'rg'on, Tayloq, Urgutda 12% kam, Samarqandda 25% kam chiqdi. O'pkada: Kattaqo'rg'onda 10% kam, Samarqandda 30% kam, Tayloqda 20% kam va Urgutda normada Ni elementi chiqdi.

Xulosa qilib aytganda, har bir organizm, ya'ni organ va to'qimalar uchun mikroelementlarning ahamiyati katta bo'ladi. O'tkazilgan tekshirish shuni ko'rsatdiki, to'qimalarda Ni, Co, Mn va Zn mikroelementlarning yetishmasligi moddalar almashinuviga susayishi, immun - komplement hujayralar va a`zolar funksional faolligini pasayishiga suyak to'qimasining rivojlanishiga salbiy tasir etib, fermentativ tizimlarning zo'riqishi oqibatida osteodistrofiyaning kelib chiqishiga sabab bo'ladi. Har bir mikroelementning organizmda alohida o'rni bo'lib, bu elementlar har xil funksiyani bajaradi. Organizmda mikroelementlarning kamayib ketishi yoki haddan tashqari ko'payib ketishi har xil kasalliklarning yuzaga kelishi mumkin. Marganes organizmdagi fermentlarni faollashtirib organizmni zaharli moddalardan tozalaydi, melanin saqlovchi strukturalarni to'playdi. Organizmda Mn elementi etishmasligi miya faoliyati pasayishi va suyaklarning noto'g'ri shakllanishiga olib keladi. Kobalt uglevodlarning parchalanishi jarayonlarini stimullaydi. Kobalt qonning hosil bo'lishida ishtirok etadi. Kobaltning yetishmovchiligi anemiyaga sabab bo'ladi. Organizmda ruxning yetishmovchiligi oksidlanish jarayonlarining buzilishi, oqsillar sintezining, o'sish va rivojlanishning sekinlashishi, Rux fermentlar, gormonlar bilan aloqadorlikda organizmdagi qon hosil bo'lishi, ko'payish, organizmning rivojlanishi va o'sishi, uglevodlar, oqsillar va yog'lar almashinuvi, oksidlanish - qayta tiklanish reaksiyalari, energiya almashinuvi kabi hayotiy muhim jarayonlarda qatnashadi. Nikel temirning metabolizmini va gemoglobin ishlab chiqarishni tezlashtiradi va shunga mos ravishda qizil qon hujayralari shakllanishiga va to'qimalarni kislorod bilan ta'minlashga foydali ta'sir ko'rsatadi. Nikel etishmovchiligi terining gipopigmentatsiyasiga, qizil qon tanachalarining pasayishi anemiyaga, jismoniy faolligining pasayishiga olib keladi.

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FEATURES OF FOOD SUPPLY AND FOOD SECURITY IN UZBEKISTAN

Abstract. The market transformation of the rational economy of Uzbekistan is accompanied by an increase in a certain degree of negative trends in food production, a reduction in interregional exchange and an expansion of food imports, which reduce the degree of food security at the macro and meso levels of the economy. This article presents the main aspects of the development of food security and ways to solve problems related to food security.

Keywords. Food security, food security, agrarian sector, agricultural production, demography of the country, macroeconomic stability, high economic growth rates.

The strengthening of the competitive advantages of the domestic food complex due to some depreciation of the national currency - the soum - creates conditions for increasing the degree of food self-sufficiency in Uzbekistan. This sets the task of finding effective methods for regulating interregional and export food flows, primarily from the industrial and agricultural eastern regions (Fergana economic region) to other territories of Uzbekistan. Achieving food self-sufficiency of the country at the macro level is impossible without the restructuring of the agro-industrial complex (AIC) and the formation of a civilized agro-food market. [1].

Acutely arose after the liberalization of prices in 1992, primarily for food, the problem of a lack of high-quality domestic food products was quickly resolved by aggressive food imports, which until 2000 accounted for more than a third of the food consumed by the population of Uzbekistan, and in the megacities of Tashkent and Samarkand - up to 60 %. In the course of the ongoing reforms, the situation in the agricultural sector has improved significantly, however, many institutional changes have remained incomplete, due to a number of social and political restrictions that contribute to a new increase in imports, including food: with GDP growth in 2007. By 9.5%, exports grew by only 40.7%, while imports increased by 8.5%. [2]. In 2006, there was a significant decline in exports. The reverse effect of the import-oriented food policy on the domestic agricultural producers who remained face to face with the market, who had lost the competitive advantage of massive state support in

the planned economy, negatively manifested itself in the destruction of domestic animal husbandry, poultry farming, and a decrease in agricultural production in general. Because of this, the formation of a market economy in the country with its focus on increasing the degree of openness has sharply raised the issue of maintaining the country's food security by the state, the main lever of which is food self-sufficiency.

Protecting the domestic market and equalizing the conditions of production are inevitable components of the economic policy of any state. The agri-food sector has traditionally been a high-level protection zone. The governments of industrialized countries attach paramount importance to ensuring the food security of the state on the basis of achieving self-sufficiency in the widest possible range of food products. Each state determines the permissible amount of import dependence in relation to food, based on the volume of foreign exchange resources and the extent of the unsatisfied effective demand of the population for food. Only after the introduction of a floating exchange rate in 2004 did the situation in the agri-food sector begin to change for the better [1].

At present, it is becoming more and more obvious that the solution of the problems accumulated in agriculture by the methods of liberalization of agri-food markets without fundamental structural changes in the direction of achieving food self-sufficiency does not allow increasing the level of food security of the country and its regions. This was confirmed by the results of 2007, so, according to the State Statistics Committee of the Republic, [68], - in all categories of farms, 6771.8 thousand tons of grain were threshed in the initial recorded weight, including 6325.9 thousand tons of grain crops, of which 6197.4 thousand tons of wheat. State purchases of grain crops amounted to 2426.2 thousand tons, including 2385.7 thousand tons of wheat; 1188.1 thousand tons of potatoes were dug up (an increase of 16.4 percent), vegetables were harvested - 4669.9 thousand tons (by 8.8 percent), melons - 840.0 thousand tons (by 12.9 percent) , fruits and berries - 1269.1 thousand tons (by 7.3 percent), grapes - 880.3 thousand tons (by 9.6 percent) www.stat.uz Results of social and economic development of the Republic of Uzbekistan in 2007. . Taking into account population growth (in 2007, about 1.5% compared to 2006) and its growing needs, it raises the question of ensuring the economic security of domestic agriculture [3, 4].

Obviously, the solution to the problem of food security begins at the mesolevel of the national economy, where it manifests itself in the level of food security of the region's population. Because of this, there is a need to implement the principles of a systematic approach to developing a mechanism for ensuring food security based on maintaining the self-sufficiency of the country in food and the security of the population of its regions. In this regard, the theoretical understanding of the transformation of the agrarian sector and the development of a concept for reforming the regional agrarian policy based on a

comprehensive assessment of indicators of food security and security, and for industrial-agrarian and agrarian regions - self-sufficiency is of particular relevance. In addition, the issue of using customs and tariff regulation of food flows from abroad becomes relevant.

In recent years, the country has been actively implementing agricultural reforms aimed at diversifying production, improving land and water relations, creating favorable conditions for agribusiness and high value-added production chains. These reforms are also aimed at supporting the development of cooperation, the widespread introduction of market mechanisms, information and communication technologies, as well as the effective use of scientific achievements and increasing the potential of human resources. The "Strategy for the Development of Agriculture of the Republic of Uzbekistan for 2020-2030" was approved, the main directions of which generally correspond to the goal of sustainable development. The main goal of this Strategy is to fundamentally improve the state policy aimed at deepening the ongoing reforms aimed at increasing the competitiveness of the agri-food sector, and covers the following strategic priorities: - ensuring food security of the population;

- creation of a favorable agribusiness climate and value chains; □
reducing the role of the state in the management of the sphere and increasing investment attractiveness;

- ensuring the rational use of natural resources and environmental protection;

- development of modern public administration systems;

- gradual diversification of public spending in support of the sector;

- development of science, education, systems of information and consulting services in agriculture;

- rural development;

- development of a transparent system of sectoral statistics. It is envisaged to achieve the following indicators in the development of the agricultural sector of the Republic of Uzbekistan until 2030 by implementing the tasks outlined in the Strategy:

- creation of a transparent system for the allocation and withdrawal of land, prevention of corruption and other forms of subjective attitude, creation of a system that guarantees the rights of land users;

- achieving a sharp reduction in cases of illegal allocation and irrational use of land;

- increasing the efficiency of the use of 1.1 million hectares of agricultural land, including: 298.6 thousand hectares due to the introduction of irrigated lands not used in agriculture; 155.1 thousand hectares through the use of groundwater; 50.0 thousand hectares at the expense of other water sources; 535.6 thousand hectares due to the placement on rainfed, pastures and other lands of crops that do not require water; 72.5 thousand hectares due to the introduction of forest land into use;

- increase in the total area of land irrigated using water-saving technologies in the regions of the republic and improvement of assistance mechanisms that promote the introduction of these systems; □ gradual abolition of state participation in the production of raw cotton and cereals;

- free placement by producers of highly productive crops based on the type of land;

- support for small agricultural producers and creation of conditions for the rational use of land;

- growth of average labor productivity in agriculture by 1.7 times;

- creation of additional capacities for processing agricultural products for 3.4 million tons;

- increase in the indicator of processed products up to 30% (increase in exports up to \$20 billion by 2030);

- reduction in the proportion of the population experiencing food insecurity from 6.3% to 0%.

- increase in the average yield of cereals from 43c/ha in 2018 up to 75c/ha in 2030;

- increase in the average cow's milk yield from 2320 kg per cow to 3500 kg. By 2030, the goal is to ensure a balanced and high-quality diet in the required volumes with access for all segments of the population, especially socially vulnerable segments of the population, including infants, year-round access to vital and safe food. In recent years, Uzbekistan has taken effective measures to ensure food security, including in 2018 a draft law "On Food Security" was developed in the country. According to the first essential, vital foodstuffs, Uzbekistan fully satisfies the internal need for grain, salt, vegetable oil, eggs, sugar, potatoes, fruits, vegetables, melons and grapes. Of these, due to own production, over 70% - grain and eggs; over 100% - vegetable oil, milk, potatoes, vegetables, fruits, gourds, grapes, salt, sugar. The sustainability of the food supply system is above 85%. The prevalence of undernourishment, according to FAO estimates, has declined. However, despite such significant progress in the fight against hunger, the prevalence of malnutrition is still a concern in Uzbekistan, with an obesity rate of 15.3%

It should be concluded that food security, as one of the sectors of economic security, characterizes the ability and readiness of the state to meet the needs of its citizens in food, in an amount sufficient for normal life, and evaluates its political independence and economic stability to a greater extent due to its own production.

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IMPROVING THE BIOLOGICAL PROPERTIES OF ONION AND SOME ELEMENTS OF CULTIVATION IN THE SOIL AND CLIMATIC CONDITIONS OF THE FERGHANA VALLEY

Annotation: Improving the soil and climatic conditions of the Fergana Valley is to improve the biological properties of leeks and some elements of cultivation. These studies are carried out within the framework of the priority direction of the development of science and technology of the Republic "Agriculture, biotechnology, ecology and environmental protection".

Key words: leek, planting scheme, yield, variety, vegetation, biochemical composition.

Introduction. The population of Uzbekistan seeks to increase the export potential of vegetable products and develop the processing industry with

8,100 books. Cereals, morning potatoes and vegetables and some other crops occupy 3.5-4 months of warm days lasting 8-9 months. Once they are harvested, it will be possible to grow vegetables and fodder crops with a short growing period as a secondary crop.

There is no science-based technology for growing vegetables in the summer months, as well as long-lived leeks as a secondary crop, and the cultivation of this crop is currently relevant. This guide provides information on the cultivation of leeks in our country.

Mankind has been using different types of onions as food since ancient times. Leek onions are no exception. The ancient Egyptians, Greeks and Romans used leek onion as a food plant. In Egypt, leek onions were grown in 3000 BC. His homeland was Old Asia, from where he came to the Mediterranean. In these areas, the wild form of *Allium ampeloprasum*, which grows without the cultivation of its wild 9 39-book Leek onion, is still found, from which the cultivated species was one of the main vegetable crops in ancient Egypt. In the Middle Ages, it was grown all over Europe. In the pictures given by ancient botanists, it can be seen that the bulbs of the leeks grown at that time were much larger than

those of the leeks species now cultivated. In the manuscripts of Dioskrit (VI century) it is described as follows:



Leek onion has a rich chemical composition. It contains 83-87% of water, 7.3-11.2% of total carbohydrates, including 0.5% of sugar, 0.3% of starch, 1.5% of fiber, 2-3% of proteins, 0.2% of fats. organic acids-0.1%, vitamins (mg%) A carotene - 0.03; V1 thiamine - 0.06-0.1; V2 riboflavin - 0.04-0.06; VZ - 0.1; V6 -0.003; V9 folatsin - 0.03; S ascorbic acid - 35-80; E-1.5-3; N-0.14; RR niacin - 0.5; carotene - in the amount of 0.7. It also contains minerals (mg / 100g): sodium - 50, potassium - 225, calcium - 87, magnesium - 10, phosphorus - 58, iron - 1.0-2.4, zinc, manganese, copper, silicon in addition to the main macro-microelements contain nickel, cobalt, chromium, vanadium, molybdenum, titanium, sulfur, chlorine, sulfur essential oils, phytoncides, enzymes.

MORPHO-BIOLOGICAL PROPERTIES. Onion or pearl onion (lat. *Allium pōrrum*) is a species of onion in the family Alliaceae. In the first year of life the plant forms a strong, well-developed root system, the roots are fibrous, thickly branched. Damaged parts recover quickly during transplantation. In the first year of vegetation, a white, cylindrical false bulb is formed in the lower enlarged part of the leaves, which are densely packed with each other.

The bulb is covered on the outside with a dry, grayish-brown crusty layer. Leaf plate pen-shaped, sheath long Leek bulb beak beak, flat, wide (3-6 cm), green, like garlic bulb, elliptical (alternate), waxy layer, length 40-60 cm to 90 cm. These long leaves are densely packed together and form a white false bulb 10-12 cm high at the bottom, 2-8 cm in diameter, and a light green false stem up to 80 cm high and 8 cm in diameter.



Leek blooms in the second year of the growing season, forming flower-forming stems (arrows) and seeds up to 2 m in height. At the base of the bulb is a large spherical, umbrella inflorescence of more than 800 flowers, covered with a sheath on the outside. The flowers are small, very fragrant, from white and pink to purple. They have a small amount of seeds and ripen very long, close to November.

Leek bulbs grow and develop well in light, organic matter-rich and fertilized soils, depending on their mechanical composition, regardless of the method and duration of cultivation. Leek grows slowly after the onion is planted, and during this period the area where it is planted is overgrown with weeds. Therefore, it is advisable to plant it between the rows in areas where there is a lot of cultivation and the soil is cleared of weeds to a certain extent. If Leek bulbs are planted as a secondary crop on lands devoid of grains, the soil should be cleared of plant debris and perennial weeds.

Leek forms the onion crop inside (below) the soil, so when preparing the soil for planting, special attention should be paid to the quality of driving it, crushing the lumps in the surface layer of the soil and increasing the volume of the soft layer of soil. When Leek onion seedlings are grown as a secondary crop, the remnants of early ripening crops should be removed from the soil, and if the soil moisture is sufficient, they should be turned over, plowed, harrowed and leveled to a depth of 28-30 cm.

Wrapped in polyethylene film for storage in the refrigerator. It is then cooled to a temperature of -2°C to $+2^{\circ}\text{C}$. It is packed in polyethylene bags with a thickness of 40-60 microns in 5-8 pieces. Storage temperature should not be below -5°C . In this method the leek is stored for 4-5 months. Leek onions can also be stored frozen. To do this, the onion is cut into pieces of 3-4 cm, blanched for 4-5 minutes, first in the open air, then cooled in the refrigerator. Wrapped in plastic bags, glued or tied and placed in the refrigerator. Freezing is

carried out at a temperature of -18°C . Frozen leek onions are stored at a temperature of -18°C to -5°C .

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IMMUNOCHEMICAL METHODS IN CLINICAL BIOCHEMISTRY

Annotation: In clinical laboratory practice, immunochemical methods are widely used to determine traditional biochemical objects-proteins, enzymes, hormones, mediators, pharmacological preparations, etc. Their advantage is their high sensitivity and specificity.

Key words: immunochemical methods, clinical biochemistry, medicine, diagnose, object.

The introduction of immunochemical methods is one of the ways to further improve the diagnosis of diseases of farm animals, since many serological and allergic methods currently used to diagnose a number of important diseases (tuberculosis, brucellosis, colibacteriosis, salmonellosis, etc.) do not have sufficient sensitivity and specificity. The basis of success in immunochemical studies is the production of immune serums of high titer and the desired specificity. Methods of obtaining immune serums to date remain mostly empirical. Differences in immunological reactivity in different animals may depend on age, sex, body weight, the state of the nervous and endocrine systems, the usefulness of the diet, conditions of maintenance and care, as well as a number of other factors that are sometimes very difficult to account for and standardize. Therefore, immune serums obtained even from animals of the same species and with the same immunization scheme can differ dramatically both in titer and in the set of antibodies. When receiving immune serums, the following basic conditions must be taken into account.

1. Preparation of the antigen. It should be as free from impurities as possible, which prevents the appearance of antibodies with a different specificity. At the same time, it is very important to take into account the lability of antigens, low resistance to various factors and the possibility of their denaturation during purification.

2. The most appropriate immunization scheme for each specific case is selected empirically. Various adjuvants are used to stimulate antibody formation. It is better to take small doses of antigen, since in this case the consumption of valuable drugs is reduced and the probability of the formation of side antibodies decreases.

3. Evaluation of the obtained serum is mandatory, since it is impossible to predict its quality in advance. The antiserum titer, its specificity and avidity of antibodies are usually subject to verification. The immune serum should be as high titer and specific as possible, i.e. it should react only with those antigens that are being investigated. High avidity indicates a pronounced affinity of the antigen and the antibody. When conducting clinical and biochemical studies, the most widely used are the gel immunodiffusion reaction (IDR), immunoelectrophoresis, radioimmunological analysis (RIA), enzyme immunoassay (EIA) and some others.

The gel immunodiffusion reaction (IDR) is used for the analysis of multicomponent protein systems, comparative analysis of the antigenic structure of proteins and other antigens. This method is based on the ability of antigens and antibodies to diffuse at different rates, as a result of which equivalent ratios of certain antigens and antibodies are achieved in different parts of the gel, where the corresponding precipitation lines are formed.

According to this method, the analysis is carried out in a flat plate of agar, which allows you to place several different antigens around the reservoir with immune serum and thereby conduct their comparative analysis. The main provisions that need to be taken into account when setting up double diffusion in a gel are the following:

1. The formation of a precipitate occurs in a rather narrow equivalence zone corresponding to such a concentration of antigen and antibodies, at which both components are fully incorporated into the precipitate.

2. One antigen gives only one precipitation zone.

3. If not one, but several antigens are present in the solution, they behave independently of each other. As many precipitation lines are formed as there are antigen-antibody pairs.

4. The number of precipitation zones formed corresponds to the minimum of antigen-antibody complexes present in the system.

5. Antigens and antibodies having approximately equal diffusion coefficient form a straight precipitation band.

6. If both components are used in approximately equivalent amounts, then the precipitation band is located at an equal distance from the tank with the antigen and antibody.

7. If the concentration of antigens is higher than the concentration of antibodies, then the precipitation band is located closer to the reservoir containing antibodies and vice versa. With a significant excess of one of the components, the precipitation line can be "driven" either into a tank with an antigen or into a tank with an antiserum and not be observed at all.

8. If the precipitation line is formed by an antigen with a low molecular weight, then the precipitation band, all other things being equal, is located closer to the reservoir with the immune serum.

There are three main variants of the result of double diffusion in the gel: fusion of precipitation lines (identity reaction), crossing of precipitation lines (non-identity reaction), combination of the first and second cases (partial identity reaction - "spur" or "double spur").

Radioimmunological analysis (RIA). For the first time, this method was developed for the quantitative determination of insulin using a hormone labeled with a radioactive isotope of iodine. The method was based on competition between native plasma insulin and labeled ^{131}I - insulin for a limited number of specific binding sites on insulin antibodies.

In addition to the classical RIA, it can be given in a solid-phase version. The principle of the method is that a hard surface (usually a plastic tablet) load with antibodies, and then add the test solution containing the determined antigen. To the antigen-antibody complex formed on the carrier, after washing the unbound antigen, an excess of radioactively labeled antibodies is added. The amount of bound radioactive label will depend on the amount of antigen fixed on the solid carrier.

Solid-phase radioimmunological analysis can be carried out by adsorbing an antigen on a plastic panel that binds the antibodies under study (for example, Ig G contained in sheep blood serum). After washing the remaining proteins, the amount of bound antibodies is determined by adding labeled ^{125}I rabbit antibodies to sheep Ig G, and then removing the excess labeled reagent. The amount of the radioactive label bound in the wells of the plastic panel is proportional to the amount of certain antibodies.

The radioimmunological method can also be used to determine low molecular weight compounds. In this case, the substances being determined are conjugated with proteins or other high-molecular compounds to give them antigenicity. It is in this way that radioimmunological methods for determining prostaglandins have been developed.

Currently, radioimmunological analysis is carried out using standard diagnostic kits, which include everything you need (reagents, dishes, instructions for use), manufactured in the factory. In the presence of such sets, the radioimmunological determination of biological objects is reduced to the sequential execution of certain operations and the measurement of radioactivity.

The method of enzyme immunoassay had a number of advantages over the method of radioimmunological analysis.

1. It did not use radioactive isotopes. The absence of radiation hazard greatly simplified the conditions of the event (special rooms, equipment, etc.).

2. Much greater stability of labeled compounds (in RIA it is determined by the half-life of isotopes).

3. The ability to quickly determine the results of an enzymatic reaction using conventional publicly available devices (photometers). The possibility of even a visual assessment of the reaction.

4. EIA is easy to automate.

Currently, many variants of EIA analysis have been developed. The choice of the analysis scheme depends on many factors, the main of which are the molecular weight and valence of the antigen, the required sensitivity limit, the composition of the medium in which it is necessary to determine the antigen, the properties of the enzyme, the possibility of obtaining antigens and antibodies in pure form, and much more. Methods of solid-phase (heterogeneous) EIA, the use of which is associated with the need to separate the bound antigens, have been developed for a number of different antigens and antibodies.

The principle of the method for determining antigens is that a solution containing the antigen being determined and the synthesized conjugate of the antigen with the enzyme is added to the immobilized antibodies. The identified and labeled antigens compete for antibody binding centers. After a certain incubation time, the enzyme conjugate is redistributed between the solution and the carrier. Measured in solution or in the solid phase after washing, the concentration of the label is proportional (quantitatively related) to the initial concentration of the antigen being determined and, after preliminary calibration of the system, serves as a characteristic of its content in the analyzed sample.

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THE DETERMINANTS OF THE INFORMAL ECONOMY: AN EMPIRICAL STUDY FROM UZBEKISTAN

Abstract. This article sheds light on the effects of taxation and other factors on the share of the shadow economy, as well as the outcomes of reforms implemented in countries to minimize it.

According to research, tax elements in the shadow economy are primarily related to tax compliance factors. Countries are pursuing reforms in two areas to prevent businesses from shifting to the informal economy by improving tax compliance. They can be seen in initiatives such as lowering the tax burden and improving tax administration.

An econometric analysis was conducted to assess the impact of conditions that reduce tax compliance on the share of the shadow economy and the effectiveness of measures implemented to eliminate them. The study covers 44 countries from 2004 to 2015. Empirical evidence suggests that tax compliance factors such as tax burden, compliance costs, and corruption contribute to the growth of the shadow economy. In order to effectively mitigate the negative effects of the aforementioned factors, it is also necessary to improve tax administration through the use of information and communication technologies, as well as the implementation of electronic invoicing.

Key words: shadow economy, tax compliance, tax burden, ICT, electronic invoices.

Introduction

Today, taxes are not only a source of financing public spending, but also a fiscal instrument that can be used as an effective, flexible and prudent forecasting tool to improve the process of social protection and accelerate economic development. Moreover, tax mechanisms are also widely used in global operations as an effective tool in combating the informal economy. This is because those who work in the informal economy conceal the tax base or do not fully account for the turnover, which has a direct impact on state budget revenues.

It should be noted that the regulation of the economy through tax mechanisms has both financial and legal implications, and a well-thought-out tax policy can serve not only to reduce the tax burden, but also to ensure the stability of the country's economy.

The efficiency of tax policy in reducing the size of the shadow economy depends on overall capability of tax administration to evaluate each taxpayers behavior and establish mechanisms to prevent possible negative situations relating thereof.

This, in turn, necessitates the development of tax policy, taking into account the values of the population, living standards and the specifics of business entities operating in it. In view of the above, the improved tax mechanisms allow for the timely and maximum collection of all taxes and other mandatory payments established by law, while maintaining confidence in the tax system and its administration.

Literature review

Studies on the reduction of the shadow economy and the experience of developed countries in this regard show that the core of reforms should be the issue of improving tax compliance [1].

Tax compliance is one of the most widely discussed issues in scientific and political circles in recent years, one of the main reasons for which is the collapse of the tax base due to the low level of compliance in most developing economies [2].

Tax compliance is a broad and complex concept. As for Martiga [3] it basically involves the voluntary, complete and timely fulfillment of all tax obligations established by law.

In this case, the following are the main issues:

- submission of tax reports in a timely manner;
- provide accurate information on income and deductions;
- timely and full payment of taxes and other mandatory payments.

Palil and Mustafa [4] describes high tax compliance as a combination of taxpayers willingness to comply with tax legislation, provide accurate information about their income, correctly calculate and claim deductions and benefits, and pay all taxes on time and in full.

According to Heider`s, compliance depends on individual behavior, which in turn emphasizes that an individual's behavior is formed as a result of internal or external influences. In this case, the actions that occur as a result of internal influences are under the personal control of the individual. Conversely, behaviors that occur as a result of external influences reflect an individual's behavior toward a situation or environmental factor, i.e., their response [5, 6].

Based on the above, we can define tax compliance as the voluntary, timely and complete fulfillment of tax obligations by taxpayers.

Since the concept of trust plays a central role in improving tax compliance, the most important factor influencing it is related to tax policy, and research shows that a number of principles need to be taken into account when developing it. In particular, Niyazmetov [7] in his research on the basic principles of tax policy and their role:

1. The efficiency of the tax system.

2. Fairness of taxation.
3. Simplicity of the taxation system.
4. Adequacy of taxation.
5. Flexibility of taxation.
6. Transparency of the tax system.
7. Sustainability of tax policy.

The tax policy developed (improved) taking into account the above principles, the mechanisms and tools for its implementation will have a two-way effect in improving the level of tax compliance [8].

First, a tax policy developed in accordance with the socio-economic situation of the population and the goals of business entities ensures the voluntary fulfillment of taxpayers' obligations.

Second, businesses that intend to start or operate with the goal of tax evasion or evasion will be forced to change their decisions, recognizing that tax evasion is unlikely under carefully designed tax legislation and administration.

The low level of tax compliance is also directly related to the **tax culture**, which is also recognized as an important basic principle of tax policy. In addition to taxpayers' knowledge of taxation, tax culture reflects the state of tax policy developers, scholars, experts in the field, government fiscal agencies, and the relationship between taxpayers [9].

According to Niyazmetov [7], the tax culture depends primarily on the state of the tax legislation in force in the country, and its high or low level, in turn, depends in many respects on the developers of tax policy. In addition, the culture of taxpayers also depends on the behavior of taxpayers, their attitude towards taxpayers.

In addition to the tax factors listed above, tax compliance also depends on a number of institutional, socio-economic and demographic factors, and their impact should be taken into account when developing (or improving) tax policy in line with reducing the size of the shadow economy.

However, research shows that in most cases the impact of these factors in developing countries is not analyzed in detail, and tax policy is projected only as a source of funding for state budget revenues. This, in turn, leads to a decrease in the level of tax compliance in the country, resulting in the creation of a large amount of value added outside the tax coverage, ie in the informal economy [10].

In particular, the share of the shadow economy in developed countries is 9-20% of GDP, in developing countries - 25-65%, in Eastern Europe and Central Asia - an average of 38.5% [11]. These figures indicate that countries have reserves of additional tax sources at the same percentage, but even higher.

This means that the informal economy in any country operates in parallel with the formal economy. But its level varies in states depending on the perfection of the legislation, the fairness of taxation, the mentality of the people and a number of other tax compliance factors [12].

The study of the level of impact of these factors and the analysis of the effectiveness of measures taken in our country and abroad to eliminate them will allow to determine the direction of reforms needed to reduce the size of the informal economy in Uzbekistan.

Methodology

In order to determine the factors that contribute to the large gap between the informal economy in developed and developing countries, their impact and the effectiveness of reforms to prevent it, from 2004 to 2015 from 44 countries (34 OECD countries and 10 OECD countries) Econometric analysis was carried out on the basis of the indicators obtained from the Commonwealth of Independent States (CIS).

The share of the informal economy for use in econometric analysis and the factors influencing it were classified by the following indicators.

Dependent variable

The size of the informal economy is obtained as a dependent variable, and the data are based on indicators calculated by Medina and Schneider [13] based on the MIMIC (Multiple Indicator and Multiple Cause) model. The size of the informal economy for Uzbekistan is based on indicators calculated by the United Nations Development Program (UNDP) on the basis of the MIMIC model [14]. This approach allows the size of the shadow economy to be reflected as a share of GDP. The average share of informality in the economies of the 44 countries covered by the study is 20%, which is 7.8% lower than the world average. In the OECD and CIS countries, this figure is 14.5 and 38.5 percent, respectively, while in Uzbekistan it is 45.3 percent (see Figure 2).

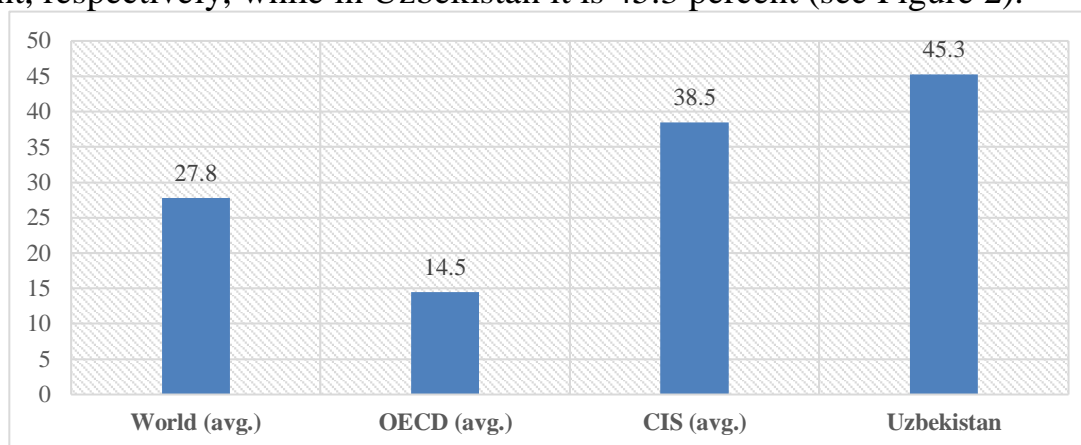


Figure 2. Country groups and the share of informal economy in GDP in Uzbekistan (2015)¹

Independent variable

Research conducted by foreign and national economists shows that the factors regulated by the tax policy and administration of the informal economy

¹ Муаллифлар томонидан тайёрланди.

are mainly related to the tax complex, and the experience of countries in improving it shows that work has been done in two directions. In particular,

- Incentives for industries and activities affected by the tax burden through various tax mechanisms; and
- Improving tax administration on the basis of advanced information technologies.

Table 1 provides a summary of the key indicators used in the analysis.

Table 1. Brief description of variables

Indicator name and abbreviations	Brief description and source	Expected correlation
Тобе ўзгарувчи (Y_{it})		
The size of the informal economy (SE)	The share of the informal economy is the share of GDP (in%). Source: Medina and Schneider (2018); UNDP (2018).	
Main (concerned) variables, (X_{it})		
Start-up costs (CS)	All costs associated with the registration of business, as a share of GDP per capita (in%). Source: World Bank (worldbank.org)	+
Compliance costs (CC)	Index of time spent on fulfillment of tax obligations. (0 - past; 10 - high) Source: Fraser Institute (fraserinstitute.org)	+
Tax burden (TB)	The sum of the rates of total taxes and mandatory payments levied on profits (%). Source: World Bank (worldbank.org)	+
Information and communication technologies (ICT)	Index of the level of development of information and communication technologies (1 - low; 50 - high). Source: UNCTAD (unctad.org)	-
E-Invoice (EI)	An indicator that reflects the period in which the electronic invoicing practice was introduced (1) and the period in which it was not introduced (0). Source: Formed by the author on the basis of internet data.	-
Controlling variables, (Z_{it})		
Control of corruption (CC)	Index of corruption in the country (-2.5 - weak; 2.5 - strong)	-
Income level (IL)	GDP per capita (%). Source: World Bank (worldbank.org)	-
Level of education (EL)	The level of admission to secondary education is higher than the number of all children eligible for education (in%). Source: World Bank (worldbank.org)	-

Analyzing the statistics on the indicators listed above, Table 2 shows that the average level of the informal economy in 44 countries was 21.3% of GDP (2004-2015), with the highest rate being 53.07% (2009) in Georgia. observed.

Table 2. Descriptive statistics

All countries						
Variables	Number of observations	Mean	Standard deviation	Minimum	Maximum	VIF
The size of the shadow economy	528	21.31	12.54	6.16	68.46	-
Start-up costs	528	22.63	47.93	0.00	429.20	1.06
Compensation costs	494	7.49	1.53	0	9.38	1.49
Tax burden	451	44.67	17.79	15.3	137.2	1.16
AKT	528	16.78	6.34	3.23	31.71	1.36
E-invoice	528	0.12	0.32	0.00	1.00	1.07
Corruption control	528	0.82	1.15	-1.37	17199	1.87
Income level	528	30400	24189	311	118823	1.11
Level of education	468	103.52	14.60	80.04	163.93	1.48
OECD countries						
Variables	Number of observations	Mean	Standard deviation	Minimum	Maximum	VIF
The size of the shadow economy	408	15.74	6.51	6.16	32.65	-
Start-up costs	408	23.56	42.63	0.00	332	1.10
Compensation costs	407	7.71	1.37	0	9.38	1.64
Tax burden	349	42.28	12.43	19.8	76.7	1.32
AKT	408	18.43	5.37	4.04	31.71	1.26
E-invoice	408	0.13	0.33	0.00	1.00	1.10
Corruption control	408	1.31	0.78	-0.77	2.47	1.98
Income level	408	38132	22133	6040	118823	1.06
Level of education	377	106.19	14.62	80.04	163.93	1.37
CIS countries						
Variables	Number of observations	Mean	Standard deviation	Minimum	Maximum	VIF
The size of the shadow economy	120	40.25	9.11	23.70	68.46	-
Start-up costs	120	19.46	62.81	0.00	429.20	1.40
Compensation costs	87	6.48	1.83	0	8.11	1.88
Tax burden	102	52.83	28.11	15.3	137.2	2.14
AKT	120	11.17	6.19	3.23	30.05	2.30
E-invoice	120	0.08	0.28	0.00	1.00	1.53
Corruption control	120	-0.85	0.42	-1.37	0.79	2.33
Income level	120	4113	3743	311	16007	1.25
Level of education	91	92.49	7.78	80.32	111.93	1.50

A balanced panel data set was used in the econometric analysis. The panel data set allows you to increase the number of observations as they are crossed over years and different countries. This form is also non-observable and allows the management of features and time effects specific to country units [15].

The mathematical expression of the primary econometric model formed in the analysis is given in equation 1, which is based on the Ordinary Least Squares (OLS) method:

$$SE_{it} = \alpha + \beta X_{it} + \delta \dot{Z}_{it} + \varepsilon_{it} \quad (1)$$

$$i = 1, 2, 3, \dots, N$$

$$t = 2004, 2005, \dots, T$$

where, SE_{it} - t is the size of the informal economy available in country i ; α - intercept; coefficients β and δ ; X – set of concerned variables; \dot{Z} - set of controlling variables; ε_{it} - displays a standard error term.

Because the panel data set in our study was shorter than the number of country units in time (large N and small T), the results of our primary model (1) were validated using models recommended by Gujarati and Porter [16], particularly Fixed Effects (FE) and Random Effects (RE). check and determine the appropriate model for our data set.

In addition to taking into account the relationships between variables, these models allow us to consider how specific aspects of countries can affect the size and development of the informal economy over time. The Fixed Effects (FE) model considers the effect of time-independent, country-specific factors (u_i) as part of the intercept, (α). In doing so, the Fixed Effects (FE) model considers the effects of these individual factors in relation to arbitrary variables (N_{it} and \dot{Z}_{it}) (Equation 2). Also, the model assumes that the variance of the errors (v_{it} - residual errors are independent and uniformly distributed, $v_{it} \sim H(0, \sigma^2)$) and the degree of deviation of the main equation line (β and δ) are constant.

$$SE_{it} = (\alpha + u_i) + \beta X_{it} + \delta \dot{Z}_{it} + v_{it} \quad (2)$$

In contrast, in the Random Effects (RE) model, u_i is considered as a component of a complex standard error (ε) indicator, which allows the random deviation of the standard deviation across the country and (or) over time (Equation 3). Also, unlike FE, RE does not imply the influence of country-specific factors and no correlation between arbitrary variables, and evaluates the coefficient and intercept value (α , β , and δ) of the factors under study as invariant.

$$SE_{it} = \alpha + \beta X_{it} + \delta \dot{Z}_{it} + (u_i + v_{it}) \quad (3)$$

In our econometric analysis, we consider the results of this three model in three cases. In particular, in the first case, the OLS, RE and FE models are used for all selected 44 countries, in the second case for the OECD member states and in the third case for the CIS countries.

Prior to the model-based regression, a series of tests were performed, and the necessary adjustments were made to the selected models based on their results.

In particular, the Variance Inflation Factor (VIF) test was performed to check the degree of multicollinearity between the selected independent variables. The test results showed that the degree of reflection of all regressors were less than 5 (see Table 2), i.e., the degree of error that could occur as a result of multicollinearity was statistically insignificant [16].

The Cook-Weisberg test was also performed to determine whether the selected indicators were homoskedastic or heteroskedastic across the values of

the dependent variables under study. The test results showed that there was a problem of “heteroskedasticity” (see Table 3). In order to solve the existing problem, the “robust” specification was selected [17].

It is important to determine the appropriate model for the data set before interpreting the analysis results. For this reason, the “*Lagrangian Multiplier*” (LM) diagnostic test, initially recommended by Breusch and Pagan [18], was performed. This test shows which of the OLS or RE models is compatible with our panel kit. As can be seen from Table 3, in all three cases, the LM test supported the RE model results.

The Hausman test [19] was also performed to select between the *RE* and *FE* models. According to the results of this test, the regression of the data set covering 44 OECD and CIS countries, as well as the data set covering 34 OECD countries, shows that the results of the *RE* model are reliable. In contrast, the Hausman test showed that the *FE* was the most suitable model for the panel set data formed for the 10 CIS countries (see Table 3).

Based on the below test results, if we analyze the data of the relevant models in all three cases, the initial situation, i.e. *RE* model results obtained for 44 countries, shows that Start-up costs are statistically significant at 99% (or 0.01 coefficient). This means that a 1% increase in the cost of official business registration in these countries will lead to an increase in the share of clandestine activity in the economy by 0.008%. The impact of this indicator on business entities operating in the OECD countries is higher, which is also statistically significant at 99%. It was found that a 1% increase in these expenditures could lead to a 0.011% increase in the share of the shadow economy in the OECD countries. However, although the impact of this indicator is greater in the CIS countries, we can see that it is not statistically significant. This indicates that the impact of this factor is secondary or insignificant for businesses operating in these countries. These results support the findings of a study conducted by Henrique et al. [20] in developed countries. Their research showed that the abolition of registration costs in developing countries with high levels of corruption had no effect on the voluntary registration of informal entities or, in some cases, an increase in the number of informal operators.

In terms of time spent on tax compliance and the impact of financial costs (compliance costs) on the share of the shadow economy, the results for the OECD and CIS countries are statistically significant at 90% (or 0.1), which indicates that 1 % increase thereof contributes to 0.223 and 0.661% growth in the informal economy, respectively.

Table 3. Results of regression analysis of informal economic factors

Variables	Барча мамлакатлар (44 мамлакат)	ИХТТ мамлакатлари (34 мамлакат)	МДХ мамлакатлари (10 мамлакат)
	RE^R	RE^R	FE^R
CS_{it}	0.008*** (0.002)	0.011*** (0.002)	0.045 (0.040)
CC_{it}	0.384*** (0.131)	0.233* (0.126)	0.166* (0.644)
TB_{it}	0.025* (0.015)	0.011* (0.018)	0.078** (0.048)
ICT_{it}	-0.318*** (0.039)	-0.205*** (0.036)	-0.675*** (0.198)
EI_{it}	-0.800** (0.322)	-0.562* (0.310)	-1.611** (1.156)
CoC_{it}	-5.624*** (0.488)	-3.639*** (0.463)	-10.572*** (1.808)
IL_{it}	-0.146*** (0.020)	-0.142*** (0.020)	-0.156*** (0.053)
EL_{it}	-0.014 (0.012)	-0.002 (0.011)	-0.179 (0.109)
Constant	31.499*** (2.286)	25.408*** (2.054)	27.494** (12.334)
Observations	382	329	53
Number of countries	44	34	10
R^2	0.592	0.509	0.786
F-statistics	354.32***	196.55***	17.48***
¹ Cook-Weisberg test	-	-	-
² Breusch - Pagan LM test	1115.80***	853.02***	-
³ Hausman test	-	-	1272.82***

R - «Robust» standart errors in paranthesis (ε).

*** - Significance level $p < 0.01$ (99%); ** - $p < 0.05$ (95%); * - $p < 0.1$ (90%).

Note: ¹Cook-Weisberg test - H_0 – No Heteroskedasticity. ²Breusch - Pagan LM test: H_0 – OLS model is appropriate. ³Hausman test: H_0 – RE model is appropriate.

Similarly, the tax burden reflected by the sum of income tax rates is positively correlated with the size of the informal economy, and in all three cases the results are statistically significant, reaching 90% (or a 0.01 coefficient) in OECD countries and 95% in CIS countries (or coefficient of 0.05). It was confirmed that as a result of a 1% increase in this factor, the informal economy will grow by 0.011% in the OECD countries and by 0.078% in the CIS countries.

In order to assess the role of the main object of the study, ie the improvement of tax administration on the basis of information and communication technologies in reducing the share of the shadow economy, the index of ICT development in the country was obtained. At the same time, it is estimated that with the development of ICT in the country, the level of its

implementation in various fields (tax authorities) will increase [21]. Econometric analyzes showed that the impact rate of this factor was high and statistically significant (99% or 0.01 coefficient) in reducing the size of the shadow economy in all three cases. In particular, our analysis of 44 countries showed that an increase in the level of ICT development in the country by 1 index will reduce the level of economic informality by 0.318%. However, the impact rate of this factor in developed OECD countries (-0.205%) is lower (-0.675%) than in the CIS countries, which are economies in transition, which in turn is due to the fact that the level of ICT development varies in these two groups. It can be concluded that the CIS countries have an opportunity to effectively combat tax evasion through the further development of ICT and its application in the activities of tax authorities.

The role of electronic invoicing in the fight against the informal economy through the improvement of the VAT mechanism is great, it is an effective tax instrument that is widely used today in developed countries. The effect of e-invoices in reducing the share of the shadow economy was statistically significant at 95% (or 0.05) in both countries, with mandatory introduction in the OECD countries contributing to an average of 0.562% in the shadow economy and 1.611% in the CIS.

The size of the shadow economy in countries depends on the degree of transparency and legitimacy of public administration institutions, and the high level of corruption in them increases the impact of other factors and reduces the effectiveness of tax mechanisms used to combat them. This is because corruption and the informal economy appear as complementary or substitute and encourage business entities to operate in the informal economy by acting as a specific form of taxation. Therefore, it is necessary for countries to take measures to reduce corruption in the development (or improvement) of mechanisms to combat the shadow economy [22].

In our empirical analysis, the significance level of the Control of corruption indicator is statistically 99% (or a coefficient of 0.01) in all three cases. This, in turn, indicates that the improvement of corruption control in the OIC countries by a factor of 1 will contribute to the reduction of the share of the shadow economy by 3.639 percent. However, due to the high level of corruption in the CIS countries, the results of econometric analysis show that an increase in the control of corruption by a factor of 1 in these countries will reduce informality in the economy by 10.572%.

Conclusions

1. The shadow economy is a fact of life in countries that reflects all forms of economic activity that are hidden from official authority for monetary, regulatory, and institutional purposes.

2. An analysis of the scientific and theoretical literature revealed that the main factors contributing to the expansion of the shadow economy are fiscal

factors such as the burden of taxes and mandatory payments, tax culture, the quality of public institutions.

3. Studies have shown that the issue of improving tax compliance should be at the heart of tax reform in reducing the size of the shadow economy. At the same time, it is important to ensure that taxpayers fulfill their tax obligations voluntarily, in a timely manner and in full.

4. The level of tax collection concludes how formed three types of confidence, that is, the righteousness of the tax system, which is directly related to the wise system of trust and confidence in the potential of the budget.

5. Increasing confidence in the tax system requires improving the tax culture, reducing compliance costs, designing tax policy on the basis of fundamental principles, optimizing the elements of the tax mechanism, improving tax control on the basis of information and communication technologies.

6. The analysis of the measures taken to improve the tax complex in the OIC and CIS countries confirms that the countries have implemented reforms in two main areas. These are reflected in the measures taken to optimize the tax burden and improve the capacity of tax administration on the basis of information and communication technologies.

7. An econometric analysis of the impact of tax compliance factors on the growth of the shadow economy and the impact of reforms in the OIC and CIS countries on their elimination showed that start-ups and compliance costs, tax burden and corruption in the country are the main factors influencing the informal sector. He also noted that the introduction of electronic invoicing and the level of development of information technology in the country play an important role in their elimination.

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FE'LNING TURLANISHI VA TUSLANISHI

Annotatsiya: Ushbu maqolada fe'lning turlanishi va tuslanishi, shakllari kabi masalalar yoritib berilgan.

Kalit so'zlar: shaxs, son, tuslovchi, tuslanishsiz shakl, birinchi shakl, ikkinchi shakl, uchinchi shakl, leksik shakl yasovchi.

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SPECIES AND INFLORESCENCE OF THE VERB

Annotation: This article covers such issues as species and species, forms of verb.

Keywords: person, number, inflectional, unstressed form, first form, second form, third form, lexical form-forming.

Ish-harakat ma'lum bir grammatik shaxs tomonidan bajariladi (yoki bajarilmaydi). Grammatik shaxs so'zlovchi (I shaxs), tinglovchi (II shaxs), o'zga (III shaxs yoki predmet) bo'lishi mumkin.

Grammatik shaxs grammatik son (birlik yoki ko'plik) bilan birgalikda ifodalanadi. Fe'llardagi bunday grammatik shaxs va son ma'nosi ma'lum bir grammatik ko'rsatkichlar orqali ifodalanadi. Masalan: o'qidim, o'qisam, o'qisang, o'qiyapman, o'qibman, o'qiy fe'llari tarkibidagi –m, -man, -y qo'shimchalari ish-harakatning I shaxs so'zlovchi, ya'ni yakka shaxs tomonidan bajarilganini ko'rsatsa; o'qidik, o'qisak, o'qiyapmiz, o'qibmiz, o'qiylik fe'llari tarkibidagi –k, -miz, -ylik affikslari ish-harakatning I shaxs, lekin ko'p so'zlovchilar (shaxslar) tomonidan bajarilganini ifodalaydi.

Demak, ish-harakatning bajaruvchisi uch shaxs va 2 son tushunchalarini aks ettiruvchi affikslarni o'z ichiga oladi. SHuning uchun ham bunday affikslar shaxs-son affikslar deb yuritiladi.

Shaxs-son kategoriyasi fe'l anglatgan harakatning bajaruvchiga bo'lgan munosabatini ifodalaydi. Harakatning bajaruvchisi so'zlovchi, tinglovchi va nutq jarayonida qatnashmagan o'zga shaxs bo'lishi mumkin. SHaxs ma'nolari

maxsus affikslar orqali ifodalanadi, bunda ayni bir affiks bajaruvchining sonini ham anglatadi, shuning uchun bu affiks shaxs-son affiksi deyiladi.

Fe'ning shaxs-sonda o'zgarishi tuslanish deyiladi, shuning uchun shaxs-son affikslari tuslovchilar deyiladi. Bajaruvchi shaxs bilan harakat orasidagi munosabat predikativlik munosabatining ifodalanishi hisoblanadi. Ega va kesim munosabatini shaxs-son affiksi ko'rsatadi. Bu esa faqat fe'l shakllarinigina emas, shu bilan birga, boshqa so'z turkumlarining ham shaxs-son affiksini olib kelishini ta'minlaydi: *Men elimning yuragida yashayman.*

Birinchi shaxs tuslovchisi harakatning bajaruvchisi so'zlovchining o'zi ekanligini, uning ko'pligi esa so'zlovchi ham qatnashgan shaxslarni bildiradi: yozaman-yozamiz, o'qidim-o'qidik. Ikkinchi shaxs so'zlovchining nutqi qaratilgan shaxs yoki shaxslarni – suhbatdoshni bildiradi: o'qiding-o'qidingiz, yozasan-yozasiz. Uchinchi shaxs tuslovchi esa umuman nutqda qatnashmagan, lekin nutq o'zi to'g'risida bo'lgan shaxs yoki narsalarni bildiradi: yozdi-yozdilar. Fe'ning birinchi va ikkinchi shaxs shakli faqat kishiga nisbatan qo'llanadi (badiiy vosita – jonlantirish bunga kirmaydi). SHuning uchun fe'llar birinchi va ikkinchi shaxs shaklida kelganda, gapning egasi shu shaxslarni ko'rsatuvchi kishilish olmoshlari bilan ifodalanadi. Fe'ldagi shaxs-son affiksi tegishli shaxsdagi egani aniq ko'rsatgani sababli bu shakllarda gapning egasi yashirinishi ham mumkin: *Bularni ko'rib shodlanaman. Daryolardan kuylab o'tardim. Avval o'yla, keyin so'yla.*

Badiiy asarlarda ikkinchi shaxsning birlik va ko'pligi jonlantirish yo'li bilan predmetga nisbatan ishlatilishi mumkin: *Ellar, yuragimga ilhom soldingiz.*

Fe'ning uchinchi shaxs shakli kishilar uchun ham, predmetlar uchun ham qo'llangani tufayli gapda eganing kelishi shart bo'lib qoladi. *U barcha bilan samimiy salomlashdi.*

Tuslanishning quyidagi uch sistemasi bor:

Birinchi tuslanish shakli:

Birlik Ko'plik

1-shaxs-**man-miz**

2-shaxs-**san-siz**

3-shaxs-**di, -ti, -dir**

Ikkinchi tuslanish shakli:

Birlik Ko'plik

1-shaxs-**m-k**

2-shaxs **-ng-ngiz**

3-shaxs**00 (lar)**

Uchinchi tuslanish shakli:

Birlik Ko'plik

1-shaxs-**(a)y, -(a)yin-(a)ylik**

2-shaxs**0, -gin-(i)ng, -ingizlar**

3-shaxs-**sin-sin(lar)**

Birinchi tuslanish tarixiy jihatdan eng qadimgisi bo'lib, kishilik olmoshlardan o'sib chiqqan. Ikkinchi shakl esa birinchi shakldan hosil bo'lgan. Birinchi tuslanish affikslari quyidagi fe'l shakllarini tuslashga xizmat qiladi:

a) sifatdoshga qo'shib, uzoq o'tgan zamon fe'lini tuslaydi: *eshitganman, otgansan, borgan*;

b) ravishdoshga qo'shib, o'tgan zamon hikoya fe'lini tuslaydi: *aytibman, aytibsan, aytibdi*;

v) hozirgi zamon davom fe'lini tuslaydi: *olyapman, olyapsan, olyapti, o'qiyotirman, olayotibman, olmoqdasan*;

g) hozirgi-kelasi zamon fe'lini tuslaydi: *yozaman, o'qiyman*;

d) kelasi zamon maqsad fe'lini tuslaydi: *o'qimoqchiman, o'qiydiganman*;

e) kelasi zamon gumon fe'lini tuslaydi: *o'qirman, borarsan*;

yo) *ekan, emish* bilan tuzilgan analitik shakllarni va kesim vazifasida kelgan boshqa turkum so'zlarini tuslab keladi: *o'qir ekanman, talabaman, baxtliman*.

Ba'zi zamon shakllarida uchinchi shaxs uchun -di affiksi qo'llanadi, ko'p hollarda esa bu shaxsning maxsus affiksi bo'lmaydi: *keldi, kelayotir, kelar, kelmoqchi*.

Ikkinchi tuslanish affikslari quyidagi o'rinlarda ishlatiladi:

a) yaqin o'tgan zamon fe'lini tuslaydi: *aytdim, aytding, aytdi*;

b) to'liqsiz fe'l bilan ishlatilgan uzoq o'tgan zamon, o'tgan zamon hikoya fe'li, o'tgan zamon maqsad fe'li va o'tgan zamon davom fe'lini tuslaydi: *aytgan edim, aytib eding, bormoqchi edim, oladigan edim, borar eding*;

v) shart mayli shakllarini tuslab keladi: *olsam, olsa, olsa*.

Ikkinchi tuslanish affikslari shaklan egalik affikslariga o'xshaydi: *ko'rdim, ko'rding; ruchkam, ruchkang*. Lekin bularning biri fe'lga qo'shib, bajaruvchi shaxsga munosabatni bildirsa, ikkinchisi otga qo'shib biror narsaga qarashlilikni bildiradi.

Uchinchi tuslanish affikslari buyruq-istak maylidagi fe'llarni tuslashga xizmat qiladi: *olay, olayin, ol, olgin, olsin, olaylik, oling, olingiz, olingizlar, olsinlar; o'qiy, o'qiyin, o'qi, o'qigin, o'qisin, o'qiylik, o'qing, o'qingiz, o'qisinlar*.

Fe'llarning shaxs-son qo'shimchalari o'z ma'nolaridagina qo'llanib qolmay, balki biri ikkinchisi o'rnida ham qo'llana oladi. Birinchi shaxsning ko'plik shakli, so'zlovchining boshqa shaxslar bilan birgalikdagi harakatini bildirishdan tashqari, birinchi shaxs birligi uchun ham qo'llanadi. Bunda so'zlovchining kamtarligi yoki mag'rurlanishi ma'nosi ifodalanadi: *Biz do'ndirdik (Men bajardim)*.

Birinchi shaxsning ko'plik shakli ikkinchi shaxsning ko'pligi uchun ham ishlatila oladi: *Qani, yozamiz bolalar! O'quvchilar, safga tizilaylik!*

Ikkinchi shaxsning ko'plik shakli, bir necha shaxsga murojaat ma'nosini bildirish bilan birga, ikkinchi shaxsning birligi uchun qo'llanib, biror shaxsga

nisbatan hurmat yoki piching ma'nosini ifodalaydi: *Samad, bu ishingizning foydasini aytsangiz.*

Ikkinchi shaxsning birlik shakli uchinchi shaxsning birligi uchun ham qo'llanishi mumkin: *Ming marta tikilsang ham to'y maysan kishi.*

Uchinchi shaxsning ko'plik shakli hurmat yoki kesatish ma'nosida shu shaxsning birligi uchun qo'llanishi mumkin: *SHojalil ham xizmatga borganlar.*

Uchinchi shaxsning ko'plik shakli ikkinchi shaxsning birligi uchun qo'llanib, ko'pincha hurmat, ba'zan kesatish ma'nosini ifodalaydi: *Qani, otaxon, yuqoriga o'tsinlar. Nima xohlasalar hammasi bor. SHuncha ishladilar, qancha jamg'arma orttirdilar.*

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DEVELOPING UNDERGRADUATE STUDENTS PERFORMING PERFORMANCE SKILLS

Annotation: This article discusses undergraduate students' skills in developing piano playing skills. The course also provides theoretical and practical information on piano performance.

Keywords: bachelor, piano, musical instrument, skill, education system, methodology.

*“People of culture and art are active, new and creative
have to live with ideas and initiatives»*

Sh.Mirziyoyev.

On March 19, 2020, under the chairmanship of the President of the Republic of Uzbekistan Sh.M. A meeting was held on the formation of marriage, the promotion of reading among young people, the employment of women. It is known that the head of our state has put forward five important initiatives to organize work in the social, spiritual and educational spheres on the basis of a new system. The first initiative will help young people to develop their interest in music, art, literature, theater and other arts. Today, more than 800 cultural centers, 312 music and art schools cover 130,000 boys and girls, most of which are equipped with textbooks, music sets, musical instruments and equipment. It was noted that In this regard, one of the urgent tasks of each of us today is to help creative people and support their talents.

The art of music and instrumental performance, which are the purity of the human race and the richness of the spiritual world, play an important role in ensuring the maturity of any society. There is a wide way to restore our national values. The first President of the Republic of Uzbekistan Islam Abduganievich Karimov wrote in his book "High spirituality is an invincible force" that "the sounds of music, regardless of the people or nation, express the most noble, lofty and delicate human experiences." Therefore, the role and significance of our national musical works in Uzbek music, the stages of development to this day are important.

Uzbek piano music covers a quarter of a century. However, in a very short period of time, he underwent a fantastic development process and managed to create mature Uzbek samples that correspond to the masterpieces of European monumental piano. Today, a number of new works in the field of music are presented in our country. Our young people are also making unprecedented strides in this area.

Piano performance is one of the most popular forms of music. It is a well-known fact that every nation has its own national instruments. Today, it is one of the most popular musical instruments in the world. One of them is a piano. Along with all the famous composers of the world, Uzbek composers have created brilliant works for this instrument. They are loved and performed by young performers.

Piano is one of the most popular forms of music. It is a well-known fact that every nation has its own national instruments. Today, it is one of the most popular musical instruments in the world. One of them is a piano. Along with all the famous composers of the world, Uzbek composers have created brilliant works for this instrument. They are loved and performed by young performers. Sitting on the piano, performance. As you know, when learning to play any instrument, it is important to first sit up straight in front of the instrument and master the skills of keeping the body, limbs free. The acquisition of these skills will help to create the right executive position. There are three main points in piano performance: the foot position, the sitting position on the chair, and the hand position.

One of the most important parts of the educational work in the piano classroom is the cultural and educational activities of students. One form of educational work is the discussion of a student concert. At the same time, the student becomes critical of the performance and begins a certain level of preparation for independent teaching activities. The level of performance of the learning process in a piano course is mainly related to the organizational aspects of the lesson. Carrying out educational work determines the content, form, method of the educational process. The level of mastery of students is mainly related to the fact that the curriculum is structured in a goal-oriented manner. It should define specific pedagogical tasks: individual aspects of the student, the level of preparation, the sequence of study of musical material, and so on. The repertoire of performances should include Uzbek and classical works, as well as works of foreign composers in various forms, content, style.

The main purpose of this manual is to develop in students the skills of independent practical work on the piano, the development of executive skills necessary for professional activities. Speaking of modern musical instruments, one of the most widely used musical instruments is the piano. Learning about how the piano came to be may be of interest to music listeners who are not experts in the field. The piano is a stringed instrument with a stringed meaning, invented in Italy by Christopher Bartalameo (1709-1711).

In fact, the history of this musical instrument dates back to ancient times, to ancient Greece. During the time of Pythagoras, the founder of the theory of reproduction, there was a musical instrument called the monochord. It consisted of a long, thin box that was pulled tight over a musical instrument. The box is made of special wood, so the sound is loud and has its own timbre. The string is attached to the box with a non-moving harp, and there is another movable harp,

which is moved on the net to reduce or increase the volume of the music. Over time, one string was added to the other. This instrument is performed on the instrument with a special nail (mediator), and sometimes with a special stick or hammer on the strings.

Over the centuries, this instrument has evolved. The box is enlarged to a right-angled position with a keyboard on one side. Now the player was pressing the key, and the metal plates attached to it made a sound by scratching the strings. This instrument became known as the clavichord. It was performed while standing on a table. The clavichord appeared in the twelfth century, and for five centuries masters living in several countries tried to improve it. A few strings have been added to each key to make the music sound louder and louder, and the box has been enlarged. Over time, several keyboards were added to the keyboard, and each keyboard served to expand and amplify the sound range. These movements also failed to amplify the sound of the instrument. The clavichord was made of precious wood and was used to decorate the hotels of the rich.

In late 17th-century France, the lower white keyboards were made of black wood and the upper ones were made of ivory. The reason for this was that in those days, more and more women played keyboard instruments to enjoy the seductive hand movements of ladies playing white keyboards on black keyboards. However, the lines between the black keyboards were mixed up, making them invisible and difficult for the player. By the 18th century, the color of the keyboards began to be arranged as it is today.

Simultaneously with the clavichord, another similar keyboard instrument began to develop, which was called by different names: keyboard, chembalo, virginal, harpsichord. The latter became so widespread that similar instruments of various kinds were given a common name.

The masters of the keyboard instrument were in search, and in 1711, Christophore Bartalameo, a master from Padua, Italy, invented a new musical instrument. The sound was made with wooden hammers. Now the instrument is called Piano because of its ability to play the instrument hard and slow. The most important part of this instrument is the muffler. If there were no silencers, the strings would vibrate more than they should and only noise could be heard instead of music. The piano is equipped with two pedals, one to stop the sounds and the other to play. By the 19th century, there were two main types of piano instruments: the piano in the horizontal form and the piano in the vertical form. The Royal is used in large concert halls to play a full-volume powerful musical melody in a concert, while the piano is used in slow, empty audible rooms.

Currently, the piano is used in music culture classes in secondary schools, in the teaching of all folk instruments in music and art schools, colleges of arts and culture, music in higher education. tools are widely used.

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“ALPOMISH” DOSTONI VARIANTLARIDA BARCHINOY OBRAZI TASVIRI

Annotatsiya: “Alpomish” xalq qahramonlik episi bo‘lib, unda qahramonlik, vatanparvarlik, birodarlik, sadoqat kuylanadi. Bu doston qadim zamonlarda vujudga kelib, asrlar davomida xalq baxshilari, shoirlar tomonidan kuylanib, takomillashib bordi. O‘zbekning uzoq o‘tmishi, rasm-rusumlari, hayot tajribasidan o‘tgan an‘analari, kurashlari, tashvishlari, quvonchlari o‘zining badiiy ifodasini topgan dostonida Alpomishning jasorati, Barchinoy sadoqati, Qorajon, Qaldirg‘ochoy kabi bir qator obrazlar tasvirlangan bo‘lib, quyida “Alpomish” dostonining Po‘lkan shoir [1] Berdi baxshi [2] va Fozil Yo‘ldosh o‘g‘li [3] tomonidan ijro etilgan variantlarida Barchinoy obrazi tasviriga to‘xtalinadi.

Kalit so‘zlar: variant, versiya, asar strukturasi, xarakter, qahramon tasviri, alp, an‘anaviy tasvir, epik klishe.

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DESCRIPTION OF THE ALPOMISH FRIEND IN ALL OPTIONS

Annotation: "Alpomish" is a folk heroic epic, which sings of heroism, patriotism, brotherhood and devotion. This epic originated in ancient times and has been sung and perfected by folk singers and poets for centuries. The long history of the Uzbek people, their traditions, life experiences, struggles, worries and joys are reflected in the epic. The following is a description of the image of Barchinoy in the versions of the epic "Alpomish" performed by the Polkan poet [1] Berdi Bakhshi [2] and the son of Fozil Yuldash [3].

Keywords: variant, version, structure of the work, character, image of the hero, alpine, traditional image, epic cliché.

O‘rxun-Enasoy bitiklaridan bizga ma‘lumki, ajdodlarimiz ayolga, onaga o‘zgacha mehr-muhabbat bilan munosabatda bo‘lgan. Dostonlarda qo‘llaniladigan «Gul yuzli», «zulfizar», «mohi paykar», «gulsanam», «sarvinoz», «guloyim», «dilbar», «qalamqosh», «lablari qirmiz», «shirin so‘zli», «shakar labli» kabi go‘zal tashbehtar ularga bo‘lgan izzat va hurmat, e‘tiqod,

ilohiy munosabat xalqimiz psixologiyasida qadim-qadim davrlardan buyon yashab kelayotganidan darak beradi [4].

Ko'pgina tarixiy manbalar bu ma'lumotlarni to'la tasdiqlaydi [5]. Eng muhimi esa, ayollar, ya'ni xotunlar bo'lg'usi xoqonlarning onasi bo'lganliklari uchun ham ularning tarbiyasiga, mavqeyiga katta e'tibor berganlar. Bu tasavvurlar «Alpomish» dostonida Barchin va Qaldirg'och obrazlari orqali yaxshi ochib berilgan.

Barchin o'zbek eposida alp ayol obrazi hisoblanib, o'zbek tilining izohli lug'atida keltirilishicha Barchin ismining asosi ham "bars", "ilvir", "yo'lbars" degan ma'noni anglatadi [6]. Insonlarga ism hayoti mobaynida unga hamrohlik qilishi istalgan sifatlarga monand tarzda qo'yiladi.

"Alpomish" dostonida Barchinga ism qo'yilishi bilan bog'liq epizodlar turli variantlarda turlicha tasvirlanadi. Xususan, dostonning Berdi baxshi variantida Barchinga Xizr bobo tomonidan ism berilishi jarayoni: "Shunda Xizr bobom borib: – Qizning oti Barchin bo'lsin, mullaga beringlar, mulla Barchin bo'lsin, chochbog'iga boylab tosh otsa, bir tosh yerga ketsin, jamoli ham bir tosh yerdagini yiqsin, – deb duo qilib, ko'zdan g'oyib bo'lib ketdi. "Xalqqa ibrat bo'lsin", – deb aka-uka quda bo'ldi" [2.5] – deya tasvirlanadi.

Fozil Yo'ldosh o'g'li variantida esa: "Shunda farzandlarning uchovini ham olib kelib, Shohimardon pining etagiga soldi. Shohimardon piri Boybo'ring o'g'lining otini Hakimbek qo'ydi, o'ng kiftiga besh qo'lini urdi. Besh qo'lining o'rni dog' bo'lib, besh panjaning o'rni bilinib qoldi. Qizining otini Qaldirg'ochoyim qo'ydi. Boysarining qizining otini oy Barchin qo'ydi. Ana shunda Shohimardon piri Hakimbekka oy Barchinni atashtirib, beshkirti qilib: «Bu ikkovi er-xotin bo'lsin, Hakimbek bilan hech bir kishi barobar bo'lolmasin, omin ollohu akbar», – deb fotihani betiga tortdi", tarzida ko'rsatiladi [3.16]. Bundan ko'rinadiki, ismning Shohimardon pir va Hizr bobo tomonidan berilgani, uning tanlangan qismat egasi bo'lganligi, ismi jismiga monand bo'lishi, ushbu obrazning yetakchi o'rinda ekanligini ifodalaydi.

Shuningdek, xalqimizning farzand tarbiyasiga bo'lgan e'tibori va qarashlari dostonida baxshilar tomonidan alohida tasvirlangan. Jumladan, Berdi baxshi variantida "Ikkovi ham to'rt yashar bo'ldi, mullaga eltib berdi, uch yil o'qib, mulla bo'ldi" [2.5] tarzida tasvirlansa, Po'lkani shoir variantida: "Ana endi Boybo'ring o'g'li Mulla Hakim uch yoshga kirdi, Boysaribekning qizi Barchinoy ham uch yoshga kirdi... Hakimjon bilan Barchinoyni maktabga qo'ydi. O'rtadan olti yil o'tdi. Bular to'qqiz yoshga yetdi... Ikkovining xat-savodi chiqdi", [1.13] kabi tasvirlaydi. Fozil shoir esa: "Shunda bolalar kundankun o'tib, oydan-oy o'tib, birdan ikkiga kirib, ikkidan uchga kirib, bularning tili chiqib, elga enib, tili chiqqandan kay, elga engandan kay, tutib uchovini ham maktabga qo'ydi. Bular maktabda o'qib yurib yetti yoshga kirdi. Burro savodi chiqib, xat o'qib-yozadigan mulla bo'ldi. Shunda Boybo'ribiy: «Endi o'g'lim savodi chiqib, mulla bo'ldi, o'g'limga endi shohlik, sipohilik ilmini o'rgatayin», – deb mulladan chiqarib oldi. Boysari ham Boybo'riga taassub (qildi). Bul ham

oy Barchin qizini maktabdan chiqarib oldi. Chiqarib olib, «Qizimga Ko‘kqamish ko‘lida qo‘y sog‘dirib, chorvadorlik ilmini o‘rgatayin, qo‘y sog‘moqqa usta bo‘lsin», – dedi” [3.17] – tarzida ularning ilm olish qatorida hunarli ham bo‘lganini aytadi.

Shu o‘rinda bir narsaga e‘tibor qaratadigan bo‘lsak, Hakimbek “shohlik, sipohlik ilmi”ga yo‘naltirilsa, Barchin “qo‘y sog‘moqqa usta” bo‘lishi kerak edi. Ko‘chmanchi Qo‘ng‘irot elida o‘g‘il bolalarga sipohlik, qilichbozlik, ot chopish, polvonlik kabi jismoniy yetuklikka eltuvchi ko‘nikmalar bilan birga, dunyoviy bilimlar ham berilib, beklikka tayyorlangan. Qizlar esa qo‘y-echki sog‘ish va uy-ro‘zg‘or yumushlari o‘rgatilgan, bekalikka tayyorlangan. Mazkur ta‘lim-tarbiyaning hosilasi dostonning boshqa o‘rinlarida ko‘rsatib o‘tiladi. Xususan, aka-uka o‘rtasidagi nizoga Fozil shoir va Berdi baxshi variantida “zakot” [3.17, 2.5] masalasi, Umir shoir variantida “Hakimbek va Barchinoyning tortishuvi”[7.27], Po‘lkan shoir variantida “qovun muammosi” [1.13] sabab qilib ko‘rsatiladi. Yuqoridagi sabablar tufayli barcha variantlarda Boysari arazlab Qalmoq yurtiga ko‘chib ketadi. Bu vaziyatga Barchinning munosabatini Fozil shoir oqila qizning otasiga qarshi murojaat qilolmay, dardini quyidagi tarzda onasiga aytgani “OTA”ning garchi u noto‘g‘ri ish qilsada, oiladagi o‘rnini belgilab bergan:

...“Xo‘ja kelsa chiqar murid naziri
Xotin bo‘lmasmikan erning vaziri?!
Er deganning aqlin olmas bo‘lurmi,
Aldab-suldab yo‘lga solmas bo‘lurmi?!
Boy otamman biy bobomga ne bo‘ldi?!” [3.26].

Bu holat dostonning Po‘lkan shoir variantida ota va qiz suhbatini tazrida kuylanadi:

...Sayil qilsang esonlikda chorboqqa,
Iloho, dunyosi qursin bebaho,
Bir kun borsak, ota, qalmoq yurtiga,
Zo‘rluk bilan olib qo‘ysa taraflar,
O‘zim tugil, lanqam qolar o‘zbakka.
Hargiz elingdan ketma, otajon.[1.21]

Ushbu satrlarda Barchinning bo‘lajak noxushlikni sezib, uning oldini olishga harakat qilgani ko‘rsatilgan.

«Qirq mingini bir deb sanab qirishga» tayyor turgan jasur Barchin obrazida qahramonlik eposlariga xos botir qiz («alp qiz») haqidagi an‘anaviy tushuncha Toychixon alplari zo‘rluk bilan olib ketmoqchi bo‘lgan epizodlarda yaqqol gavdalanadi [8]:

...Menmanlikman baring bunda kelasan,
Kelgan bilan meni nima qilasan?!
So‘z aytqichi senga menday mushtipar,
Bilsang, men ham, qalmoq, senga barobar.

Bu soʻzni eshitib, Koʻkaldosh alp turib aytdi: – Bu oʻzbekning qizining dami baland ekan. Koʻkaman! Tushib sudrab chiq bu yoqqa! Koʻkaman alp otdan tushib, otni uyning beldoviga ildirib, bogʻana qimiz soʻrab alamzada boʻlgan, uyning ichkarisiga kirgan, Barchinning kanizlari qoʻrqib, uyning toʻrida toʻplanib turgan. Barchin ibo qilib teskarib qarab turib edi, Koʻkaman alp Barchinning burumidan ushlab, poygaga qarab torta boshladi. Barchin oʻzini oʻnggʻarib, qoʻlini uzatdi, bir qoʻli Koʻkamanning yoqasiga yetdi, bir qoʻli bilan belbogʻidan tutdi. «Yo, Shohimardon pirim», – deb koʻtarib, chalqaramon qilib yerga qoʻydi. Chap tizzasini koʻkragiga qoʻyib turdi. Ogʻzi-burnidan dirak-dirak qon keta berdi [3.65]. Bu lavhada Barchinning ham jismonan ham maʼnan kuchli ekanligiga ishora bor. U Koʻkaman alp uchun oʻch olishga hozirlanib, otdan tap-tap tushayotgan alplarni koʻrib, aql-farosat bilan ish tutadi, alplarning zoʻri Koʻkaldosh ekanini bilib, undan olti oyga muhlat soʻraydi va bu bilan Alpomishga “imkon” beradi.

Berdi baxshi esa Barchinning aql-zakovati, soʻzamolligi, Maston kampir bilan suhbatiga, uni hiyla bilan mot qilishiga qaratadi:

Shunda Barchin: “Mening otam musofir boʻlsa, bu qalmoqlar bilan teng boʻlmas”, – deb hiyla qilib, bir soʻz degani:

..Oʻzbeklarni koʻrsam, qattiq quvayin,
Haqning dargohiga shukur qilayin,
Olib ket, ketayin Kasʼhal elingga,
Dinga kirsam, tegay sening gulingga.
..Xudoy oyday qildi mening qoshimni,
Qorajonga qoʻshsa edi boshimni,
Tegsam, men tegayin sening ulinga,
Oldirsa ekan avrasining boshini.

Degan vaqtda kampir: ...tegmasang, tegmay qoʻyaqol, – deb chiqib ketdi” [2.13].

Jasurlik, alplik, mushohadalilik kabi sifatlar bilan ulugʻlangan Barchinning vaziyatdan munosib tarzda chiqa olishi, variantlarda bu sifatning faqat soʻz boʻlib qolmaganini baxshilar ustalik bilan ochib berganlar.

Shu qatorda uning husn-malohatiga berilgan taʼrif-u tavsiflarga toʻxtalib oʻtadigan boʻlsak, Berdi baxshi: “Shunda qizi Barchinoy: “Otam kim bilan soʻkishib yotir”, – deb uydan chiqdi. Uni koʻrib toʻqson dev otining yoliga yotib behush boʻlib qoldi. Toychixon qizni koʻrib: – Bu qizing nechaga kirgan? – deb soʻradi. Boysari aytdi: – Shu yil qizim yetti yashar boʻladi. Toychixon: – Yetti yilgachayin Oyna koʻlini, Chilbir choʻlini qizingning qaliniga berdim. Yetti yildan keyin oʻzim kelib olaman. Boshqaga bermaysan, – deb ketdi” [2.10], - deya uning husn-malohatda tengsizligini aytadi. Poʻlkan shoir: “Soʻngra Toychixon oʻzining musulmon til biladigan bir odamini jonsiz qilib, musulmon kiyimi kiygizib, musulmonning sallasini oʻratib, fulgʻa mayakchi qilib: “Boysarining ishi qanday, yurishi qanday, turishi qanday, bilib kelgin”, – deb joʻnatib yubordi.... Ana endi boyagi fulgʻa mayakchi Boysari boyning qizi

Barchinoyini ko‘rib ketgan edi, toza suluvligini podshosiga aytgan edi. Shunda Toychixon Barchinoyini eshitib, olmoqchi bo‘lib, to‘qson polvonni Boysariga sovchi qilib yubordi” [1.25] – deya Barchinning ta‘rifini keltiradi.

Fozil shoir esa uning alpligiga urg‘u berib, qalmoq alplari tilidan quyidagicha tasvirlagan: “Bir nechasi aytadi: – Qalay, Ko‘kaman, shu o‘zbekning qizini olib bersak, olarsanmi, shuning bilan ham vatan-ro‘zg‘or qilarsanmi, chap tizzasini ko‘kragingga tegsa, og‘zi-burningdan qoning ketib o‘larsanmi? Ko‘kaman alp turib aytdi: – Sizlar tarz ahmoqsizlar, men sizlarning qaysingdan kamman, to‘qson botmon temirdan sovut kiysam, to‘qson shirbozning etini ta‘til qilsam, to‘qson alpning biri bo‘lsam, shu o‘zbekning qizi aytadi har so‘zning o‘ralida:

..Oti Alpomish yorim bordir,
Elda zo‘raborim bordir,
Qatordagi norim bordir,
Shundayin qaysarim bordir.
Chilla kirganda mast bo‘lgan,
Xatapga boshini urgan,
Dushmanlarning dodin bergan,

Elda zo‘raborim bordir, — deb o‘zbekning qizi har so‘zining o‘ralida aytadi, lekin buning norining bori ham rost, eldagi zo‘rining bori ham rost, buning moyasi shunday, nori kim qanday?!”.

Bu jummalardan Barchin go‘zalligi bilan bir qatorda alp sifatida jasurligi bilan hammani lol qoldirganligi baxshilar tomonidan kuylanganiga amin bo‘lamiz.

Barchin qo‘lini tutmoqchi bo‘lgan yigitdan ham salohiyat, ham bahodirlikni talab qiladi. Bu jihatdan uning Alpomish va to‘qson alp oldiga shart qo‘yishi xarakterlidir. Po‘lkan shoir, Berdi shoir variantlarida uch(poyga,yoy tortish,kurash), Fozil shoir variantida to‘rtta(yoy tortishish, ming qadamdan tanga pulni urish, poyga, kurashda to‘qson alpni yiqish)bo‘lgan qahramonlik va mardlikni tarannum etuvchi Barchinning shartlari nafaqat to‘qson alp, balki Alpomishning ham alpligini, jismoniy barkamolligi, so‘ziga sobitligi va Barchinga nechog‘lik munosib ekanligini yana bir bor sinovdan o‘tkazishga zamin yaratadi.

Shunday jarayonda bir narsaga oydinlik kiritsak, Barchinoy o‘zi ham jasur,alp bo‘lsa, Ko‘kamanni bir yumalatib yer tishlatgan bo‘lsa, nega endi barchasini o‘zi yengib qo‘ya qolmaydi? Mana shu joyda asl alp, qahramon, deb tarannum etilgan obraz Alpomish ekanligi, uning vazifasini bajarishga undalgani, alpligini sinovdan o‘tkazilishi joizligi ochib berilganiga guvoh bo‘lamiz.

Shuningdek, Barchin qiyin vaziyatlarda yoridan umidvor bo‘lishi, sabr toqat bilan berilgan muddat davomida uni kutishi uning ayollarga xos yana bir o‘rijalik tomonini aks ettirgan. Po‘lkan shoir variantida Alpomish yetib kelishi

uchun uch yil muddat so‘raladi, voqea haqida xabarni Alpomishga Barchinning navkarlaridan avval bir kampir yetkazadi:

..Qayinotangman, qallig‘ingni bo‘zlatdi,
Bilib turib momong bir gapni aytdi,
Boysariman Boybo‘ribek urushib,
Araz urib Kashal eliga ketdi.
Olib kelgin Barchinoyday bulbulingni,
Yoring bilan o‘ynab-kulsang ne bo‘ldi?![1.29]

Qalmoqning muddati to‘qson kun bo‘lgan Berdi baxshi variantida esa Barchin choparlar va ularga bergan nomasidan holatini bayon qiladi:

..Boshiga yarashar toju yorlig‘i,
Har yerga ma‘lumdir qilgan zo‘rligi,
Kechikmasdan kelsin darrov-zinhor,
Toy-talashda qoldi menday qallig‘i.
O‘lmasin dunyoda Qo‘ng‘irot botiri,
Menga munosib edi zangar chotiri,
Kechikmasdan kelsin darrov-zinhor,
To‘qson kun kofirning bo‘ldi muddati [2.17].

Fozil shoir esa Barchin so‘zini, asli ilinj bo‘lsada undan barq urib turgan qat‘iyatini quyidagicha kuylaydi:

Barchin o‘n ming uyli Qo‘ng‘irotning yigitidan o‘n yigitni saylab oldi, otasining to‘qson to‘qay yilqisidan o‘n otni saylab oldi, otlarni sovutib, tamom qildi. Shunda shunday arza yozdi Barchin: «Olti oychalik yo‘lga keldim, qalmoqning eliga keldim, zo‘r yovning qo‘lida qoldim, olti oyga muhlat oldim, mendan umidi bo‘lsa, Alpomish kelsin, bo‘lmasa, javobimni bersin»[3.67-70].

Yuqoridagi misralar bizga Barchinning yangi qirralarini, ayol tabiatiga xos zaifligi, insoniy fazilatlarini, so‘ziga sobitligini uning harakatlari bilan ifodalagan baxshilarning mahoratini yaqqol namoyon etadi.

Doston davomida Barchinning ona sifatida gavdalanishi unga nisbatan beriladigan ta‘riflarga yangi bir yondashishni talab etadi. Sababi, alp maqomida bo‘lgan, qat‘iyatli obraz onalik mavqeida chorasiz insonga aylanadi. Alpomishdan qolgan sari yoydan Ultontoz o‘q uzulishini xohlaydi, lekin uni hech kim ko‘tara olmaydi. Berdi baxshi variantida Qultoy qiyofasida Alpomish yoydan o‘q uzmoqchiligini, yoyni esa o‘g‘li Yodgor olib kelishini aytadi. Buni bilmagan ona bolasining qiynalayotganini ko‘rib nola qilsa, otasini izidan borgan uchun undan faxrlanadi:

..Ultontoz ko‘rib: – Qani, Yodgor, sari yoyni ko‘tarib kel,—dedi. Yodgor borib, yoyni ko‘tarib yura berdi. Buni enasi Barchin ko‘rib, bir so‘z degani:

Yomg‘ir yog‘sa, halqob ko‘llar loylansin,
Xudoyo, dushmanning qo‘li boylansin,
G‘ayratingga banda bo‘lay, Yodgorjon,
Kokilingdan menday enang aylansin [2.135].

Ayni shu vaziyat Po‘lkan shoir tilidan jabrdiyda onaning tangriga nolasi ko‘rinishida kuylanadi:

- Sabil bo‘lar endi Qo‘ng‘irotning yurti,
Mening o‘zim Boysarining farzandi.
Ey, yaxshimdan qolgan o‘rinbosarim,
O‘lar bo‘ldi shoh to‘ramning farzandi
Yodgorga quvvat bergin, olloyim.
Yoqasi xo‘l Yodgorbekning yoshiga
Ko‘p elati bor tegra-do‘shiga,
Qarg‘a qo‘ndi qarchig‘ayning to‘shiga
Qarg‘adan omon qil, qodir xudoyim[1.247].

Fozil shoir beklarga yuklatilgan vazifa bajarilmasa - o‘lib ketishlari mumkin bo‘lgan vaziyatda Barchinning yangi qirrasini ochib beradi, u Alpomish davrida xizmat qilgan beklarni endi Yodgor himoya qilish kerak,-deb, yoyni olib kelishga uni ham yuboradi. Alpomish izini Yodgor to‘ldirishidan ko‘ngli qanchalik tog‘ bo‘lgan bo‘lsa, o‘g‘liga tinimsiz yog‘dirilayotgan qamchilar ona iztirobini shu qadar kuchaytiradi:

“..Yodgorning boshiga qamchi urib hayday berdi. Ultontozga qarab, Barchin bu so‘zni aytdi:

Sen eshitgin mening aytgan so‘zimni,
Olmaday so‘ldirma gulday yuzimni,
Ham qaynimsan, ham mirzamsan, Ultonjon,
Zulm qilib urma sag‘ir qo‘zimni.
Gapga quloq solmas bu zamon qullar,
Bu ishni boshqargan mendayin dilbar,
Jonim bolam, bo‘lib kelgin xizmatkor,
O‘lmasin otangman qadrdon beklar,
G‘ayrat qilib yoyga borgin, Yodgor,
Sening bilan birga qancha amaldor.
..Yaxshi so‘zman qancha so‘ylab ko‘raman,
O‘zim xafa, lodon ko‘nglim bo‘laman,
Muna beklar uchun o‘g‘lim beraman,
Shuytib senga minnatdor bo‘p turaman.
Men yaxshi gapirdim, sira bilmading,
Yodigorni uraringni qo‘ymading,
Yomonlik qip, yaxshilikni bilmading,
Otasin arvohin hurmat qilmading,
Beting-ko‘zim degan gapni bilmading,
Asling buzuq, menmanlikdan qolmading” [3.378].

O‘g‘lining tirik qolishi evaziga barcha shartlarga noiloj rozi bo‘lgan Barchin chorasiz ona siymosida bo‘lsada, qat‘iyat, adolat uni sira tark etmasligini baxshilar qul Ultontozning Yodgorga jabr qilgan paytida Barchinning bergan javobida namoyish qiladilar.

Dostonni variantlarini kuzatish barobarida Barchin yorini o‘zga qiyofada kelgan bo‘lsada, ma’lum bir elementdan tanib olish epizodi baxshilar tomonidan turlicha yo‘sinda ochib berilgan:

“Shunda Alpomish: “Qaytar ekan”, – deb Barchinning taxtining ostidan o‘tib keta berdi. Barchin Qultoy cholni Alpomishga o‘xshatib, o‘g‘liga bir so‘z degani:

..Haydarga ko‘p edi otangning qo‘yi,
Har yerga yetardi otangning o‘yi,
Etagidan ushla, choldan ayrilma,
Otangga o‘xshaydi bobongning bo‘yi.

..Otang edi Boybo‘rining bolasi,
Bitmay ketar yuragimning yarasi,
Etagidan ushla, choldan ayrilma,
Otangga o‘xshaydi cholning kallasi.
Dunyoda o‘chdilar mening chirog‘im,
Echki ma‘rab qo‘shibolmaymi ulog‘in,
Etagidan ushla, choldan ayrilma,
Otangga o‘xshatdim bobong qulog‘in” [2.136].

Siyрати Alpomishga teng Qultoyni ko‘rib, uni yori deb tahmin qilgan Barchinga o‘landagi Qultoyning ushbu so‘zi uni tanib olishiga turtki bo‘ladi:

- Bir to‘nni Alpomishga bichsang bo‘lar,
Alpon uchun qon-zardob ichsang bo‘lar,
Ultontozning og‘ziga chichsang bo‘lar,
Qultoy cholning belidan quchsang bo‘lar.

Shunda Barchin tanib qoldi:

- O‘lanni boshla desa, boshlar bo‘lar,
Xo‘jalarning boshida dastor bo‘lar,
Qizman yigit qiziqib aytishgan so‘ng,
Telpakni o‘rtaga tashlar bo‘lar” [2.147].

Ushbu holat Fozil shoirda Barchinning Boychibor otni tanib, Alpomishni kelganini tahmin qilishida aytiladi:

“Baxmal o‘tovga uloqni tashlab, qaytgan vaqtida ort-sirtidan Boychiborni ko‘rib, Barchin tanib, Yodgor o‘g‘liga qarab, bir so‘z aytib turgan ekan:

..Men yig‘layman yaratganga zori-zor,
Ne qilsa, hukmi bor qudratli jabbor,
To‘yxonaga otang kelgandir, Yodgor.
G‘amli bo‘may ohu fig‘on etmaydi,
Yobi ot tuyoqdan otgan turpog‘i
Sira ham bir chatanidan o‘tmaydi,
Boronada bir Chibor ot kep edi,
Uy girdidan, bolam, to‘zang ketmaydi.
To‘yxonaga, bolam, otang kelgandi(r),
Kim yaxshi, kim yomon, anglab bilgandi(r),

Inshoollo, ko‘rarmiz shunday polvondi” [3.352].

Otni ko‘rib qilingan tahmin Yodgorning qo‘lida ilik bilan xursand kelishi, bu ilikni Qultoy berganini bilishida o‘z isbotini topadi:

..“Qultoy bobong o‘z kunini ko‘rolmas,

Qultoy bobong senga ilik berolmas.

Qultoy bo‘lib bolam, otang kelgandi,

Mungg‘ayganda ahvolingni ko‘rgandi,

Qultoy bo‘lib to‘yxonada yurgandi,

Ko‘rib senga mehribonlik qilgandi,

Bolam, senga otang ilik bergandi,

Inshoollo, ko‘rarmiz shunday polvondi” [3.372].

Po‘lkan shoir variantida doston syujetiga jumboq epizodi qo‘shiladi, aynan jumboq Alpomish bilan Barchin o‘rtasida bo‘lib o‘tgan o‘landa uni tanib olishiga ko‘maklashadi:

“Ana endi Qultoy chol: – Men o‘langa yengdirdim,–deb qo‘ynidan Yodgorbekni chiqarib yubordi. Shunda Yodgorbek ayrilgisi kelmay, Qultoy cholga tarmasha ketdi. Shunda o‘langa yig‘ilib o‘tirgan katta-kichiklar:

– Endi Qultoyning boshidan telpagini olib tashlaymiz. Yo Qultoyga chiqsin, yo Alpomishga chiqsin. Agar Alpomish bo‘lsa, bilamiz, Qultoy bo‘lsa, urib o‘ldiramiz, – deb bular shu maslahatda tursin. Qultoy chol o‘lanni aytib bo‘lib ketmoqchi bo‘ldi. Shunda Barchinoy Qultoyga qarab, jummoq o‘lan aytib yubordi.

..Barchinoyning jummoq o‘lani:

Uyichida yop-yoriq,

U nimadir, bekbachcha,

O‘ng qo‘limda o‘n tuyma,

U nimadir, bekbachcha,

Qator-qatorga birkaganing,

U nimadir, bekbachcha.

Gullarning rangi so‘lgan,

Qiyomat kuni bo‘lganda,

Mo‘minga xizmat qilgan,

Jummoq quydim, kalim toz,

Shuni toping, bekbachcha.

Qultoycholning jummoqni topgani:

Uy ichida yorig‘ing,

Davlatidir, ko‘zingdan,

O‘n qo‘lingda o‘n tuymang,

Xudo bersa farzanddir...

Ana endi Barchinoy bildi, Alpomish ekan” [1.440].

Gap shundaki, iqtidorli baxshi ushbu variantda Alpomish qalmoqlar bilan shartlashib g‘olib bo‘lgandan keyin ularning nikohida Barchin tomonidan aynan shu so‘zlardan foydalanib uni sinatgan edi:

“Unda Alpomish Barchinoyning qo‘lidan tortdi. Qimirlata olmadi. Barchinoy Alpomishning shunday qo‘lidan ushlab, zo‘rluk qilib sudrab kela berdi. Barchinoy shunday Alpomishga qarab, bir jumboq aytayotibdi. Aytgan jumbog‘i budir:

Uy ichida yop-yorug‘,
U nimadir, bekbachcha,
O‘ng qo‘limda o‘n tuyma,
U nimadir, bekbachcha,
Jumboq quydim boybachcha.

Guldayin ranggi so‘lgan,
Kun qiyomat bo‘lganda.
Mo‘minga xizmat qilgan,
U nimadir, bekbachcha.

Piyolaga choy qo‘ydim,
Gulday ko‘ylakni kiydim,
Sizga jumboqni quydim,
Shuni toping, bekbachcha.

Ana endi Alpomish Barchinoyga javob berib, bir so‘z aytayotibdi:

Uy ichida yop-yopug‘,
Davlatidir, oy Barchin.
O‘n qo‘lingda o‘n tuymang,
Xollaringdir, boybicha.
Qo‘limda talpinganing,
Xudoy bersa farzanddir,
Farzandingdir, qaddingdan.
Eshitgin aytgan so‘zdi,
Xushvaqt bilan o‘tkargaymiz shu yozdi,
Kun qiyomat bo‘lganda
Mo‘minga xizmat qilgan –
Ro‘za bilan namozdi.
Boychiborni choptimmi,
Banot uyni yoptimmi,
Jumbog‘ingni toptimmi?!

Shunda Barchinoy: – Mendan ham ziyoda o‘qigan ekansiz, – dedi”
[1.183].

Barchinning Alpomish kelganini otidan, Qultoy kiyimidagi Alpomishning savlatidan, o‘lan davomida jumboqli so‘zlaridan payqab olishi, teran fikrlashi ma’naviy barkamolligi yuqorida keltirilgan vaziyatlardan baxshilarning bu jarayonni ochib berishdagi mahorati, yondashuvidan dalolat beradi.

Doston variantlaridagi Barchinoy obrazi tahlili orqali, dostondagi ayol obrazlari va bu obrazlar bilan bog‘liq qadim tasavvurlar faqat badiiy to‘qima emas, balki o‘tmish hayotimiz tarixi bilan chambarchas bog‘liqligi,

ajododlarimizning ayolga, oilaga bo'lgan munosabatini, ularning oila va jamiyatda tutgan o'rni, mavqeini ko'rish mumkin.

Barchin obrazi husn-malohatli yor, alp jangchi, oqila va tadbirli donishmand ayol, mushtipar ona sifatidagi xususiyatlari baxshilar tomonidan turli yo'sinlarda yoritilgan bo'lsada, ularni birlashtiruvchi nuqta o'zbek ayoli fenomenini yaratganidir.

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ON THE QUESTION OF THE COMPARATIVE STUDIES OF FOLK TALES

Abstract: For the first time, a comparative study of fairy-tale traditions is carried out in the article. In the course of the study, it was found that in the fairy tales under consideration there are both universal plots inherent in the fairy tales of other peoples of the world, and local plots identified directly only in these fairy tales of our nationalities. This division is based on the use of a universal, international index of fairy-tale plots during the analysis.

Key words and phrases: fairy tales; universal plot; local plot; fairy type.

Fairy tales, representing one of the oldest folklore genres, embodied the history, social strata, lifestyle and way of life of their creator — the people, their place in society, influence, occupation and other qualities. And for this reason, the formation of the ethnic composition of a certain people and its migration, international cultural and educational ties are an important tool for determining the foundations of primitiveness. This explains the fact that for many centuries fairy tales have been studied in various aspects: linguistic, literary, ethnographic, and historical. It should be noted that each of the scientists approaches the issue of comparative study of fairy tales from his own point of view. According to V.Y. Propp, "If we limit ourselves to comparing fairy tales with each other, we will remain within the framework of comparativism" [5, 16].

According to V.M. Jirmunsky, "The question of whether there are typological analogies or contact interactions between similar folklore plots is, first of all, a historical question. It should be considered not abstractly, but taking into account the specific conditions of the historical development of peoples and cultural interaction between them" [3, 336]. The issue of comparative study of epic plots that have become widespread in the West and East has found its sufficient coverage in the studies of A.N. Veselovsky, E.M. Meletinsky, G.L. Permyakov, N.Roshiyanu, from Uzbek scientists - G.A. Jalalov, H. Egamov and others. Our research concerns an aspect mentioned in the works of these scientists, but which has not received sufficient study. In general, a comparative study of the morpho-typo-poetics of fairy tales of peoples who lived in remote territories from each other, and different in their language, lifestyle, religious beliefs, social structure, customs, culture, economic and political development, has important theoretical and practical significance. In our research, we found it appropriate to refer to the fairy tales of the English,

French, Uzbek and Russian people. The Uzbek folklore has long known the fairy tale "Ur, tuqmok" ("Beat, baton!") [4, 56-60]. In turn, this plot also takes place in the folklore of English [7, 414-417], French [8, 57-63], Russian [6, 97-99], German [1, 147-159] and other people.

The name of the fairy tale for each nation, having undergone creative processing, sounds different. In the Uzbek version - "Beat, baton!", in Russian folklore - "Horse, tablecloth and horn", in English folklore — "Donkey, table and stick", the Germans — "Cover the table, golden donkey and baton out of the bag", and the French have this fairy tale in two versions: the first is called "Tailor and whirlwind", and the second - "Devil's Castle". In the Uzbek fairy tale, the following sequence of events is observed: One day an old man set a snare and sat down to guard. Looks - a stork got into the snare. The stork asks the old man to let him go, which was done. The stork flies away. The old man goes to his house and asks him to "Boil, my pot." However, on the way home, he loses what he received. The second time he asks "Tablecloth, open up." And this gift was lost on the way. The third time he asks for "Hit, baton." After this event, everything stolen is discovered, and all the characters who deceived the old man are punished. In the German fairy tale, events are also based on this plot. However, the number of characters in it is larger, which ultimately led to an increase in the volume of this fairy tale. The exposition of the fairy tale tells about an event concerning a tailor, his three sons and a goat. The tailor tells his sons to herd the goat. However, he is not satisfied with their work, sends all three of them out of the house and begins to live alone.

The eldest son is apprenticed to a blacksmith. When his apprenticeship ends, the master gives him a "Self-made Tablecloth". When the guy returned home, it was abducted from his inn. He discovers the loss only upon arrival at his father's home. The middle son enters the service of a miller, and at the end of his apprenticeship, the master gives him a donkey capable of giving birth to gold. And this son's donkey was replaced at the inn where he spent the night; he discovers the substitution only upon arrival at his home. The youngest son enters an apprenticeship to a turner. The master gives him a "Hit, baton". He also stops at the same inn where his older brothers were deceived, in order to spend the night here. The owner of the establishment, seeing the bag of his young guest, plans to replace it at night in order to take possession of the contents. The young man, who was waiting for these actions, gives the order "Hit, baton" at this time. At these words, a baton jumps out and beats the innkeeper to death. This subject is begging for mercy, promising to return everything stolen earlier. The youngest son arrives home with a cargo, the contents of which were "A self-made tablecloth", "A Golden donkey" and "Beat, baton". He passes what he brought to his brothers, and this is the end of the fairy tale. The Russian version of the fairy tale is built in a slightly different way. As narrated here, an old woman had a stupid son. One day he finds a pea seed, which he plants and guards his crop. He manages to ambush a stork, which he is going to kill. Then

the stork asks not to kill him and gives him a horse for it. If you order the horse to "Stop", then it gives birth to gold, with the words "but" it stops this action. The young man brings the horse home and gives it to his mother; she was very pleased with this gift. The fool goes to the stork again, scares him and this time returns with a "self-made Tablecloth". It was also given to his mother. The young man goes to the stork for the third time, threatening to kill him. He gives him a horn this time. When a fool asks what the horn is for, the stork orders: "out of the horn." At the same time, two hefty fellows appear who beat the guy up. And the stork soars into the sky with the words: "into the horn." The fellows stop the beating and return to their hollow. Then the fool invites local dignitaries to his home and shows them a horse that gives birth to gold, and a "self-made tablecloth" capable of reproducing various dishes. In the end, the dignitaries, mocking him, ask:

- Hey, fool, what else do you have wonderful? Then he gives the order to the horn. The stalwart fellows who appeared at the same time beat these dignitaries half to death. They had previously managed to hide the gold born by the horse. After the beating, the dignitaries are forced to flee, abandoning everything they stole. This is where the fairy tale ends. The means connecting the plot of all three folk tales — a source of wealth (a horse or donkey giving birth to gold, and a jug), a source of viands (a tablecloth), a patron punishing the sinful, the guilty (beat, baton) - are fantastic elements that determine the movement of events. Of course, each of these plots has been reworked in the aspect of the peculiarities of the worldview of individual peoples, national identity. The German fairy tale differs significantly from the previous two fairy tales. National traits are clearly manifested in it, events cover a wider spectrum. And the Russian fairy tale has a laconic form and a small volume. In the English version of the fairy tale "Beat, baton!" the fantastic image is not predominant. Vitality and realism dominate here. Here, the idea is put forward that only if the conditions associated with work are met, one can become the owner of a magic object. For the hero of the fairy tale, Jack, in order to become the owner of the donkey that gives birth to silver, works incessantly for 12 months and one day. Having been deceived, he loses the donkey, and again works continuously for 12 months and one day to become the owner of the "Table, cover up". When this magical object was also lost, he begins to work again, and becomes the owner of "Beat, baton", which ends this fairy tale. Among the French people, the plot of "Beat, batons" is spread through two independent fairy tales. The first of them is called "The Tailor and the Whirlwind". The exposition of the fairy tale looks quite different, acquiring a household character. A tailor marries a grumpy woman and constantly lives in a scandalous situation. Knowing this, the whirlwind gives him a donkey as an aid. From that moment on, the events form the plot line of the fairy tale "Beat, baton!". When a donkey is stolen, the hero is given a napkin. After it was lost, he was presented with "Beat, baton!", and events begin to unfold in favor of the tailor. The second fairy tale is called "The

Devil's Castle". The exposition of this fairy tale is also very original. Here, three sons of a certain peasant, in the process of various adventures that they had to go through, encounter the devil. His condition is fulfilled by the youngest son, who receives a gift of "Beat, baton!". This weapon in the French fairy tale is able to reproduce gold. However, it was stolen from the brothers. Then the devil gives them a tablecloth, which was also lost.

In the end, the devil presents them with a cloak. These clothes had magical properties, the person wearing the cloak was invisible to others, and he could see and observe everything around him. The fairy tale ends with the three brothers marrying the three daughters of the king by means of these objects. The fairy tale "The Tailor and the Whirlwind" to a certain extent shows similarities with the Uzbek fairy tale. There is a donkey, a tablecloth and a baton. Only in the Uzbek version, a jug appears instead of a donkey, and everything else is practically repeated. As for the question of the patron, the function of the stork from the Uzbek fairy tale in French folklore is performed by a whirlwind. In the second fairy tale from French folklore, more space is given to other details and the traditional functions of the objects that manifest their activity are changed. In particular, if in most fairy tales the baton is given as an instrument of punishment, then in this fairy tale it is given as a means of reproducing gold. In addition, in this fairy tale, the cloak is mentioned as a means that is absolutely not found in the fairy tales of other people. Most importantly, the process of punishment is carried out in a completely different form. The punishment of the rapist who appropriated magic objects is assigned to wonderful pears. This, in turn, manifests itself as the fourth miraculous remedy, which is not found in Uzbek, Russian, German and English fairy tales. Consequently, although this fairy tale is based on the plot of "Beat, baton", it has undergone significant processing. However, in any case, these fairy tales are connected by a single plot through three wonderful objects. This case shows the principles of processing literary connections and influences in thinking through different worldviews. Among the fairy tales analyzed above, the English fairy tale has the most realistic character. The main emphasis in it is on labor activity. In the fairy tales of other people, the fantastic spirit prevails. Since, "Any fiction in art is a technique, a way of embodying an idea" [2, 148]. This feature acquires a commonality for all archaic motifs. The idea of fighting for a happy life of every person has been embodied since ancient times through a fantastic image. Each nation processed the basic idea contained in these fairy tales based on the traditions of its folk literature, lifestyle, worldview, social ideal, showing its national identity in it. Thus, comparison, as a method of research, provides an opportunity for a deeper, historically grounded explanation of this national identity.

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MODERN APPROACH TO DIAGNOSIS AND TREATMENT JUVENILE DYSMONORRHEA IN ADOLESCENT GIRLS

Resume: Dysmenorrhea is one of the most common gynecological diseases among adolescents. Moreover, the widespread introduction of the latest achievements of drug and non-drug therapy did not cause the expected decrease in the frequency of dysmenorrhea in girls. Perhaps this is due to the lack of a clearly defined differentiated approach to the treatment of these patients and the fact that most specialists under the term "dysmenorrhea" understand only the presence of painful menstruation without taking into account the entire wide range of neurovegetative, metabolic-endocrine, mental and emotional deviations of the menstruation process.

The obtained data, which highlighted the problem of dysmenorrhea in girls, showed the importance of a differentiated approach to diagnosis and to the appointment of non-hormonal and various hormonal drugs to correct various manifestations of dysmenorrhea in girls.

Key words: juvenile dysmenorrhea, adolescence.

Introduction. Adolescence is a period of transition from childhood to adulthood, characterized by a jump in physical, physiological, endocrine, emotional and mental growth, with a transition from complete dependence to relative independence. It should be noted that reproductive health is laid in childhood and adolescence[3].

One of the main physiological changes occurring in adolescent girls is menarche, which is often associated with the problem of irregular menstruation, abnormal uterine bleeding of the puberty period (AMC) and primary dysmenorrhea (PD) PD is one of the important tasks of pediatric gynecology. According to domestic and foreign authors, the frequency of PD in adolescent girls ranges from 8% to 90%, and in 15% of cases, PD has a severe course, leading to a violation of social and everyday activity, up to loss of working capacity, because of which this pathology is a serious medical and social problem[1].

The main theory of the occurrence of PD is considered to be prostaglandin, and today the first-line drugs of treatment are nonsteroidal anti-inflammatory drugs(NSAIDs), the appointment of which is pathogenetically justified at any age and has a high level of evidence[2,4].

But NSAID therapy does not always lead to a decrease in the frequency of PD, but only has a symptomatic effect in the form of temporary relief of pain,

and in severe PD in most cases there is no analgesic effect at all. Often, pain is not the only manifestation of this disease[1]. Sometimes, in the absence of painful sensations, neurovegetative, psychoemotional and metabolic-endocrine symptoms prevail, reflecting the low adaptive ability of the entire body, which is often due to the presence of a premorbid background. It is important to take into account that the already existing deviations in the state of health can lead to a severe course of PD in adolescent girls.

In the course of numerous studies, it has been shown that endothelial dysfunction occurs in DST, which is also described in PD, leading to various disorders on the part of all organs and systems. DST does not have a specific clinical symptom complex and is widespread in the population[2]. This pathology may not manifest for a long time and proceed in a mild form, but any provoking agent can be the cause of manifestation and even lead to fatal outcomes. These factors can be stress, physical activity, pregnancy, childbirth, infections, injuries, etc.

As a result of studying the scientific literature, we did not find information about the relationship between the expression of the marker of collagen catabolism (free hydroxyproline in blood serum) and the severity of PD in adolescent girls; the relationship between the indicators of endothelial dysfunction (matrix metalloproteinase-2, -9) present in DST and the presence of PD, its severity in adolescent girls; the indicators of the immune system in adolescent girls with PD and DST before and after treatment[3,4].

Thus, the study of PD in adolescent girls in combination with DST will reveal new aspects in the etiology and pathogenesis of this pathology and develop a new pathogenetically justified differential approach to treatment tactics.

The purpose of the study. Improving the effectiveness of early diagnosis and developing a differentiated approach to the treatment of adolescent girls suffering from primary dysmenorrhea, taking into account etiopathogenetic factors.

Materials and methods of research. In order to solve the tasks and achieve the goal of the study, as well as to exclude the influence of factors that are not subject to study on the results of the work, the criteria for selecting patients for the study were established. The criteria for inclusion in the study were: age from 15 to 17 years, 11 months, 29 days, the diagnosis of primary dysmenorrhea, which was established by the results of anamnesis, examination, gynecological examination, non-invasive methods of excluding organic pathology of the organs of the reproductive system and informed consent.

The results of the study. Adolescent girls with primary dysmenorrhea with signs of connective tissue dysplasia are significantly more likely to suffer from combined chronic somatic pathology - mitral valve prolapse, chronic autoimmune thyroiditis, biliary dyskinesia, visual organ pathology and other

extragenital diseases (77.1%) and functional disorders of the reproductive system – abnormal uterine bleeding (72%), functional ovarian cysts (56%).

Mothers of adolescent girls with primary dysmenorrhea who have signs of connective tissue dysplasia are significantly more likely to suffer from varicose veins of the lower extremities (56 %).

In adolescent girls with primary dysmenorrhea and connective tissue dysplasia, skin-joint signs (47.5%), visual organ disorders (44%) and small heart abnormalities (38%) were most common.

In patients with primary dysmenorrhea and connective tissue dysplasia syndrome pain significantly more pronounced than in adolescents without a connective tissue dysplasia (rank total pain index $28\pm 5,3$ and 21.3 ± 4.5 and the total number of selected descriptors $12,0\pm 4,3$ and $9.0\pm 3,5$ accordingly, $p<0.05$).

The first episode of primary dysmenorrhea with DST in 88% of cases coincides with menarche.

The relationship between the severity of the course of primary dysmenorrhea, the presence of signs of connective tissue dysplasia and the content of magnesium in the blood serum has not been revealed. In primary dysmenorrhea, the concentration of matrix metalloproteinases 2 and 9 changes, which indicates endothelial dysfunction. 6. A decrease in free hydroxyproline, on average, by 2.8 times, matrix metalloproteinase 2-by 3.4 times, tumor necrosis factor α -by 2.1 times, the content of antibodies to cardiolipin-by 3.5 times and an increase in matrix metalloproteinase 9 by an average of 4.2 times ($p<0.05$) confirms the high effectiveness of treatment of primary dysmenorrhea with nonsteroidal anti-inflammatory drugs in combination with a vitamin-mineral complex containing calcium and vitamin D.

The proposed algorithm for the treatment of patients with primary dysmenorrhea makes it possible to convert the severe form of primary dysmenorrhea into moderate and mild in each 3rd observation. 8. The presence of connective tissue dysplasia in adolescence is not an indication for the appointment of drugs that affect collagen formation, since they do not increase the effectiveness of treatment.

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METHODOLOGICAL BASES OF FORMATION OF TECHNOLOGICAL CULTURE IN FUTURE TEACHERS OF TECHNOLOGY EDUCATION

Annotation: This article discusses the theoretical and pedagogical foundations of the formation of technological culture in future teachers of technology education. It also provides information on the methodological basis for the formation of a technological culture.

Keywords: technological education, technological culture, methods, teacher, education system.

In the development of Uzbekistan, it is important to build a perfect education system based on the rich spiritual potential of the people and universal values, as well as the latest achievements of the modern education system, culture, economy, science, technology and engineering. Today, special attention is paid to the higher education system, which is an important stage in the system of continuing education. This places great demands on the quality and effectiveness of teacher training.

The role of educators, educators and teachers in the development of the younger generation is enormous. As the scholars put it, "A person who teaches and educates someone must first and foremost be perfect in all respects." Therefore, the main task is to further improve the performance of teachers, improve their professional skills and form their technological culture. Ensuring the effective implementation of the technological culture of technology educators has become a topical issue today. In all educational institutions, it is important that technology education teachers pay attention to the technological culture.

Some scholars refer to it as a “Systematic Approach” by some scholars, while others refer to it as a “Complex Approach” with terms such as “Regulation” and “Regulation”. A comparative comparison of such complex scientific concepts of social reality reveals that the "Systemic Approach" has been adopted by many. To consider the educational process, which is a specific feature of higher education, as a complex system consisting of many components in which the elements of the environment in which this process takes place are in a certain relationship and interaction with each other? possible. The systematic approach reflects not only the quantitative level of education, but also the level of quality. It also helps to diagnose education,

taking into account the growing demands of society on education and qualitative changes in science, the content and methods of education at all levels.

Pedagogical phenomena in the educational process are interconnected according to certain laws. Knowing them is very important for mastering the scientific basis of education. Every pedagogical event occurs for a specific reason and leads to a specific result. Identifying the causes of this or that pedagogical process or event allows us not only to know them, but also to use the influence of the positive, to prevent the negative. As a result, the ability to manage the pedagogical process on a scientific basis will increase. An in-depth understanding of the nature of pedagogical processes, their systematic study has made it necessary to study the pedagogical process and its laws separately and as a whole.

The process of training future technology teachers - a systematic approach to the object, revealing its integrity, determining the relationship between the organizers (components), determining the conditions of implementation, technology in the training of future technology teachers on the basis of a systematic approach. The next task of our research work is the formation of the technological culture of science teachers and the coverage of the application of problem-based learning methods. The problem of training technology teachers on the basis of a systematic approach covers all aspects of the acquisition of professional and pedagogical knowledge, ie content, form, methods and tools, ways of organizing professional activities, monitoring learning outcomes, quality assessment and can be viewed as an integrative process involving management. At the same time, the integration of the main components of technological education (formation of professional knowledge, skills and abilities), the unity of personality-oriented axiological-developmental (based on experience of creative activity) and educative functions (based on a sense of reality).

The quality of training of future technology teachers depends mainly on the efficiency of the education system, which includes:

- the scale and alternative nature of a systematic approach to education;
- Demonstration of education, clear and purposeful teacher's explanations;
- quality of collaborative learning technology (teacher and learner).

The technological culture of future technology teachers is realized through a system of education aimed at the formation of methodological knowledge and professional skills and competencies based on theoretical foundations. In pedagogical higher education institutions, the technological culture skills of future technology teachers form an integrated system and retain the following characteristics of large systems: integrity, structure, interconnectedness with other systems, foundation. At the same time, given that educational activity is a complex process with many unique dynamic features, each link in the training of future teachers of technology as a separate system the study makes it necessary to introduce a unique approach to each link. Thus, the systematic approach has a

universal description as a methodology of scientific knowledge and a branch of pedagogical practice, and is widely used in pedagogy. Applying a systematic approach to the educational process allows to consider each link of the educational process as a separate pedagogical system, and the interrelationships between them lead to the overall effectiveness of education.

A teacher is a person who has a special pedagogical and psychological knowledge in his / her specialty, is rich in professional training and high moral qualities, and works in educational institutions. The teacher must be able to optimally organize the forms of teaching in the educational process, to enrich the theory of the formation of a harmonious personality with a variety of new ideas. Today, in the pedagogical skills of teachers, didactic laws such as "Knowledge, understanding, application, analysis, synthesis assessment" are recognized as important categories of teaching. The idea of upbringing and perfect man is glorified as a noble idea of national and universal significance, which inspires the highest spiritual goodness of mankind.

Pedagogical technique is a set of general pedagogical knowledge and skills necessary for a teacher not only in the educational process, but in the whole professional activity. Important aspects of pedagogical techniques are, first of all, the professional skills that determine the skills of the teacher, that is, his ability to speak competently and expressively, to express their thoughts and knowledge in an understandable language, emotion to be able to control his voice, to have mimic and pantomime skills inherent in his personal characteristics, to have a clear gesture, a meaningful look encouraging or mocking smile, to influence the minds and thinking of students through the infinite power of words to hold, now to have the psychological knowledge of the answer. What skills and abilities does a teacher's pedagogical technique consist of, how does a teacher organize educational activities in educational institutions on the basis of modern requirements through pedagogical techniques, what is the role of pedagogical influence on students? Problems such as are still attracting the attention of scientists around the world. Currently, the concept of pedagogical techniques is studied in two groups: The components of the first group are related to the personal moral qualities and behavior of the teacher, and in the skills of self-management in the educational process (reflection).)

appears:

- *control their behavior in the educational process (miraiika, pantomime);*
- *be able to control their emotions and moods in the educational process and not be exposed to various side effects;*
- *excellent social perceptual abilities (attention, observation, imagination);*
- *be able to use and apply speech techniques (breathing, voice control, tempo).*

The components of the second group of pedagogical techniques are related to the teacher's ability to influence the individual and the community, and this group covers the technological side of the educational process.

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**STUDIES OF INFLAMMATORY DISEASES OF POST-ABORTION
ENDOMETRITIS IN WOMEN WITH PATHOLOGY OF
REPRODUCTIVE FUNCTION**

Resume: Chronic endometritis (CE), despite information about its high prevalence (60-65%) and numerous scientific studies, continues to be the terra incognita of modern gynecology. The consistently high frequency of HE refutes the involvement of the problem in the category of banal..

Despite the claims about the high informative value of hysteroscopic imaging in the diagnosis of HE [5, 7], a number of methodological defects can distort the real picture, negatively affecting the pathomorphological conclusion. The concept of reducing macroscopic features to a visually dominant type will improve the management strategy of such patients.

The introduction of hysteroscopic macrotypes into clinical practice will significantly expand the possibilities of diagnosing HE, will allow to specify the nature of endometrial lesions and determine the optimal pathogenetically justified management tactics for each cohort of patients.

Keywords: pregnancy, endometritis, reproductive reproduction, fertilization, abortion, uterus.pregnancy, endometritis, reproductive function, fertilization, abortion, uterus.

Relevance. Inflammatory diseases of the reproductive system continue to occupy one of the first places among the causes of reproductive disorders. The frequency of chronic endometritis is high in women with reproductive disorders and does not tend to decrease in modern conditions[3,7].

Along with the high incidence of chronic inflammatory diseases of the cervix, vagina, and uterine appendages, the frequency of endometritis (E) has recently increased. According to the materials of various researchers, the frequency of E occurs on average from 14 to 25% of cases. Most often, chronic endometritis is detected in women with habitual miscarriage and accounts for 60-87.5% of cases[6,9].

In women with impaired reproductive function against the background of E, there was a tendency to decrease the expression of progesterone receptors both at the stage of their formation in the proliferative phase and during the implantation window, which should be considered as one of the pathogenetic stages of the development of habitual miscarriage. The inflammatory process in the endometrium, manifested by clear morphological changes on the 6th-9th day of the menstrual cycle, changes the formation of estrogen and progesterone

receptors, and this trend increases in the secretory phase of the menstrual cycle. A decrease in progesterone reception probably leads to a violation of the normal differentiation of the endometrium and causes active proliferation due to the preserved level of expression of estrogen receptors in all components of the endometrium. This confirms that the leading mechanism of the formation and development of proliferative processes in the uterus is a violation of the expression of steroid hormone receptors [1,3,5].

When studying E with an autoimmune component, attention was drawn to the lag in secretory transformation of the endometrium with full hormonal activity of the corpus luteum with normal progesterone content in the blood. It is possible that antiendometrial antibodies may have an independent effect on hormone-receptor interactions in endometrial tissue, disrupting the morphofunctional state of the endometrium[2].

An important role in the development of HE today belongs to obligate anaerobic microorganisms - bacteroids and peptostreptococci - in combination with microaerophiles — mycoplasmas and gardnerella, as well as facultative anaerobic microorganisms, such as Escherichia, enterococci, group B streptococci [7]. Thus, in case of miscarriage associated with CE, viral-bacterial contamination of the endometrium is detected in 55.8% of women, whereas pure bacterial contamination of the endometrium is verified only in 12.3% of patients, and monovirus contamination of the endometrium, mainly HSV or CMV— in 31.9% of women.

Among persistent viruses in the genesis of HE, herpes viruses (HSV, Herpes zoster and CMV), enteroviruses (Coxsackie viruses A and B) and adenovirus infections are of the greatest importance.

The purpose of the study. The purpose of this study was to determine significant medical and social factors in the formation of chronic inflammation in the endometrium in women with reproductive disorders.

Materials and methods of research. The study used anamnestic data of 127 women with chronic endometritis and reproductive disorders. The control group consisted of 50 healthy women without reproductive disorders. The age of women in both groups was comparable and amounted to 31 ± 4.2 years.

The results of the study. According to the data presented, in women with spontaneous abortions up to 10 weeks of pregnancy at admission, there was: profuse bleeding with clots in the main group at $8.57 \pm 4.73\%$, in the comparison group - 0% ($p < 0.05$), shortening of the cervix, respectively: $65.73 \pm 5.46\%$ and $29.0 \pm 6.38\%$ ($p < 0.05$). Hyperthermia, including above 38°C , was observed in $14.28 \pm 8.22\%$ of women in the main group, 0% in the comparison group, tachycardia, respectively: $5.71 \pm 3.9\%$ - 0% ($p < 0.05$).

Clinical signs of abortion in terms of 10-16 weeks joined pain syndrome in the main group at $40.0 \pm 9.79\%$ in the comparison group at $25.0 \pm 9.68\%$ of cases ($p < 0.05$).

Vaginal examination in the main group of women polerovirus uterus without distinct contours in five cases (20,0+8,00%), ($p<0.05$).

All of the above clinical signs inherent in women with abortion in terms 17-21 week. A distinctive feature is the localization of pain in the lumbar region: in the main group in 50.0+7.9%, in the comparison group in 14.29+5.9% of observations ($p<0.05$).

The nature of bleeding has also changed. If in the first two groups of women bleeding from minor to abundant was noted, then in this group in 28.59+1.8% of cases, the nature of discharge from the genital tract was scanty or absent.

According to the results of laboratory research methods in women with unspecified abortions, a significant tendency to thrombocytopenia ($p<0.01$), leukocytosis ($p<0.01$) and a shift of the leukoformula to the left ($p<0.001$) was revealed in the general blood test compared with the comparison group. The calculation of indicators of nonspecific immunological reactivity indicates the activation of the immunoallergic component in the genesis of pregnancy termination and the aggravation of immunosuppression in women with pregnancy pathology in the main group. Significant differences related to the indicators of cellular phagocytic protection (CPF): in the main group - 989.11, in the comparison group - 1093.01 ($p<0.05$); leukocyte intoxication index (LII): in the main group - 4.5, in the comparison group - 2.19 ($p<0.05$).

Evaluation of the results of a general urine test in women of the main group compared with the comparison group revealed significant differences in . regarding leukocyturia (7,79+1,29%; 3,78+0,53%; $p<0.05$). In smears on the degree of purity of the vagina in women with complicated spontaneous abortions, an increase in the frequency of occurrence of an inflammatory reaction was revealed (68.57+4.53%;

43.64±4.73%; $p<0.001$), during microbiological examination of the contents of the cervical canal, chlamydia prevailed (18, Yu±3,76%; 7,27±2,48%; ($p<0.05$).

Echographic signs: heterogeneity of the endometrial structure (100%), enlarged uterine cavity (100%) confirm the presence of endometritis in the main group ($p<0.001$).

The different nature of the relationship between the occurrence of postabortem endometritis and morphological signs of inflammation at different terms of termination of pregnancy has been established: with a gestation period of less than 10 weeks, diagnostic criteria are leukocyte infiltrates ($g>0.8$), with a thickness of the walls of the villi vessels less than 7 microns; with a gestation period of 10-16 weeks, the specific density of decidual tissue ($g=0.84-0.89$); with a gestation period of more than 16 weeks, the specific density of fibrinoid ($1=0.806$).

The accuracy of the developed model for predicting the development of post-abortion endometritis by histological preparations of endometrial scrapings and fetal membranes was 91.5%, in the comparison group - 34.7%.

The developed algorithm for providing medical care to women who have undergone spontaneous termination of pregnancy has reduced the frequency of complications - by half.

Conclusion. The features of the clinical and morphological picture revealed by us in the post-abortion period after spontaneous miscarriages at different gestation periods make it possible to predict immediate and long-term complications (inflammatory diseases, menstrual and reproductive function disorders).

The introduction of interdepartmental and interdisciplinary interaction into healthcare practice makes it possible to optimize the conjugacy of therapeutic and preventive work at all levels of outpatient and specialized care for women in the post-abortion period after spontaneous miscarriage.

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PROSPECTIVE DIRECTIONS OF MODERNIZATION AND DEVELOPMENT OF AGRICULTURE

Annotation: This article discusses the national labor market and its features, provides statistical data on the structure of the labor market, presents a program to increase the level of employment of the population during the period of economic recovery after the pandemic.

Keywords: labor market, labor market mechanism, employment, active employment policy, unemployment, fight against unemployment.

During the years of independence, on the initiative of our President, a lot of work has been done to reform agriculture. The introduction of scientific and technical achievements, new equipment and advanced technologies into production is accelerating year by year, increasing the efficiency of using limited land and water resources, capital and labor resources.

Today, in order to modernize agriculture, technical and technological renewal and create a fully competitive environment, which is an important factor in entering the world market, in order to strengthen the position of our exporters in foreign markets in the face of unfavorable price conditions for major export positions and declining consumer demand in some trading partners. In the past period, along with measures to increase the competitiveness of products, measures have been taken to expand the volume and range of our national exports.

In the framework of the program for the development of the service sector in 2012-2016, more than 33 billion soums of loans of "Microcreditbank" were directed to the organization and development of service infrastructure. In general, since the beginning of this year, more than 10,000 service projects have been implemented.

In general, due to the measures taken to accelerate the development of the service sector and expand the use of modern services by the rural population, the share of this sector in GDP reached 50.1%.

As part of the state program to improve the reclamation of irrigated lands and the rational use of water resources in 2013-2017, since the beginning of this year, the Fund for Improvement of Irrigated Lands has invested 81.4 billion soums. As a result, 739.8 km of collector-drainage networks were repaired.

This year, thanks to the diligence and selfless work of our farmers, as a result of measures taken to ensure the rational use of irrigation water, a rich harvest of agricultural products has been grown and harvested in the past. In

particular, 6.7 million tons of vegetables, 1.9 million tons of potatoes, 1.2 million tons of melons, 1.7 million tons of fruits and 991.6 thousand tons of grapes were grown in the first nine months of this year.

In order to provide the population of the country with fruits and vegetables in the warehouses and freezers of processing enterprises and social organizations in the amount of 74.2 thousand tons of basic food products, including 11.3 thousand tons of potatoes, 24.3 thousand tons of fruits, 4.3 thousand tons of melons, 4.2 thousand tons of rice and other products.

Since the beginning of this year, more than 2,000 projects for the development of livestock for 53,000 head of cattle, 788 projects for the development of poultry for 10.3 million birds, 747 projects for fish farming, as well as 828 projects for the development of beekeeping have been implemented. Commercial banks have allocated 185 billion soums for the development of livestock, 85.5 billion soums for the establishment of poultry farms, 15.2 billion soums for the development of fisheries and beekeeping.

In 2014, 1.5 trillion soums were invested in the development of the social sphere, housing construction and improvement of housing in the framework of the program of individual housing construction on standard projects in rural areas. 10,830 detached houses built on the basis of standard designs have been commissioned in new rural areas.

The main focus in the further development of agriculture in our country is to deepen reforms in the agricultural sector, to sharply improve the living standards of the rural population on the basis of full market principles in the production and management processes, and to consistently implement a promising program for agricultural development.

It should be noted that further deepening of economic reforms in the agricultural sector, implementation of economic relations between all entities to improve property relations and forms of management, improving the mechanism of land use in agriculture and encouraging efficient use of agricultural land in all regions.

It is expedient to comprehensively develop the livestock sector, increase its productivity, mainly by improving the breed of livestock, rational use of natural resources for the integrated development of forestry and the development of a system of ecological status of the regions in terms of environmental protection.

In agriculture, in particular, equipping small private enterprises specializing in the storage and processing of livestock and fruits and vegetables with modern equipment and technologies, launching raw material processing facilities, modernization of existing enterprises, benefits for exporting raw fruits and vegetables and finished products development and improvement of the system of services in rural areas, support for the activities of entities that are rapidly adapting to the market, as well as improving the system of finance, credit, tax and insurance in agriculture, development of agricultural technology

and the introduction of scientific advances. efficient use of labor resources in the economy and increase the income of the population. work needs to be done.

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TOWARDS THE CREATION OF MATTER OF AESTHETICS NATURE

Annotation: The subject of aesthetics of nature is determined, its structure is filled with categorical content, methodological aspects of unity and differences of aesthetics of nature and disciplines of the art cycle are studied. The general characteristic of "social activists" and "naturalists" in the interpretation of the nature of aesthetic knowledge is given, and new directions and approaches in the development of aesthetics of nature and culture as a whole are determined on the methodological basis of their unity.

Keywords: aesthetics, nature, aesthetics of nature, natural and aesthetic reality, natural beauty, philosophy of nature, philosophy of culture, aesthetic culture, artistic and aesthetic consciousness, aesthetic activity.

In connection with the further development of the systematic nature of theoretical natural science, the problem of its correlation with artistic and aesthetic knowledge occupies an important place. Aesthetic culture and aesthetics as a science have a significant impact on natural science knowledge, create conditions for emotional and rational perception of the beauty of harmony between nature and society. At the same time, the synthetic processes of the development of natural and aesthetic knowledge are influenced, first of all, by the formation and formation of a new direction in the philosophy of nature and art - the aesthetics of nature.

The concept of the subject of aesthetics of nature began to be actively discussed only in the second half of the XX century. However, a clear understanding of it has not yet been achieved. This is probably due to the objective vagueness, the uncertainty of the very concept of the subject of aesthetics of nature, which occupies an intermediate position between the aesthetic and natural science levels of generalization in the development of scientific knowledge. Nevertheless, a certain contribution to the development of the concept of the subject of aesthetics of nature has already been made in our domestic and Western European science and culture.

The modern philosophy of nature and culture faces the following basic epistemological and logical-methodological tasks: to find out what the subject and structure of the aesthetics of nature provides. Such an analysis of the subject of aesthetics of nature is associated with the reconstruction of the subject of aesthetics of nature in its integrity and consistency. In this sense, the subject of aesthetics of nature has a complex structure.

The modern aesthetics of nature as a whole is characterized, first of all, by an ethical pathos aimed at the search for universal values in nature, technology, art and social life in general. Humanism and science as general principles of research are opposed to technocracy in thinking, utilitarianism, domination and violence against nature. In this regard, serious attention is paid to the problem of studying traditions and innovations in aesthetics in general and aesthetics of nature in particular, a number of new natural and aesthetic concepts are put forward, growing out of the artistic and aesthetic perception of the natural world.

There are two main trends in understanding the subject and tasks of the aesthetics of nature in our and foreign literature. According to the first one, nature is a collection of objects not produced by man (mountains, rivers, seas, wild animals and plants, soil, biogeocenosis, biosphere, clouds, and so on). At the same time, the main task of the aesthetics of nature is to explore the aesthetic qualities of these natural objects on the basis of direct observation and analysis of judgments and individual taste. The second trend in the aesthetics of nature comes from the definition of nature as a set of objects that are external to the observer (railway and automobile bridges, roads, sidewalks, street lights, buildings, people's lives, and so on). The purpose of the aesthetics of nature in this case is the study of general philosophical problems of natural reality as an aesthetic object, the study of aesthetic judgments about the aesthetic qualities of nature on the basis of a systematic method and metacritics. The view of the aesthetics of nature as an applied part of the philosophy of nature and culture is currently prevailing. Exploring the ethical, epistemological, axiological, aesthetic and other functions of the aesthetics of nature, its adherents come to the conclusion that the basis of the aesthetic attitude to nature is the universal longing for the beautiful, regulated by aesthetic and artistic taste. In this regard, the theoretical and methodological nature of the aesthetics of nature is emphasized, which distinguishes it from the disciplines of the art cycle [8].

The aesthetics of nature has its own specifics in comparison with the theory of art. The advantage of art theory is the desire to determine the social status of art, to explore it in the context of material and spiritual culture, to theoretically comprehend new phenomena in art culture and practice. At the same time, it should be noted that the theory of art seems to be one-sided if it underestimates the axiological and functional approaches to art. The aesthetics of nature overcomes this one-sidedness precisely thanks to an axiological and functional approach to the natural environment, close ties with ethics, specific sciences that study natural objects.

The conceptual apparatus of the aesthetics of nature is of significant interest. Its structure is formed by basic natural science concepts (natural environment, nature, wildlife, inanimate nature, biogeotic reality, organism, species, biosphere, and so on) and levels of perception of beauty in nature (external - internal, formal - meaningful, visual - intellectual, emotional - rational). The external level includes, for example, colors, shapes, proportions,

structures, the integrity of the figure, etc., forming the harmony of the natural world. The rational level includes the perception of the beauty, structure and integrity of the aesthetic object of nature. In this regard, attention is focused on the categories of sensually beautiful and conceptually beautiful, inherent in both nature and art, but to a different extent. If the basis for art is sensual beauty, then for the natural environment, the fusion, synthesis of the conceptually beautiful and ethical is of primary importance. Even a new term is introduced into aesthetics and aesthetics of nature — "natural beauty", the essence of which is to understand the structure, organization, functioning, development, expediency of the natural system. This is a complex, complex, holistic, rational beauty, based on the categories of economy, figurativeness, simplicity, measure, and so on. Currently, this concept is actively used by the categories of aesthetics, art history, natural sciences, everyday artistic consciousness, which, of course, affects a more meaningful definition of the concept of "natural beauty".

In the aesthetics of nature, the tendency to link the concepts of an aesthetic object in nature and art prevails. However, the nature of conventionality in the aesthetics of the environment and the philosophy of art is different: nature and art do not replace each other, although imaginary artistic phenomena cannot evoke the same aesthetic emotions (feelings) as real natural systems. These two branches of aesthetics are united by the philosophy of beauty, the belonging of their objects of study to the class of aesthetic. Art as a cultural phenomenon replaces the natural form of beauty with an artistic form. It appears to be the main aesthetic paradigm. Although nature as a source of aesthetic experience historically arose before art, at present art as a cultural institution models the attitude to the natural environment. One of its results is the emergence of total expediency (ballet in the bosom of nature, landscape art, park sculpture) and global aesthetics that interprets the unity of nature and the cosmos as an artistic phenomenon (the Japanese garden is a model of nature as a work of art).

The aesthetics of nature is an applied philosophical and aesthetic discipline that reflects the universal harmony between man and nature in the context of cultural development. The search for optimal natural and aesthetic solutions regarding certain interpretations of the subject of aesthetics of nature encourages modern researchers to compare Western and Eastern principles of harmonization of relations between man and natural reality.

The positive direction of the formation and development of the aesthetics of nature as a whole is its dialogicity. The traditional dialogue between Eastern and Western aesthetics, ethics and aesthetics, art and science is complemented by the study and search for links between aesthetics and technical knowledge, aesthetics and economics, aesthetics and social law. Such a scientific perspective can, in our opinion, lead to a clearer and more meaningful definition of the subject of aesthetics of nature and its structure as a link between the philosophy

of nature and the philosophy of art, including the formation of a more perfect system of aesthetic knowledge and culture.

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USING GOOGLE APPLICATIONS TO PROMOTE LEARNERS' WRITING SKILLS

Abstract: Modern technologies has given a lot of assistance to advance teachers' pedagogical approaches and this paper presents how can use Google Apps for education technology to enhance the quality of teaching writing. Google application were briefly introduced and explores the prerequisite condition to use this application. Namely, what teachers and students should do during the lesson. The explanation includes some possible challenges an English teacher or students may face in the field and closed by offering some suggestions on how to utilize the technology and how to cope with the potential problems.

Key words: writing skills, the advent technologies, Google applications, challenges, methods, convenience, difficulties, EFL learners.

Language is the main means of communication between people. Through language, people can share their feelings, thoughts, ideas in their hearts. Writing is an integral part of language, from which one can draw conclusions about people. That is, well-written work proves that man has a broad, knowledgeable worldview.

Writing is the main evaluating criterion in learning a second foreign language in the modern world. There are some common difficulties in teaching writing skills in a second foreign language. Students do not express their opinions in English unless they have to.

The writing requires the writer not only to compose a sentence grammatically, but also to elucidate the structure and its essence. The remaining 3 skills (listening, reading, speaking) must also be mastered in order to master the writing. To enhance on EFL learners' writing skill teacher should pay attention not only its complexity and difficulty of writing, but keep also a perfect and regular training. This issue was thoroughly studied by Hedge and according

to his results only 9% of adults spend their time on writing and 91% of people found difficulty in conveying the message that they exactly want to express.[2,98]

While learning writing students may find it tedious and grueling. In an age where information is important, in addition to skills such as critical thinking, creativity, and collaboration, being useful and competitive is also required. With an understanding of social and educational realities as well as the modern nature of the 21st century learners who have '24/7/365' fingertip access to technology, the 21st century English language educators must ensure that they teach their students with the end-goals in mind by harnessing the myriad of modern technological resources and carefully integrating them into their classroom contexts via varied means such as "substitution, augmentation, modification, and redefinition.[7,2] We know that today's youth have been familiar with any electronic devices, including the use of mobile phones and the internet since they were a little child. That is the reason why teachers are supposed not to be left behind their students in using this technology. Pinsky called the majority of students "digital native".[6,4]

Therefore, non-traditional use without the traditional method is becoming a demand of today. Chamberlain and Neumann maintains "Education is developing owing to the impact of the Internet. We cannot teach our generation in the same manner in which we were taught. Change is vital case to engage student..." [5,]

Google has released a lot of applications to support teachers' information technology-based teaching and learning. At present these applications are available for free and can be accessed using smart phone, tablet, laptop and other appliances. To illustrate Gmail, Google Docs, Google Drive, Google sheet, Google Talk, Google Classroom, Google Hangouts on Air, and many others. Like other teachers, Revere and Kovach believes that innovative programs and activities designed to increase learned-centered environment and improve their learning outcomes are a key tool in enhancing students' learning potential.[9, 113-124] Google Apps for education (GAPE), which is considered informational technology solution, helps students and teachers to work together collaboratively and communicatively in real time.[10,895] GAPE is a facilitator for controlling practices like rating, ranking and ordering. Moreover, this kind of technologies make easier to overview, sort the task and compare students.[4,15] Through collaborative learning and self, peer and group assessment represents an alternative paradigm system thinking approach is developed with the help of Google Apps.[8, 19-25]

Before getting started, the important thing to be able to use Google Apps for education is to have a Google account or Gmail. Google Drive is an alternative version of Microsoft Office for word documents and an alternative version of iCloud drive owned by Google to store your documents online. Rather than writing on a piece of paper, it is preferable for to students type their

writing draft, for instance, on their Google Docs and save it on their Google Drive. Thanks to the great feature of Google Doc, which automatically saves written forms every two seconds, you no longer have to worry about losing any documents. Also, there is at least 15 GB of free storage if students work with their personal Gmail account in Google Drive. Students can save lots of files forever as far as Google exists and update any file any time from PC, iPads, smartphones they have as far as they can go online. Through Google Docs and Google Drive, students and teachers can share their drafts with others. It is a great opportunity for students that they can change, suggest or reedit their peers' drafts further enhancing the meaning and its content. Bijami M. and his colleagues mentioned that the importance of peer editing and peer feedback in the process of teaching writing.[1,91] Without any face-to-face interaction, the teacher can give feedback and suggestions on the shared files, and students can receive the feedback and suggestions immediately.

Another handy Google application is Google Classroom which is can be used by teachers to provide online classes. Google Classroom can be considered as the main platform for having online lessons and it gives a teacher a chance to post the assignment, set the deadline, watches students who do tasks and those who do not, even provide online feedback, and scores students' task any time.

Google hangouts is an excellent service that enables both individually and group chat with several people at a time.[3,3] Students and teachers can utilize this app not only for video-based communication, but can also text and add voice messages through this app. According to Lander hangouts is an alternative of Google chat and Skype. Hangouts on Air is a tool for teachers to enable to broadcast their communication or presentation both on YouTube and through your Google+page. Google hangout is a medium to interact with students when you are away.

The use of Google apps in the learning process helps to make the lesson quality and relevant. But in addition to its many advantages, there are some shortcomings in its implementation. a reliable internet connection and a constant power supply can be cited as the main drawbacks. In addition, Culture shock during the lesson also occurs among teachers and students as one of the shortcomings. Some students can find it uncomfortable but I am sure in the following meetings will be all fine.

I Have discussed some reasons why these applications can be handful for teachers make the writing class more effectively. Furthermore, the detailed information was given on how to utilize these applications for teaching writing. In addition to being convenient and useful, there may be some inconveniences. But these shortcomings may not be a major obstacle in teaching writing skills. I hope this article will be of great help to some teachers in improving the quality of education.

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SUBJECT AND OBJECTIVES OF HYGIENE THE HISTORY OF ORIGIN AND DEVELOPMENT OF HYGIENE

Annotation. The article presents materials on the formation and development of hygiene as a science of preventive medicine from the empirical to the scientific and experimental period. Famous thinkers of the ancient world, the system of slavery, feudalism, the epoch of capitalism and the works of modern scientists are given basic information, the works of which served as the basis for the creation of hygiene as an independent medical science.

Key words: hygiene, sanitation, preventive medicine, habitat, environment, research methods, empirical period, scientific and experimental period.

In today's understanding, hygiene is an independent fundamental medical science that studies the effect of various environmental factors and social activities on the human body and develops measures aimed at preventing diseases, maintaining health and prolonging life.

The object of study of hygiene is a person. The subject of the study is the human body in its continuous and inextricable connection with the environment. The purpose of hygienic science is to study the characteristics of the environment, the development hygiene standards, requirements and preventive measures, the implementation of which will ensure optimal conditions for human life and work, reduce morbidity and mortality, increase their performance and increase lifespan. To achieve this goal, hygienic science sets and solves the following tasks: Study of environmental factors; Study of their influence on the human body.

Development of quantitative standards, regulations, pollution levels and preventive measures aimed at preventing the adverse effects of these factors on the body. Hygiene is a fundamental medical science and is closely related to all theoretical, clinical areas of medicine.

Proper diagnosis, treatment and prevention of diseases associated with exposure to environmental factors require knowledge of the basics of hygienic diagnostics and the clinical picture of known environmentally conditioned diseases from a practical physician. If there are symptoms, syndromes that make it possible to suspect the influence of environmental factors, the doctor in the process of collecting history should pay attention to all possible risk factors, such as exposure to harmful factors (chemicals, ionizing radiation, noise, vibration, temperature changes, etc.) both in production conditions and at home

(located near hazardous enterprises at home, the quality of drinking water, the state of health of persons living in the same apartment, the finishing of the apartment, pets, etc.).

In the course of his life, a person is constantly exposed to positive and negative impact of many environmental factors. Strictly speaking, in hygiene they distinguish habitat and environment (according to E.I.Goncharuk et al. 1999):

Habitat is a complex of interrelated abiotic and biotic factors that are outside the body and determining its vital activity; Environment - the environment and human production activities; includes conditions of work, life, rest and food.

When talking about environmental factors, they usually mean the following:

1. Physical factors: temperature, humidity, air speed, sound, pressure, etc;
2. Chemical factors (more than 10 million are now known) are all the compounds that make up air, water, soil, food, etc.;
3. Biological - bacteria, viruses, rickettsiae, protozoa, helminths, which penetrate into the human body can cause disease, poisoning, toxicosis;
4. Mechanical - machines, machine tools, equipment that surround us in everyday life, in production;
5. Social - psychogenic factors that cause the strongest through the word, speech, writing emotional irritations.

Hygiene - closely related to sanitation - (from the Latin sanitarius - promoting health and from sanitas - health) - a set of practical measures aimed at implementing hygiene standards and requirements, which is currently being done by the sanitary and epidemiological service.

Preventive medicine is of global importance and has a preventive character. Prevention of human health disorders can be carried out in various ways. Primary (radical) prevention - aimed at eliminating the causes that give rise to decline in health, on the stimulation and activation of factors that can maintain and strengthen health.

Secondary prevention - aimed at early diagnosis and timely treatment emerging diseases at the initial, premorbid stage of its development and prevention progression of the disease and its consequences and is carried out among sick people. It includes palliative measures such as increasing the body's resistance, the use of drugs personal protection, etc.

Tertiary prevention (rehabilitation, clinical examination) is a set of measures to prevent complications of an already developed disease. Unfortunately, this is the most common in practice. Medicine and the least effective way, since it is aimed primarily at improving environment and lifestyle, which is always associated with large and often not always realizable activities.

Hygiene uses a wide variety of methods, including:

1. Epidemiological (study of public health);
 2. Sanitary examination (sanitary and topographic, sanitary and epidemiological);
 3. Hygienic experiment (natural and laboratory);
 4. Sanitary examination;
 5. Health education (hygienic education and education of the population).
- Hygiene includes a number of independent specialized branches:

1. Occupational health - improvement of labor in production, prevention of development occupational diseases;
2. Communal hygiene - environmental protection, improvement of living and living conditions population;
3. Hygiene of children and adolescents - the full development and education of the younger generation:
4. Food hygiene - studies and develops the problems of rational nutrition;
5. Radiation hygiene - prevention of adverse effects of radioactive radiation per person;
6. Military hygiene - hygienic aspects of ensuring the combat capability of the army.

An objective understanding of the tasks facing hygiene at the present stage of its development, helps the history of the formation and development of this science.

Hygiene originated in the distant past from the accumulated in folk preventive medicine customs, skills that helped peoples survive in the face of adverse environmental effects.

It turns out that there is nothing funny in such training. As practice shows, not every person who regularly brushes his teeth does it right. Even higher is the percentage of those who do not use floss, limiting themselves to a toothbrush. Many people are not aware of the benefits that mouthwashes bring. Less than a quarter of patients use irrigators and other additional preventive measures. Yes and in choosing a toothbrush, a non-specialist often makes mistakes.

In addition, the use of flosses and irrigators, even the purchase of expensive toothpastes and rinses, does not always guarantee competent prevention of diseases of the teeth and gums. The fact is that the selection of hygiene products should be individual.

Therefore, the relevance of teaching oral hygiene is very high. Do you want to improve the quality of care for your teeth and gums? Dental hygienists of the Estet Studio chain of dental clinics will teach you the principles of professional hygiene in accordance with your individual characteristics! Professional oral hygiene is an actively developing dental field. Teaching this science at a practical level includes several stages:

Learning the methods of proper brushing of teeth and cleaning the interdental space, as well as the rules for caring for the gums. Training in the use of additional oral care products (flosses, irrigators, tongue cleaners, interdental

brushes). Individual selection of specific products for effective care of teeth and gums. Development of motivation, explanation of the need for competent oral care in accordance with the recommendations of the hygienist.

Monitoring the results of applying the acquired skills, comparing the color of the enamel, the condition of the gums, analyzing other factors using the hygiene index, as well as correcting the hygiene method and changing the selected hygiene products if necessary.

The last two points - motivation and the need for dynamic monitoring of the effectiveness of oral hygiene - are of no small importance. Many patients lose motivation after a while and return to the usual methods of caring for their teeth, to poor-quality brushing. This is due to the fact that an adult already has established oral care skills, and restructuring them encounters a subconscious reaction of rejection. New hygiene habits need to be developed and reinforced to ensure better oral hygiene.

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EARLY CORRECTION OF NEUROLOGICAL DEFICIENCY IN FACE NEUROPATHY

Summary. According to the WHO, Bell's palsy is the second most common type of mononeuropathy, second only to peripheral nervous system diseases.

Despite the large number of studies, not all features of the etiology, pathogenesis and course of the disease in childhood have been fully studied. The outcome of the disease in children is much better than in adults, according to various researchers, the number of complications can range from 5% to 50%.

The most common complications with a frequency of 25-30% include facial muscle contractures with prosoparesis of various severity, pathological synkinesis and dyskinesia.

Keywords: facial nerve, facial nerve neuropathy, secondary contracture of facial muscles, corneal reflex of the eye muscle, latent period, exteceptive suppression.

Relevance. Facial nerve neuropathy in children is the most common disease of the peripheral nervous system. UNN accounts for up to 90% of all mononeuropathies in children and differs in etiology and age-related polymorphism.

Facial nerve neuropathy is a very topical pathology of the peripheral nervous system today. The number of people suffering from this disease is constantly growing. The frequency of facial nerve neuropathy, for example, is 20 cases in European countries and 30 cases per 100,000 population in Japan. According to the WHO, the most common type is facial nerve mononeuropathy, which ranks 2nd among diseases of the peripheral nervous system. In different countries of the world, disease intervals are observed in 8-240 cases per 100,000 population.

Despite the large number of studies, not all features of the etiology, pathogenesis and course of the disease in childhood have been fully studied. The outcome of the disease in children is much better than in adults, according to various researchers, the number of complications can range from 5% to 50%.

Acute facial nerve injury is manifested by unilateral paralysis or paresis of the facial muscles, which is associated with damage to the intracranial portion of the facial nerve root or a violation of anatomical integrity. Insufficient function of facial muscles leads to closure of the eyelids, impaired articulation, difficulty eating, which significantly reduces the quality of life of this category of patients.

Purpose of the study. Development of methods for early correction of neurological deficits in facial nerve neuropathy.

Materials and research methods. Based on the analysis of medical histories and outpatient cards of 50 patients treated with a diagnosis of "facial nerve neuropathy" in the neurology department of the Andijan Regional Children's Multidisciplinary Medical Center.

All patients underwent clinical-neurological examination and detailed analysis of anamnestic data. They were examined when necessary by an ophthalmologist (to assess the fundus of the eye) and an otolaryngologist (as an exception to the inflammatory process in the ear and nasal sinuses).

Clinical and biochemical blood tests, general urine analysis were performed on all patients admitted to the Department of Pediatric Neurology.

The neurological examination included the detection of all cranial nerve functions, mostly signs of damage to the trigeminal and facial nerves.

Using solutions to detect sweet, sour, and salty tastes, the taste was assessed by dripping the solution into the front two-thirds of the tongue using a pipette using the drip method. For this purpose, 10% sugar solution, 15% salt solution, 50% citric acid solution were used.

The study of neurological status also included the detection of tendon and periosteal reflexes, sensitivity, muscle tone, coordination test, meningeal and pyramidal (pathological) tests.

To assess the severity of prosoparesis, K.M. The classification proposed by Rosler (1995) was used.

Research results. A study was conducted in 50 patients under 18 years of age with facial nerve neuropathy.

In order to examine the age distribution of facial nerve neuropathy, 4 age groups were identified. In particular, it was observed in 44% of boys and 56% of girls.

One of the tasks of the scientific examination was a clinical-neurological examination of the course of facial nerve neuropathy at different levels. For this purpose, the study of lesions of facial nerve neuropathy at different levels revealed the following: high damage in the fallopian tube from the network of the coronary nerve (n.petrosus superficialis major) 8%, 12% above the sciatic nerve (n.stapedius), 18% above the chord tympanic network, below the foramen stylomasteideum area was observed in 62% of cases.

Thus, only 34% of patients sought medical attention in the first 72 hours after the onset of the disease and were admitted to the neurology department. The majority of patients (66%) were hospitalized much later (between 4–7 days) due to the fact that their parents did not take the disease seriously, their place of residence was far from the medical institution, and several other reasons.

According to our observations, 12 patients (20%) with idiopathic UNN developed acute respiratory disease, with 2 patients presenting with symptoms of respiratory disease from day 1 to day 7, often with mild catarrhal symptoms,

with subfebrile rise in body temperature (37.5 - 38.5 S). One week before the development of UNN, acute respiratory illness was diagnosed in 6 children and 4 weeks in 4 children.

Risk factors for the development of idiopathic UNN were identified in 30 patients (60%) under the influence of cold, 3 (6%) under the influence of psycho-emotional stress between the ages of 11, 15 and 16, and 5 (10%) in healthy.

Due to the high level of risk factors for colds and acute respiratory diseases, the seasonality of UNN is as follows: in winter - 10 (20%), in spring - 9 (18%), in summer - 11 (22%), in autumn - 20 (40%) patients applied.

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Output. In order to examine the age distribution of facial nerve neuropathy, 4 age groups were identified. In particular, it was observed in 44% of boys and 56% of girls. The gender distribution among isolated patients was as follows: boys (22%) and girls (28%). The study of facial nerve neuropathy at different levels revealed the following: high damage within the fallopian tube from the network of the coronary nerve (n.petrosus superficialis major) 8%, above the sciatic nerve (n.stapedius) 12%, above the chord tympani network 18%, foramen stem below the field was observed in 62% of cases. When analyzing the duration of medical care for children with facial nerve neuropathy, only 34% of patients sought medical care in the first 72 hours after the onset of the disease and were admitted to the neurology department. The majority of patients (66%) were hospitalized much later (between 4–7 days) due to the fact that their parents did not take the disease seriously, their place of residence was far from the medical institution, and several other reasons. When assessing the severity of prosoparesis: grade II prosoparesis was observed in 6 patients (12%),

grade III prosoparesis in 40 patients (80%), and grade IV paresis in 4 patients (8%). When a self-assessment scale developed by Ch.D. Spielberger and Yu.L. Hanin was used to determine the level of reactive and personal anxiety, in a group of adolescents with UNN, especially 12–13-year-olds, reactive anxiety was measured as a person's response to stress. ranked high.

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COMPATIBILITY OF SAMPLES OF ART WORKS IN PRIMARY SCHOOL TEXTBOOKS TO THE NATIONAL PROGRAM

Annotation: This article discusses the fact that art samples in primary school textbooks are based on a national program. There are also suggestions for working on the artwork.

Keywords: primary education, methodology, artwork, national program, analysis.

In his speech at the first Youth Forum of Uzbekistan, President of the Republic of Uzbekistan Shavkat Mirziyoyev said: 'shrinks. I know that each of you is burning with the desire to serve our homeland and our people. " Indeed, in today's rapidly evolving world community, every young generation of our country must have the potential to contribute to the further prosperity of independent Uzbekistan and its worthy place in the international arena. One of the leading areas in educating such young people is education. To this end, a number of changes have been made in the education system of the Republic. In order to assess the knowledge of young people on an international scale, Uzbekistan became a member of the Association for the Evaluation of Achievements in Education in 2021. This organization was established in 2001 and is surveyed every 5 years. After studying the vast experience of a number of countries in the world, such as Singapore, Finland, Japan, Korea, which have shown high results in education, we have developed a new curriculum based on our national mentality. According to the Republican Education Center, 246 experts, including schoolteachers, methodologists, higher education institutions, professors and UNICEF and Usaid organizations, were involved in the development of national curriculum projects in 22 subjects. international experts were involved. According to Shukhrat Sattorov, director of the Republican Education Center, the biggest problem in school education to date has been the fact that the textbooks focus on memorizing theoretical knowledge and are written in academic language. The process of creating national curriculum textbooks will continue until 2025, when general secondary schools will be converted to full national curriculum criteria. Topics in the textbook For example, oral and written communication skills through mother tongue, comprehension of various texts, mathematical thinking through mathematics, logical thinking and problem solving, research and environmental protection through natural sciences, cycles through history comparison and understanding of the causes and consequences of historical events, creative thinking through

fine arts, the formation of skills to create digital content through computer science. Each subject focuses on developing students' cognitive skills, critical and creative thinking, and multi-literacy.

The Republican Education Center has presented new textbooks for grades 1-2 for the 2021-2022 academic year. you will first encounter content structured in an unconventional way.

Socio-economic development of society, the general development of young people in the education system, especially primary school students - knowledge through the flow of information, intellectual potential with the help of techniques and technologies, relatively rapid enrichment of worldviews in general pedagogy and private methodology also requires changes, changes in the content and methods of teaching. In this regard, it is necessary to improve the methods of primary literary education. Reducing repetitive narrative exercises in primary school literature, increasing the number of exercises that develop the ability to express one's opinion on a creative and read text, expanding the process of working on parts of a work and a whole, artistic writing It is expedient to increase the independence of students in working on the content and images, to create different types of tasks in the didactic analysis of the text, to make maximum use of technical means and advanced pedagogical technologies in education. To do this, it is necessary to first delve into the essence of the concept of "didactic analysis". K. Yuldashev in his monograph "Fundamentals of Artistic Analysis" talks about the types of analysis of works, describes the didactic analysis as follows: is an aesthetic and pedagogical activity aimed at the formation of noble spiritual qualities in students through the understanding of life and artistic logic and aesthetic specificity, and the analysis of learning is the same for a given time, place, age and intellectual level. - among students who are close to each other.

The scientist states that in the didactic analysis of literary works, the teacher-student interaction is organized in the following three ways:

- a) following the author or analysis within the text;
- b) analysis based on artistic images;
- c) problem-based learning analysis.

Reforms in the field of education since independence have led to the creation of the concept of primary education and the State standard of education, the renewal of curricula in accordance with the requirements of the time, decades later, the improvement of these pedagogical documents of national importance. The fact that your textbook has been updated indicates that there is some progress in the field. of course. ***In the didactic analysis of works of art in the literary education of primary school:***

- Analyze the content of works and accurately, quickly. an attempt was made to systematize the formation of conscious, ifodalio! winter skills;

- The explanation of the ideological basis and theme of the work, its images, plot line, composition and visual aids will help the student to develop as a person, as well as the development of connected speech;

- Relying on the life experience of the student began to take precedence as the basis for a conscious understanding of the content of the work and a necessary condition for its analysis;

- began to approach classroom analysis as an effective tool for improving students' cognitive performance, expanding their knowledge of the environment and forming a scientific outlook;

However, due to the rapid pace of development around the world, these methods have not been able to fully meet the requirements of primary literary education today. One of the most important factors in the analysis of a work of art in elementary literature is its emotional impact on students. Not only do younger students understand the author's leading idea in the play, but they are also able to feel the excitement, the excitement, the enjoyment of reading and working on a work of art. During the didactic analysis of the literary text in the process of literary education in primary school, students are able to form independent opinions, awaken attitudes, whether they correspond to the facts noted by the author or the teacher. to be able to determine one's own views.

In the analysis of works of art in primary literary education, special attention should be paid to the aesthetic value of the work, the artistic beauty of the work, and at the same time to ensure the artistic literacy of the student. Reading lessons allow students to differentiate between a work of art, to determine by what artistic means the writer's life story is reflected, and to what images he creates. it is desirable to develop the skills of independent reading and asami analysis. Students read the literature on their own. in the process of analyzing the artistic asami, they also realize its content and the importance of the leading ideas in it.

In developing the oral and written speech of an elementary school age student. In addition to the above, the formation of literary concepts is also important. As students explore literary concepts, they learn that fiction is a form of art and that it relates to life. In primary school literature education, students learn the tools of artistic language - adjectives, analogies, animations, rhetoric, and literary genres - fairy tales, stories, parables, poems, epics, proverbs, riddles, quick sayings, etc. are also practically acquainted with. Analyzing the language of a work of art also helps students develop a love for their mother tongue.

As you know, elementary school textbooks "0" Winter Book "contain popular art and science texts for reading in the classroom. Introducing students to these different texts begins with the preparation for reading. In the preparatory phase, the writer or poet will talk about his or her childhood memories, and students will be able to understand the events described in the play and feel the pathos of the work. Explanatory work is done to help them understand unfamiliar or ambiguous words, more complex figurative

expressions. Such trips, which are one of the forms of preparation, are devoted to the depiction of nature, production, construction, can be used in the study of urban, rural life, occupational themes and historical artifacts. Provides a correct understanding of the story, introduces the work of adults, instills in the student a love of work.

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MORPHOLOGICAL AND PHYSIOLOGICAL FEATURES OF THE ORGANISM OF PUPILS AND STUDENTS

Abstract: The article provides information about the morphological and physiological features of the body of students.

Keywords: physiological health, cardiovascular system, bactericidal index, muscle mass, microorganism, inflammation.

Public educators are faced with the task of improving the quality of educational work, ensuring a high scientific level of teaching, instilling a love of work, improving ideological and spiritual education, achieving aesthetic and physical perfection. The main task of the school is to ensure the full implementation of labor, education and vocational training. In order to properly organize the work of educating the younger generation on a scientific basis, every health worker and educator must have a thorough knowledge of the developmental characteristics of the body of children and adolescents. As mentioned above, the body of children and adolescents differs from the body of adults in anatomical and physiological features, continuous growth and development. External and internal factors have a major impact on growth and development. It is known that the condition of each member affects the other members to a certain extent. In particular, the fluffy development of the respiratory organs affects the functional state of the cardiovascular system, which in turn affects the development and function of the respiratory organs. There is a similar relationship in the training of members or systems. Proper functioning of the skin and related organs is important for the healthy development of the child. Numerous receptors on the skin of the body communicate with the external environment of the organism, ensuring its adaptation to changes in this environment. The skin of the body performs a protective function, protecting organs and tissues from damage, preventing the entry of microbes, water and dissolved toxins into the body. The bactericidal function of the skin in open and closed areas of the body is well developed in children, including 7-9-year-old students. The bactericidal index (number of microbes killed) is 85-81% in autumn and spring, and decreases to 58% in winter. The bactericidal function of the skin of the body reflects the state of immunological reactivity of the organism. In children and adolescents lagging behind in physical development, the bactericidal function of the skin is much lower than in their peers at all times of the year. Receptors are involved in the regulation of heat in the body, which is of great importance in exercise. As

mentioned above, vitamin D is synthesized from 7-8 dehydrocholesterols under the influence of ultraviolet light on the skin of the body. vitamin D is involved in regulating the metabolism of calcium and phosphorus salts. In children, the surface cells of the stratum corneum are easily migrated. These are arranged in 2-3 rows and are more loosely connected to each other. The horny layer of the skin with the epidermis of the body is the same in a 7-year-old child as in an adult. The activity of the sebaceous glands gradually increases by the age of 15-16 years and by the age of 18 it remains the same as in adults, the sweat glands are more in children under 7 years of age than in adults, and then decrease. Bone tissue is formed and gradually replaces the connective tissue. Many of the organic elements in children's bone tissue change shape when they are exposed to the body for long periods of time due to the highly flexible nature of the skeleton, or when the child's body is held incorrectly. Some bones of the pelvis, including the skeleton, will not be completely joined together. Only at the age of 17-18 do the bones of the pelvis, pelvis, and pelvis join together to form a single "nameless" bone. The bones of the palm of the hand, that is, the wrist, are just beginning to appear in the baby. These develop gradually and become bone when the child is 10-13 years old. The finger phalanges can also become bone at the same time. When teaching children to write and the simplest labor skills, it is necessary to take into account these features of the hand claws, especially in the first year of study, not to strain them with written work. The muscular system of children is integrated with the skeletal system, which together provide human movement. The major muscles in the body, mainly the back, shoulder, hip muscles, etc., develop first of all. In 6-7 year olds, these are much better developed, but the small muscles, such as the limb muscles, are still underdeveloped. For this reason, infants learn basic natural movements such as walking, running, jumping, and throwing much later, and perform small and precise movements with greater difficulty. At the age of 9-12 years, children are able to independently distribute the load on different muscle groups, their movements become more coordinated and adapt to the rhythm. The musculoskeletal system develops as the child grows. For example, in a baby, all muscle mass is 23% of body weight, in an 8-year-old child it is 27%, and in a 17-18 year old it is 43-44%. Muscles gain weight, and strength increases accordingly, resulting in the body's ability to function for a longer period of time. At the same time, the movements become more cohesive and complex, and the ability to control the body is formed. Not only the muscles of the child, but also the central nervous system develops depending on the formation of motion analyzers. The upper respiratory tract of children is much narrower than that of adults, the tissues of the respiratory organs are thin, the mucous membranes are abundantly supplied with blood and lymph vessels, and the spleen is injured. This is also due to the fact that more dust and pathogenic microorganisms enter the respiratory tract. Inflammatory processes in the nose create a very favorable environment for the entry into the body of microbes and

toxins that cause infectious diseases due to inhalation through the mouth. As a result, the child may suffer from bronchitis or pneumonia. The lungs go through several stages of development. Inflammatory processes are more common in children because of the abundance of interstitial tissue, lymphatic vessels, and receptor bronchioles in children's lungs. For these reasons, the air in children's institutions must always be clean, for which the rooms must be well ventilated and wiped with a damp cloth. Children need to be taught to breathe deeply and evenly through the nose. A child's heart grows vigorously by the age of 7, and from the age of 7 to 10, the size and volume of the heart gradually increase. During this period, the base tissue of the heart is well formed, and the central and peripheral nervous system is well developed. A 7-year-old child's arteries are much wider than an adult's, which is why blood pressure is slightly lower. The amount of blood delivered to the cells every minute must correspond to the need for oxygen. Each time the heart beats, the amount of blood flowing into the arteries is less in a child than in an adult. This is why a child's heart beats more every minute than an adult's heart. The number of heartbeats in children of small school age is more stable than in children of preschool age. However, sudden movements increase the number of heartbeats in young school-age children in a variety of emotions. At the age of 12-15 years, heart weight increases rapidly. By the age of 15, the heart weight increases 15 times more than the initial weight, the heart volume does not correspond to the vascular pathway, because the vessels develop more slowly than the heart volume. Such a development makes blood circulation somewhat difficult, and therefore blood pressure rises slightly as muscle activity increases. Adolescents should be careful when exercising and physical labor, as their heart is overly excited. White blood cells play an excellent protective role in the fight against infectious diseases in the body. As the baby grows, the blood-forming organs become strained and very sensitive to the adverse effects of the external environment. Inadequate outdoor use of children, overexertion, and some violation of hygiene requirements often lead to anemia. It is necessary to adjust the eye in a certain way in order to see clearly what is standing near or far. This feature of the eye is called accommodation. Accommodation is due to a change in the shape of the eyeball, a person flattens the eyeball more than what is standing nearby, and flattens when he sees things that are far away. The eye's ability to adapt to seeing objects at different distances changes with age. In children, the eyeball changes its shape quickly because it is more elastic. Preschoolers, especially those who have just started school, spend more and more time drawing, cutting and pasting different shapes, writing and reading. They work with their heads slightly tilted during training. As the exercise lasts longer, it becomes more difficult for blood to circulate through the retina, so the intraocular pressure increases and the anterior-posterior axis of the eye gradually lengthens. Thus, if the education in children's institutions, schools, lyceums and colleges is organized without taking into account the anatomical and

physiological characteristics of the child and the requirements of hygiene, it can lead to various negative changes in the development of the organism

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IMPORTANT FUNDAMENTALS OF DEVELOPMENT OF PEDAGOGICAL SCIENCE AND PRACTICE

Annotation. In this article discusses pedagogy should be implemented using existing methodological experience and existing innovative directions of teaching practice. Supporting the leading role of theoretical and practical activities, which are innovative educational processes, is the basis for the developmental integration of pedagogical science and practice.

Keywords: Pedagogy, education system, integration, innovations, creative personality, teaching practice.

At the same time, new approaches to education, organizational, economic, pedagogical, methodological and technological re-equipment are required. Therefore, in order to build the activities of the education system in radically new forms, there is a need to design a strategy for the development of education based on the socio-economic characteristics of the educational institution in the country, the dynamics of the education services market. The First President of the Republic of Uzbekistan IA Karimov: related to the problem of staff training. ”1 Indeed, today one of the most important areas of economic and social reforms in the country is the social sphere, in particular, education, training, and comprehensive reforms are being carried out in the system of continuing education. Innovative activity in the field of education must exist as an element of a systemic approach necessary for sustainable development and, of course, must be accepted by the scientific and educational community.

Pedagogy should be implemented using existing methodological experience and existing innovative directions of teaching practice. Supporting the leading role of theoretical and practical activities, which are innovative educational processes, is the basis for the developmental integration of pedagogical science and practice. At the same time, creativity, new pedagogical knowledge principles, educational innovations and the formation of a creative personality are clearly visible.

The theoretical system of the new pedagogy is based on: best practices in the field of science and education in the historical direction; new patterns and trends in social development and teaching practices; the teaching experience of the modern world; social sciences, new domestic and foreign scientific knowledge. It should be noted that the technology of the educational process addresses three main objectives. **These are:**

- Prepares the student as a future specialist in the interests of the state;
- Forms the student as a member of society, prepares personnel who act in harmony with the interests of society, understanding social experience and values, norms;
- Develops the student as an active, enterprising, logically thinking individual.

Important social and professional qualities of a teacher's readiness for innovative activity are related not only to the economic and financial situation in the educational institution, but also directly to the fact that these qualities are required. Innovator-educators today are a requirement of higher education, and in order to reach professional heights, it is necessary to deepen education in advanced training and retraining courses. At the faculties, professors need to spread their innovative activities, teach young teachers, demonstrate interactive teaching methods in open lessons. As a result, teachers find new ways to evaluate their work, change their attitudes to the profession, transform their pedagogical and creative abilities, that is, teach others, and change the narrow perceptions of teachers about their professional functions. The concept of innovative education consists of the following ideas: -Conscious analysis of professional activity by both entities on the basis of incentives and dispositions; -Critical attitude to norms and standards; -Development and classification of the system of meanings; - Openness to professional culture, environment and news; - Creative approach to any activity; deviation from the specified norms, initiative; - Striving for self-realization of both subjects; -Improvement of elements of educational content.

Today, the concepts of "innovative educational technologies" and "pedagogical technologies" are often analyzed, and the content equates them in any case. At the same time, there is a difference between these concepts. The concepts of innovative education and teaching differ from each other and are interpreted as follows. Innovative education is a process of acquiring knowledge, skills and abilities acquired through a new systematized method, based on which the student's worldview, behavior, personality traits organized innovative education and formed through independent learning.

Reading is a goal-oriented interaction between teacher and student, as a result of which the student is educated, brought up, develops his personality. Innovative educational technology as part of pedagogical technology is focused on the creation of new educational systems theory and design methods, management of educational processes. The main task of educational technology is to optimize the teaching and learning process. Learning technology is a way to achieve a goal, which may or may not lead to the desired outcome. The level of goal achievement depends not only on the technology but also on the skill of the 'technologist' (i.e. the educator). The technology of the teaching process is the process of transformation and introduction of specific innovative methods, tools, forms and their elements into a real teaching system. The process of

modernization of the educational process and the introduction of computer, audiovisual techniques, the use of innovative methods in test control, the use of videos in the acquisition and formation of new knowledge, the use of new computer programs in experiments. All this represents the essence of modernization. The selection and production of teaching technology is very important for professional higher education, and it is advisable to use different technologies in the teaching process based on the learning objectives. In order to form the professional qualities of future professionals, it is necessary to implement the following basic principles. Training on the basis of integration of science and industry.

Conclusion.

The main task is to model the subject on the basis of scientific understanding. Its main function depends on the content of science, origin, development and structure of educational science.

The integration of science and development is achieved through the formation and development of new methods of teaching science, its logical structure.

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CURRENT ISSUES OF FORMATION OF ECOLOGICAL CULTURE

Abstract: This article discusses current issues in the formation of ecological culture.

Key words: ecology, ecological culture, personal hygiene, healthy lifestyle.

The term “ecology” was first used by the German biologist E. Haeckel in 1866, having formed it from the Greek words “oikos” (house, dwelling) and “logos” (thought). By ecology, Haeckel understood the science that studies the distribution and abundance of organisms, the sociology and economics of animals. Ecology was then part of natural history.

At the state level, environmental problems were thought about several centuries ago. So, for example, in Russia during the reign of Peter I, a project was developed to create a "board for the improvement of nature." Gradually, ecology expanded the scope of its interests, and now it studies the entire world around man, focusing on the relationship between organisms and external factors (physical, biological, chemical, etc.).

The Encyclopedic Dictionary gives such a modern interpretation of ecology: “The science of the relationship of plant and animal organisms and the communities they form between themselves and the environment.”

In the 20th century, due to the increased impact of man on nature, ecology acquired special significance as the scientific basis for the rational use of natural resources and the protection of living organisms. This was due, first of all, to the deterioration of the state of the environment due to man-made disasters, testing of various types of weapons, irrational use of natural resources by humans, and other reasons. To date, about 300 areas of acute environmental situations have formed in the CIS countries, covering an area of almost 4 million square meters. km. At the present stage, life confronts us with seven environmental problems: 1) the problem of food, 2) the problem of energy, 3) the problem of resources; 4) the problem of demography; 5) the problem of the gene pool; 6) the problem of the biosphere; 7) the problem of human health.

Against the background of existing environmental problems, environmental education and environmental education of all segments of the population are of particular relevance today. Consider the essence of these concepts.

Environmental education is:

- a comprehensive analysis of various environmental problems (scientific, ideological, moral, aesthetic, economic);

- study of the following concepts in the content of academic subjects - protection of human health, environmental protection, monitoring the state of the environment, environmental quality, healthy lifestyle, environmental and health examination;

- connection of fundamental concepts of ecology with various sciences.

On this basis, a high school graduate should know:

- ecological contradictions of a global scale, affecting the foundations of the existence of human society on Earth;

- reasons for the aggravation of modern environmental problems;

- ways of solving environmental problems in different countries (social, scientific and economic experience);

- opportunities for organizing optimal relationships between human society and nature - planned organization of production, the introduction of resource-saving and waste-free technologies into industry, waste disposal, strengthening state control over the state of the natural environment and sources of pollution, restructuring the psychology of the population in relation to the natural environment, the exploration of outer space for the purposes of peaceful civilization (according to V.S. Kukushin).

Environmental education is a purposeful systematic activity to form a personality ready for practical environmental activities, to promote environmental ideas, to protect and improve the state of the environment.

The goal of ecological education is the formation of an ecological culture among schoolchildren, which can be represented in three components - ecological consciousness, ecological thinking, and ecological activity.

Environmental awareness includes:

- environmental knowledge (facts, information, conclusions, theories of interaction in the world of animals and plants, in their habitat and in general, in the environment);

- aesthetic feelings (understanding and appreciation of the beauty of nature, its harmony with the surrounding world);

- environmental responsibility (anticipation and prevention of possible negative consequences of human impact on the environment).

Ecological thinking is manifested in the ability to comprehend environmental phenomena, establish connections and dependencies that exist in the world of plants and animals, draw conclusions, generalizations and conclusions regarding the state of nature, reasonably interact with it;

Environmental activities - active environmental protection and competent promotion of environmental knowledge. The above components of environmental culture determine the following main tasks of environmental education and environmental education of schoolchildren:

- the formation of students' interest in the study of the laws of nature; assistance in their awareness of the importance of nature as a human habitat;
- development in children of a sense of responsibility for the state of the environment, for their own life and health, as well as the life and health of others;
- the formation of students' moral and aesthetic attitude to nature, the promotion of their perception of nature as an aesthetic perfection;
- stimulating the active participation of schoolchildren in environmental protection activities and the promotion of environmental knowledge.

The educational process contains great opportunities in terms of environmental education and upbringing of students, especially such disciplines as biology, chemistry, geography, physics (students study nature as a habitat, physical factors of the natural environment, the development of energy and its environmental indicators, the biosphere and its protection, natural disasters and ways to protect against them, means of combating environmental pollution, etc.).

Objects of the humanitarian and artistic cycle also contribute to the formation of the ecological consciousness of children - history, "Man. Society. State", literature, fine arts, music.

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DIAGNOSTICS OF INDIVIDUAL FORMS OF PURULENT- SEPTIC COMPLICATIONS OF CONCLUSIONAL VIN CATHETERIZATION

Abstract: Purulent-septic complications are difficult to diagnose complications of subclavian vein catheterization. They occur, as a rule, with progressive use of the catheter in extremely debilitated patients, in patients with active foci of highly invasive infection, with a decrease in immunoresistance to opportunistic infections, a violation of the rules for installing a catheter and caring for it, infusion of bacterially contaminated fluids.

Key words: purulent-septic complications, catheterization of the subclavian vein, diagnosis, cavacatheterization, infiltration, phlegmon.

Information about the clinical manifestations, diagnosis and treatment of purulent-septic complications of catheterization of the subclavian vein is unambiguous. Some authors believe that to verify the diagnosis and treat patients, it is sufficient to use the usual means and methods used in surgery, while others believe that these complications require the use of special techniques that allow you to quickly and effectively identify and eliminate the developed complications of cavacatheterization [1,2,3].

Diagnosis of purulent-septic complications of subclavian vein catheterization in our work was based on an assessment of complaints, clinical features, data from physical examination methods, laboratory data, results of central venous pressure measurement, ultrasound examination of the subclavian

and internal jugular veins, microbiological examination of blood, catheter and discharge from purulent foci. Among 215 examined patients, purulent-septic complications of cavacatheterization were detected in 53 patients.

Common signs for all forms of purulent-septic complications of subclavian vein catheterization were: increased heart rate and respiratory rate, fever, leukocytosis, worsening of the patient's condition up to the development of multiple organ failure, etc.

The main local clinical signs of purulent-septic complications of cavacatheterization, identified during physical examination, we attributed:

- pain, flushing of the skin, swelling of soft tissues in the subclavian region;

- infiltrate at the puncture site of the subclavian vein;

- pain, skin flushing, swelling and infiltrate in the area of the lateral surface of the neck and along the neurovascular bundle (in the projection of the sternocleidomastoid muscle);

- expansion of the saphenous veins in the shoulder, upper chest and side of the neck on the side of the lesion;

- edema and cyanosis of the upper limb;

Based on the data obtained, we identified 6 forms of purulent-septic complications of subclavian vein catheterization:

- 1) soft tissue infiltration of the subclavian region around the catheter;

- 2) phlegmon of soft tissues of the subclavian region around the catheter;

- 3) phlebitis of the subclavian vein and its tributaries without thrombosis;

- 4) thrombophlebitis of the subclavian vein with incomplete occlusion of the vessel;

- 5) thrombophlebitis of the subclavian vein with complete occlusion of the lumen of the vein;

- 6) thrombophlebitis of the internal jugular vein with the development of neck phlegmon;

The results of the study of clinical manifestations of individual forms of purulent-septic complications of subclavian vein catheterization, the features of their diagnosis and treatment are given below.

Differential diagnostic signs of phlegmon infiltrate of the subclavian region

Infiltration of the subclavian region at the site of the subclavian catheter developed in 10 patients: 7 women and 3 men aged 22 to 71 years, the average age was 53.2 ± 4.9 years. All patients were catheterized right subclavian vein. The duration of the catheter in the vein ranged from 3 to 14 days, on average - 7.3 ± 1.4 day

Phlegmon of the subclavian region complicated the course of the underlying disease in 8 patients: 4 men and 4 women aged 22 to 78 years, the average age was 45.5 ± 5.8 years. The right subclavian vein was catheterized in 6

patients, the left - in 2 patients. The catheter was in the subclavian vein from 3 to 7 days, the average time the catheter was in the vein was 7.8 ± 0.6 days.

The patients had the following diseases that caused their hospitalization in (Table 1).

Table 1

Indications for hospitalization of patients who have developed infiltration and phlegmon of the subclavian region

Nosological forms of diseases	Number of patients with synfiltrate	Number of patients with phlegmon	General number of patients
Surgical profile			
Perforated duodenal ulcer	1	1	
Gastric ulcer complicated by bleeding	1		
Acute pancreatitis	1		
Acute appendicitis	1		
Thrombosis of the mesenteric vessels	1		
Acute cholecystitis	1		
Acute intestinal obstruction	1		
hip fracture	1		
Bladder rupture	1		
Varicose veins of the esophagus with bleeding	1	1	
Therapeutic profile			
Acute pneumonia	2	2	
Acute myocardial infarction	1	1	2
Diabetes	1	1	2
Nonspecific ulcerative colitis	1	1	
Neurological diseases	1	1	
TOTAL	10	8	18

As in the entire group of patients with purulent-septic complications of subclavian vein catheterization, surgical diseases were the main reason for hospitalization (10 out of 18).

3 patients had foci of chronic infection, most patients (15 people) had concomitant diseases.

The average bed-day in the group of patients with infiltrate of the subclavian region was 19.5 ± 2.2 days, in the group of patients with phlegmon of the subclavian region 25 ± 3.2 days.

The clinical picture of the developed complications included local and general clinical signs.

Local clinical signs of infiltration and phlegmon of the subclavian region, detected during physical examination, were due to the development of inflammation in the soft tissues around the catheter and included: infiltration at the puncture site of the subclavian vein, pain, skin hyperemia, pastosity and swelling of the soft tissues in the subclavian region.

The infiltrate in the subclavian region usually developed in the first 3-7 days after cavacatheterization (Fig. 1).



Rice. 1. B-th B., 22 years old, I.B. No. 2448. Soft tissue infiltrate of the subclavian region on the right.

At first, it manifested itself as local dense infiltration at the site of the subclavian catheter and skin hyperemia (4.8 ± 1.8 days on average). Then (at 7 ± 1.2 days) pains of varying intensity appeared at the site of catheter insertion. The pains were mostly local in nature.

Local symptoms of phlegmon of the subclavian region developed 8-12 days after catheterization (Fig. 2). They were manifested by hyperemia of the skin (by 8.6 ± 1.3 days), pastosity and swelling of the soft tissues of the subclavian region without a clear boundary (by 9 ± 1.1 days), pus discharge from the puncture hole (by 12.2 ± 1.3 days).

Patients complained of pulling, burning pain in the subclavian region with irradiation to the neck and upper limb. Pain appeared, as a rule, on 11 ± 1.6 days.



Rice. 2. B-th I., 22 years old, I.B. No. 2957. Phlegmon of soft tissues of the subclavian region on the right.

When measuring CVP, it turned out that it was elevated in 1 patient with an infiltrate of the subclavian region up to 125 mm of water. Art. and in 2 patients with phlegmon of the subclavian region (up to 124 and 128 mm of water column, respectively). This was due to the presence of concomitant pathology: pneumonia - in 2 patients and heart failure - in 1 patient. In 15 patients with a normal level of CVP, an additional stress test with a cotton-gauze ball was carried out, but it did not reveal any pathology.

General clinical signs of soft tissue inflammation around kavakateter often appeared earlier than local symptoms. Thus, 3-4 days after catheterization, 6 patients with infiltrate of the subclavian region and 4 patients with phlegmon of the subclavian region showed an increase in body temperature to 37.5°C with its normalization in the next few days. At 5.9 ± 1.7 days, 3 patients with infiltrate and 7 patients with phlegmon of the subclavian region, against the background of adequate treatment of the underlying and concomitant diseases, developed an unmotivated deterioration in their condition: increasing general weakness, weakness, pulling pains in muscles and joints.

An increase in body temperature above 38.0°C with chills on days 5-7 from the moment the catheter was placed was noted in 4 patients with infiltrate of the subclavian region and in all patients with phlegmon of the subclavian region. Other signs of a systemic inflammatory reaction (HR tachycardia > 90/min, leukocytosis in blood tests $> 12 \times 10^9/\text{ml}$, respiratory rate $> 20/\text{min}$) developed in 3 patients with infiltrate and in all patients with subclavian phlegmon a little later - by 6.1 ± 1 , 1 day

Based on the general clinical blood tests, the Kalf-Kalif leukocyte intoxication index (LII) was calculated. There was an increase in LII by 5-7 days, compared with 3 days from the moment

catheter placement, up to 2.0 - 2.5 in patients with infiltrate of the subclavian region and above 3.0 - in patients with phlegmon of the subclavian region. In addition to leukocytosis with a shift of the leukocyte formula to the left, an ESR acceleration was observed (up to 40 mm / h or more).

When using the SOFA scale in patients with phlegmon infiltrate of the subclavian region, organ failure was not detected.

When assessing the severity of the condition of patients on the APACHE II scale by 3 days from the installation of the subclavian catheter and on days 5-7 (the average development of the complication) an increase in the severity of the condition of patients was noted, which was expressed in an increase in the number of points. So, in patients with subclavian synfiltrate, the average number of points on the APACHE II scale on day 3 was 7.5 ± 1.5 points, on days 5-7 - 8.7 ± 1.6 , in patients with phlegmon - 8 ± 1 and 12 ± 0.9 points, respectively. Ultrasound examination (n=18) shows edema and infiltration of the skin and subcutaneous fat of the subclavian region, the subclavian vein and the internal jugular vein are completely passable, without pathological inclusions, the walls of the veins are elastic, the blood flow velocity is not changed.

All patients with infiltrate and phlegmon of the subclavian region underwent microbiological studies, which included: sowing the tip of the catheter when it was removed, sowing blood from the catheter, triple sowing peripheral venous blood, sowing discharge from wounds during opening of phlegmon.

The qualitative composition of the microflora isolated from the tip of the catheter consisted of: Staphylococcus aureus - in 7 patients and St. epidermidis - in 6 patients. The growth of microflora was obtained in 13 out of 18 samples. When examining blood from the catheter, the following data were obtained: St. aureus

detected in 3 patients, St. epidermidis - in 5 patients. Blood culture from intact peripheral vein was positive in 4 patients with phlegmon of the subclavian region (causative agent - Staphylococcus aureus). The study of the composition of the microflora from wounds during the opening of phlegmon of the subclavian region gave the following results: St. aureus - 4 patients, St. epidermidis - 1 patient, St. aureus and St. epidermidis - 3 patients, the growth of microorganisms was obtained in 80% of the samples taken.

Conclusion: Thus, the diagnosis of infiltrate and phlegmon of the subclavian region is based mainly on local symptoms of inflammation of the soft tissues around the catheter. In this case, it is necessary to take into account the general clinical signs of complications, which often appear earlier than local changes at the puncture site.

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OPERATIONAL (RAPID) EPIDEMIOLOGICAL ANALYSIS

Abstract: The article provides information on operative (rapid) epidemiological analysis and generalization of epidemiological survey data in order to clarify the specific, sometimes predominant causes of the occurrence of diseases.

Keywords: Operational analysis, epidemiological analysis, exotic disease measles, polio.

Operational analysis, retrospective analysis is carried out taking into account the general epidemiological assessment. Epidemiological surveillance of outbreaks is part of the operational analysis of organic matter, as the name implies, involves the continuous monitoring of epidemic conditions. The point is that every week, sometimes every month (as part of an operational analysis) is a list of data, that is, the degree of incidence, the composition (the degree of involvement of different groups of the population in the epidemic process), the territorial distribution of the disease. The latter is mainly used in the assessment of weekly and monthly indicators. In acute, food-borne epidemics, the daily dynamics are of great importance. In fact, on the basis of operational analysis is the idea of constant monitoring of possible changes in the epidemic situation.

Thus, the task of operative epidemiological analysis is to quickly determine the degree of change in the incidence of the disease and to identify the causes of these changes, that is, to identify the development of epidemic outbreaks and to reveal their nature.

Therefore, in order to assess the changes, it is necessary to know the data on the typical morbidity rates specific to the region (daily, weekly, sometimes monthly for the observation period).

The usual level of morbidity serves as a benchmark for possible changes in the development of the epidemic process.

Along with information on the level of common morbidity, it is necessary to understand the level of chronic morbidity for different groups of the population (different age groups, people in different areas attending children's institutions, etc.). Not only is the incidence rate normal, but the incidence rate for different groups of the population is high.

On the basis of computer or log entries, epidemiologists set themselves two tasks:

1. For each infectious disease the working schedule - the epidemiological drawing is made on the basis of which there can be a weekly interval.

2. Generalization of epidemiological data in order to clarify the specific, sometimes predominant causes of disease. However, as noted, epidemiological investigations into individual cases are not usually conducted, so data on individual cases are not included in the summary table. Individual exotic diseases (cholera, malaria, etc.) that hide the epidemic risk, sometimes natural foci, as well as controlled infections, including external (measles, polio, etc.). In addition, epidemiological investigation of individual (sporadic) cases is necessary when the total number (or incidence) is more or less reliably formed moderately distributed disease. In this case, an epidemiological survey should be conducted in the presence of a large number of isolated foci, and it is necessary to identify any common factors (using the method of logical similarity). For example, a common factor that gives a similar picture to the likelihood of infection (use of the same dairy product produced at the same dairy plant, etc.). in some cases, there may be more than one such factor. In such circumstances, to determine the degree of significance of each factor, ie to determine its share (percentage): the higher this indicator, the greater its etiological significance. Thus, an increase in sporadic disease, which indicates a higher incidence than usual, indicates the development of an epidemic. Mandatory procedures are performed in the system of operative analysis of multiple foci (two or more cases), as there is a certain probability of finding the causes of diseases in such foci. This includes the use of tables, charts, and the distribution of diseases on paper or on a computer screen.

In transmissible anthroponoses, the sanitary-hygienic condition of the above-mentioned sites, which are primarily intended to include epidemiological data in the field sweating, is usually a place where people go, as well as places where people accidentally go to the place of accident.

In the case of natural and man-made diseases, a set of information specific to each infectious disease is used. For example, hemorrhagic fever with renal syndrome (HSV) may include trips to forested or bushy areas, living in the field or in gardens, the presence of rodents (rodents), and the presence of rodents in the home.

When tick-borne encephalitis or borreliosis is suspected, the exodus is the density of the canal population, their presence in forests, the duration of the invasion of canals, the duration of invasion of canals, and the first clinical and then epidemiological data.

In hepatitis B and C, in HIV infection, when talking about sexual intercourse (especially casual) in older people and adolescents, information on the use of intravenous drugs is needed; information about everyone else - blood transfusions and other medical treatments.

Epidemiological surveillance is widely used in a variety of methods to help identify epidemic links, identify sources and factors of transmission, and identify the most vulnerable groups of the population. In microbiological and some infectious diseases, immunological tests are especially important.

Microbiological methods are used not only to identify the pathogen itself, but also to determine the types and characteristics of the microorganism (determination of antigenic structure, antibiotic susceptibility, phagotype detection, virulence, toxicity, etc.). Epidemiological surveillance of these outbreaks will help to identify epidemic links and infectious agents, and regular monitoring will help to predict the epidemic process. Immunological methods can be used to diagnose the disease, to identify susceptible groups, to monitor the state of population immunity (airborne and natural foci, poliomyelitis), to predict the epidemic process and to conduct special prophylaxis. Thus, although epidemiological surveillance of foci often does not allow to find the causes of diseases, when the data are included in a specially prepared summary table, the table materials can solve the task of rapid analysis. In summary, comparing the materials in this table with the data in the table above may help the epidemiological diagnosis.

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DIGITAL ECONOMY AS AN ECONOMIC PROCESS

Annotation. The subject of this article is digital technologies and the factors that accompany their development. The article analyzes the current state of the digital economy, identifies the directions of its influence. The influence of digital technologies on the public sector of the economy is considered. The consequences of the development of the digital industry on the economy are highlighted. The state and development of the digital economy in Russia is considered.

Key words: digital economy, digital technologies, transaction costs, digitalization, Internet.

The relevance of studying the development of the digital industry is reduced not only to changes in industry, the manufacturing sector and sources of surplus product and national income, but also to systemic imbalances in the development of various markets for goods and services. This development has led to the emergence of "mega-competition", reflecting the competitive environment, which is characterized by dynamism and stability in the behavior of competitors' companies.

In addition, the introduction of new generation digital technologies, called end-to-end, is transforming business and the social sphere. It is the effective use of digital technologies that will set the level of the country's competitiveness.

There is a practical individualization of some areas of IT activities, which occurs as a result of the development of the digital economy. Such areas are characterized by the inclusion in the work of workers with high qualifications in digital technologies.

Legal entities at the level of business entities are entering a new path for the further development of economic activity, the implementation of corporate engineering, and the optimization of production and business processes. The company incorporates the results of the analysis of external digital technologies into the production processes, which increases the performance indicators. Increasing the competitiveness of manufactured products.

At the moment, digital technologies are being significantly introduced into various sectors of the country's economy, and they cannot be singled out as a separate area. The digital economy has different directions of influence:

- increase in real mobility, in fact, more intangible products are used, which have a more significant use dynamics than tangible ones.
- the growing importance of information as a separate category;
- the ability to create, store and use a large amount of information that has practical application.

Digital technologies are essential in the public sector of the economy. The development of digital technologies in the public sector of the economy plays an important role. Digital delivery of services is increasingly seen as a cost-cutting tool that delivers significant efficiencies as well as being an environmental avenue. This will enable public institutions to provide better and more timely services and be more open to the public. Digital government can become one of the ways to improve the efficiency of natural resource management and stimulate economic growth [1].

There are business models that are different from the old ones, network structures based on the methods of collective production and consumption, there is a transformation of relations in the market, which requires the development of new management decisions. The further development of digital technologies has consequences for the economic sphere. If now the share of retail on the Internet accounts for about 9-10% of all transactions, then in the future their number will only increase [2].

As part of the implementation of the national project "Digital Economy of the Russian Federation", the program "Digital Economy of the Russian Federation" operates. The program declares the following ambitious goals: creating an ecosystem of the digital economy, creating the necessary and sufficient conditions for the institutional and infrastructural transformation of the Russian economy, removing existing barriers and obstacles to the emergence and development of high-tech industries and enterprises, as well as increasing competitiveness in the global market as separate industries, and the Russian economy as a whole.

The modern legal regulation of the Russian digital economy is based mainly on the regulation of the traditional rather than the digital economy. To date, a significant set of regulatory and legislative acts has been developed, the innovations of which can be applied and are already being applied in the context of the expansion of the digital economy. At the same time, special laws were adopted to regulate the digital economy and take into account its specifics.

The analysis showed that the existing approaches to the management of national digital strategies (NDCs) in different countries include such areas as improving the quality of e-government services, developing and improving information and telecommunications infrastructure, promoting ICT skills and competencies, improving security, supporting research, innovation and entrepreneurship by providing greater access to the Internet, e-services and information. Directions for further research are the preparation of measures to remove restrictions and problems of the digital transformation of the economy,

as well as the development and implementation of a system for ensuring digital economic security.

The use of so-called end-to-end technologies (robotics and artificial intelligence) is a key factor in the digitalization of the economy. Digitalization based on digital data, information and communication technologies makes it possible to transform the national economy and society, which is the result of changing the way people interact economically, introducing innovations into the technological process. Harnessing the power of the global network through its intangible, machine-coded nature and software facilitates value creation, transactions, and cross-border interaction.

Thus, the digitalization of the national economy is becoming a factor for the country to increase the level of competitiveness in the world market and ensure rapid economic growth. The formation of national digital strategies is the basis for the development of the digital economy and the information society.

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**FACTORS AFFECTING THE ECOLOGICAL STATUS OF
INDUSTRIALIZED CITIES AND MEASURES TO MONITOR THEM
(ON THE EXAMPLE OF NAVOI REGION)**

Annotation. The development of science and technology proves once again how infinite human needs are. The concentration of the population in large cities, on the one hand, accelerates the process of urbanization and affects the level of development of the state, on the other hand, the state of the environment has a negative impact on urban ecology. From ancient times the population has been striving to create favourable conditions for themselves, and such a process is still going on, especially when the negative consequences of this are clearly felt in the health of the population living in cities. Solving this problem is one of the main tasks of urboecology. The development of modern methods of geo-ecological monitoring of the ecological condition of cities, especially in areas with high industrial specialization, the development of measures to improve the health of the population in ecologically critical areas is of great importance today. To this end, this article discusses in detail the industrialized Navoi region and its urban and ecological situation, the factors affecting it.

Keywords. Green economy, "New Uzbekistan development strategy", environmental situation, diabetes, bronchial asthma, metabolic disorders, hyperdynamic, biodiversity, nosogeographic situation.

It is known that the XXI century is more global in nature and requires the integration of knowledge and industries. This is especially evident in the regulation of the relationship between man and nature. As the needs of humankind continue to grow, environmental problems of various scales are emerging, and such environmental problems require the rational use of available resources by the entire community. Cities on the planet appeared 5,000 years ago on the banks of the Indus, Tigris, Euphrates, and Nile rivers, and their people were mainly engaged in animal husbandry (Komilova N. K., 2021). Over

time, man's influence on nature has increased. As a result, environmental problems of various scales are emerging.

Preserving the purity of the environment is one of the most important issues paid by the leadership of our country today. In this regard, the President of Uzbekistan Sh.M.Mirziyoev said: "Take measures to increase the energy efficiency of the economy by 20% and reduce emissions by 20% by 2026 through the active introduction of" green economy "technologies in all sectors."² It is no coincidence that the Decree on the Development Strategy of Uzbekistan specifically mentions this.³

It should be noted that there are more than 80 branches of ecology, and the fact that urban ecology has its own practical character, the whole of humanity is witnessing the need to pay attention to the study of this area. Today, large cities are recognized as the centres of major environmental crises. Deterioration of the urban environment leads to many problems such as uncontrolled production and waste, biodiversity in the city, atmospheric air pollution, drinking water and, sadly, the health of the urban population (Komilova N. K., 2021).

In order to prevent these problems, to ensure the sustainable development of cities in the future, the necessary measures are being developed through environmental, medical-environmental, social and economic monitoring. Of course, modern achievements also play a role in conducting such monitoring. Modern research shows that the intended result can be achieved by starting with small areas to study a particular problem and find a solution to that problem. In this context, through a comprehensive study of cities and some of their parts, we can assess the urban infrastructure, its natural, ecological, social and economic condition (Komilova N. K., 2020).

It is known that according to the conclusions of the World Health Organization, the factors affecting the health of the population can be classified into four groups according to the degree of impact:

² Ўзбекистон Республикаси Президентининг 2022 йил 28 январдаги ПФ–60-сон Фармони.
<https://lex.uz/pdfs/5841063>

³ Ўзбекистон Республикаси Президентининг 2022 йил 28 январдаги ПФ–60-сон Фармони.
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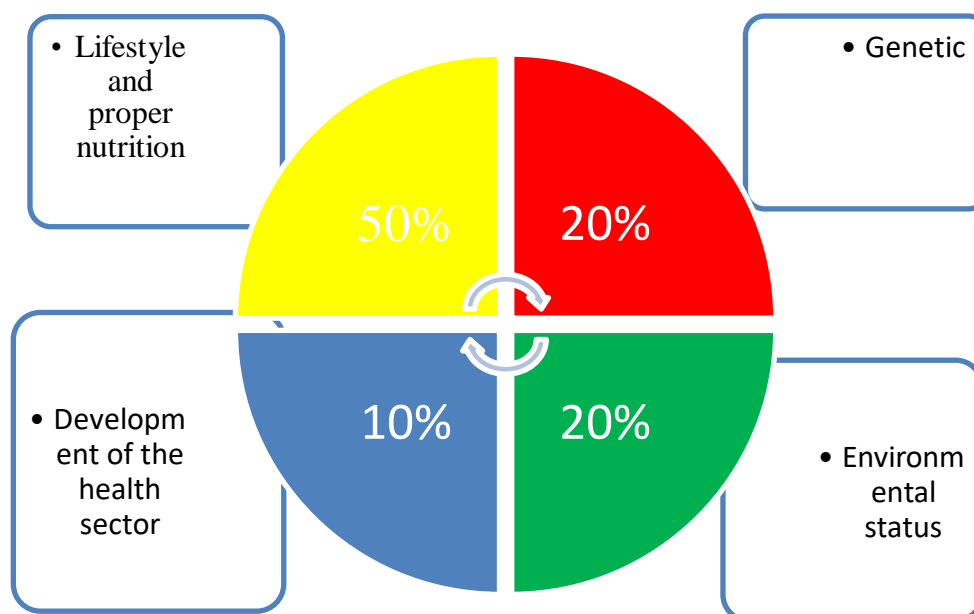


Figure 1. Based on data from the World Health Organization.

In large urban areas, as a result of factors such as noise, hyperdynamic and strong air pollution, urban residents suffer from hypertension, ischemic heart disease, diabetes, bronchial asthma, metabolic disorders (Komilova N. K., 2020). Medical and ecological monitoring of urban areas in accordance with scientific and technical achievements, especially the analysis of data using geoinformation systems in developed countries began in the 80-90s of the last century. The difference of this approach from conventional analyzes is characterized by high accuracy and efficiency. In industrialized countries such as the United States, Germany, Sweden, and Japan, views on automated data began to emerge in the 1960s. In the Scandinavian countries, for example, a personal account has been opened to verify the health of each individual (Келлера, 1993).

This creates the basis for the self-formation of the health statistics of the population. Innovative solutions for environmental protection are being implemented in the cities of developed countries, for example, the analysis of average daily, monthly and annual data by automated measurement of atmospheric air pollution through automated systems, elements of urban climate change, the ecological situation in which areas of the city. systems that allow you to be aware of what changes are taking place in the health of the people living in the area have proven to be much more effective.

If we conclude from innovative approaches to the urban-ecological situation in developed countries, the first issue to improve the ecological status of the industrial city of Navoi region is, first of all, grouping the factors affecting the ecological status of the regions as the main classifier. These factors can be classified as follows:

1. Atmospheric air condition

2. The composition of drinking water
3. Soil layer quality
4. Noise level
5. Conservation of biodiversity

Despite the fact that the Navoi region is the smallest administrative unit of the republic, it occupies a leading position in terms of industrial production (Kalonov B.H., 2021). Studies show that atmospheric air pollution is the most important factor in determining the state of the living environment. Atmospheric pollution causes external respiration, impaired cardiovascular function. The number of patients with respiratory problems in the province increased from 246 in 2015 to 277 in 2018, and the number of patients with the vascular disease increased from 17,400 to 18,300, respectively, indicating a serious concern about atmospheric air problems in the province. Non-ferrous metallurgy, chemical and construction industries are particularly developed in the region, which is reflected in the health of the population in the cities and suburbs of the region. For example, in cities with a developed metallurgical industry, children's physical and neuropsychological development is slower than in other regions (Нарзулаев С.Б., 1995).

In addition to atmospheric pollution, factors such as the quality of drinking water and the condition of the soil cover also affect the ecological condition of cities. The quality of drinking water is especially important because it is widely believed that the substances in water that adversely affect human health can cause gastrointestinal and urological diseases. The total number of people with digestive problems in the province reached 74,700 in 2019, and by 2020, the figure had risen to 87,600. If the process continues with this trend, the region is likely to become a major contender for the status of a nosogeographic hotbed of the republic.

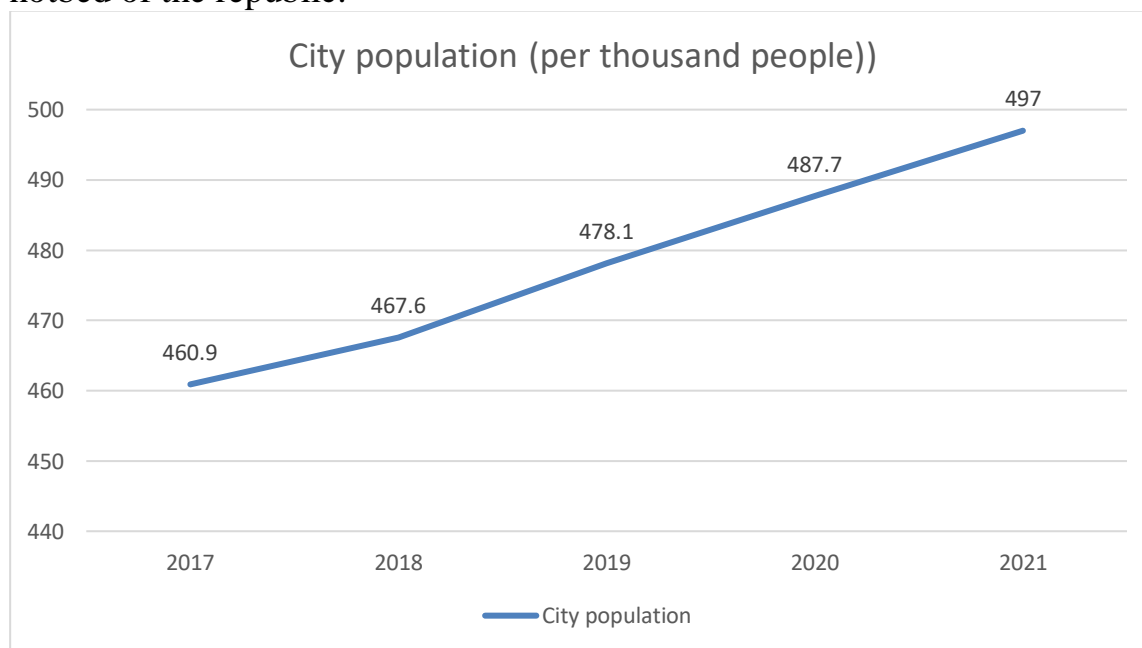


Figure 2. The share of urban population in Navoi region.

The state of soil pollution is also an important factor in the ecological situation of the city because the products of widespread consumption are grown precisely through the soil. Deterioration of the geochemical condition of the soil is associated with liver, kidney and nerve diseases. In the industrialized region, this is also a matter of concern, as dust in the city moves not only in the city but also around the city, causing significant damage to the surface layer of the soil in the Karmana and Navbahor areas adjacent to the city. Given that the above-named administrative units are the number one regions supplying the city with agricultural products, chemically contaminated agricultural products return again for urban consumption as a circulating chain, which serves as a basis for functional changes in the urban population (Kalonov B.H., 2021).

Although noise is an invisible factor at first glance, the fact that industrial enterprises are located close to residential areas and the movement of the transport network, in our opinion, is sufficient to analyze this factor separately. Analyzes show that high noise levels in large cities affect the nervous system of people and are the main reason for the decline in the ability of employees to work, to be in a tired mood throughout the day.

Biodiversity needs to be addressed globally, not just in cities but around the world. Representatives of the green world are an incomparable force that affects the quality of atmospheric air. They are referred to as "oxygen factories" because they convert carbon dioxide into oxygen. Studies show that one spruce produces enough oxygen for 10 people a year. This shows that biodiversity in cities, especially tree care, is important. In another study, the facade of a multi-storey house was renovated in a modern look, while the second building has a simple facade but is surrounded by trees. The results of the observations showed that the atmospheric air around the multi-storey house built on a simple facade was twice as clean as that of a building built on a modern facade (Figure 3).

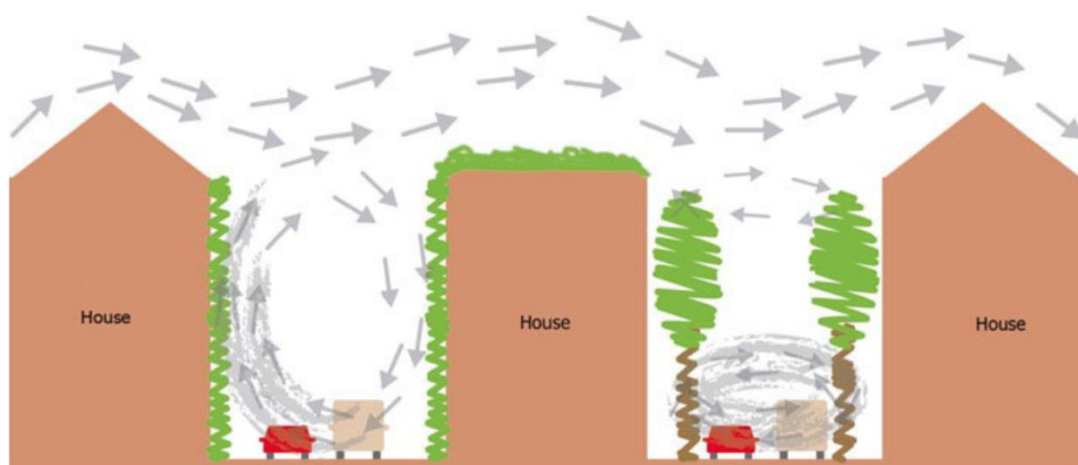


Figure 3. Based on analysis by Marc Ottelé, Delft University of Technology

The 79th goal of the Decree of President Sh.M.Mirziyoev on the Development Strategy of the Republic of Uzbekistan for 2022-2026 dated January 28, 2022, is "Elimination of existing environmental problems that harm the health of the population and the gene pool", which states:

1. Sampling and analysis of 685 sources of pollution of economic entities (301 atmospheric air objects, 150 soil polluting objects and 234 sewage objects) within the framework of environmental monitoring.

2. Inclusion of monitoring results in the electronic database of state monitoring of the environment.

3. Entering data from the electronic database of state monitoring of the environment into the Single Geoinformation Database.

Objective 80: Ecology and environmental protection, In terms of improving the environmental situation in cities and districts, the implementation of the national project "Green Space", the following is planned:

Organize planting of 125 million bushes in spring 2022 and 75 million bushes in autumn. Introduction of a system of storage and care of planted seedlings. Attach the planted seedlings to the organization and introduce a system of issuing extracts from the "tree register". As part of the nationwide project "Green Space", the International Center for Molecular Allergology will establish a system of pollen monitoring of the relationship between the pollination of allergenic plants, clinical exacerbations of allergic diseases (rhinitis, bronchial asthma), including:

-Constant monitoring of allergen potential of plants on the basis of Lanzoniy (pollen cap) installed in 2 areas of Tashkent by aerobiological and multiplex allergochip method;

- Regular aerobiological monitoring based on the installation of pollen traps in 8 regions of the country;

-Develop a proposal for allergen-free seedlings when planting trees in cities.

In order to improve the material and technical base of analytical laboratories in the system of the State Committee for Ecology and Environmental Protection, it is planned to increase the provision of analytical laboratories of the Republic of Karakalpakstan, regions and the city of Tashkent with laboratory furniture, measuring instruments and mobile laboratories.

It should be noted that in order to reduce the negative impact of industrial and manufacturing enterprises, transport and other factors on human health, the natural environment, the following should be done (Nilufar K. Komilova, Tura Rakhimova, Rustamjon Kh. Allaberdiev, Gulnara S. Mirzaeva, Umriniso T. Egamberdiyeva. Ecological situation: The role of education and spirituality in improving the health of the population. 2021. International Journal of Health Sciences this link is disabled, 2021, 5(3), стр. 302–312):

1. For a healthy environment, great care should be taken not to exceed the permissible levels of pollutants in the air;

2. Use of landscaping trees, bushes and lawns in the formation of sanitary zones (1000, 500, 300 meters) around industrial enterprises;
3. planting of high dust-resistant trees on the parts of existing roadways, highways or other roads where traffic lights are located;
4. Establishment of trees, green walls, suitable for this condition, based on the natural and ecological conditions of each area;
5. Transition to safe modes of transport;
6. Wastewater treatment in various ways and added to water basins;
7. Application of modern technologies in maintaining the purity of the environment;
8. Training of highly moral and ecologically cultured personnel - improving the ecological condition of the environment while protecting nature;
9. In the protection of nature, it is necessary to pay attention to its aspects (health, economic, cultural, educational, aesthetic) among the general public, to carry out advocacy work.

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KIMYO MASHG‘ULOTLARIDA YANGILIK KIRITISH JARAYONLARI

Annotatsiya. O‘qitishning yangilik kiritish bilan olib boriladigan usullarini joriy etish zamonaviy ta’lim muassasasida o‘quvchilarni tayyorlashni takomillashtirishning muhim yo‘nalishlaridan biridir. Bugungi kunda asosiy uslubiy yangiliklar o‘qitishning innovatsion usullaridan foydalanish bilan bog‘liq. "Interfaol" tushunchasi inglizcha "interact" ("inter" - "o‘zaro", "act" - "act") so‘zidan kelib chiqqan.

Kalit so‘zlar: innovatsiya, usul, ta’lim, interfaol, o‘qitish.

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INNOVATION PROCESSES IN CHEMICAL TRAINING

Annotation. The introduction of innovative teaching methods is one of the most important ways to improve the preparation of students in a modern educational institution. Today, the main methodological innovations are related to the use of innovative methods of teaching. The term "interactive" is derived from the English word "interact" ("inter" - "mutual", "act" - "act").

Keywords: innovation, method, education, interactive, teaching.

Yangilanayotgan O‘zbekiston maktablarining vazifalaridan biri bu - pedagogik jarayonning barcha ishtirokchilarini imkoniyatlarini o‘rganish, ularning ijodiy qobiliyatlarini rivojlantirishda faol ishtirok etishdan iboratdir. “Innovatsiya” tushunchasi lotincha “yangilanish, yangilik yoki o‘zgartirish” degan ma’noni anglatadi[1]. Kimyo mashg‘ulotlarida o‘yinli mashg‘ulotlar tadbiri faoliyati o‘quv jarayonining ajralmas qismi bo‘lishi kerak. O‘yinlar darsni diversifikatsiya qilishga yordam beradi. Masalan, siz o‘qituvchi nimanidir taxmin qiladigan o‘yindan foydalanishingiz mumkin (kimyoviy reaksiya, organik yoki noorganik birikmalar sinfi, ma’lum bir modda va boshqalar). Talabalar savol berish orqali javob topishga harakat qiladilar. O‘qituvchi bu savollarga faqat "ha", "yo‘q", "ha va yo‘q" so‘zlari bilan javob beradi. Ushbu o‘yin qidiruv strategiyasini qanday ishlab chiqishni o‘rganishga yordam beradi. Hozir maktab pedagogik g‘oyalar va innovatsiyalar to‘plamidir. Masalan: multimedia o‘rnatishlar, interaktiv doskalar, internetdan foydalanish va boshqalar[2].

Ta'limda zamonaviy innovatsiya va texnologiyalardan foydalanish o'quvchilar shaxsini shakllantirish uchun qulay shart-sharoitlarni yaratadi va zamonaviy jamiyat ehtiyojlarini qondiradi. Internetning axborot resurslaridan foydalangan holda, ularni o'quv jarayoniga integratsiyalashgan holda, har qanday darsda bir qator didaktik vazifalarni samaraliroq hal qilish mumkin [3,4]. Hozirgi vaqtda axborot texnologiyalari o'quv jarayonini tashkil etish uchun printsiptial jihatdan yangi imkoniyatlar yaratmoqda. Ta'limga zamonaviy axborot-kommunikatsiya texnologiyalarini (AKT) jadal joriy etish ulkan rivojlanish salohiyatiga ega. AKTdan darsning turli bosqichlarida foydalanish mumkin: kimyoviy isitish uchun, yangi materialni tushuntirish bosqichida, bilim, ko'nikma va malakalarni tuzatish uchun. Axborot texnologiyalari darsni yorqin va mazmunli qiladi, o'quvchilarning bilim qobiliyatlarini, ijodiy qobiliyatlarini rivojlantiradi. Animatsiya, tovush va dinamik effektlar tufayli o'quv materiallari esda qolarli, oson hazm bo'ladigan bo'ladi. Kimyo darsida kompyuter dasturlaridan foydalanish oddiy darsda nima mumkin emasligini ko'rish imkonini beradi: kimyoviy jarayonni taqlid qilish, xavfli reaksiyani amalga oshirish [5,6,7,8]. Multimedia vositalari boshqa texnik o'quv qurollari bilan solishtirganda eng yaxshisini ta'minlash imkonini beradi, ko'rinish tamoyilini amalga oshirish, amaliy mashg'ulotlarda bilim va ko'nikmalarni mustahkamlashga ko'proq hissa qo'shadi. Bundan tashqari, multimedia vositalariga darsning o'yin shakllarini samarali qo'llab-quvvatlash, "talaba - kompyuter" faol dialogini ta'minlash vazifasi berilgan. Loyiha usuli texnologiyasini innovatsion usullardan biriga ham kiritish mumkin. Loyiha faoliyati - bu o'quv va kognitiv faoliyatni faollashtirish usuli. Bunga talabalarning loyihani tayyorlash jarayonida yuqori mustaqilligi yordam beradi. O'qituvchi koordinator vazifasini bajaradi, faqat tanlangan mavzuni o'rganuvchi, u haqida eng to'liq ma'lumot to'playdigan, olingan ma'lumotlarni tizimlashtiradigan va ularni turli xil texnik vositalardan, shu jumladan zamonaviy kompyuter texnologiyalaridan foydalangan holda taqdim etadigan talabani faoliyatini boshqaradi. Masalan, 8-sinfda kimyo darsida. Dars mavzusi "Kislotalarning xossalari". Talabalar guruhlariga bo'linadi, ularning har biri kislotalarning xossalari bo'yicha topshiriq oladi. Bir guruh - muxbirlar taqdimot tayyorlamoqda. Bolalar kimyoviy reaksiyalar tenglamalarini yozadilar, so'ngra kislotalarning xossalari bo'yicha xulosalar chiqaradilar. Natijalar jurnalistlarga etkaziladi. Loyiha faoliyatining mahsuli bu "Kislotalarning xossalari" taqdimoti bo'lib, undan keyingi kimyo darslarida foydalanish mumkin. Darsda o'quvchilarning ijodiy mustaqil faoliyatini, noma'lum narsani bilishga intilishlarini, ularning natijalarini baholash qobiliyatini kuzatamiz. Talabani loyiha faoliyati insho himoyasi, ma'ruza tayyorlash, tadqiqot ishi va hokazolar orqali amalga oshirilishi mumkin. Kimyo fanini o'rganishda seminar va konferensiyalar alohida o'rin tutadi, bunda mustaqil ishlarga sarflangan mehnat miqdori katta ahamiyatga ega. va natija kuchli shaxsning individual xususiyatlariga bog'liq [2]. Ta'riflangan texnologiyalardan foydalanish kimyo

darlarini ayniqsa jozibador qiladi, o'quvchilarning kimyoga fan sifatidagi kognitiv va ijodiy qiziqishlarini rivojlantirish usullaridan biridir, shuningdek, talabalarning aqliy faolligini oshirishga yordam beradi.

Shunday qilib, shuni ta'kidlash mumkinki, zamonaviy o'qituvchilar sinf o'quvchilari bilan kimyo darolarida ishlashda innovatsion o'qitish usullarini tobora ko'proq qo'llashlari kerak, chunki ular samaraliroq bo'lib, ta'lim shakli va natijalarni baholash vositalarini tashkil qilish imkoniyatlari mavjud. Maktab o'quvchilarini tayyorlash jarayonida o'qitishning innovatsion usullaridan foydalanish nazariyasi va amaliyotini tahlil qilish asosida shunday xulosaga kelish mumkinki, innovatsion o'qitish usullari allaqachon ma'lum bo'lgan ilmiy pedagogik usullarni to'ldiradi va rivojlantiradi, shuning uchun ular o'quv jarayoniga faol kiritiladi. Innovatsion ta'lim, shubhasiz, pedagogikamizning qiziqarli, ijodiy, istiqbolli yo'nalishidir.

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THE IMPACT OF A HEALTHY LIFESTYLE ON HUMAN HEALTH

Abstract: This article discusses the impact of a healthy lifestyle on human health. The importance of sports in improving longevity and quality of life is highlighted.

Key words: human health, healthy lifestyle, sports.

Health is a state of the body in which the functions of all its organs and systems are balanced with the external environment and there are no painful changes.

The main sign of health is the high adaptability of the body to changing environmental conditions. A healthy body is able to endure enormous mental and physical stress, significant fluctuations in environmental factors and it is very difficult to bring it out of balance. In physically trained people, compensatory (protective-adaptive) reactions are especially well developed. However, the body's compensatory capabilities are not unlimited, sooner or later they can be exhausted, and then a disease occurs.

Health, if it was given to us from the very beginning, we still need to be able to save. And if there are any deviations in health, then you need to try to eliminate them. And this can only be achieved through a healthy lifestyle. There are many examples when people with health problems, as prescribed by doctors, began to engage in physical culture and sports, not only improved their health, but also achieved high sports results.

But in life there is a different picture, when people (and there are many of them), who have excellent health, destroy it day by day, without thinking about the consequences.

At the present stage, in the conditions of a qualitative transformation of all aspects of the life of our society, the requirements for the physical fitness of young specialists, which is necessary for successful work, are increasing.

A healthy lifestyle, being the most important component of culture, contributes to the formation of the health of a future specialist.

A healthy lifestyle is understood as such forms and methods of daily life that comply with hygienic principles, strengthen the adaptive capabilities of the body, contribute to the successful restoration, maintenance and development of its reserve capabilities, and the full fulfillment by the individual of social and professional functions. A healthy lifestyle is a complex of recreational activities that ensures the harmonious development and strengthening of health, increasing the efficiency of students, and prolonging their creative longevity. It contains the

following main elements: personal hygiene, giving up bad habits, hardening and optimal motor mode.

Optimal motor mode is the main element of a student's healthy lifestyle and includes physical education and sports, as well as active recreation.

Physical culture and sports in various forms are not yet sufficiently introduced into the daily life of students.

The attitude of students to physical culture and sports is one of the urgent problems of the educational process, further development and expansion of mass recreational, physical culture and sports work in higher education. The criterion of physical culture and sports activity is physical culture and sports activity.

It can be considered as a measure and nature of participation directly in physical exercises and as an activity in organizational, propaganda, instructor-pedagogical, judicial and other activities.

Self-control (self-regulation and self-esteem) of a student has not only educational value, but also teaches a more conscious attitude to classes, to observe the rules of personal and collective hygiene, a reasonable daily routine, study, work, life and rest. Based on the results of self-control, you can evaluate the reaction of your body to physical activity, dose it.

Research and practical experience have shown that the role of outdoor activities is increasing significantly. Active rest promotes the restoration of motor function, cardiovascular and other systems. Also, thanks to active recreation, creative activity and labor longevity increase.

Health is a state of the body in which the functions of all its organs and systems are balanced with the external environment and there are no painful changes.

A healthy person is not always attentive enough to his own health or to the health of others (for example, to the health of his students), believing that health is given forever. Often, health is remembered only when it is lost and it is difficult to restore it.

The main sign of health is the high adaptability of the body to changing environmental conditions. A healthy body is able to endure enormous physical and mental stress, significant fluctuations in the external environment, and it is very difficult to bring it out of balance. And, finally, a characteristic sign of health is the preservation of a certain constancy of the internal environment in the body - the so-called homeostasis. It manifests itself in the fact that a certain temperature, the chemical composition of the blood, the saturation of arterial blood with oxygen, etc. are normally maintained.

If, under the influence of any environmental factors, homeostasis is disturbed, then a disease occurs. The existence of individuals possessing absolute or ideal health, as it appears theoretically, is rejected. However, it is practically important that among healthy people a small group of people can be singled out who are distinguished by the maximum completeness of health. These people either never get sick at all, or very rarely experience a coming

malaise, and during an objective study they have not had any noticeable deviations from the individual norm for many years.

Physical health is measured by the physical development of a person. This assessment is made on the basis of an external examination, anthropometric indicators and functional tests. Anthropometric indicators are compared with the standards available for persons of a given gender, age, nature of motor activity and are evaluated accordingly as "average", "below" or "above average".

In dynamic examinations, functional indicators of physical development play an important role. This assessment is made on the basis of the analysis and comparison of all studies conducted in the state of muscle rest and during functional tests and tests.

The functional state is one of the main indicators of the student's physical health and fitness. The functional state can be assessed as good, satisfactory, or with impairments (overwork, overtraining, etc.).

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ARCHITECTURAL SOLUTIONS TO INCREASE THE SEISMIC RESISTANCE OF BUILDINGS AND STRUCTURES

Annotation: In this article, the seismic resistance of buildings and structures is a factor that must be taken into account during construction, especially in seismically active regions. One of the main ways to improve seismic resistance today is the use of various seismic protection systems.

Keywords: seismic resistance of buildings and structures, methods of seismic protection, traditional method, special method.

Introduction. As a result of studying the properties and patterns of seismic effects, the basic principles of ensuring the seismic resistance of buildings and structures, developed in past centuries, were supplemented and developed through the development of seismic resistance theories, computational methods and computer technologies for more advanced structures and special tools, some of which have found application in construction practice. [1]

Main part. We all know that the problem of ensuring the seismic resistance of structures has not been fully resolved, which is a reliable evidence of the consequences of many earthquakes that have occurred to one degree or another in recent history. [3]

In modern design solutions, it is impossible to increase seismic resistance simply by increasing the cross-sectional dimensions, strength and weight. The design can be more robust, but not necessarily cost effective due to its weight and inertial seismic protection. These methods involve changing the mass or roughness or weakening of the system depending on its movement and speed.

More than a hundred patented seismic protection models are currently known[4]. In many countries with seismic effects, traditional methods predominate and are generally accepted. However, special seismic protection allows in many cases to reduce the cost of reinforcement and increase the reliability of the structures being erected. Over the past decade, dozens of different technical solutions have been proposed for special seismic protection of buildings and engineering structures in Japan, the USA, New Zealand and the CIS countries. Many of these proposals are being implemented. Classification of seismic protection methods by the traditional method at present, methods of increasing the seismic resistance of foundations and structures of building structures are usually divided into traditional and special ones. Traditional methods are based on the fulfillment of a number of conditions, some of which were used in antiquity and are formulated in the form of the following recommendations: - the structure should not be too long or too high; - the distribution of masses of building structures must be uniform; - the structure in the plan must be centrally symmetrical; - replacement of the rigid connection of the foundation and structure with a plastic bond (in Central Asia and the Middle East, such a material is a solution in gypsum - a type of gypsum); The meaning of these recommendations is as follows. The central symmetry of the structure ensures that the structural strength of the building is the same regardless of direction.[5]

Unfortunately, to date, all the available positive reserves of traditional seismic protection have already been identified and used, so there is no reason to expect a significant increase in the efficiency and reliability of seismic protection. In addition, traditional methods of seismic protection during catastrophic earthquakes are insufficient and very expensive. It is known that the nature of the behavior of buildings and structures during an earthquake is very difficult to predict, therefore, in addition to traditional methods of seismic protection, such special methods as active and passive seismic protection were developed. [6]



Figure 1. Examples of buildings with central symmetric seismic resistance.

In connection with the construction of multi-storey buildings in seismically active areas, the use of special active methods of seismic protection is more relevant than ever. Active methods include the use of additional energy sources and elements that regulate the operation of these sources. The advantage of this system is that the vibration process can be controlled not only by seismic, but also by wind. [7]



Figure 2. Earthquake resistance systems for multi-storey buildings

Conclusion

Based on the foregoing, the following conclusions can be drawn. At this stage, the problem of seismic protection of buildings and structures is extremely urgent. Correct application of seismic protection in the design and construction of buildings and structures can significantly increase the following characteristics:

- building reliability
- equipment safety and reliability.
- the profitability of buildings.
- no need to repair after devastating earthquakes.
- Convenience and convenience for the population.

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THE IMPACT OF NUTRITION ON THE COVID-19 PANDEMIC

Abstract: People who eat a well-balanced diet tend to be healthier with stronger immune systems and lower risk of chronic illnesses and infectious diseases. The human immunity has a pivotal role in nutrition acquisition from the pathogens and damaged body tissue during the SARS-CoV-2 virus infection, which may lead to transient overnutrition in the patients, lead to lipotoxicity and further damage in non-adipose tissues, and cause hyperinflammation and cytokine storm in severe cases of COVID-19. Optimal nutrition can improve well-being and might mitigate the risk and morbidity associated with coronavirus disease 2019 (COVID-19), caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The majority of documents encouraged the consumption of fruits, vegetables, and whole grain foods. Thirty-one percent of the guidelines highlighted the importance of minerals and vitamins such as zinc and vitamins C, A, and D to maintain a well-functioning immune system. Thus, in this article, we analyze nutritional recommendations for COVID-19 disease, and clinical trials on vitamins and supplements in the treatment and prevention.

Keywords: Immunity, nutrition, pathogen, tissue, SARS-CoV-2 virus infection, lipotoxicity, non-adipose tissues, hyperinflammation, COVID-19, acute respiratory syndrome coronavirus 2.

Introduction: As we continue to keep an eye on COVID-19 and its new strains, now is a great time to strengthen our immune systems to combat the virus. Those of us that have a better nutritional status can fight the disease better than others. If our immune system is working really well, we don't get infected. In general, nutrition affects our entire body. All body processes require enzymes, and many vitamins and minerals help enzymes work better. A number of micronutrients, including vitamins C and D and zinc, have been shown to play key roles in supporting immune function and in reducing risk of respiratory infection. These nutrients can be obtained from the diet and are available as dietary supplements either alone or as part of multivitamin or multnutrient mixtures. There are many other dietary supplements available including, omega-3 fatty acids ('fish oil'), probiotics and plant isolates like garlic. The use of specific dietary supplements in both prevention and acute treatment of infection with SARS-CoV-2 has been promoted by prominent medical entertainment personalities on television and social media since the beginning of the current coronavirus pandemic.

Evidence of high human-to-human transmissibility of SARS-CoV-2 has made social isolation the best preventive measure to avoid the spread of COVID-19 [1]. This pandemic is substantially affecting lifestyles, healthcare systems, and national and global economies. Social isolation is often an unpleasant experience that may have negative effects on mental health [2]. It has been suggested that, until quarantine ends, self-isolation is likely to cause psychological and emotional symptoms [3], changes in mood and altered sleep or eating patterns [4], worsening of chronic health conditions, weight gain, and increased use of alcohol, tobacco, or illegal drugs.

Optimal nutrition is one of the main determinants of health that can improve well-being and mitigate the harmful health consequences associated with social distancing by helping to prevent or control most chronic diseases (eg, diabetes, hypertension, and excess body weight/obesity); aid in the regulation of sleep and mood; and prevent fatigue [5,6]. Nutritional modulation of the immune system is also important across the age spectrum. During early childhood, breastfeeding can provide protection against infections and respiratory diseases, as breast milk contains antibodies, enzymes, and hormones that can offer health benefits [7]. In older adults, the group at most risk for COVID-19, changes in dietary habits lead to significant alterations in immunity and inflammation, termed immunosenescence and inflammaging [8]. Some nutrients, such as omega-3 polyunsaturated fatty acids and probiotics, have been linked to anti-inflammatory responses and enhanced resistance to upper respiratory tract infection [8]. In individuals infected with SARS-CoV-2, nutritional status is a crucial factor for optimal prognosis and can determine the clinical severity of COVID-19 [9]. Dietary supplementation with selected vitamins (eg, A, B, C, and D), minerals (eg, selenium, zinc, and iron), and omega-3 fatty acids was suggested by Zhang and Liu [10] as a treatment option for COVID-19 patients and as preventive therapy against lung infection. However, the use of micronutrient supplements to prevent infections remains questionable. Since to date there is no vaccine or evidence-based treatment for COVID-19, the optimization of nutrient intake through well-balanced meals and the use of good hygiene practices in food selection, preparation, and conservation is probably the most effective approach for managing the continuous risk of viral infection. This epidemic began with animal-to-human infection, and the direct cause of death is generally due to ensuing severe atypical pneumonia. CoVID-19 has now been declared a pandemic by the World Health Organization, and people in all countries are under quarantine in order to reduce the spread of the virus, which then also lessens the impact on medical resources. Since quarantine is associated to the interruption of the work routine, this could be result in boredom. Boredom has been associated with a greater energy intake, as well as the consumption of higher quantities of fats, carbohydrates, and proteins [11, 12]. Further, during quarantine continuously hearing or reading about the pandemic without a break can be stressful.

Consequently, the stress pushes people toward overeating, mostly looking for sugary “comfort foods” [13]. This desire to consume a specific kind of food is defined as “food craving”, which is a multidimensional concept including emotional (intense desire to eat), behavioral (seeking food), cognitive (thoughts about food), and physiological (salivation) processes [14]. Of interest, a gender difference has been reported in food craving, with a higher prevalence in women than in men. Carbohydrate craving encourages serotonin production that in turn has a positive effect on mood. In a sense, carbohydrate-rich foods can be a way of self-medicating anti stress. The effect of carbohydrate craving on low mood is proportional to the glycemic index of foods. This unhealthy nutritional habit could increase the risk of developing obesity that beyond being a chronic state of inflammation, it is often complicated by heart disease, diabetes, and lung disease that have been demonstrated to increase the risk for more serious complications of CoVID-19 [15]. Quarantine-related stress also results in sleep disturbances that in turn further worsen the stress and increase food intake thus giving rise to a dangerous vicious cycle. Therefore, it is important to consume food containing or promoting the synthesis of serotonin and melatonin at dinner. A considerable variety of plant species including roots, leaves, fruits, and seeds such as almonds, bananas, cherries, and oats contain melatonin and/or serotonin. These foods may also contain tryptophan, which is a precursor of serotonin and melatonin. Protein foods such as milk and milk products are the main sources of the sleep-inducing amino acid tryptophan. Moreover, tryptophan is involved in the regulation of satiety and caloric intake via serotonin that mainly lowers carbohydrate and fat intake, and inhibits neuropeptide Y, the most powerful hypothalamic orexigen peptides [16]. Further, beyond sleep-inducing properties, milk products such as yogurt could also augmented natural killer cell activity and reduce the risk of respiratory infections [17]. During quarantine the increased intake of macronutrients could also be accompanied by micronutrients deficiency as occurs in obesity [18], which is commonly associated with impaired immune responses, particularly cell-mediated immunity, phagocyte function, cytokine production, secretory antibody response, antibody affinity, and the complement system, thus making more susceptible to viral infections [19]. Thus, during this time it is important to take care of nutritional habits, following a healthy and balanced nutritional pattern containing a high amount of minerals, antioxidants, and vitamins. Several studies reported that fruits and vegetables supplying micronutrients can boost immune function. This happens because some of these micronutrients such as vitamin E, vitamin C, and betacarotene are antioxidants. Anti-oxidants increase the number of T-cell subsets, enhance lymphocyte response to mitogen, increased interleukin-2 production, potentiated natural killer cell activity, and increased response to influenza virus vaccine compared with placebo [20]. Beta Carotene is most abundant in sweet potatoes, carrots, and green leafy vegetables while sources of vitamins C include red peppers, oranges, strawberries, broccoli, mangoes,

lemons, and other fruits and vegetables. The major dietary sources of vitamin E are vegetable oils (soybean, sunflower, corn, wheat germ, and walnut), nuts, seeds, spinach, and broccoli. In addition, quarantine could be associated to a less time spent outdoor, less sun-exposure, and reduced production of vitamin D as a result of lower levels of 7-dehydrocholesterol in the skin. Vitamin D deficiency in winter has been reported to be associated to viral epidemics. Indeed, adequate vitamin D status reduces the risk of developing several chronic diseases such as cancers, cardiovascular disease, diabetes mellitus, and hypertension that significantly higher risk of death from respiratory tract infections than otherwise healthy individuals [21]. Further, vitamin D protects respiratory tract preserving tight junctions, killing enveloped viruses through induction of cathelicidin and defensins, and decreasing production of proinflammatory cytokines by the innate immune system, therefore reducing the risk of a cytokine storm leading to pneumonia. Since the time spent outdoor and consequently the sun exposure is limited, it is encouraged to get more vitamin D from diet. Foods containing vitamin D include fish, liver, egg yolk and foods (e.g., milk, yogurt) with added vitamin D. Another essential trace element that is crucial for the maintenance of immune function is zinc. It has been reported that zinc inhibited severe acute respiratory syndrome (SARS) coronavirus RNA-dependent RNA polymerase (RdRp) template binding and elongation in Vero-E6 cells [22].

Some group scientists [23-26] say that aside from interventional trials involving vitamins and supplements in COVID-19, data have also been published regarding serum levels of vitamins, minerals, and nutrients and their role in COVID-19. Most of the data involve vitamin D levels. A full review of deficiencies in COVID-19 is beyond the scope of this article, but representative studies are discussed below to better contextualize supplementation in COVID-19. Interested readers can find a more in-depth analysis on this topic in the cited review articles. Several retrospective studies found a relationship between vitamin D levels and COVID-19 positivity rate. Amongst patients aged >70 years old, one study showed that patients positive for COVID-19 had significantly lower median vitamin D levels compared to those negative for COVID-19 (9.3 ng/mL versus 23.1 ng/mL, respectively; $p=0.037$). Similarly, another study found positive COVID-19 tests were associated with deficient vitamin D status (defined as <20 ng/mL) at the time of testing (relative risk 1.77, 95% CI 1.12–2.81; $p=0.02$). Moreover, a third study demonstrated an association between low vitamin D levels (defined as <30 ng/mL) and an increased likelihood of COVID-19 infection ($p<0.001$) [27-29].

Vitamin D is critical for bone and mineral metabolism. Because the vitamin D receptor is expressed on immune cells such as B cells, T cells, and antigen-presenting cells, and because these cells can synthesize the active vitamin D metabolite, vitamin D also has the potential to modulate innate and adaptive immune responses. Vitamin D has previously been proposed to have antiviral effects, which led to a theoretical benefit of its use as an adjuvant in

treating COVID-19 infections [30]. Several retrospective studies have addressed an observed correlation between low serum vitamin D levels and severity of the course of COVID-19 disease symptoms, which is evaluated later in this paper [31].

Vitamin C, a water-soluble vitamin, plays various roles, including supporting connective tissues through collagen synthesis, wound healing, and enhancing the immune system through its bactericidal properties and antibody boosting [32]. It has previously been proposed as having a theoretical benefit in immune defence against COVID-19 infection, based on its known properties and hypothetical, inconsistent evidence supporting its role in symptom mitigation in the common cold [33]. Additionally, various studies have demonstrated the positive effects of vitamin C against Epstein–Barr virus, enterovirus/rhinovirus-induced acute respiratory distress syndrome, and severe sepsis and in mechanically ventilated patients with acute respiratory distress syndrome in the ICU [34–36]. IV vitamin C was investigated based on variable evidence of its use in critically ill patients and showed no mortality benefit but some symptom management benefit [37].

Magnesium has previously been shown to increase 25-hydroxyvitamin D levels when they are <30 ng/mL at baseline; [38] thus, if vitamin D helps protect against COVID-19, magnesium could in turn also be beneficial. So far, magnesium has only been studied in combination with vitamins B and D. The combination therapy showed significant decreases in oxygen support (including ICU support) ($p=0.006$); however, there were no significant differences in the outcome of oxygen support, excluding any ICU support [39].

Vitamin B12 has been observed to play a fundamental role in gut microbiome [40], which can affect the innate immune response [41]. Some data report that SARS-CoV-2 RNA was found in the stool of patients testing positive for COVID-19, implying that there could be involvement of the gut–lung axis in COVID-19 infections. Additionally, one study demonstrated that the faecal microbiome of patients testing positive for COVID-19 was significantly altered compared to a control group [42]. Similar to magnesium, vitamin B has only been studied in combination with vitamin D and magnesium. As stated above, this combination therapy showed significant decreases in oxygen support (including ICU support) ($p=0.006$); however, there were no significant differences in the outcome of oxygen support, excluding any ICU support.

Zinc levels are difficult to measure accurately, as zinc is distributed as a component of various proteins and nucleic acids. The proposed immune-related mechanism of action of zinc is through enhancement of the innate anti-infective properties of basophils, eosinophils, and neutrophils [43]. Some weak evidence supports the use of zinc in mitigating symptoms of the common cold [44–46]. Additionally, zinc has demonstrated inhibition of RNA polymerase in vitro but this has not been studied in SARS-CoV-2 [47,48]. Zinc supplementation has been minimally studied in COVID-19; however, one trial demonstrates that zinc,

both alone and in combination with vitamin C, showed no significant decreases in COVID-19-related symptoms compared to no study intervention [49]. Zinc is crucial for normal development and functioning of cells mediating part of the immune system. She added that studies have shown that increased concentrations of zinc can inhibit the replication of viruses like poliovirus and SARS-coronavirus.

ALA is an anti-inflammatory and antioxidant. It has previously been shown to decrease the levels of serum inflammatory cytokines and inflammatory-related symptoms in patients with acute coronary syndrome, liver transplantation, and kidney–pancreas combined transplantation [50-53]. Only one study investigated the use of ALA in COVID-19, and this study demonstrated no significant differences in the Sequential Organ Failure Assessment (SOFA) score by day 7 of therapy or mortality [54]. SOFA is a validated scoring system used to predict mortality in ICU patients [55].

Such tools may be useful during the COVID-19 pandemic. Probiotics were recommended by only one institution,¹¹ which did not provide a specific amount or examples of food sources. Probiotics are defined as “live microorganisms that, when administered in adequate amounts, confer a health benefit on the host.” [56] They can act through diverse mechanisms, including modulation of immune function, production of antimicrobial compounds and organic acids, improvement of gut barrier integrity, formation of enzymes, and interaction with resident microbiota. [57] Studies of probiotic species belonging to the *Lactobacillus* and *Bifidobacterium* genera have shown promising results regarding improved immune function. [58] Fermented dairy products might be a good option to improve the gut microbiota, although further studies are needed to better elucidate the modulatory mechanisms of the microorganisms in these foods. Only one agency provided guidance on alcohol consumption. The Food and Agriculture Organization of the United Nations²⁰ recommended that alcohol intake be limited, but no specific amounts were provided. Excessive alcohol consumption is associated with reduced host immunity to viral infections and increased susceptibility to tuberculosis and bacterial and viral pneumonia in humans and animals. [59] On the other hand, some benefits of moderate alcohol consumption have been reported, including reduced risk of cardiovascular disease, alleviation of acute stress, improved mood, and increased relaxation. [60] Current guidelines for moderate intake recommend no more than 1 drink per day for women and no more than 2 drinks per day for men. It should be noted that individuals who do not drink alcohol should not start drinking. Finally, generic terms and phrases such as “healthy diet,” “variety of foods in each group,” “variety of fresh and unprocessed foods,” and “varied diet” were observed in the majority of the documents. These messages might not be clear enough to encourage people to make healthy food choices. Specific recommendations, including examples of food and instructions for food preparation, would improve the public health message.

All documents reported that there are currently no known supplements to prevent COVID-19. Only 2 documents mentioned that it might be possible to use supplements to meet dietary recommendations. Some vitamins and minerals improve immunity; however, the idea that more is better is a misconception. Megadoses of vitamins and minerals can induce toxic and adverse effects [61,62] or interact with medications, leading to enhanced or reduced pharmacological effects [63]. On the other hand, it is important to note that Dietary Reference Intakes have been established for healthy individuals and are based on a diet providing 2000 kcal/d [64]. Thus, healthcare professionals should individualize dietary plans by considering factors that can increase nutrient requirements, such as specific diseases/conditions, medications, dietary patterns (eg, vegetarianism), and exercise intensity. For this purpose, the range from the Recommended Dietary Allowance to the Tolerable Upper Intake Level can be used to optimize the dietary plan [65]. The Brazilian Association of Clinical Nutrition¹¹ reported that vitamin C supplementation may be useful for individuals at risk of respiratory viral infections. Vitamin C is a recognized antioxidant nutrient that can enhance chemotaxis, phagocytosis, generation of reactive oxygen species, and, ultimately, microbial killing [66]. However, a systematic review involving 10 708 participants showed that doses of vitamin C exceeding 1 g/d were not beneficial in reducing the incidence of colds among the overall population [67]. On the other hand, such doses might be effective in reducing the duration of colds by 8% to 18%. In addition, vitamin C may be useful to prevent the development of colds in people exposed to brief periods of intense physical activity or to cold temperatures [68]. Vitamin D is another antioxidant that has been associated with a reduction in pulmonary infections [69,70]. Evidence that vitamin D can prevent or treat influenza is inconclusive [71], but vitamin D status has been associated with the severity of COVID-19. Potential mechanisms include increased secretion of antimicrobial peptides, decreased production of chemokines, inhibition of dendritic cell activation, and altered T-cell activation [72]. None of the documents reviewed here suggested vitamin D supplementation as preventive therapy against COVID-19. However, Rhodes et al³¹ suggested that countries south of latitude 35 north have low population mortality, which might indicate a role of vitamin D in determining outcomes from COVID-19. When deficiency is detected, oral supplementation with doses between 2000 and 4000 IU/d is indicated.¹¹ Although a higher dose has been recently proposed with the aim of reducing the risk of infection (vitamin D₃, 10 000 IU/d for a few weeks to rapidly raise 25(OH)D concentrations, followed by 5000 IU/d) [73], this is still controversial and contradicts other recommendations. Since it is not feasible to recommend biochemical analysis of vitamin D levels during a pandemic, targeting vulnerable populations for vitamin D supplementation can mitigate the health risks associated with COVID-19, especially since vitamin D deficiency has been shown to correlate with hypertension, diabetes mellitus, obesity, and darker skin

pigmentation. Although it may be controversial, vitamin D supplementation to prevent deficiency may, at the very least, provide benefits by sustaining bone mass during lockdown. Zinc and selenium are antioxidant micronutrients often considered for supplementation. Zinc is a cofactor of superoxide dismutase, an enzyme present in the mitochondria and cytosol of cells that suppresses oxidative stress. Excess zinc, however, also causes cellular oxidative stress [74]. A narrative review showed ample evidence of the antiviral activity of zinc (10 mg/kg of body weight, up to 600 mg/d total) against a variety of viruses, such as influenza [75]. In addition, zinc is critical in generating both innate and acquired (humoral) antiviral responses. However, the authors concluded that further research is needed on the antiviral mechanisms and clinical benefits of zinc supplementation as a preventative and therapeutic treatment for viral infections. A recent study suggested that the elderly are at risk for zinc deficiency, which increases susceptibility to infections such as pneumonia.

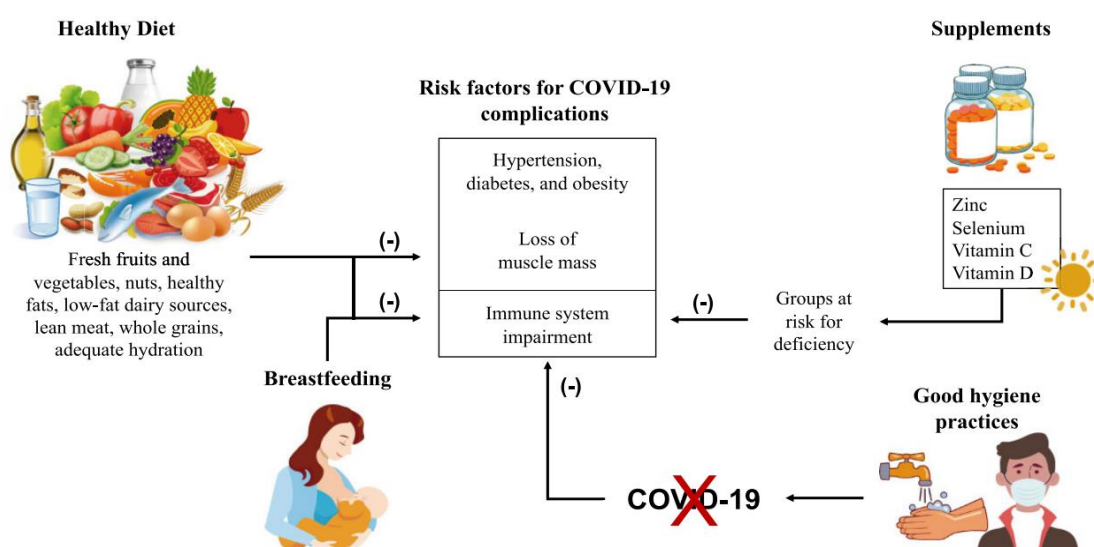


Figure 1. Rationale for dietary recommendations during the coronavirus disease 2019 (COVID-19) pandemic. Key nutrients that support the immune system can be obtained through dietary components that include fresh foods (eg, fruits and vegetables), fish, lean meat, dairy, water and other non-sugary beverages, and healthy fats. A healthy diet can also decrease the risk of, or help control, hypertension, diabetes, obesity, and muscle atrophy, which are all considered risk factors for COVID-19 complications. There are no known supplements that can prevent COVID-19; however, in populations at risk of deficiency, supplements can mitigate the public health risks associated with COVID-19. Breastfeeding benefits an infant's immune system, protecting against viruses and bacterial infections. The use of personal protection, such as masks, along with good hygiene practices, such as frequent handwashing with soap and water or alcohol-based sanitizers, can prevent COVID-19 transmission and immune system impairment. Symbol: (-): inhibitory effect.

Zinc supplementation (ie, elemental zinc, 30 mg/d) might be adequate to improve immune function and to reduce the risk of infections in this group [76]. Selenium has been found to increase the activity of glutathione peroxidase, another antioxidant enzyme, and to augment a number of host immune responses, including interferon c production, T-cell proliferation, antigen stimulation, and natural killer cell activity. In fact, an experimental study with mice and influenza virus showed that selenium deficiency led to more severe disease and an increased proinflammatory immune response, resulting in increased pathology in the lungs. Selenium is an important trace element that can be found in nuts, breads, grains, meat, poultry, fish, and eggs and is easily obtainable from dietary sources (see the Dietary recommendations section). In summary, it is preferable to obtain antioxidants from food rather than from supplements. However, supplements are recommended for individuals who have specific challenges in meeting dietary requirements. The key message regarding dietary supplements is that individuals should not rely on supplements to prevent COVID-19. Further studies into the effects of vitamin and mineral supplementation on outcomes related to COVID-19 (eg, disease severity, inflammatory status, hospitalization, death, etc) are warranted. Currently, several clinical trials on vitamin D (n ¼ 21), vitamin C (n ¼ 15), zinc (n ¼ 15), and selenium (n ¼ 1) supplementation are under way (www.clinicaltrials.gov). It is hoped that the results of these studies will lead to a better understanding of the relationship between micronutrients and COVID-19.

Figure 1 describes the rationale behind the dietary guidance and the personal hygiene practices recommended during the COVID-19 pandemic, along with the potential mechanisms linking diet and the prevention of COVID-19 complications. De Faria Coelho-Ravagnani, C., Corgosinho, F. C., Sanches, F. L. F. Z., Prado, C. M. M., Laviano, A., Mota, J. F gave own conclusions in own article [11]: This review summarizes recent scientific literature and existing recommendations from national and international nutrition agencies on an optimal diet, vitamin and mineral supplementation, and good hygiene practices for food preparation during the COVID-19 pandemic. The findings can be used to help dietitians and healthcare professionals better address dietary recommendations during the COVID-19 pandemic. Guidance related to the safe handling of food, from production to consumption, is critical to reduce the risk of viral dissemination. The general recommendation is to consume a diet based predominantly on fresh foods such as fruits, vegetables, whole grains, low-fat dairy sources, and healthy fats (olive oil and fish oil) and to limit intakes of sugary drinks and processed foods high in calories and salt. Dietary supplements (ie, vitamins C and D, zinc, and selenium) should be administered to individuals with, or at risk of, respiratory viral infections or in whom deficiency is detected. Breast milk is the safest and healthiest food for infants, and breastfeeding should be encouraged, even in women diagnosed with COVID-19.

Conclusion: In conclusion, in this article we have discussed nutritional recommendations for COVID-19 disease, nutrition acquisition by human immunity, transient overnutrition and the cytokine storm in severe cases of COVID-19 and dietary recommendations during the COVID-19 pandemic. It should also be noted that this article cited several vitamins and their clinical analysis in relation to COVID-19. The findings of several scientists were analyzed. Hopefully, this article will be an impetus for in-depth research.

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ANIMASION FILMLAR VA MILLIY MA'NAVIYAT MASALALARI

Annotasiya: maqolada o'zbek xalq ertagi asosida yaratilgan animasion filmlar, uning yutuqlari va kamchiliklari haqida keltirilgan. Keyingi shu kabi filmlarda nimalarga e'tibor berishimiz kerakligi haqida keltirilgan.

Kalit so'zlari: animasiya, fantastika, tabiat, hissiyot, tarbiya, inson, rassom, psixologiya, asar, kelajak.

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ANIMATED FILMS AND ISSUES OF NATIONAL SPIRITUALITY

Annotation: The article tells about animated films based on Uzbek folk tales, their achievements and shortcomings. Subsequent similar films have outlined what we should focus on.

Keywords: animation, science fiction, nature, emotion, education, man, artist, psychology, work, future.

Uzoq tarixga ega bo'lgan xalqimizning shonli o'tmishi, sharaflari kelajakni tarbiyalaydi. Yillar davomida orttirilgan bilimlar-u, kechinmalar ta'sirida bino bo'lgan afsonalar va ertaklar, bugungi kunga qadar davlatimizni odilona boshqarishdan tortib, bolalarimizni tarbiyalashga va kundalik hayotimizdagi barcha zamonaviy texnikalargacha o'z ta'sirini ko'rsatmay qolmagan.

Vaqtlar davomida sayqallangan, og'izdan-og'izga o'tib kelgan afsona va ertaklar, dostonlarimiz o'ziga hos o'rinda davrimizning va kelajagimizning bolalarini tarbiyalay oladigan darajada umrboqiydir.

Xalq og'izaki ijodi asosida olingan multfilmlarning o'zbek animasiyasida o'rni benihoya kattadir. Jumladan: "Oltin tarvuz", "ur to'qmoq", "sehrli qilich", "sahroda bir kun" kabilar. Har birida milliylik ruhi va barkamollik ufurib turadi. Bolalarning tarbiyasiga juda yaxshi ta'sir qiladi. Xususan: "Oltin tarvuz" (Stsenariy muallifi: M. Mahmudov, postanovkachi rejissor va rassom: S. Silka, bastakor: S. Abdusalomov. Davomiyligi 12-minut, tili: o'zbek, chizma kompyuter, premyera 2012-yil) ertagi asosida olingan animasion filmni olsak.

Film o'zbek xalq ertagi asosida yaratilib, kartinada jonzotlarni yaxshi ko'rish va ularga mehr berish doimo yaxshilikka olib kelishiga qaratilgan. Dehqonboy ismli oddiy bir dehqon dalada ishlayotgan paytda qanoti sinib, yiqilib tushgan laylakni ko'rib qoladi. Dehqonboy laylakni davolaydi.

Minnatdorlik evasiga laylak dehqonga uch dona tarvuz urug'ini tashlab ketadi. Bu urug'lardan etishib chiqqan tarvuzlarning ichi tillaga to'la bo'ladi. Buni ko'rgan Dehqonboyning qo'shnisi, baxil boy laylakni urib yarador qiladi. Ammo boy jazosini oladi, arilarga talanadi. O'zbek xalq ertaklari asosida olingan ushbu film tilsiz jonivorlarga nisbatan g'amxo'rlik va muhabbat ko'rsatgan insonga faqat yaxshilik olib kelishi so'zlanadi.⁴

Film Dehqonboyning ayolini javrashidan boshlangan. Tong azondan non yopib, uy ishlariga sho'ng'ib ketgan ayol erini ham tezroq ishga kuzatish dardida. Undan ham avvaliga dehqonning ayoli non yopgani chiqqanida avval nonni tayyorlab, yopishga tayyor bo'lganda tandirga o't yoqadi. Ungacha hamir qazg'ib qolmasdan bularda. Narrog'da katta qizi odam bor-yo'qligiga ahamyat bermasdan supurishga tushgan. Musurning bir qismi dadasiga uchayotgan bo'lsa, chiqqan changi usti ochiq hamirga tushyabdi. Mehnatkash xalqni farosati bilan bir butun qilib ko'rsatishmabdida.

Orqa fonda dalalar, gullagan daraxtlar, ariqda ham suv limmo-lim bo'lib oqayotgani va uni charxpalak to'ldirib ekinlar tomon to'kayotgani, serquyosh o'lkamizda to'qchilikligini ifodalagan.

Dehqonboy ham ona zaminning obihayotidan ichib, bir oz nafas rostlayotganida qanotlari singan laylakka ko'zi tushadi. Ko'ngli keng, vijdoni tozaligi tufayli qarshiliklarga qaramasdan, hech bir minnatsiz qushni parvarish qiladi va oyoqqa turg'izib uchirib yuboradi. Bunga uning boy qo'shnisi va uni o'zi kabi xasis ayoli ahmoqqa qaragandek qaraydi. Fikricha foyda keltirmasa yordam ham bermaslik kerak. Xatto Dehqonboyning ayoliga achinishadi.

Biroq laylak urug'o'rniga oltin beradigan tarvuz urug'ini berib, hammaga isbotlaydi yaxshilik javobsiz qolmasligini.

Mehribon dehqon shunda ham ochofatlik qilmaydi, bu oltinlarni savob yo'lida ham ishlatadi.

Tomoshabinlarga to'g'ri xulosa chiqarishi uchun xulosAdan yovuz maqsadda foydalanish tarafini ham ekranlashtiradi. Ya'ni xasis boy o'zi qilgan yomonlikka ham yaxshilik kutishi, birovlariga zarar etkaztb ham boyish mumkin deb o'ylaydi. Oqibati o'zingizga ayon, boy va uning ayoli sharmanda bo'lib qoladi. Dehqonboy unga yaxshilab hammasini tushuntirib, hech narsani yashirmay aytgan bo'lsa ham boy to'g'ri xulosa chiqara olmaydi.

Dehqonboy - samimiy, to'g'ri so'z inson. Dehqonchilik orqali zo'rg'a kun ko'radi. Ozg'in, soqol-mo'ylovli, novcha kishi.

Dehqonboyning ayoli - chiroyli, qosh-ko'zlari qora, mehnatkash, lekin o'ylamasdan eridan noliyveradigan ayol.

Boy - ziqna va ayyor savdogar. Domboq, burinlari katta qilib tasvirlangan.

Boyning ayoli - kambag'allarni yoqtirmaydi ham mensimaydi ham, ovvora bo'lib gaplashib ham o'tirmaydi. To'lachadan kelgan, qosh-ko'zlari Tim

⁴ ЎЗБЕК АНИМАЦИОН ФИЛЬМЛАРИ. TOSHKENT <<TURON IQBOL>> 2019. 92-Б.

qora istarali ayol. Biroq filmDa eriga bee'tibor, unchalik ham PaRVO qilavermaydi ishlariga, faqat dokonga borib kelishiga ahamyat beradi xolos.

Qissadan hissani chiqarib olish oson qilib olingan. Xulosa chiqarish uchun voqea chiroyli yoritilgan.

Biroq multfilm kartinalarida biroz kamchiliklarga yo'l qo'yilgan. Masalan: qanoti singan laylakni bo'yni ham singanga o'xshab harakatlantirilgan. Birgina qanotini emas bo'ynini ham ko'tara olmagan. Yana uni Dehqonboy ham boshini avaylash o'rniga qo'litiqlaganicha boshini osiltirib ko'tarib kelavergan.

Buning ustiga boyning ham yotoqxonasini derazasi qo'shnisiga qaratilgan. Bemalol derazadan boshini chiqarib qo'shnisini hovlisini kuzatib o'tiraveradi. Bunga Dehqonboy ham hech bir inkorsiz, tabiiy qaraydi. Bu holat hech bir tarafdama o'zini oqlay olmaydi. Birinchidan uylarning qurilishida hechqachon qo'shni tarafga deraza qo'yilmagan, ayniqsa er-xotin yotoqxonasi tarafdin, ikkinchidan erkak kishiga birovning hovlisiga ko'z tashlashini o'zi dahshatli manzarani hosil qiladi. Axir u hovlida qo'shnisining ayoli, bo'yi etgan qizi yuradi, bolalari yuradi.

Yana shunday sahiy, oqko'ngil dehqoning ayoli hech narsadan ko'ngli to'lmasdin, avval so'rab surishtirmasdin baqiraveradi. Juda kaltafaxm qilib gavalantirilgan.

Laylak bergan tillalardan boyib ketgan Dehqonboyning bozordagi holati biroz tushunarsiz chiqqan. U buyumlarni harid qilgani emas balki soliq olgani kelgan kabi. Oilasi bilan aravada o'tirishadi, boshqalar esa yordam uchun rahmat aytish tariqasida o'zlari olgan foydadan ma'lum qismini ularga tashlab ketishadi.

Bu holatni kuzatib turgan boy Dehqonboyini gap olish maqsadida do'koniga taklif qiladi. Ular suhbatlashish uchun do'konning ichkarisiga kiradi. Shu erda orqa fonga etarlicha e'tibor berilmagan, sababi, tashqarida ichkaridagidan ancha ko'p sotiladigan mollar turibdi. Biroq, ichkarisi deyarli bo'm-bo'sh. Rastalari hatto ko'za chizib qo'yishsa bo'lardi. Xonani bir chetida 3-4 ta gilam turibdi xolos. Savdogar ish olib borayotgan joyga sirada o'xshamagan. Bundan kambag'alning uyi tuzuk edi.

Boy eshitganlari emas o'z bilganicha ish tutib laylakni davolagani olib kelganida ham unga oddiy suvni yoki choy berganmi noma'lum, ammo choynagi bilan og'zidan quygani juda qo'pol ko'ringan.

Hammasidan ham hech narsadan habari yo'q bo'lgan ayolini eriga qo'shilib ari chaqqani biroz hatoroq chiqqan. Voqea davomida hech kimga zarari tegmaydi, erini qabix rejasidan ham xabari bo'lmaydi. Ishtaxa bilan tarvuz eyman deb turgan joyida erini kasriga qolib ketdi.

Filmning ijrosida epizodlar harakati juda sust ishlangan. Filmida personajlarning ko'zlari harakatlangan, ammo yuz ifodasi, lablaridan chiqayotgan so'zlar hech narsani anglatmay, huddi muzlagan odamga o'xshab qolgan. Qadamlari noaniq, yon tomoni bilan yurayotgan odamga o'xshab qolgan. Gavda to'g'riga qaragan oyoqlar esa yonga.

Qo'g'irchoq multfilmida personajlarning yuzini harakatlantirish cheklangan, asosan ovoz yordamida etishmagan qismini boyitishgan. Ammo bu chizma kompyuter usulida bo'lsa ham, imkonyati cheksiz bo'lsa ham bundan to'laqonli foydalanilmagan.

Eng boshidan olsak dehqon charchab yuz-qo'lini yuvchandagi harakat bilan suv ichchandagi holati farqsiz. Ovozi orqali nima qilayotganini tushunish mumkin.

Laylakning ham butun tanasi sinib birgina qanoti qolchandek harakatlantirilgan. Joyidan ham siljimagan, oldinga harakat ham qilmagan. Bir qanoti singan qushni holati va harakatini bera olishmagan.

Dehqonning ayolini qo'lidagi bolani ko'targan joyida bola qo'g'irchoqqa o'xshab qolgan. Qo'lda turgan bolani holati ancha boshqacha bo'ladi. Qo'lda turgan bola o'tiradi qo'lga, oyoqlari bukilib, biridan-biri uzunroq bo'ladi. Bunda esa bola erda qanday tursa huddi shu holatda ko'tarib turibdi. Boy ov uchun tayyorgarlik ko'rayotganida ham zinalardan hech bir bukilishlarsiz chiqib tushgan. Qadamini ko'tarilib tushgani, balandlikka chiqayotchandagi odamni bo'ynini biroz oldinga chiqarib olishi, oldinga engashibroq harakatlanishi kabi holatlar boyda ko'rinmagan.

Boyning xotini ham boydan dodlab ayuhannoz solishi ham ovozsiz tushunib bo'lmaydi. Shunchaki ko'zlar tepaga-pasga qaragan, qo'llar hamin qadar ko'tarilgan holos.

Savol tug'iladi, nega filmning boshidan oxirigacha ayollarni befaxm qilib ko'rsatilgan-? Oddiy narsalarga ham baqiraverishgan-? Axir o'zbek ayollari haqida mutloqo boshqacha ta'rif ketadiku...

Film so'ngida ham kambag'al hech bir o'zgarishsiz eski uyida qolib ketgan qilib ko'rsatgan. Boyiganini deyarli sezdirman.

Multfilm ssenariysi ayni shu turdagi ertaklar orasidan ari chaqishi bilan jazolangan bilan tugallangan ertak tanlanibdi. Bundan tashqari huddi shu ertakning boshqa birida tarvuz ichidan ajdar chiqib er-xotinni paqqos tushiradi.

Ertak asosida yaratilgan filmga ham biroz o'zgartirishlar kiritgan. Ertakda boyning xotini ham ayyor va yovuz niyatli xasis qilib ko'rsatilgan bo'ladi. Boy ayoli bilan birgalikda ish ko'radi. Asosan boyning xotini undaydi. Filmida esa, boyning niyatidan ham xabarsiz qoladi. Ertakda laylak gapiradi, rahmat aytadi. Multfilmida laylak gapirmaydi, haqiqiy laylak ro'lida bo'ladi. Biroz kamchiliklari bo'lsada ilgari surilgan g'oya ochib berilgan. Qissadan xissa aniq. Kimdir tushuntirishi shartmas, tomoshabin o'zi anglab oladi. Shu kabi multfilmlarni yanada ko'proq ishlab, efirga uzatilaversa, farzandlar tarbiyasiga albatta o'z tasirini ko'rsatadi. Bolaning chiroyini ko'rsatadigan odobini o'z filmlarimiz orqali ham bersak bu albatta samaralidir.

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KIMYO DARSLARIDA INNOVATSION PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISH

Annotatsiya. Maqolada ta'lim sifatini oshirish, o'quvchilarning ijodiy qobiliyatlarini rivojlantirish, nostandart vaziyatlarda mustaqil ravishda qaror qabul qilish qobiliyatini rivojlantirish maqsadida o'qitishning asosiy interfaol usullari haqida umumiy ma'lumot berilgan. Kimyo darslarida interfaol o'qitish usullarining ayrimlaridan foydalanishga misollar keltirilgan.

Kalit so'zlar: interfaollik, interfaol o'qitish usullari, interfaol ta'lim.

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USE OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN CHEMISTRY LESSONS

Annotation. The article presents an overview of the main interactive teaching methods in order to improve the quality of education, develop students' creative abilities, and the ability to make decisions independently in non-standard situations. Examples of the use of certain types of interactive teaching methods in chemistry lessons are given.

Key words: interactivity, interactive teaching methods, interactive teaching.

Bugungi kunda har bir fan kabi "Kimyo" fanini o'qitish ham o'quvchilarning ichki motivatsion sohasini, o'quv faoliyati, kognitiv faolligi va mustaqilligini rivojlantirishni ta'minlaydigan shart-sharoitlarni yaratishga qaratilgan maktab kimyo ta'limida pedagogik texnologiyalarni izlashga bag'ishlanishi zarur. 2021-2025-yillarda ta'limni rivojlantirish konsepsiyasiga muvofiq, zamonaviy ta'limning eng muhim va dolzarb vazifalaridan biri raqobatbardosh shaxsni tayyorlashdir[4,5]. Maktab kimyo ta'limiga kelsak, ushbu kontsepsiyani amalga oshirish bir qator muammolarga duch keladi. Kimyo o'qitishning eng muhim muammolari orasida fanni o'rganishga ajratilgan soatlarni doimiy ravishda qisqartirish va uni kimyoni ilgari o'rganish (propedevtika kurslari) yoki o'qitish orqali tenglashtirish imkoniyatini ajratib ko'rsatish kerak. Bundan tashqari, kimyo fanini o'rganishga bo'lgan qiziqishning pasayishi tendentsiyasi va motivatsiyaning etishmasligi kimyo o'qitishning asosiy bosqichining davlat standartini o'zlashtirishga yordam bermaydi. Shuni

ta'kidlash kerakki, kimyo eng qiyin umumiy ta'lim fanlaridan biridir. Kimyo bo'yicha hatto boshlang'ich maktab kursini ham muvaffaqiyatli o'zlashtirish oson emas. Shuning uchun o'qituvchining vazifasi har bir o'quvchini kognitiv ehtiyojlarning shakllanishi va rivojlanishini ta'minlaydigan faol faoliyatga jalb qilishdir[1,2,3].

Yuqoridagi muammolarni hal qilish nafaqat barqaror ijobiy motivatsiyani shakllantirishga yordam beradigan, balki kimyoviy ta'lim davlat standartini amalga oshirishni ta'minlaydigan yangi pedagogik texnologiyalarni izlash va ishlab chiqishda ko'rinadi. Ta'kidlash joizki, mavjud vaziyatdan chiqish yo'li murakkab va axborot-kommunikatsiya texnologiyalarisiz imkonsiz bo'lib, ularning ta'lim jarayoniga joriy etilishi uni faollashtiradi va dars davomida individual sharoit yaratadi [6,7]. Kimyoni o'qitishda kompyuter texnologiyalaridan foydalanish yangi materialni o'rganish darslarida (ma'ruza uchun taqdimotlar), ko'nikma va ko'nikmalarni rivojlantirishda (o'quv testlari), shuningdek, kimyoviy seminarda samarali bo'ladi [8,9]. Ushbu faoliyat doirasida o'quvchilarning yangi materialni an'anaviy usul bo'yicha va interfaol texnologiyalardan foydalangan orqali o'zlashtirishlarini taqqoslashga harakat qilindi.

Interfaol usullarning belgilari:

1. Muloqat - aqliy faoliyat;
2. Fikriy intellektuallik;
3. Kengaytirilgan muloqat;
4. Tanlash erkinligi;
5. Muvaffaqiyatli vaziyatni yaratish;
6. Ijobiylik va optimistik baholash;
7. Refleksiya

Tadqiqot mavzusi mavzuni o'qitish metodikasi edi:

Tema. «Eritmalar. Eritmadagi moddalarning massa ulushi bo'yicha hisoblash "Vaziyatli muammolarni hal qilish.

1-vazifa. Tibbiyotda bor kislotasi (H_3BO_3) (sassolin) uzoq vaqt davomida tomoqni chayish uchun 2-3% li eritmalar shaklida, malham va kukunlarda ishlatilgan, chunki, antiseptik xususiyatlarga ega. Ammo, hozirgi vaqtda, aniqlangan nojo'ya ta'sirlar tufayli, undan foydalanishga cheklovlar qo'yilgan. Bor kislotaning massa ulushi 3% bo'lgan 250 g eritma tayyorlash uchun necha gramm bor kislotasi va suv olish kerak?

2-vazifa. 1960-yillarda jarrohlar tomonidan qo'llanilgan birinchi qon o'rnini bosuvchi vosita 0,85% suvli natriy xlorid eritmasidan foydalanilgan edi. Tuzning massa ulushi 0,85% bo'lgan 550,6 g eritma olish uchun suv hajmi va natriy xloridning massasini hisoblang[10].

Mavzular “Nometallar”, “Kislotalar. Kislotalarning kimyoviy xossalari.

“Baskervillar iti”, “Dante cho‘qqisi” badiiy filmlaridan videokliplar bilan ishlash. Savol oldindan beriladi: "Mualliflar kimyoviy nuqtai nazardan qanday xatoga yo'l qo'yishgan? CHuqur fikrlab, javobingizga izoh qoldiring[11].

Мавзу “Оксидланish-qaytarilish reaksiyalari”.

Haqiqiy tajribalardan tashqari, men videokliplardan foydalanaman. Bu holda videokliplarni namoyish qilish darsda vaqtni tejash, ko'rinishni oshirish uchun amalga oshiriladi. Talabalarga har bir namoyish uchun savollar berildi, ular videoni tomosha qilish orqali javob olishlari mumkin edi. Oxir-oqibat, ular oksidlanish-qaytarilish reaksiyalarining tenglamalarini to'g'ri yozishlari va ulardagi koeffitsientlarni tartibga solishlari kerak edi[12].

Shunday qilib, interfaol texnologiyalar va materiallardan foydalanish o'quvchilarning bilim faolligini rivojlantirishga ijobiy ta'sir ko'rsatadi, ko'rinishni oshiradi, materialni idrok etishni osonlashtiradi, shuningdek, talabalarning motivatsiyasi va o'quv jarayonining umumiy samaradorligiga foydali ta'sir ko'rsatadi.

Yuqoridagilarni umumlashtirib, quyidagi xulosalar chiqarish mumkin:

1. Interfaol shakl va usullar innovatsion bo'lib, o'quvchilarning bilish faoliyatini faollashtirishga, o'quv materialini mustaqil idrok etishga yordam beradi.

2. Ular muloqot qobiliyatlarini rivojlantiradi, o'quvchilar o'rtasida hissiy aloqalarni o'rnatishga yordam beradi, tarbiyaviy vazifani beradi, chunki ular jamoada ishlashga o'rgatadi, o'rtoqlarining fikrini tinglaydi.

3. Ular o'quv faoliyatida o'quvchilar shaxsini o'z-o'zini anglash sharti hisoblanadi.

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DISTANCE OF EDUCATION AND IT'S IMPORTANCE IN STUDY OF THE FOREIGN LANGUAGE

Annotation: This article discusses about the distance of education and it's importance in study of the foreign language importance and study computer technology by modern teacher.

Keywords: approach, distance learning, internet-technology, information technology, computer skills, Skype.

In process of the education foreign language it is important to mention the decision of the 1st President of the Republic Uzbekistan PP 1875 (2012.december) "About measure on improvement to study of the foreign languages". In condition of the present-day, when many from us happen to solve the problems on education by foreign language, each lesson offers us possibility of the new studies, allows to increase us outlook, be in course of the modern methods of the teaching the foreign language, as well as promotes to determination and development of the cultures, introduction and adaptation in system formation to new information technologies. Use information technology. Use information technology passes within the framework of realization of the approach to education.

Today not for nothing question is put about importance and study computer technology by modern teacher. The Internet is useful both are students and teachers. Use online education in scholastic process enables to study some subject simultaneously with the other subject on professions, since integration promotes the improvement of the scholastic process. The Facilities computer technology allow to realize the interaction between teacher and training in dialogue. Such type of the interaction relieves the process of the exchange by information. The Combination of the traditional methods and facilities of the education with computer technology can become the reason of increasing to progresses, skill student and stimulus of the development of the independent work.

Remote formation for the first time came up for Europe in medium of the nineteenth age, and is connected with name English teacher Isaak Pitman. Later this form of the formation was broadly wide-spread in United Staff. At present an essential reduction can be in this method of the expenses in process of the formation in interest of both sides in global system of the formation, which occupies the significant place in this case, amount student grows from year per annum.

Besides, in our country he is founded on methodologies of the teaching and are scale work for broad introducing the system of the education. Remote education foreign language is characterized their own advantage.

On base of the remote education, the pupil not even it is required visit the educational institution. This creates some of the many type of the possibilities for learning. In particular, the following education of this type include:

- Second high or additional information, one, is interested in education and refresher course of the personnel (frames), refresher courses;
- A Degree of their desire to raise the level of the modern requirements employee companies and enterprise;
- Second parallel information to any auditoriums;
- From the centre, population more developed region;
- Physical persons with limited possibility;

Today regardless of spheres of activity each professional frame, which, as is well known to raise the level of the teaching the foreign languages is designed variety of measures for achievement of this purposes to account of the use advantage efficient result. Since one of the specialist who began to work on its professions, not losing its worker place, except this not losing its spare time has a possibility to learn the certain foreign language. This not only grows, in the future personnel, but with their knowledge and experience leading expert, which will help to perfect the knowledge of the foreign language. This method, students with limited possibility, and people with limited possibility within the framework of process of the formation and the other students will have an even chances with importance of this method of the education. Remote education rests in computer telecommunication, video, radio, cable TV, voting mail, Skype, video, electronic forums such as Internet on base of the broad spectrum of the possibilities. This itself enlarges literacy of the mass media student.

The Students get the lectures in the manner of audio and video.

This in differs from traditional methods of the education student to listen them once again, when appear the conflicts anytime. The Reader by means of internet-technology, avoiding at problems of the distance and cost of the education foreign language to lectures, conferences can be a direct participant. In time, as well as remote education is an efficient method by decision in accordance with the following important factor, which it is necessary to show attention. The Student, training remote, can by itself solve, when and how much time during semester him to spare on study of the material. He builds individual graph of the education for itself. Some educational institutions allow its student a possibility to postpone education for long period and return to him without needing once again to pay the educational facilities.

Distance is not it is necessary to worry about that that they from their own classmate. Always possible return to study of the more complex questions, several times look video-lectures, reread the correspondence with teacher, but already known subjects possible to miss. The Main, successfully pass

intermediate and total qualifications. The Students can learn, not coming out of building or office, being in any point of the world. To proceed with education, necessary to have a computer with access in Internet. The Absence to need daily to visit the educational institution - an undoubted plus for people with limited possibility of health, for living in terrain, leaving punishment in places of the deprivation of the liberty, parents with small children. The Intermediate qualification student remote rate passes in the form online agent. So beside ground less for emotion before meeting with teacher on and exam.

It Is Excluded possibility of the subjective estimation: to system, checking correctness answer to questions of the test, will not affect the progress of the student on the other subject, his(its) public status and other factors.

The Teacher, tutors, teachers, concerning with pedagogical activity remote, can pay attention greater amount a students and work, being, for instance, in furlough. Under traditional education teacher enough it is difficult to spare the necessities an amount attention all groups, be adjusted under rate of the work each. Use remote technology suits for organization of the individual approach. Besides that student itself chooses itself rate of the education, he can operative to get beside tutors answers to appearing questions.

In conclusion follows to note that remote education present day advanced method education. Such flexibility in realization of the system of the formation in decision of the problems, which appear to prevent their useful for all sector of the formation, which, in particular, will help the student to study the foreign languages easy and successfully.

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HYGIENIC REQUIREMENTS FOR THE PRODUCTION AND TURNOVER OF FUNCTIONAL, THERAPEUTIC (DIETARY) AND PREVENTIVE FOOD PRODUCTS

Annotation. This article discusses the hygienic requirements for the production and circulation of functional, therapeutic and prophylactic food products.

Keywords: hygiene, disease, food, health, product, cleanliness, quality.

Improving the system for ensuring the quality and safety of food products is a priority area of state policy. This is evidenced by the Strategy of Actions in Five Priority Directions for the Development of the Republic of Uzbekistan in the Republic of Uzbekistan (hereinafter referred to as the Action Strategy), adopted by President Sh.M.Mirziyoyev, which was the most important policy document that determined the main directions of state policy in the medium term.

At the same time, positive economic transformations and rapid urbanization with accompanying changes in the way of life of the population have led to an increase in the level of diseases associated with poor nutrition, which is characteristic of all economically developed countries. The World Health Organization has classified these diseases as a separate group of non-communicable diseases.

Everything is very individual here. Research scientists say that during the week the human body secretes 200 g of fat through the skin, as well as from 3 to 7 liters of sweat. This secretion must be washed off regularly, and therefore the number one rule in a person's personal hygiene is to keep the body clean. Depending on the type of skin and age, you should select both the means for caring for it and the method of care. So, for example, it is easiest to take care of normal facial skin. But this is very rare. With age, the skin often becomes drier. Oily skin should not be washed with hot water. The same applies to oily hair. Hot water stimulates the production of sebum. Owners of dry skin should protect it from exposure to both cold and heat. It is important to moisturize dry skin because it fades faster.

Oral hygiene is a very important component of personal hygiene. If your teeth are not in order, then the whole body suffers. In the presence of foci of caries in the mouth, with periodontitis or periodontal disease, the infection easily spreads to the sinuses, tonsils, and kidneys. Therefore, brush your teeth regularly twice a day. To do this, use a suitable toothpaste and brush for yourself. If you

are not able to brush your teeth after the next meal, rinse your mouth with at least clean water. It is advisable to remove food debris using dental floss or a toothpick. You should visit the dentist once every six months.

Personal hygiene is impossible without hair hygiene. Wash your hair as often as necessary to keep it clean. It is only important to choose a shampoo. If your hair is so oily that it needs to be washed daily, look for a daily shampoo. Do not brush wet hair, do not use metal combs for this. If you are doing a ponytail, do not use rubber bands. They pull the hair too tight.

Personal hygiene and your nutrition are two concepts that cannot exist without each other. What kind of healthy lifestyle can there be if a person eats instant noodles or sandwiches? Therefore, observing food hygiene, you also contribute to the treasury of your health and longevity.

Useful tips.

1. Experts strongly recommend taking a shower immediately after finishing work, as well as immediately before bedtime. Water should have a temperature of about 37-38 degrees, i.e. slightly above normal human body temperature.

2. It is highly desirable to use soft water to wash your hair. Its softening is carried out by adding 1 teaspoon of baking soda to 5 liters of water. Regularity of washing hair: normal and dry - once every ten days, oily - weekly. The temperature of water for washing hair is 50-55 degrees. It is useful to rinse them with infusion of chamomile after washing.

3. If you allocate 20 minutes for a little gymnastics in the morning, this will fill the cells with oxygen, remove stagnation, tone the vessels, give vigor and good mood for the whole day.

4. Fresh air will remove drowsiness and headaches, relieve fatigue and catarrhal bronchopulmonary diseases, if you ventilate the room before going to bed, at least 30-40 minutes.

The main purpose of these sanitary rules and norms is to determine the sanitary and hygienic requirements for the layout, arrangement, sanitary and technical condition of enterprises for the production of functional, therapeutic (dietary) and preventive nutrition products, as well as the turnover of these products.

These sanitary rules and regulations are binding on state bodies, enterprises, institutions, organizations, associations and individuals whose activities are related to the design, construction, reconstruction, operation of organizations for the production and circulation of products of functional, medical (dietary) and preventive, as well as also for bodies, institutions, officials exercising state sanitary and epidemiological supervision.

Hygienic standards of safety criteria for products of functional, therapeutic (dietary) and preventive nutrition are established in the sanitary norms and rules "Hygienic requirements for food safety".

Functional feeding - nutrition that provides the human body not only with energy and plastic material, but optimizes specific physiological functions and biochemical reactions, contributes to maintaining health, reducing the risk of diseases;

Functional food products - natural food products containing functional ingredients aimed at reducing the risk of developing nutrition-related diseases and (or) replenishing, as well as preventing nutritional deficiencies, maintaining and improving health;

Functional ingredients (functional food ingredient) - physiologically functional components that have the ability to influence physiological functions, metabolic processes in the human body with the systematic use of a functional food product containing them;

Food products for therapeutic (dietary) nutrition - specialized food products with a given nutritional and energy value, physical and organoleptic properties, and intended for use as part of therapeutic diets;

Food products for preventive nutrition - specialized food products intended for the correction of carbohydrate, fat, protein, vitamin and other types of metabolism, in which the content and (or) the ratio of individual substances has been changed relative to their natural content, and (or) which includes not originally present substances or components, as well as food products intended to reduce the risk of developing occupational diseases;

Food products for nutrition of athletes - specialized food products of a given chemical composition, increased nutritional value and (or) directed efficiency, consisting of a complex of products or represented by their individual types, which has a specific effect on increasing the adaptive capabilities of a person to physical and neuro-emotional stress. Athletes' diets may contain functional foods;

The quality of functional nutrition products is a set of characteristics that determine the consumer properties and effectiveness of the product;

Safety of products of functional, therapeutic (dietary) and preventive nutrition - the state of products, processes of their production, operation (use), storage, transportation, sale and disposal, in which there is no risk associated with the likelihood of harm to human life and health.

Identification of products of functional nutrition, therapeutic (dietary) and preventive - activities to establish the conformity of products with regulatory, technical documents and information about the properties, composition, materials and products contained in the documents and labels attached to them;

The effectiveness of the declared properties - products of functional, therapeutic (dietary) and preventive nutrition - activities for experimental, chemical-biological or clinical trials confirming the declared properties of products, carried out in the manner established by the Ministry of Health.

Products of functional, therapeutic (dietary) and preventive nutrition must meet the requirements of regulatory documents in the field of technical

regulation. Production is carried out in accordance with the regulatory and technical documentation, the requirements of sanitary rules and regulations.

When developing new types of products and (or) changing their composition, as well as when developing (changing) technological processes, their compliance with expiration dates, product quality and safety indicators, requirements for their observance at the stages of circulation, as well as control methods is justified

Product labeling should contain information about the full ingredient composition, including active substances in accordance with the physiological needs of the body. It is not allowed to use in the production of products:

- synthetic dyes, fragrances, preservatives;
- food raw materials containing GMOs and (or) components obtained by genetic engineering;

The sodium content of salt substitutes should not exceed 120 mg/100 g of salt substitute mixture weight. Certain types of products, including for the nutrition of athletes, must not contain prohibited substances.

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HYPERURICEMIA AND ARTERIAL HYPERTENSION RELATIONSHIP OF HYPERTENSION AND RISK FACTORS

Resume: The results of a number of studies indicate that HY is a predictor of the development of cardiovascular events and death in patients with hypertension and congestive heart failure, and, apparently, can be considered as an independent risk factor for cardiovascular complications.

According to a number of authors, the frequency of hypertension in patients with hypertension ranges from 36 to 58%, and in combination with metabolic syndrome increases to 72%.

Keywords: hyperurekemia, arterial hypertension, risk factors, cardiovascular pathology.

Relevance. The relevance of the problem of GU reflects the current wave of related scientific publications – we are talking about thousands of informational materials per month [4,9]. The articles are devoted not only to the problems of hyperuricemia itself, but also to its influence on various aspects of internal diseases, in particular, the cardiovascular complications provoked by the state[2,7,11]. "Today, it is extremely important for a rheumatologist, cardiologist, endocrinologist, therapist to know from which figures of uricemia it is necessary to begin the prevention of possible complications: multidisciplinary in this matter is more than obvious! GU is closely associated with type 1 and type 2 diabetes mellitus (type 1 and type 2 diabetes) and metabolic syndrome (MS) in general [1,6,8].

At one time, we proposed to consider GD as one of the important signs of metabolic syndrome, which, unfortunately, was not done, although this important point largely determines the course of a number of diseases," the speaker wrote.

Today, the genetic prerequisites of GU are well known. In the largest genome-wide study of GWAS (Genome Wide Association Studies) with the participation of 147 thousand people, 183 loci affecting purine metabolism were identified [5,7,10]. The mechanisms of the development of GU are associated

with metabolic disorders and a decrease in the excretion of MC. Interestingly, compared to the period from 1998 to 2011, the number of genes responsible for the exchange of MC, which were discovered by researchers in the next 8 years up to 2019, has more than tripled. This list includes genes responsible for glucose transport (GLUT9), as well as those programming the transport and metabolism of MK - URAT1, ABCG2 (ATP-binding cassette transporter), SLC22A1 (polyspecific cation transporter) and others [3,8,12].

The association of the prevalence of hyperuricemia with the place of residence is not in favor of urban residents who are more likely to suffer from hyperuricemia, which, apparently, is again associated with a wider prevalence of other risk factors for CVD: dyslipidemia, obesity and metabolic syndrome[2,5,10]. Using a model of multiple logistic regression, the relationship of hyperuricemia with cardiometabolic risk factors, the significant significance of factors such as obesity, the use of diuretics and lipid spectrum disorders (where triglycerides make the main contribution) was shown.

Professor Zhernakova noted that interesting data were obtained during the implementation of an observational program to assess epidemiological data on the determination of uric acid levels in patients with hypertension in combination with metabolic syndrome, diabetes mellitus and joint pain. The study included more than 9617 patients (56.6% - men and 43.4% - women). The criteria for inclusion in the study were age 30-80 years, cholesterol level over 4.5 mmol/l, hypertension in combination with metabolic syndrome or diabetes mellitus, arthralgia. The combination of hypertension and diabetes mellitus had 33% of those included in the study, half of the patients had a combination of hypertension and metabolic syndrome, and more than 70% had hypertension and arthralgia. Hyperuricemia among these patients was distributed evenly in general, but it was most often observed in patients with hypertension and diabetes (69.6%), more often even than in patients with hypertension and arthralgia (64.2%), with hypertension and metabolic syndrome (61%) [6,9]. These data once again emphasize the importance of hyperuricemia as a cardiometabolic risk factor.

Another study was devoted to the study of real clinical practice for measuring uric acid levels in the primary outpatient unit.

The purpose of the study. The aim of the study was to study the problem of hyperuricemia as a risk factor for hypertension. To study the regional features of the prevalence of the main risk factors and the structure of comorbid pathology in patients with AH and AH.

Materials and methods of research. 106 patients with GU and AH were included in the study. Inclusion was carried out with informed consent. Exclusion criteria: age of the patient over 75 years, acute or chronic exogenous intoxication, refusal of the patient from the study.

The results of the study. The results obtained in the course of the study showed the existence of correlations of HD with obesity, impaired lipoprotein

metabolism (increased levels of OH, LDL, hypertriglyceridemia), as well as hypertension and target organ damage. In patients with gout and BSU, the prognostic value of hypertension becomes especially unfavorable due to the high frequency of concomitant metabolic disorders.

In our study, a violation of lipoprotein metabolism was detected in 93% of patients with gout and 90% with BSU, and a combination of hypertriglyceridemia and GU in individuals with abdominal obesity with gout in 45%, with BSU in 22% of patients.

The relationship between urate dysmetabolism and obesity, primarily abdominal, is confirmed by a number of population studies indicating a significant frequency of BSU in overweight and obese people [7]. It is known that in such patients, the probability of target organ damage is especially high (LVH, hypercreatininemia, microalbuminemia, an increase in the thickness of the intima-media of the carotid arteries) [3].

Analysis of the data of our study indicates a combination of hyperuricemia with a more pronounced increase in blood pressure. In patients with gout and BSU, the II st. (53 and 57%) and I st. AH (37 and 30%) prevailed, with the predominance of unfavorable characteristics of the daily blood pressure profile by the type of insufficient reduction of blood pressure at night and night hypertension ("non-dippers" and "night pickers"). A number of studies have shown that in patients with GD, changes in the daily blood pressure profile were characterized by a tendency to decrease the degree of nocturnal decrease in DBP and an inversion of the daily rhythm of DBP, as well as an increase in nocturnal variability of BP [2, 5, 11].

In connection with the above, the correction of metabolic disorders of MC against the background of hypertension should be considered among the priority measures of primary and secondary prevention, including, first of all, the impact on lifestyle features - restriction of foods containing a large amount of purine bases, refusal to take alcohol and the appointment of adequate antihyperuricemic and antihypertensive therapy in patients with gout and asymptomatic hyperuricemia.

Conclusion. Thus, a reliable relationship between hyperuricemia and hypertension has now been established. At the same time, there is not enough data to recommend treatment for asymptomatic hyperuricemia. There is also a need for a clearer understanding of the biological role of uric acid and its connection with cardiovascular diseases. Although uric acid has an effect on pro-inflammatory vascular cells and adipocytes, it can also function as an antioxidant.

It is widely discussed that uric acid can have various, not yet fully deciphered effects in the development of cardiovascular diseases. The medical community is looking forward to the results of these studies.

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**DEVELOPMENT OF GEOTEXTILES OF THE HILLS OF THE
FERGANA VALLEY AND THEIR CONSEQUENCES**

Annotation; The development processes of the geotextiles of the hills of the Fergana Valley have been studied in detail, and their consequences for the changes that have taken place as a result have been focused on.

Keyword: hill landscapes, geotextile, development of geotextiles, classification of geotextiles, landscape modification, natural-man-made systems, anthropogenic landscapes, altered landscapes.

The formation and development of geotextiles is directly related to the development of science and technology and the rapid growth of the population, as well as the desire to use as much natural resources as possible and the development of the economy. As a result of the interaction of technology with nature and the appearance of an integrated natural-technical system, many geotechnical systems have emerged and developed since the middle of the last century. This was a great impetus in meeting the needs of the population and the development of the economy. On the one hand, these issues, on the other hand, lead to a certain change in the natural environment and landscapes in those areas, the emergence and development of geotextiles. This in turn requires a study of the development processes of geotextiles and their consequences.

To date, the theoretical foundations of geotextiles have been studied by several scientists. In this regard, A.E.Fersman, G.F.Khilmi (1966), V.S.Preobrazhensky (1965), I.P.Gerasimov (1967), L.F.Kunitsin (1970), V.I.Bulatov (1977), A.Yu. Reteyum, K.N. Dyakonov (1972), I.Yu. Dolgushin (1978), F.N. Milkov (1986) and others. In their works, they mainly tried to define the concept of geotextile, to classify geotextiles as much as possible, to study their general aspects, and in some of them to reveal the features of geotextiles in a particular area. However, the development processes of geotextiles in all regions and their consequences have not been sufficiently studied. It also requires a continuous study of the development processes of geotextiles and their consequences, as the population continues to grow and science and technology develop.

Most of the territory of the Fergana Valley consists of hill landscapes, and the natural conditions of these areas provide favorable conditions for the development of agriculture. As a result, the main part of these areas specializes in irrigated agriculture, on the basis of which many irrigated lands, canals, collectors, reservoirs and other geotechnical systems have emerged and begun to develop. As a result, the region lost its natural character and was replaced by a

number of anthropogenic systems. In particular, Andijan Reservoir, Karkidon Reservoir, Chartak Reservoir, Eskier Reservoir, Kenkolsoy Reservoir, Olmasoy Reservoir, Sarvaksay Reservoir, Big Andijan Canal, Big Fergana Canal, Big Namangan Canal, North Fergana Canal, South Fergana Canal and others. In addition, most of the major cities of the valley, the various factories and plants that formed on their basis, transport and railways, as well as the landscapes in which they are located, are located in hilly areas with favorable natural conditions.

The formation and development of such geotextiles, in turn, has its positive and negative effects. In particular, the South Fergana canal has a length of 162 km and provides water to 75.8 thousand hectares, the Big Andijan canal is 109 km long, the total irrigated area is 140.6 thousand hectares, the length of the Big Namangan canal is 135.3 thousand. The Greater Fergana Canal is 270 km long in Uzbekistan and supplies water to 203.6 thousand hectares. Of the reservoirs, the full volume of the Kosonsoy reservoir is 165.0 mln. m³, in Kosonsoy-Chust-Turakurgan districts 32 thousand hectares of new arable lands, the total water volume of the Chartak reservoir is 23 million m³, a total of 3207 hectares of arable lands, the total water volume of the Eskier reservoir is 20.0 mln. m³, a total of 2464 hectares of arable land, the total water volume of the Karasuv reservoir is 7.0 mln. m³, 1250 hectares of arable land, the total water volume of the Varzik reservoir is 18.0 mln. m³, which provides water to 2,428 hectares of arable land.

As a result, the valley achieved high productivity in agriculture and served as an important factor in meeting the needs of a large population.

There are a number of views on the development of geotextiles of the hills of the Fergana Valley and their consequences.

N.I. Akhtirtseva (1977) distinguishes five types of anthropogenic landscapes based on the characteristics of the process of anthropogenicization of all landscapes.

1. Modified landscapes. 2. Renated landscapes. 3. Transformed anthropogenic landscapes. 4. Landscapes as natural. 5. Anthropogenic landscapes.

A.G. Isochenko (1991) in his classification of the impact of human activity on landscapes and its theoretical problems mainly reflected four groups of landscapes:

1) Conditionally unaltered (primitive) landscapes. 2) Weakly altered landscapes. 3) Disturbed (strongly altered) landscapes. 4) Cultural landscapes.

According to D.L. Armand (1975) there are five types of landscapes that change under the influence of human activity:

1. Almost completely modified landscapes. 2. Strongly altered landscapes. 3. Slightly altered landscapes. 4. Weakly altered landscapes. 5. Virtually unaltered landscapes.

V.L.Kotelnikov (1950) divided landscapes into modified, weakly altered, moderately altered, strongly altered, and planally altered species.

According to I.M. Zabelin, anthropogenic landscapes themselves are further divided into two: natural anthropogenic and cultural landscapes.

According to A.G. Isachenko (1991), many modern landscapes have been changed as a result of irrational human activities and need to be transformed into cultural landscapes. One of the most key features of such landscapes should be accountability and cost-effectiveness. The main goal of man is to develop the internal potential of the landscape, to activate natural processes and increase the efficiency of the landscape. To achieve this goal, the land is leveled, the soil is rolled to a certain thickness, fertilized, a certain crop is planted, watered, various drugs against weeds and pests are used, the soil is washed away, the sap is drained, and so on. In this regard, it also causes various environmental problems.

The hills of the Fergana Valley have undergone a number of changes under the influence of various sectors of human economic activity, especially agriculture. They include changes in relief, reduction of humus in the soil, the formation of agroirrigation deposits, leaching of the soil layer, pollution of landscapes, the development of engineering geographical processes, and others.

In the process of formation of geographical conditions in the hills of the Fergana Valley, the change of relief occurs in the following directions: quarry relief forms due to excavation of lands and construction of roads; irrigation constructions and secondary forms of irrigation ameliorative reliefs; peculiar relief forms as a result of construction of gardens and vineyards in the form of terraces on sloping hillsides; flattened relief forms have appeared in the areas intended for new irrigation.

The changing directions of soils were manifested in the reduction of humus, the conversion of culture soil, salinization, erosion and other manifestations.

Most of the natural-anthropogenic systems in the region are agro-landscapes. They consist of irrigated agriculture, lalmi farming, pastures and meadows.

Taking into account the changes in the geosystems of the hills of the Fergana Valley under the influence of man, OT Mirzamahmudov identified the following regions:

In particular, the geographical conditions of the weakly altered landscape-ecological zone are mainly created by pastoralism and climate, inland waters, relief.

The geographical conditions of the changed landscape-ecological region are created by human economic activity and inland waters, relief.

The geographical conditions of the moderately changed landscape-ecological region are formed by the relief, climate and economic activity of people.

Strongly changing landscape-ecological conditions are caused by anthropogenic influences and inland waters, waters are mainly grazing and climate, inland waters, relief.

The main role of human economic activity, climate, inland waters, relief in the formation of the conditions of the highly changed landscape-ecological region is comprehensively substantiated.

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TREATMENT OF CHRONIC PERIODONTITIS WITH ANTIBACTERIAL DRUGS

Resume: Most studies of this pathology are devoted to the use of moxifloxacin, azithromycin, as well as a combination of amoxicillin and metronidazole.

In modern periodontology, there is significant interest in the problem of antibiotic therapy of various forms of periodontitis, various modes of taking antibacterial drugs are being studied.

The additional use of antibiotics leads to improved treatment outcomes for various forms of periodontitis.

Key words: periodontitis, periodontium, bacterial periodontal topopathogens, periodontal pathogenic microorganisms, antibacterial therapy.

Relevance. Parodontitis is a serious disease that has a systemic nature. It is difficult to treat. Antibiotics are considered the most effective for periodontitis, but therapy should be systemic. Without complex treatment, any means are powerless, since there is currently no universal cure for periodontitis [4,6].

Recent data indicate that inflammatory periodontal diseases arise as a result of a complex interaction between the commensal microflora of the oral cavity, the system of protective factors of the macroorganism and environmental factors such as diet and smoking. Of these factors, microbial is recognized as the most significant.

Despite the fact that periodontitis is not an infectious disease in the classical sense, at the same time, there are a number of microorganisms responsible for the development of inflammation and destruction of the periodontal complex [1,7].

An increase in the content of pathogenic types of microorganisms in relation to the periodontal complex is considered as a violation of the biocenosis of the oral cavity, indicating a decrease in the protective factors of nonspecific and specific protection of the body[8].

Microorganisms of the oral cavity exist both in a planktonic state and as part of organized communities associated with organic and inorganic substrates – the so-called biofilms. The existence in the biofilm is a way to protect the microorganisms present in it from adverse environmental factors, creates conditions for nutrition and reproduction, increases the resistance of individual species to hygienic and therapeutic measures [2,5].

An antibiotic usually becomes the main treatment. If the patient has a weak immune system, gum disease may be complicated by another infection, so it is necessary to prescribe antibiotic treatment as the main treatment. It is indicated that antibiotics are prescribed for periodontitis in adults if gum disease is complicated by a secondary bacterial or fungal infection.

Mechanical and surgical treatment combined with proper oral hygiene measures can stop or prevent further loss of clinical attachment in most people by reducing the total supra- and subgingival bacterial mass.

However, despite conscientious dental therapy, periodontal destruction continues in some people, possibly due to the ability of large periodontal pathogens, such as *Porphyromonas gingivalis*, *Aggregatibacter actinomycetemcomitans*, *Fusobacterium nucleatum*, *Treponemadenticola* bacteroids, to invade periodontal tissues or be in furcations or other structures of the tooth beyond the reach of periodontal instruments or from -for the weak protection mechanisms of the hosts. In addition, the suspected periodontal pathogens (the "red complex") are usually found in biofilms attached to the epithelial surface of the periodontal pocket, and the patient cannot reach this place during oral hygiene measures[1,4].

The first candidates for systemic antimicrobial therapy are those patients who exhibit attachment loss after seemingly adequate conventional therapy or patients with aggressive forms of periodontitis who have diseases predisposing to the development of periodontitis[3].

Patients with acute or severe periodontal infections (periodontal abscess, acute ulcerative necrotic gingivitis / periodontitis) may also benefit from the use of antibiotics. Systemic periodontal antibiotic therapy is aimed at strengthening mechanical periodontal treatment and supporting the host protection system in overcoming infection by destroying subgingival pathogens that remain after conventional mechanical periodontal therapy. The susceptibility of bacteria to antibiotics may be the key to the effectiveness of systemic antibiotics in the treatment of periodontal diseases[6,8].

Other chemotherapeutic agents can also reduce the destruction of collagen and bone due to their ability to inhibit collagenase fermentation.

Patients with gingivitis or stable adult periodontitis usually respond well to mechanical periodontal therapy and practically receive no additional effect from antibacterial therapy.

The aim of the study is to identify and analyze the most effective methods of antibiotic therapy in patients with different forms of periodontitis.

Materials and methods of research. The work is based on the results of dental examination of 62 patients (32 men and 30 women) aged 18-45 years, who had 78 teeth cured with a diagnosis of periodontitis.

The results of the study. Moxifloxacin was used at a dosage of 400 mg 1 time per day with a course of administration for 7 days. Azithromycin was prescribed at a dosage of 500 mg 1 time per day with a course of 3 days. The

dosage and course of antibiotics in combination with amoxicillin and metronidazole varied: both drugs at a dosage of 500 mg 3 times a day with a course of administration for 7 days, amoxicillin at a dosage of 500 mg and metronidazole at a dosage of 250 mg 3 times a day with a course of administration for 7 or 10 days, amoxicillin at a dosage of 875 mg and metronidazole at a dosage of 500 mg 2 times a day with a course of administration for 10 days, amoxicillin at a dosage of 375 mg and metronidazole at a dosage of 250 mg 3 times a day with a course of administration for 7 days.

The activity of moxifloxacin and azithromycin against suspected periodontopathogenic microorganisms such as *Aggregatibacter actinomycetemcomitans*, *Porphyromonas gingivalis* and *Tannerella forsythia* was mentioned, as well as the fact that the concentration of azithromycin in mixed saliva significantly exceeds its content in blood plasma. Moxifloxacin is able to accumulate in the focus of infection, penetrating into polymorphonuclear granulocytes and epithelial cells.

The use of moxifloxacin or azithromycin may be preferable due to a single dose per day (1 tablet, 400 mg once a day or 500 mg once a day, respectively). At the same time, a shorter duration of the course of taking antibiotics (3- and 7-, rather than a 14-day course) avoids possible side effects. A feature of azithromycin is its accumulation in the contents of the periodontal pocket (gingival fluid) and areas of pronounced periodontal inflammation (its concentration is significantly higher than in "normal" gum tissues). It has been suggested that azithromycin penetrates phagocytes and fibroblasts, its concentration in them is 100-200 times greater than in extracellular spaces, and it is actively transported by phagocytes to areas of inflammation, where a significant amount of azithromycin is released - when phagocytes are destroyed during phagocytosis.

The combination of amoxicillin and metranidzole in the treatment of aggressive periodontitis has been recognized mainly due to its effectiveness against *Aggregatibacter actinomycetemcomitans*, a pathogen closely related to the etiology of this infectious disease. This combination is also active against *Treponema denticola*, *Tannerella forsythia*, *Porphyromonas gingivalis*, *Fusobacterium nucleatum* and *Prevotella intermedia*.

Amoxicillin is a semi-synthetic penicillin with an expanded antimicrobial spectrum, which includes gram-negative and gram-positive cocci, spirochetes and anaerobes, and is effective against representatives of the subgingival microbiota (located inside the epithelial cells of the gum) - *Parvimonas micra* and *Aggregatibacter actinomycetemcomitans*. In combination with clavulanic acid, amoxicillin can also be used to suppress bacteria capable of producing beta-lactamases. However, penicillin-type drugs have many side effects.

The advantage of using a combination of amoc-sicillin and metranidzole is the ability to restore the imbalance between matrix metalloproteinases and their tissue inhibitors, as well as the fact that the combination of these drugs has

a greater spectrum of action compared to monotherapy, each drug separately or other antimicrobial drugs. Metronidazole is not effective against *Aggregatibacter actinomycetemcomitans*, but has activity against periodontal pathogens such as *Porphyromonas gingivalis* and *Prevotella intermedia*.

According to the data obtained from the studied articles, currently azithromycin has the greatest effect on the depth of periodontal pockets (PD), to a lesser extent — a combination of amoxicillin and metronidazole, which proved to be more effective in temporary bite and demonstrated better results in the long term. Moxifloxacin showed almost similar results to this combination.

Based on the values of the CAL indicator, it can be noted that in patients taking azithromycin and a combination of amoxicillin and metronidazole, relatively identical results were determined, whereas in groups where moxifloxacin was used as an antibacterial drug, changes in this indicator were significantly lower.

However, it should be remembered that periodontopathogenic microorganisms can vary in different populations and ethnic groups, so combinations or specific antibiotic regimens may not "work" in all cases.

Therefore, it is necessary to determine the sensitivity / resistance to the antibiotic.

The main factors affecting the effectiveness of antibacterial therapy were recognized: the form of the disease, the antibiotic used (dosage, compliance with the antibiotic regimen by the patient, resistance of the microbiota to the drug, possible side effects of the drug), localization of lesions, the presence of visible plaque and the initial level of the PD index.

Complete destruction of microorganisms can be difficult as a result of reinfection of treated areas. The presence of *Porphyromonas gingivalis* in the periodontal pocket may also be a risk factor for unsuccessful treatment or relapse of the disease.

A more detailed study of this problem requires long follow-up periods, large sample sizes, as well as a larger number of studies comparing various antibacterial drugs in AFP.

Analysis of the data available to us in the literature allowed us to identify some of the advantages and disadvantages of certain antibacterial drugs used in AFP.

Conclusion. In the algorithm of conservative treatment of mild chronic periodontitis, along with antibacterial drugs, it is necessary to include drugs that stimulate blood flow in the periodontium, since the restoration of microcirculation in the affected tissues under the action of antibacterial drugs does not occur completely.

Thus, periodontal disease is a multifaceted and very interesting area of our body, it requires deep study and a scrupulous attitude to oneself. The timing of the onset of clinical well-being and the duration of the remission period are individual and depend on many factors: age, the presence of general somatic

pathology, the severity of the disease, unfavorable local factors, the gum biotype, which should be taken into account by the dentist in clinical practice.

Most modern studies of this pathology are devoted to the use of moxifloxacin, azithromycin and a combination of amoxicillin and metronidazole. There is an increased interest of scientists from different countries in auxiliary antibacterial therapy of various forms of periodontitis, while various regimens of taking antibiotics are being studied.

The additional use of antibiotics leads to a better result in the treatment of aggressive forms of periodontitis. The most reasonable is the use of azithromycin at a dosage of 500 mg 1 time per day with a course of 3 days. However, periodontopathogenic microorganisms may vary in different populations and ethnic groups, as a result of which it may be necessary to determine their sensitivity to antibacterial drugs in case of ineffectiveness of the therapy.

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ENGLISH FOR MANAGMENT DIRECTION STUDENTS TYPES OF SPEECH ACTIVITES IN TEACHING VOCABULARY

Annotation: in this article discusses Vocabulary teaching is the foundation of language teaching. Without perfect vocabulary, it is impossible to learn by teaching the types of speech activities. The interactive method of increasing the effectiveness of pedagogical activity (educational process) is showing its effectiveness in the study of English vocabulary for students of Management directions.

Key words: competitive, consequently, creative thinking skills, pedagogical activity, speech activities, vocabulary.

The modern demand in the world community for competitive personnel fluent in foreign languages is growing day by day. In the context of modernization of the country's economy, the social demand for competitive personnel with good knowledge of foreign languages, appropriate qualimetric and qualification characteristics is growing rapidly. Consequently, the formation of personnel fluent in foreign languages depends on the activity, personality, perception, attitude to their work, that is, personal and competent characteristics of foreign language teachers who are able to professionally organize the educational process. Accordingly, the organization of professional pedagogical activity of foreign language teachers is one of the current pedagogical problems.

Extensive use of information and communication technologies, author's methods, interactive methods, new pedagogical technologies in the teaching of English, as well as enriching the teacher's work with various interactive tools, including interactive whiteboards, interactive audiovisual aids, e-textbooks and other advanced principles it is important to improve the educational content of the subject.

Vocabulary teaching is the foundation of language teaching. Without perfect vocabulary, it is impossible to learn by teaching the types of speech activities. It is used as material for types of speech activities. If the reader does not know the word, he will not understand the content of the speech, will not receive information. The content of the speech remains abstract to him. Because listening and recognizing vocabulary also has its own characteristics and difficulties.

The lexical side of speech has a peculiarity that the reader cannot speak if he does not know it. There is a special difficulty in reading, and students of

Management direction must first understand letters and sounds, then read it, recognize words and be able to read them together, to understand their meaning. Only then can he understand and speak the content of the text. The lexical aspect of written speech must also be worked on separately, and the reader must be able to write, pronounce, and read a word in order to convey meaningful and accurate information through it.

It turns out that everyone needs vocabulary. For this reason, vocabulary is important in teaching Management direction students the types of speech activities.

Teaching lexical material is the goal and tool in teaching English pronunciation in a foreign language program. By methodical organization of lexical teaching we mean teaching the lexical side of speech activity, formation, teaching, automation of lexical skills.

Methodical organization of vocabulary includes:

- a) listening comprehension;
- b) to speak;
- c) reading;
- d) a written statement of opinion.

Teaching lexical aspects, skill formation are different from each other, they have a special feature. There are difficulties in the methodological organization, which must be taken into account.

They are:

1. Time spent teaching vocabulary;
2. By age of students;
3. For the purpose of training;
4. By stage of training;
5. On the skills of the student;
6. The abstract side of the word is one of the difficulties in expressing the exact meaning consists of.

Difficulties in learning words. Based on the relationship of English, mother tongue and Russian in the form, meaning and use of each word, the teacher should take into account the difficulties encountered in the process of teaching English vocabulary to students of Management direction and ways to overcome it. Then a specific method and ways to do this are selected. As a result, the specifics of each word are taken into account and communicated to students in a certain way. As a result, the reader learns to use the word quickly in speech.

We have been making extensive use of interactive methods, which are among the most effective methods available today in teaching English vocabulary in Management direction students. When choosing teaching methods in English lessons, it is advisable to choose based on the didactic function of each lesson.

(H. Rashidov, H. Khabib, G. Eldasheva, A. Zakirova Methods of teaching the block "Professional pedagogy". T.-2007. 60 p.) We know that the widespread use of interactive methods in the classroom leads to an increase in the level of mastery of English language materials. This requires a rational organization of the teaching process, constant stimulation of students' interest and activity by the teacher, the use of interactive methods to break down the content of the material into small pieces and encourage students to perform practical exercises independently.

(O. Tolipov, M. Usmonbaeva Application bases of pedagogical technologies. Science-2006.157 p.)

Interactive methods in special technique universities methods that activate students and encourage independent thinking. Interactive methods include:

- The method of "mental attack";
- The method of "severe attack of thoughts";
- "Cluster method";
- "black box" method;
- The method of "correct placement of images";
- The method of "working with red and green cards";
- "video puzzle" method;
- The method of "opposite attitude";
- The method of "work in small groups";
- "problem situation" method;
- "role-playing games", etc.

When the above methods are used, the student is at the center of the learning process, while the teacher encourages the student to actively participate. The benefits of the course for the student are **as follows**:

- decide on the interaction between teacher and students;
- Students have a thorough knowledge of the subject.
- develop students' independent, free and creative thinking skills
- Necessary conditions for students to realize their potential create conditions;
 - the predominance of democratic and humanistic ideas in the pedagogical process must ensure the availability of
- study and learning with higher educational efficiency;
- high level of motivation of the student;
- taking into account previously acquired knowledge;
- Adaptation of reading intensity to the needs of the student;
- support for student initiative and responsibility
- study through practice;
- creation of conditions for bilateral views.

Conclusion. The interactive method of increasing the effectiveness of pedagogical activity educational process is showing its effectiveness in the study of English vocabulary for students of Management directions. Improving

innovation and pedagogical activity in education is a set of scientific, technological, organizational, financial, commercial activities aimed at training competitive personnel, the purpose of which is to direct and provide the accumulated knowledge, skills, abilities, technology to socio-economic capital.

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DIAGNOSTIC AND PROGNOSTIC SIGNIFICANCE OF EVALUATION OF ENDOMETRIAL PROLIFERATIVE ACTIVITY IN HYPERPLASTIC PROCESSES

Resume: The issues of diagnosis and treatment of proliferative processes of the uterus are the most complex and relevant in medicine. Endometrial hyperplastic processes (GPE) are among the most common gynecological diseases, occurring with a frequency of 30 to 55% [5, 22]. GPE is an extremely difficult problem of practical gynecology, which is primarily due to the fact that with a long course without treatment, it can be a background for the development of endometrial cancer [21].

According to the literature data, the frequency of "malignancy" of endometrial hyperplastic processes varies quite widely (0.25-50%) and is determined by the morphological features of the disease, the duration of its recurrence, as well as the age of patients. According to epidemiological studies, approximately 150 thousand new patients with uterine body cancer are detected annually in the world, 42 thousand of whom die.

Keywords: research methods, diagnostics, proliferative processes.

Introduction. The search for the optimal combination of non-invasive and minimally invasive techniques to obtain sufficient information about the state of the endometrium, to identify its initial changes continues to be an urgent task. The number of non-invasive diagnostic approaches should primarily include ultrasound[2,5]. Moreover, transvaginal echography is more informative for assessing the state of the endometrium, which allows visualizing even minimal structural disorders. However, it should be noted that the sensitivity and specificity of these methods ranges from 60-80%. Histological examination of scrapings of the uterine mucosa is the most informative method of diagnosing GPE in comparison with ultrasound[1,7]. However, this method is invasive, requiring hospitalization, and the limited number of samples obtained does not allow in some cases to make a reliable diagnosis. Therefore, one of the main tasks of pathomorphology at the present stage of development of morphological research is the search for the most effective diagnostic and prognostic criteria for pathological processes, including biomolecular markers, and the development of reproducible standardized technologies for processing and examining biopsy and surgical material[3,6].

Numerous works are devoted to the importance of hysteroscopy in the diagnosis of GPE [4]. Significant difficulties arise when choosing a method of

treatment of endometrial hyperplastic processes in elderly patients due to the presence of pronounced extragenital pathology, often combined. At the first detection of GPE, as a rule, hormone therapy with progestogens is recommended. It has been shown that hormone therapy is effective in the presence of estrogen (RE) and progesterone (RP) receptors in the pathological endometrial tissue, and the effect depends on their concentration [3]. The frequency of relapses of GPE depends on the type of endometrial pathology and ranges from 6% for fibrous polyps to 50% for glandular hyperplasia. Most clinicians consider the recurrence of postmenopausal hyperplasia to be an indication for a hysterectomy. However, hysterectomy is associated with a considerable number of complications and poses a risk to the life of postmenopausal patients [5]. To date, the search for sparing methods of treating GPE is being conducted [7].

The purpose of the study. Optimization of diagnostics and treatment of endometrial proliferative processes in women based on the use of modern endoscopic, immunohistochemical technologies to improve immediate and long-term results.

Materials and methods of research: To solve these tasks, we examined 60 women with a diagnosis of endometrial hyperplastic processes.

Results and discussion: With the development of modern diagnostic equipment, Doppler and Dopplerometric studies have become widely available. To quantify the blood supply, it is advisable to use ultrasound with the calculation of volume and three – dimensional Doppler indices, namely: the vascularization index (vascularization index, VI – displays the saturation of the tissue with vessels, expressed in%), the blood flow index (flow index, FI- displays the average intensity of blood flow, expressed as an integer from 0 to 100) and the ratio of vascularization to blood flow (vascularization – flow index, VFI-characterizes as vascularization, so is the blood flow, and is expressed as an integer, from 0 to 100).

This was confirmed by a study conducted in 2016, which proved that underdiagnosis of cancer occurred in 45% of cases with aspiration biopsy, while in 30% of cases with DDV, that is, almost more than a third of cases of endometrial cancer were missed during complete curettage of the cervical canal and uterine cavity

Conclusions: Summarizing the above, we can conclude that the key to the success of the treatment of endometrial hyperproliferative processes is the correct interpretation of the results of histological examination and understanding of the etiology and pathogenesis of the detected changes. Important stages of the diagnostic process are ultrasound transvaginal examination, Dopplerometry, hysteroscopy, as well as the use of unified modern GE classifications. In the near future, it is also possible to use genetic diagnostic techniques that allow to predict to some extent the course of the process and the response to therapy, which can help in choosing treatment tactics.

The proven possibility of developing iatrogenic changes in the endometrium dictates the need for a balanced approach and careful administration of any hormonal drugs. With the development of modern pharmacology and the introduction of the method of creating an artificial menopause with the help of gonadotropin-releasing hormone agonists, the possibilities of effective organ-preserving treatment of complex types of hyperplasia have significantly expanded against the background of a decrease in the overall hormonal load.

Thus, at present there are a sufficient number of informative methods for early diagnosis and timely prevention of PPE, which allows preventing the development of oncopathology with the correct system of medical and organizational measures.

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KONIMEX TUMANI QISHLOQLARI TOPONIMLARI

Annotatsiya: Hammamizga ma'lum bizning davlatimiz ko'p millatli. Yurtimizda har xil millat vakillari tinch, ahil bo'lib yashaydi. Navoiy viloyatiga qarashli Konimex, Tomdi tumanlarining ko'pchilik qismini qozoq millati tashkil etadi. Ular azal-azaldan bu hududlarda yashab, chorvachilik bilan shug'illanib kelishadilar. Ular yashaydigan hududlarning joy nomlari ham o'z ona tillaridan, milliy tarixidan kelib chiqqan.

Kalit so'zlar: Konimex tumani, Konimehr, Teri-quduq, Uchtepa, Besquduq, Do`ngalak, Sarjal, Yangiqazg`an, O`razjon, Baymurat, Qaroq ota, Madaniyat, Zafarobod.

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TOPONYMS OF VILLAGES OF KONIMEX DISTRICT

Annotation: We all know that our country is multi-ethnic. Representatives of different nationalities live in peace and harmony in our country. The majority of Konimex and Tomdi districts of Navoi region are Kazakh. They have long lived in these areas and are engaged in animal husbandry. The names of the places where they live are also derived from their native languages and national history.

Keywords: Konimex district, Kanimehr, Teri-kuduk, Uchtepa, Beskuduk, Dongalak, Sarjal, Yangiqazgan, Urazjan, Baymurat, Qaraq ata, Madaniyat, Zafarabad.

Топонимика yunoncha “topos-joy, oynomo-ism, nom” joy nomlari geografik atoqli nomlarni, ularning paydo bo`lish yoki yaratilish qonunyatlarini, rivojlanish va o`zgarishini, tarixiy etimologik manbalarni va grammatik xususiyatlarini, ularning tuzilishini, tarqalish hududlari hamda atalish sabablarini o`rganadi. Muayyan bir hududdagi joy nomlari majmui- toponimiya alohida olingan joy nomi esatoponim deb ataladi. Joyning tabiiy geografik sharoiti, relyefi, aholining etnik tarkibi, kishilarning kasbi va mashg`uloti, qazilma boyliklar tarixiy shaxslar va voqealar toponimlar vujudga kelishining asosiy manbalari hisoblanadi. Toponimlarning kelib chiqishi geografiya, tarix, etnologiya bilan bog`liq holda rivojlanadi. Toponimlar xalqlarning tarixiy o`tmishi xususiyatlarini jonlantirishga, ularning joylashtirish chegaralarini belgilashga, tillarning o`tmishdagi tarqalish hududlarini, madaniy va iqtisodiy markazlar, savdo yo`llarini tavsiflashga yordam beradi⁵.

Bizning yurtimizda ham 12 viloytimiz bo`lib, ularning joy-nomlari ham o`ziga xos har xil tarixga ega. Ularning ba`zilari masalan, Navoiy, Buxoro, Samarqand va shu kabilar buyuk ajdodlarimiz, ota-bobolarimiz nomiga qo`yilgan.

Quyida Konimex tumanidagi ba`zi bir qiziqarli bo`lgan toponimlarni va ularning tarixini ko`rib chiqamiz.

Konimex tumani. Tuman nomining kelib chiqishi haqida bir nechta rivoyatlar mavjud. Eron podshohining og`li Shopur Turan shu o`lkada yashagan Mehribonuning go`zalligiga oshiq bo`ladi va sevgilisiga uylanadi. Sevgilisi hurmatiga Zarafshon daryosidan suv yo`li kanal qozdirib unga Konimehr deb nom beradi. Asrlar davomida Konimehr o`zgarishlarga uchrab Konimex deb atalib ketgan degan rivoyat bor. Ikkinchi rivoyatda Meh Ota koni degan ma`noni beradi. “Kon” so`zi fors tilida “Daryo tarmog`i yoki anhor va suv yo`li ariq” degan ma`noga ega. Shu sabab Konimex deb atalgan deyiladi.

Uchinchi rivoyatda “Konimex” atamasi tilshunoslik jihatdan tahlil qilinsa “Kon” va “Meh” kabi ikki so`zdan kelib chiqqan atama. Atamaning birinchi bo`g`inidagi “Kon”so`zi arna daryo tarmog`i yoki anhor ma`nolarini anglatgan. Ikkinchi bog`inidagi “Meh” birikmasi aslida “moh”, ‘mug” so`zlarini shakli bo`lib, u “otashparast, budparast, o`tparast zardushtiy” ma`nosini anglatgan.

Keltirilgan tahlillarga asoslanadigan bo`lsak, “Konimex” atamasi “Mugdaryo”Zardushtiylar arnosi, otashparastlar anhuri “ dean ma`nolarni anglatadi. Xulosa qilib aytganda, tarix fanining darg`alari tomonidan berilgan yakuniy xulosa-“Konimex” so`zidagi “kon”, “kom” so`zi qadimda “katta ariq”, “daryo tarmog`i yoki anhor” ma`nosida, ya`ni mazkur qishloqda “mug” nomi bilan tilga olingan zardushtiylar diniga sig`ingan kishilar yashganligini bildiradi. XX asrning 20-yillariiga qadar Komi mug` deb nomlangan bu hudud sovet tuzumi o`rnatilishi bilan avval hujjatlarda so`ngra mahalliy tilda “Konimex” atamasi bilan nomlanib ketgan.

⁵ J. Mustafayev, U. Narzullayev, L. Berdimuratova, Z. Safarov, “ Konimex tumani Kecha va bugun”- T; SAHHOF 2021.-368-b.

Teri-quduq⁶ qishlog`i- bu qishloq nomining kelib chiqishi albatta, shu qishloqda yashaydigan aholisigagina ma'lum. Bu yerda yashaydigan aholining aytilishlaricha, qozoq tilidan tarjima qilganda, qadimda qishloq atrofida bir quduqdan qo`y terisi topilgan ekan. Yuqorida aytib o`tkanimizdek bu yerdagi qozoqlar chorvachilik ya'ni qo`y va echki boqish bilan shug`ullanishadi. Bu qishloqning nomi nimaga Teri-quduq deb qo`yilgan deb savol berganimizda, teri topilganligi uchun deb javob berishdi. Ba'zi bir qishloq odamlarining aytishlariga qaraganda bu nomning qo`yilishiga qishloq yaqinida chuqur quduq bo`lgan ekan, ular shu sabab deyishadi.

Uchtepa qishlog`i. Ovul fuqoralar yig`ini 1997 yil 8 iyulda tashkil topgan. Bu qishloq ham qozoqlar yashashadi va aholisi boshqa qishloqlarga qaraganda nisbatan ko`proq. Bu yerdagi aholi qishloq atrofida uchta tepalik bo`lgan shuning uchun shunday nom bilan atab ketishgan deyishdi. Bu yerlarning tuproqlari shag`al qumlar, tepalik va barxanlar ko`p. Shunday qilib uchta katta tepaliklarning uchrab turishi tabiiy hol.

Besquduq qishlog`i- bu qishloq nomining kelib chiqishi, qadimda ba'liki bu yerda quduq bo`lmagandir, ba'liki uzoqda bo`lgandir, yozning jazirama issig`ida beshta qiz suv izlab kelishgan va suvsizlikdan chanqab xalok bo`lishgan. Shuning uchun bu qishloqni Besquduq ya'ni beshta qiz quduq izlagan deb atashar ekan.

Do`ngalak qishlog`i bu so`z qozoq tilidan tarjima qilganda yumaloq degan ma'noni anglatadi. Bu qishloq nomining kelib chiqish tarixi shunday ekan, tepalikka chiqib bu qishloqqa qaralsa, huddu yumoloqday bo`lib, ko`rinar ekan. Shu sababli ko`rinishiga qarab Do`ngalak deb nom berishgan.

Sarjal ovuli. Ovul 1994 yil dekabrda Konimex tumani qarori bilan tashkil etilgan. Bu qishloq nomining kelib chiqishi tog`risida ikki xil qarashlar mavjud. Ulardan biri qishloqdan salgina uzoqda bo`lgan tepalik bo`lgan ekan. Jal so`zini qozoqchadan tarjima qilganda tepalik degan ma'noni bildiradi. O`sha tepalik uzoqdan sariq bo`lib ko`ringan shunga Sarijal deb atalgan deyiladi. Ikkinchisida esa sariq yolli ot ya'ni yilqi shu qishloqqa kelgan. U ot juda o`zgacha bo`lib hammani o`ziga jalb qila olgan, birinchi bo`lib otning yoli ko`zga tashlanadigan bo`lgan. Shuning uchun ham odamlar bu qishloqqa Sarjal deb ya'ni sariq yolli ot uchun shunday nomlashgan.

Yangiqazg`an ovuli 1992 yil tashkil topgan. Bu qishloqning kelib chiqish tarixi juda ajoyib va g`ayrioddiy ekan. Qishloqning atrofida qazilgan bir o`rani ko`rishgan va odamlar bu yangidan qazilgan ku deyishgan. Shu bilan bu qishloq nomi yangidan qazilgan deb Yangiqazg`on atalgan.

O`razjon⁷ qishlog`i bu qishloqning ham o`ziga yarasha tarixi mavjud. Dastavval bu yerlarda hechkim yashamaydigan paytlari O`razjon degan kishi birinchi bo`lib ko`chib kelgan. O`z oilasi bilan yashab bu yerda ekinchilik

⁶ J. Mustafayev, U. Narzullayev, L. Berdimuratova, Z. Safarov, "Konimex tumani Kecha va bugun"- T; SAHHOF 2021.-371-b.

⁷ Eshonqulov H, "Qizilqum alplari". – T; "Sharq" 2004.-B-20.

bilan shug`illanib qovun ekishgan. Shundan keyin bu yerga boshqa aholi ham ko`chib kela boshlagan. Bu yerdagi aholi soni ko`payib butun bir qishloqqa aylangan. Hozirda birinchi ko`chib kelgan odamning avlodlari hozirgacha yashab kelmoqda. U kishining hurmatiga qishloqni O`razjon deb nomlashgan.

Baymurat. “Baymurat” ovuli fuqoralar yig`ini 1997 yil 8 iyulda tashkil etilgan. Ovulning bunday nom bilan atalish sababi ushbu hududda yashayotgan oqsoqollarning aytishicha, Qizilqum cho`lida yashagan asli qozoqlarning bojbon urig`idan chiqqan Baymurat botir ismli kishi bo`lib, u hududni tashqi dushmanlardan, bosqinchilardan himoya qilib turgan va uning ismi keyinchalik toponim sifatida xalq tilida qolgan. Ovul fuqoralar yig`ini tarkibiga “Eltoy”, “Qalmurat”, hamda Qozog`iston Respublikasi bilan chegaradosh “Qosquduq” va “Yangi turmush” ovullar ham kiradi. Mazkur ovul aholisi ko`p millatli bo`lib, ularda o`zbek, qozoq, qoraqalpoq, tatar millatiga mansub 2800 nafardan ziyod fuqoralar o`zaro totuvlikda yashaydilar.

Qaroq ota⁸. Qaroq ota ovul fuqoralar yig`ini 1997 yilda tashkil etilgan. Ovul fuqoralar yig`inining nomi Yassaviya tariqatining mashhur namayondasi, donishmand, orif, sohib karomat Qaroq-ota nomi bilan bog`liq. Qaroq ota ovul fuqoralar yig`inining hududi 392,086 gektarni tashkil etib, Qaroq ota, Parloq, Shontibay, Nurbuloq, Aksay, Madaniyat, Shengeldi, Balaqaraq kabi ovullardan iborat. Qaroq ota ovulida yashovchi aholi asosan chorvachilik bilan shug`illanadi.

Madaniyat. Madaniyat ovuli hududida joylashgan Aristontov yuzlab yillar mobaynida bugingi konimexliklarning qadim ajdodlarga zamin bo`lgan maskan sanaladi. Tog` bag`rida joylashgan qariyib 2-3 gektar maydonni egallagan qadimiy qabriston bu yerda uzoq davrlar mobaynida insonlar yashagnini isbotlaydi. Shuningdek qabr toshlaridagi yozuvlar ham bunga dalil sanaladi. Sababi ayrim ko`xna toshlarda arabiy imlodagi o`yib yozilgan bitiklarga ko`zingiz tushadi.

Bugingi kunda “Madaniyat” ovulida yashovchi eng keksa kishi 75 yoshli muallim Asubay bobo Aristontovda tug`ilgan kishilardan. Otaxonning aytishicha, Aristontovga XVI-XVII asrlarda bugingi Qozog`iston hududidan odamlar ko`chib kelgan. Tog` nomi ham bu yerga ilk bor ko`chib kelgan. Tog` nomi ham bu yerga ilk bor ko`chib kelgan kishi nomi bilan bog`liq. Bugingi kunda konimexliklar saxovatli kishilarni “Taeliboy” deb atashadi. “Tog`” eli “boy”, degan jumla esa aynan Aristontovda yashagan boy chorvador aholi faolyatidan kelib chiqqan, degan fikirlar bor.

Zafarobod⁹. Zafarobod mahalla fuqoralar yig`ini 1972 yil tashkil topgan bo`lib, mahallada 18 millat vakillari ahil inoqlikda yashaydi. Mahallaning “Zafarobod” deb nomlanishi “Zafar” va “G`alaba” degan ma`nolardan kelib chiqib qo`yilgan. Hozirda hududda 5 ming nafardan ziyod aholi istiqomat qiladi.

⁸ Серік Шұқын “Құт дарыған Қылылқұм”. Т;- “Абдулла Қадыри атындағы халық мұрасы” баспасы. 2004.-Б-113.

⁹ Серік Шұқын, Құлмахан Қали, Кенімех нұр өлкем. Т; “Туған-Іқбол”. 2005- Б-24.

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KICHIK BIZNESLAR UCHUN BLOKCHEYN TEXNOLOGIYASI

Annotatsiya: Blokcheyn texnologiyasi biznesni keyingi o'n yillikda o'zgartirishi mumkin. Bu raqamli mulkni bir Internet foydalanuvchisidan boshqasiga hech qanday vositachilarsiz xavfsiz tarzda o'tkazish imkonini beradi. Ushbu ilg'or texnologiyaning oqibatlari biznesning barcha sohalarida keng imkoniyatlarga ega. Axborot texnologiyalari (IT) foydalanishga tayyor, yakuniy yechimlarni taqdim etadi va kichik biznesga asosiy biznesiga e'tibor qaratish imkonini beradi. IT sohasidagi so'nggi yangiliklar biznesga ijobiy ta'sir ko'rsatdi. Blokcheyn texnologiyasining paydo bo'lishi bilan telekommunikatsiya va hisoblashning konvergentsiyasi nihoyat 21-asrda biznes yuritish uchun yagona platformada yetuklikka erishmoqda. Ushbu maqolada biz blokcheyn texnologiyasi kichik biznesga yordam berishi mumkin bo'lgan turli usullarni o'rganamiz va biznes jarayonlarini reinjiniring kontekstida tegishli blokcheyn dasturini tanlashda yordam beradigan asosni taklif qilamiz.

Kalit so'zlar: Blokcheyn texnologiyasi, biznes jarayonlarini qayta loyihalash, aqlli kontraktlar, kichik biznes.

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BLOCKCHAIN TECHNOLOGY FOR SMALL BUSINESSES

Abstract: Blockchain technology is most likely to change the next decade of business. It enables transfer of digital property from one Internet user to another in a secure way without any intermediaries. The consequences of this breakthrough technology have a vast potential in all areas of business. Information Technology (IT) provides ready to use, end-to-end solutions and allow small businesses to focus on their core business. Recent innovations in IT have positively impacted businesses. With the emergence of blockchain technology, the convergence of telecom and computing is finally reaching maturity in a unified platform for doing business in the 21st century. In this paper, we study the various ways in which blockchain technology can help small businesses and propose a framework that helps in choosing the appropriate blockchain application in the context of business process reengineering.

Keywords: Blockchain Technology, Business Process Reengineering, Smart Contracts, Small Businesses.

Kirish

Axborot texnologiyalari foydalanishga tayyor, yakuniy yechimlarni taqdim etadi va kichik biznesga asosiy biznesiga e'tibor qaratish imkonini beradi. Blokcheyn kabi raqamli texnologiyalardagi so'nggi yangiliklar kichik biznesning o'sishini rag'batlantirishda muhim rol o'ynashi mumkin. Blokcheyn texnologiyasi raqamli mulkni bir Internet foydalanuvchisidan boshqasiga hech qanday vositachilarsiz xavfsiz tarzda o'tkazish imkonini beradi. Ushbu ilg'or texnologiyaning oqibatlari barcha biznes korxonalariga, shu jumladan kichik biznesga ijobiy ta'sir ko'rsatish uchun keng imkoniyatlarga ega. OECD (Iqtisodiy Hamkorlik va Taraqqiyot Tashkiloti) ko'pgina mamlakatlarida kichik va o'rta korxonalar 90 foizdan ortig'ini tashkil etadi va iqtisodiy o'sishning qariyb 80 foizini ta'minlaydi (Scupola, 2009). Muhim tadqiqotlar shuni ko'rsatadiki, bu korxonalar iqtisodiy o'sishga ko'p jihatdan hissa qo'shadi. Iqtisodiyotda ularning mavjudligi raqobatbardosh yirik korxonalariga olib keladi, ular o'z faoliyatlarining bir qismini kichikroq firmalarga topshirishlari mumkin. Nisbatan kichik o'lchamlari bilan solishtirganda, ular yirik firmalarga qaraganda ko'proq ish o'rinlarini yaratadilar (Passerini, 2012). Kichikroq o'lcham afzallik, ayniqsa o'zgarishlarni oldindan bilish va ularga javob berish va mijozlar bilan chuqurroq va yaqinroq muloqot qilish qobiliyati nuqtai nazaridan.

Axborot kichik biznesga yangi iqtisodiyotda raqobatdosh ustunlik beruvchi muhim boylikdir. Axborotga kirish ongli qarorlar qabul qilish jarayonida hal qiluvchi rol o'ynaydi va bu korxonalariga yaxshi raqobatbardosh qarorlar qabul qilishni osonlashtiradi (Modimogale, 2011). Kichik biznesning tobora kuchayib borayotgan global muhitda omon qolish qobiliyati ko'p jihatdan ularning axborotdan manba sifatida foydalanish qobiliyatiga bog'liq. Bugungi shiddatli raqobat sharoitida kichik korxonalar mijozlarning talablariga, raqobatchilarning harakatlariga va iqtisodiy sharoitlarning o'zgarishiga yuqori darajada javob berishlari va moslashishi kerak (Rashaniphon, 2011). Ma'lumotlar tahlili kichik biznes uchun ushbu sohadagi yangi innovatsiyalardan foydalanishga qodir bo'lgan biznes jarayonlarini aniqlash orqali foydali bo'lishi mumkin.

Ushbu maqola quyidagicha tashkil etilgan. Birinchidan, biz kichik biznes bilan bog'liq joriy stsenariyni qisqacha tavsiflaymiz. Shundan so'ng blokcheyn texnologiyasi haqida qisqacha ma'lumot beriladi. Keyingi bo'lim tegishli axborot texnologiyalarini qabul qilishga yordam beradigan asosni taklif qiladi, undan keyin kichik biznes uchun blokcheyn ilovalari bo'limi mavjud. Yakunlovchi fikrlar oxirgi qismni tashkil qiladi.

Kichik Bizneslar

Kichik va o'rta korxonalarining iqtisodiy ahamiyati ma'lum bo'lsa-da, 1990-yillar va 2000-yillarning boshlaridagi katta Internet davrida ular nisbatan

ahamiyatsiz hisoblangan (Passerini, 2012). Keng polosali axborot texnologiyalaridan foydalanish texnologik aktivlarga katta investitsiyalar va kapitaldan uzoq muddatli foydalanishni talab qildi. Bunday kapital talablari kichik biznes uchun mavjud emas edi. Bugungi kunda kichik biznes Internet texnologiyasining doimiy takomillashuvi, shuningdek, bulutli hisoblash va mobil aloqa sohasidagi yutuqlar tufayli raqobatlasha oladi va ustunlik qiladi.

Kapitalga kirish va belgilangan brend nomi yirik tashkilotlarning asosiy afzalliklari hisoblanadi. Kichik biznesning eng katta afzalliklaridan biri bu moslashuvchanlikdir. Ko'pgina kichik korxonalar siyosat va texnologiyalarni o'zgartirishi mumkin bo'lgan yagona egasiga ega (Sadowski, 2002). Misol uchun, kichik oziq-ovqat do'konining egasi yetkazib beruvchilar bilan avtomatik qayta buyurtma tizimini yaratish uchun keng polosali tarmoqdan foydalanishga qaror qilishi mumkin. Kichik korxonalar katta tashkilotda mavjud bo'lgan ko'plab qo'mitalarni tozalamasdan turib, yangi xizmatlarni taklif qilishlari va ichki jarayonlarni o'zgartirishlari mumkin. Bulutli hisoblash va ochiq kodli dasturiy ta'minot investitsiya talablari va xarajatlarini pasaytirdi. Bu biznes jarayonlarini soddalashtirish, mijozlar bazasini ko'paytirish va mavjud takliflarni kengaytirish uchun kichik biznes uchun keng polosali texnologiyalarning mavjudligiga olib keldi.

Kirxoff tipologiyasiga ko'ra (Kim, 2004), kichik firmalarni ikkita o'lchov asosida tasniflash mumkin: I ilovada ko'rsatilganidek, innovatsiya va o'sish. Asosiy firmalar innovatsiyalar va o'sish past bo'lgan joylarda, jozibali firmalar esa yuqori darajadagi innovatsiya va o'sishga ega. Cheklangan kompaniyalar past o'sish potentsialiga ega, ammo yuqori innovatsion salohiyatga ega. Shuhratparast firmalar yuqori o'sish potentsialiga ega, ammo innovatsion salohiyati past. Ushbu maqola asosan asosiy firmalarga qaratilgan. Mills (2015) II ilovada ko'rsatilganidek, kichik biznesni firmalar turlariga qarab tasniflaydi - ular yakka tartibdagi tadbirkorlar, B2B va boshqalar. Asosiy kichik biznesning aksariyati yakka tartibdagi tadbirkorlar yoki iste'molchilarga va boshqa mahalliy korxonalariga xizmat ko'rsatadigan mahalliy korxonalaridir. Axborot texnologiyalarini (IT) joylashtirishning arzonligi, keng polosali tarmoq orqali qo'llab-quvvatlanadigan mobillik afzalliklari va IT xizmatlarini qo'llab-quvvatlash tizimi (hozirda to'g'ridan-to'g'ri xizmat sifatida mavjud) AT-ni yanada konservativroq bo'lgan kichik firmalarga (masalan, Ilovada ko'rsatilgan "asosiy") yordam berishi mumkin. I).

Axborot texnologiyalarining potentsial afzalliklari va biznes maqsadlariga erishishda kichik biznesni qo'llab-quvvatlash strategiyalari haqida bilim yetishmasligi mavjud. Kichik korxonalar odatda egasi tomonidan boshqariladigan va egasi biznes bo'yicha qarorlarning barchasini yoki ko'p qismini qabul qiladigan qiyinchilikka duch keladi (Fillis, 2004; Spenser, 2006). Afsuski, egasi-menejerning cheklovlari biznesning cheklanishiga aylanadi. Axborot texnologiyalari kichik biznes uchun o'z maqsadlariga erishishda asosiy ishtirokchi sifatida ko'rib chiqilishi kerak. Axborot texnologiyalari kichik

korxonalar tomonidan qimmat deb hisoblanganligi sababli, ular ko'pincha uni byudjetga ajratmaydilar. AT narxi bilan bog'liq boshqa muammo shundaki, kichik korxonalar real ehtiyojlarini hisobga olmagan holda sotuvlar, muayyan mahsulotlarning shov-shuvi yoki bozor naqshlari tufayli keraksiz katta yechimlarga sarmoya kiritishi mumkin [Grandon, 2004]. Texnologiya doimo rivojlanib bormoqda, bu ikki muammoni keltirib chiqaradi. Bir tomondan, kichik biznes o'z mijozlari foydalanadigan texnologiyalar turini kuzatishi va ularga xizmat ko'rsatishga tayyor ekanligiga ishonch hosil qilishlari kerak. Boshqa tomondan, texnologiya har safar o'zgarganda kichik korxonalar o'zgarishi shart emas, chunki bu kichik biznesning diqqat markaziga bog'liq. Kichik biznesning raqobatbardoshligi biznes jarayonlarini qo'llab-quvvatlash uchun AT dan qanday foydalanishga bog'liq.

Blokcheyn Texnologiyasi

Blokcheyn texnologiyasining boshlanishi bitkoin tushunchasi kiritilgan S.Nakamoto (2008) tomonidan chop etilgan oq qog'ozga borib taqaladi. Blokcheyn - bu bir nechta mashinalarni birlashtiradigan va turli xil ma'lumotlar manbalarini plagin qiladigan interfeyslar va ma'lumotlarning global ma'lumotlar bazasiga olib keladigan taqsimlangan hisoblash arxitekturasi (Morabito, 2017). Blokcheyn texnologiyasi "tarqatilgan daftar" nazariyasi asosida qurilgan bo'lib, buxgalteriya kitobi taqsimlangan kompyuter tarmog'ida saqlanadi va yuritiladi (Froystad, 2016). Buxgalteriya kitobi butun tarmoqqa o'tgan tranzaksiyalarni, shuningdek, ketma-ket raqamli hodisalarni birgalikda ishlab chiqarish, va qayd etish imkoniyatini beradi.

Blokcheyn texnologiyasi - bu quyidagi xususiyatlarga ega ma'lumotlar ombori:

- U markazlashtirilmagan peer-to-peer tarmog'ida ishlaydi,
- Muayyan foydalanuvchilar buni yozishi mumkin,
- U foydalanuvchi identifikatorini autentifikatsiya qilish uchun raqamli imzo va aloqa xavfsizligidan foydalanadi,
- Uning sxemasi tarixiy yozuvlarni o'zgartirishni juda qiyinlashtiradi,
- Uning sxemasi tarixiy yozuvlarni o'zgartirishga urinishlarni aniqlashni juda oson qiladi,
- Moliyaviy operatsiyalar odatda tarkibiy qism hisoblanadi,
- Muayyan foydalanuvchilar va keng auditoriya uni o'qishi mumkin,
- U butun tarmoq bo'ylab real vaqt rejimida qayta ishlab chiqariladi.

Zheng (2018) ta'kidlaganidek, blokcheyn ilovalari quyidagi sabablarga ko'ra e'tiborni tortdi.

✓ Markazsizlashtirish. An'anaviy markazlashtirilgan tranzaksiya tizimida har bir tranzaksiya markaziy ishonchli agentlik (masalan, markaziy bank) orqali tasdiqlanishi kerak, bu muqarrar ravishda markaziy serverlarda xarajatlar va ishlash muammolariga olib keladi. Boshqa tomondan, blokcheyn tarmog'idagi tranzaksiya har qanday ikki tengdosh (P2P) o'rtasida markaziy agentlik

tomonidan autentifikatsiya qilinmasdan amalga oshirilishi mumkin. Shunday qilib, blokcheyn server xarajatlarini (shu jumladan ishlab chiqish va foydalanish xarajatlarini) sezilarli darajada kamaytirishi va markaziy serverdagi ishlashdagi qiyinchiliklarni yumshatishi mumkin.

✓ Qat'iylik. Tarmoq bo'ylab tarqaladigan tranzaktsiyalarning har biri tasdiqlanishi va butun tarmoq bo'ylab taqsimlangan bloklarda qayd etilishi kerakligi sababli, uni buzish deyarli mumkin emas. Bundan tashqari, har bir translyatsiya qilingan blok boshqa tugunlar tomonidan tekshiriladi va tranzaktsiyalar tekshiriladi. Shunday qilib, har qanday soxtalashtirishni osongina aniqlash mumkin edi.

✓ Anonimlik. Har bir foydalanuvchi blokcheyn tarmog'i bilan yaratilgan manzil bilan o'zaro aloqada bo'lishi mumkin. Bundan tashqari, foydalanuvchi identifikatsiyadan qochish uchun ko'plab manzillarni yaratishi mumkin. Endi foydalanuvchilarning shaxsiy ma'lumotlarini saqlaydigan markaziy tomon yo'q. Ushbu mexanizm blokcheynga kiritilgan tranzaktsiyalar bo'yicha ma'lum miqdordagi maxfiylikni saqlaydi.

✓ Auditorlik. Blokcheyndagi tranzaktsiyalarning har biri tasdiqlangan va vaqt tamg'asi bilan qayd etilganligi sababli, foydalanuvchilar taqsimlangan tarmoqdagi istalgan tugunga kirish orqali oldingi yozuvlarni osongina tekshirishlari va kuzatishlari mumkin. Bitkoin blokcheynida har bir tranzaktsiyani oldingi tranzaktsiyalarga iterativ tarzda kuzatish mumkin. Bu blokcheynda saqlangan ma'lumotlarning kuzatilishi va shaffofligini yaxshilaydi.

Kichik biznesga taalluqli holda, blokcheyn texnologiyasi uchun mos bo'lgan ilovalar quyidagi uchta toifa bo'yicha o'rganilishi mumkin: "Buzilmas shartnomalar yaratish", "Ma'lumotlarni arzon narxlarda xavfsiz saqlash" va "Ta'minot zanjirlaridagi murakkablikni kamaytirish" (TechHQ, 2019). Korxonalar har kuni shartnomalar bilan shug'ullanadi. Blockchain aqlli shartnomalar yaratish orqali biznesning ushbu qismini to'ldirishi mumkin. Nomidan ko'rinib turibdiki, aqlli shartnomalar o'z-o'zidan amalga oshiriladigan, kodlangan shartnomalar bo'lib, agar oldindan belgilangan shartlar bajarilsa, kafolatlangan natijalarni beradi. Qog'oz kontraktidan sezilarli farq shundaki, aqlli shartnoma raqamlashtirilgan va uni hech qanday tarzda buzish mumkin emas, chunki u blokcheynda.

Bulutli hisoblash bilan solishtirganda ma'lumotlarni saqlash uchun blokcheyndan foydalanishning ma'lum afzalliklari mavjud. Bulutli serverlar xizmat ko'rsatuvchi provayderning oxirida markazlashtirilgan va foydalanuvchilar buzilishlar va kiber-hujumlar ehtimolidan qonuniy ravishda xavotirda. Blokcheyn yordamida foydalanuvchilar ma'lumotlarni xavfsizroq raqamli makonda o'rtacha narxda saqlashlari mumkin. Saqlangan ma'lumotlar shifrlangan va faqat kripto-kalitga ega bo'lganlar uchun ochiq bo'ladi. Ko'pgina kichik korxonalar o'zlarini murakkab ta'minot zanjirida ma'lum darajada topadilar. Yuk tashish va logistika operatsiyalari tartibga solish va kuzatib

borish uchun boshqaruvchi, resurslarni yutish jarayoni bo'lishi mumkin. Blokcheyn yuk tashish va logistika ma'lumotlariga taalluqli barcha hujjatlar, yozuvlar va ma'lumotlar uchun markaziy ombor bo'lib xizmat qilishi mumkin, bunda ishtirok etgan har bir sherik o'zi bir qismi bo'lgan butun ta'minot zanjiri bo'ylab real vaqt rejimida ko'rinishga ega bo'lishi va shunga mos ravishda o'z operatsiyalarini sozlashi mumkin.

Kichik korxonalar axborot texnologiyalaridan (IT) ikki xil usulda foydalanishlari mumkin. Buning usullaridan biri operativ yordam va tranzaksiyalarni qayta ishlash faoliyatini yaxshilashdir. Kichik biznes biznesning boshqa jihatlarini integratsiya qilish uchun rejalashtirilgan strategiyasiz oddiy IT innovatsiyalarini qabul qiladi va ishlatadi (Qureshil, 2009). Ushbu yondashuvda IT-ga asoslangan raqobatdosh ustunlikning har qanday shakli rejalashtirilgan emas, balki tasodifiydir. Ikkinchi yo'l odatda mijozlar bilan o'zaro aloqa va munosabatlarni yaxshilash uchun IT dan foydalanish uchun qabul qilinadi. Kichik biznesning aksariyati katta miqdordagi tovarlar va xizmatlarni sotib oladigan oz sonli mijozlarga bog'liq. Ushbu yirik mijozlar kichik biznes tomonidan taqdim etiladigan tovarlar va xizmatlar narxiga ta'sir qiladi. Kichik biznes va mijozlar o'rtasidagi yaqin munosabatlar ushbu korxonalariga mijozlar talablaridagi har qanday o'zgarishlarga tezda javob berishga imkon beradi.

Levy (2001) strategik e'tiborning ikkala shaklini o'z ichiga olgan analitik asosni taklif qildi. Ushbu FocusDominance Modelida (III-ilova) mijozlarning ustunligi strategik diqqat bilan taqqoslanadi. Ushbu tizim ITni qabul qilish uchun to'rt xil strategiyani taqdim etadi. "Samaralilik" kvadranti matnni qayta ishlash va elektron jadvallar kabi oddiy tizimlardan foydalanadigan kichik korxonalaridan iborat. "Muvofiqlashtirish" kvadranti bozor ulushini va mijozlar bazasini ko'paytirishga muhtoj bo'lgan kichik korxonalaridan iborat. "Hamkorlik" kvadranti yirik mijozlar bilan munosabatlarni boshqarish uchun rivojlanayotgan texnologiyalarni o'z ichiga olmoqchi bo'lgan kichik korxonalarini ko'rsatadi. "Innovatsiyalar:" kvadranti raqobatdosh ustunlikka erishish uchun yangi IT innovatsiyalarini faol ravishda o'zlashtirishga intilayotgan korxonalaridan iborat.

Keyingi tadqiqotda Levy (2002) FocusDominance Modelidagi o'z pozitsiyalarini kuzatish uchun 43 ta kichik biznesni tekshirdi. Natijalar shuni ko'rsatdiki, kichik biznesning aksariyati "samaradorlik" dan "muvofiqlashtirish" yoki "samaradorlik" dan "hamkorlik" ga faqat bitta harakatni amalga oshiradi. Ushbu yo'llardan birini tanlagan kichik korxonalar nazoratni yo'qotmaslikka va o'zlarining joriy bozorlarida qolishga moyildirlar. Shuningdek, 43 ta kichik biznesdan atigi 17 tasi "innovatsiyalar" kvadrantiga o'tishni xohlayotgani, ehtimol biznesning mumkin bo'lgan o'sishini ko'rsatadigan atrof-muhitni skanerlashi tufayli kuzatildi.

Blokcheyn texnologiyasi ko'plab kichik korxonalar tomonidan qidirilayotgan biznes jarayonlar muhandisligining (BPR) muhim qismi bo'lishi mumkin. Biznes jarayonlari reinjiningi (BPR) xususiy sektor usuli sifatida

tashkilotlarga mijozlarga xizmat ko'rsatishni keskin yaxshilash, operatsion xarajatlarni kamaytirish va raqobatbardosh bo'lish uchun o'z ishlarini qanday bajarishlarini tubdan qayta ko'rib chiqishga yordam berish uchun boshlandi (Bogdanoiu, 2014; Dowson, 2015). Murakkab axborot tizimlari va tarmoqlarining uzluksiz rivojlanishi va joriy etilishi reinjining uchun asosiy rag'batlantiruvchi omil bo'ldi. BPR biznes muhitidagi tuzilmalar va jarayonlardagi o'zgarishlarni o'z ichiga oladi.

Qayta loyihalash, qayta jihozlash va qayta tashkil etish BPR ning asosiy tarkibiy qismlarini tashkil qiladi, bu tashkilot erishishi kerak bo'lgan natijaga e'tibor qaratish uchun zarurdir. BPRda butun texnologik, insoniy va tashkiliy o'lchovlar o'zgartirilishi mumkin. Axborot texnologiyalari biznes jarayonlarini reinjiningda katta rol o'ynaydi, chunki u ofislarni avtomatlashtirishni ta'minlaydi, biznesni turli joylarda olib borishga imkon beradi, ishlab chiqarishda moslashuvchanlikni ta'minlaydi, mijozlarga tezroq yetkazib berishga imkon beradi va tez va qog'ozsiz operatsiyalarni qo'llab-quvvatlaydi (Bogdanoiu, 2014; Vu, 2005).

BPR texnikasi tezkor o'zgarishlar, xodimlarning imkoniyatlarini kengaytirish va axborot texnologiyalari yordamida o'qitish va qo'llab-quvvatlashga asoslangan tashkiliy o'zgarishlarni amalga oshiradi. Korxonada BPRni amalga oshirish uchun quyidagi asosiy harakatlar amalga oshirilishi kerak:

- Qayta loyihalash uchun strategik jarayonlarni tanlash,
- Yangi jarayonlarni soddalashtirish - qadamlarni minimallashtirish - samaradorlikni optimallashtirish - modellashtirish,
- Har bir jarayon uchun xodimlar jamoasini tashkil qilish,
- Ish jarayonini tashkil qilish - hujjatlarni uzatish va nazorat qilish,
- Har bir jarayon uchun mas'uliyat va rollarni belgilang,
- Axborot texnologiyalaridan foydalangan holda jarayonlarni avtomatlashtirish,
- Jarayon guruhini yangi jarayonni samarali boshqarishga o'rgatish,
- Qayta ishlab chiqilgan jarayonni yangi tashkiliy tuzilmaga kiriting.

Kichik biznesga BPR usullarini qo'llash yirik korxonalarining ushbu muammoni hal qilish usulidan sezilarli darajada farq qiladi. BPR kontseptsiyasi tashkilotdan strategiyaga ega bo'lishini va keyin ushbu strategiyaga erishish uchun biznes maqsadini belgilashni talab qiladi. Maqsadga samarali erishish uchun tashkilot to'g'ri jarayonlarni o'rnatish uchun BPR tushunchalarini qo'llashi mumkin (Rashaniphon, 2011; Wailgum, 2009). Biroq, ko'plab kichik korxonalarda bu klassik yondashuv ishlamasligi mumkin. Kichik biznesdagi muvaffaqiyatli odamlarning ko'pchiligi odamlarning qo'lidadir va ular "strategiya" so'zini hatto bezovta qilmaydilar, ayniqsa rivojlanayotgan mamlakatlarning biznes muhitida. O'zgarishlarni tezda amalga oshirish uchun

yondashuvni sinab ko'rish samaraliroq. Ular faqat qisqa muddatli maqsadlarga intilishadi.

Kichik biznes uchun tegishli bo'lgan ba'zi ko'rsatmalar (Mansar, 2007):

- SWOT (kuchli tomonlar, zaif tomonlar, imkoniyatlar va tahdidlar) tahlili orqali biznesingiz bozorini aniq o'qing,

- Xarajat, sifat, vaqt va moslashuvchanlikni optimallashtiradigan strategiyani ishlab chiqish,

- Ishlab chiqilgan strategiyani reinjining uchun belgilangan jarayonlarni kuchaytirish orqali va keraksiz aralashmasdan amalga oshiring.

Kichik korxonalar kontentni boshqarish uchun "Alfresco" dasturi kabi ochiq kodli dasturiy ta'minot sifatida tobora ko'proq mavjud bo'lgan texnika va vositalardan foydalanishlari mumkin (Passerini, 2012). O'zlashtirish/yaratish, saqlash va izlash, tarqatish va qo'llashni o'z ichiga olgan an'anaviy bilimlarni boshqarish jarayonlari bilan bir qatorda, KO'K turli o'lchamlarga asoslangan afzalliklardan foydalanadi. Masalan, bilimlarni saqlash va qidirish sohasida loyiha jamoalarining kompaniya egasiga yaqinligi yirik tashkilotlarga qaraganda tezroq va tez-tez operatsiyalarni amalga oshirish imkonini beradi.

Axborot Texnologiyasini Qabul Qilish

Texnologiya tez sur'atlarda yangi yoki o'zgartirilgan biznes amaliyotlarini yaratishi mumkin bo'lsa-da, yangi eng yaxshi amaliyotlarni muvaffaqiyatli qabul qilish bozor kuchlariga qarshi turishi kerak. Texnologiya va bozor doimiy ravishda biznes faoliyatini va natijada biznes strategiyalarini qayta shakllantirmoqda. Tashkilot doimiy ravishda tashkilotning biznes strategiyasi va IT strategiyasiga mos keladigan muvofiqlashtirish ustida ishlashi kerak. Ushbu muvofiqlashtirish yangi tashabbuslarning biznesning muvaffaqiyatli ishlashi uchun muhim bo'lgan, raqobatdosh ustunlik manbai bo'lgan sohalar bilan aniq bog'liq bo'lish ehtimolini oshirishi kerak. AT ning roli shunchaki operatsion yordamchi emas, balki raqobatbardosh muvaffaqiyatga erishish uchun strategik yordam bo'lishi kerak.

Birinchi bosqichda mavjud biznes jarayonlari tekshiriladi. Jarayonlar soni haqiqatan ham juda katta, chunki ular ta'minot zanjirining yuqori va quyi oqimiga, shuningdek, muayyan biznes bilan bog'liq operatsiyalarga tegishli. Ushbu jarayonlar/o'zaro ta'sirlarning gamuti ham juda xilma-xildir. Tahlil murakkablik, tanqidiylik va narxning uch o'lchovi bo'yicha amalga oshiriladi. Ikkinchi bosqichda ijtimoiy-texnik omillar hisobga olinadi. Bu nafaqat shaffoflikka yordam beradi, balki tarkibiy qismlar tomonidan qabul qilinishini osonlashtiradi, Ijtimoiy-texnik omillar avtomatlashtirish natijasida yuzaga kelishi mumkin bo'lgan javobgarlik disfunktsiyalarining kuchayishi bilan bog'liq. Bovens (2005) ma'lumotlariga ko'ra, disfunktsiyaning asosiy toifalari quyidagilardir: qoidaga obsesyon va protsessualizm. Qo'lda protseduralarni avtomatlashtirishdan oldin, bunday nosozliklar tufayli hech qanday muammo yo'qligiga ishonch hosil qilish kerak.

Qoida-obsesyon yoki Chiqish-obsessiya jarayon ustidan natijalarga e'tibor qaratishni anglatadi. "Protsessualizm" javobgarlik va javobgarlikdan qochish uchun protseduralarga ko'proq e'tibor berishni anglatadi. Protseduralarga qat'iy rioya qilish byurokratiyani protseduralarni korporativ qadriyatlar bilan muvozanatlash qobiliyatini yo'qotishiga olib keladi. Kodlangan kompyuter protseduralariga katta tayanish tashkilotlarning samaradorligini pasaytirishi mumkin.

Uchinchi bosqichda jarayonlar qayta tuziladi. Samarasizlik uchun ko'p imkoniyatlarni taqdim etgan eski protseduralarni avtomatlashtirish natijalarni bermaydi. Ushbu bosqichda ma'lumotlar tahlili natijalari jarayonlarni o'zgartirish uchun ishlatiladi (Mills, 2015; Passerini, 2012). Turli jarayonlarni raqamli o'zaro ta'sirga aylantirishdan oldin qayta qurishning asosiy maqsadi tizim sifatida samaradorlikni oshirishdir. Avtomatlashtirilgan jarayonlar vositachilikni buzishga olib kelganda, tegishli tashkilotlar yangi tartib-qoidalar bilan shug'ullanishi kerak. Qayta qurish bosqichini tugatgandan so'ng, biz to'rtinchi va yakuniy bosqichni amalga oshirishga tayyormiz.

Avtomatlashtirish darajasi keng doirada farq qilishi mumkin. Smit (2010) birinchi darajadan boshlab to'qqiz darajali avtomatlashtirish shkalasini bildiradi, bunda kompyuter hech qanday yordam bermaydi, to'qqizinchi darajaga qadar kompyuter hamma narsani hal qiladi. Ushbu ekstremallar orasida turli darajadagi inson va kompyuter o'zaro ta'siri sodir bo'ladigan bir necha darajalar mavjud. AT aralashuvining tegishli darajasi avtomatlashtirilishi kerak bo'lgan o'zaro ta'sirga bog'liq.

Ushbu tizim, shuningdek, biznes-jarayon operatsiyalarining keng ko'lamli (agar keng qamrovli bo'lmasa) turkumini baholash vositasini taqdim etadi. Berilgan tranzaksiya parametrlarining qiymatiga qarab, biz ushbu tranzaksiyaning IT aralashuvi potentsiali haqida xulosa chiqarishimiz mumkin. Bu, tabiiyki, IT aralashuvi foydali bo'lgan o'ziga xos o'zaro ta'sirlarning dinamikasi va xususiyatlariga ixtisoslashishni va e'tiborni qaratmoqchi bo'lgan boshqalar uchun keng tahlil maydonini ochadi. Ushbu yondashuv samaralidir, chunki u kichik biznesning o'ziga xos muhim jarayonlariga qaratilgan va umumiy takomillashtirishni ta'minlaydi.

Kichik Bizneslar Uchun Blokcheyn Ilovalari

Ushbu bo'limda biz kichik biznes uchun mos bo'lgan blokcheyn ilovalarini tahlil qilamiz. Bu erda qo'llaniladigan tadqiqot metodologiyasi nazariy topilmalarni empirik topilmalar bilan birlashtiradi, bu esa kichik biznes uchun blokcheyn ilovalaridan foydalanish bo'yicha yakuniy tavsiyalarni beradi. Kichik biznes uchun eng mos bo'lgan ikkita dastur bu aqlli shartnomalardan foydalanish va ta'minot zanjirlarida murakkablikni kamaytirishdir.

Korxonalar har kuni sotuvchi shartnomalari, to'lov shartlari, shartnomalarni imzolash va boshqalar kabi shartnomalar bilan shug'ullanadi. Blockchain biznes munosabatlarining ushbu qismini aqlli shartnomalar bilan to'ldirishi mumkin. Aqlli shartnomalar - bu o'z-o'zidan tuzilgan, kodlangan

shartnomalar bo'lib, ular oldindan belgilangan shartlar bajarilgan taqdirda kafolatlangan natijalarni beradi. Bu shartlar ko'rsatilgan qog'oz shartnomaga o'xshaydi. Farqi raqamlashtirishdir, ya'ni shartnomani hech qanday tarzda buzish mumkin emas, chunki u blokcheynda. Misol uchun, kichik biznes reklama ishlab chiqarish uchun mustaqil dizayner xizmatlarini yollashga qaror qildi, deb faraz qilaylik. Firma, dizayner har oy belgilangan narxda ishlab chiqarishi kerak bo'lgan mahsulotlar sonini muhokama qilishi va qaror qabul qilishi mumkin. Ikkala tomon rozi bo'lgach, kelishuvni osonlashtirish uchun aqlli shartnoma tuzilishi mumkin. Kichik biznes uchun bu ularning sotuvchilari va subpudratchilari bilan munosabatlarni boshqarish va tartibga solishning xavf-xatarsiz usulidir. Kattaroq miqyosda qo'llanilganda ham, aqlli shartnomalar kelishuvni osonlashtirish uchun advokatga muhtoj emas. Shartlar bajarilsa, transferlar albatta amalga oshishi mumkin.

Ko'pgina kichik korxonalar o'zlarini murakkab ta'minot zanjiri doirasida qandaydir pog'onada topadilar. Yuk tashish va logistika kabi funktsiyalar boshqaruvchi-og'ir bo'lishi mumkin, tartibga solish va kuzatib borish uchun resurslarni yutish jarayoni. Har bir ta'minot zanjiri sherigi bir-birining tashkiloti, aniqligi va aniqligiga tayangan holda, agar zanjirning bir qismi xatolar yoki kechikishlar natijasida uzilib qolsa, biznes ta'sir qilishi va sheriklik munosabatlariga zarar etkazishi mumkin. Blokcheyn yuk tashish va logistika ma'lumotlariga taalluqli barcha hujjatlar, yozuvlar va ma'lumotlar uchun markaziy ombor bo'lib xizmat qilishi mumkin, bunda ishtirok etgan har bir sherik o'zi bir qismi bo'lgan butun ta'minot zanjiri bo'ylab real vaqt rejimida ko'rinishga ega bo'lishi va shunga mos ravishda o'z operatsiyalarini sozlashi mumkin. Bu erda keltirilgan imtiyozlar kichik biznes uchun blokcheynning eng keng tarqalgan usullaridan ba'zilari, chunki bitimlar va shartnomalar tobora ko'proq onlayn bo'ladi.

Xulosa

Kichik biznes blokcheyn texnologiyasi yordamida yaratilgan usullardan foydalanishi mumkin. Yangi texnologiyalar yangi bozorni yaratishga yo'l ochmoqda. Buning bevosita natijasi sifatida biz shaxsiy bo'lmagan tijorat kompaniyalariga muqobil bozorlarni qondirish uchun yangi kichik korxonalar paydo bo'layotganini ko'rdik. Blockchain texnologiyasi va biznes-jarayon muhandisligi korporativ dunyoda muvaffaqiyatli qo'llanilmoqda. Biroq, kichik biznes uchun ushbu usullardan foydalanish ba'zi muammolarni keltirib chiqarishi mumkin. ATni amalga oshirishning asosiy qurilish bloklari turli biznes jarayonlari o'rtasidagi o'zaro aloqalarning raqamlashtirilgan versiyalaridan iborat. Ushbu maqolada biz biznes-jarayonlar/tranzaktsiyalarning har xil turlarini aniqlash va tasniflash mumkin bo'lgan asosni taqdim etdik. Ushbu jarayonlarni qayta qurish va keyin tegishli blokcheyn ilovasidan tizimli ravishda foydalanish blokcheyn texnologiyasidan foydalanishga amaliy yondashish imkonini beradi. Muvaffaqiyatning muhim omillarini kuzatish ushbu chora-tadbirlarning muvaffaqiyatini baholashga yordam beradi. Ushbu sohadagi

kelajakdagi ishlar tadbirkorlar va tadqiqotchilarga blokcheyn ilovalaridan foydalanishi mumkin bo'lgan potentsial ustuvor yo'nalishlarni ko'rsatishga va shuningdek, bunday o'zgarishlarga erishish uchun zarur bo'lgan resurslarni real baholashga imkon beradigan keng qamrovli asosni ishlab chiqishga qaratilgan. Bundan tashqari, bunday yondashuv biznes-jarayonlarni qayta qurish haqida yaxshiroq tushuncha berishga yordam beradi.

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METHODOLOGICAL BASIS OF FORMATION OF PROFESSIONAL SKILLS IN STUDENTS THROUGH THE ORGANIZATION OF PRACTICAL EDUCATION IN THE FIELD OF TECHNOLOGICAL EDUCATION

Annotation: This article discusses the methodological basis for the formation of professional skills in students through the organization of practical educational processes in the field of technology education. Theoretical aspects of the organization of technological education courses are also covered.

Keywords: technology, practical training, professional skills, methodology, pedagogy, style, education system, student.

The task of education today is to teach students to work independently in a growing information learning environment, the effective use of modern information technology in various fields and the rational use of information flow. To this end, it is necessary to create opportunities and conditions for continuous independent work of students, as well as to teach them to think creatively and make independent decisions. The solution to this problem, of course, depends on the quality of teacher training, which is the main organizer of this process. The future of any society is determined by the level of development of its education system, which is an integral part of it and a vital necessity. The state policy of reforming and improving the system of continuing education, raising it to a new level of quality, the introduction of advanced pedagogical and information technologies [1-30] and increasing the effectiveness of education, which today is moving towards independent development. level. The ongoing socio-economic reforms in our country also highlight the need for specific changes and innovations in the education system. The most important of the above tasks is to develop the most appropriate educational technologies for the organization of the educational process.

MAIN PART

Through practical training, students will be able to develop professional skills. One of the most innovative ways to effectively organize hands-on learning processes is to incorporate a variety of interactive games into the learning process. Role-playing games are a great way to showcase your skills.

Role-playing and action-packed interactive play is a method of expanding the participants' experience by inviting them to play the role of one of the participants in an unexpected situation, thus developing a method that finds the

appropriate response to the situation. According to the famous American researcher of role-playing theory J. Moreno, the word "Role" is derived from the Latin word rotula (small wheel or ball), which was later written on a piece of paper for the actor and were the words on a sheet wrapped in a round tube. It was not until the 16th and 17th centuries that the word came to mean "role-playing and acting."

Role-playing games involve a temporary participant playing the role of another person, or showing himself or herself at a different time interval. Once a person takes on a role, they try to feel, act, and express themselves as a character in that role. Other participants observe that they are playing a role for a purpose. This form of work is used for various purposes.

At the same time, attention is paid to the role of educational activities in the organization of practical training and the effective use of action games. Because the game is not a productive but a process activity, students are able to naturally express their relationship to the environment by creating visual situations. Playful activity increases their creative potential and helps them develop their thinking. The role and practical games play a special role in the transformation of students' theoretical knowledge into practical skills and abilities, the formation of their educational activity, their broad involvement in the process of social relations. Game technologies help to ensure the effectiveness of education, to create activity in students, to form knowledge, skills, abilities, to reduce time, to accelerate learning. The psychological features of the game allow each student to demonstrate their personal abilities, stabilize their place in social life, develop self-management skills. Game technology not only strengthens theoretical knowledge and ensures the transformation of practical skills into skills, but also develops in students certain moral and volitional qualities.

The purpose of the game is as follows:

- educational (didactic) purpose;
- educational purpose;
- goals aimed at business development;
- social purpose.

According to S. Kallagan, a number of conditions must be met for the successful organization of role-playing games. They are:

- Creating a friendly atmosphere among team members;
- denies strict requirements during the game;
- Ensuring that teachers and students move freely, comfortably, confidently and calmly;
- Availability of comfortable conditions in the classroom (noise control, not to distract students);
- not to interfere with students' play activities in order to maintain order and peace in the classroom.

Student activism in the educational process has been and will remain one of the main principles of didactics. Student activism is the result of goal-oriented managerial pedagogical influences and the creation of a pedagogical environment. One of the teaching technologies that keeps students active is the pedagogical business game. Interest in play activities is provided through elements of competition that meet the needs of students, such as self-expression and realization. The great thing about the game is that it is both developmental and learning. The pedagogical game is determined by the clearly defined goal of teaching and the corresponding pedagogical outcome. These results are grounded and will have a preparatory activity.

Pedagogical games are described according to the style of play: by subject; plot; business, imitation, dramatized games. Higher, Roles to be played or type of game Games that are a means of playing selected roles Actions are the selection of specific objects as a conditional material of the game. The content of the real relationship between the conditionally created plot (game plot) is a business game in its content, all pedagogical games used in the system of secondary special and vocational education. Because they are usually developed within the framework of a particular subject: there are roles and plots, different situations are imitated.

Role-playing games - the mental states and behaviors of a person in the performance of tasks and responsibilities are developed, the roles are distributed with a mandatory content.

Business Theater - a situation and the behavior of the person in that situation are developed. A scenario will be drawn up detailing the situation, the tasks and responsibilities of the participants, and their goals. Here, it is important to get into the real face of a particular person, understand his or her behavior, assess the situation, and choose the right action.

Psychodrama and sostiodrama - this role is similar to a play, a business theater, only here the socio-psychological problems are solved. These include being able to feel the situation in the community, being able to properly assess and change the mood of another person, and being able to communicate effectively with him or her. This stage, in turn, consists of two parts: the development of the game, the introduction to the game. Game development involves the development of game scenarios, guidelines, and logistics. The business game scenario consists of: learning objectives; game task, details of the problem to be studied; details of the situation and classification of participants.

Getting into the game means:

- group formation;
- state the main purpose of the training;
- creating a problem and a situation;
- distribution of roles,
- Establishment of game rules;
- giving advice.

CONCLUSION

Didactic games can be effective if they are based on students' interests. In such cases, the child is always eager to learn the news, to be interested in knowledge. The constant development and strengthening of interest in knowledge fosters a positive attitude of students to learning and increases the level of mastery. An interest in learning teaches a small school student to search, and he or she learns to look for answers to a variety of questions. An inquisitive student's emotional outburst fosters a sense of accomplishment. Curiosity not only has a positive effect on the outcome of the process, but also on the active development of mental processes such as thinking, perception, memory, attention.

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FEATURES OF THE RELATIONSHIP OF MAN AND NATURE

Annotation: This article discusses the specifics of the relationship between man and nature.

Key words: man, nature, ecology, society.

Society is a dynamic, constantly evolving system. The development of society is influenced by many factors, among them it is customary to single out the objective factors of the development of society, those that do not directly depend on the will and conscious activity of people and social groups, and the subjective factors of the development of society, depending on the will, interest and conscious activity of a person and various social groups.

The most important objective factor in the development of society is nature. So, the most ancient civilizations arose on the banks of the great rivers (they are called “river civilizations”). However, the natural factor can contribute to death. A vivid example of the influence of the natural factor on the development and death of civilizations is the Minoan civilization, which flourished due to favorable natural conditions, and death was accelerated by a volcanic eruption.

The natural factor gives impetus to the technological factor - in favorable conditions of the tropics, hunting and gathering satisfy basic human needs, but changing conditions lead to the need to search for new technologies - ways to meet human needs. Agriculture, cattle breeding, handicraft, trade appear. New forms of life support require the complication of the organization of society, the improvement of culture. Some scientists attribute the emergence of states to the need for massive irrigation works, for example, in the Nile Valley.

The technological factor can contribute to the rapid development of society, demographic growth, due to which there are more opportunities for subjective factors to manifest themselves.

The main subjective factors in the development of society are the masses, social groups and historical figures.

All the factors discussed here can contribute to both the progress and regression of society.

The biosphere of the Earth is characterized in a certain way by the existing circulation of substances and the flow of energy. Human impact on nature disrupts these processes.

The cycle of substances is the repeated participation of substances in the processes occurring in the atmosphere, hydrosphere and lithosphere, including those layers that are part of the Earth's biosphere.

Depending on the driving force, with a certain degree of convention, within the circulation of substances, one can distinguish geological, biological and anthropogenic cycles.

Before the appearance of man on Earth, only two cycles of matter were carried out - geological and biological. The geological cycle is the circulation of substances, the driving force of which is exogenous and endogenous geological processes. The geological cycle of substances is carried out without the participation of living organisms. The biological cycle is the cycle of substances, the driving force of which is the activity of living organisms.

With the advent of man, an anthropogenic cycle or metabolism arose. Anthropogenic circulation (exchange) - circulation (exchange) of substances, the driving force of which is human activity. Two components can be distinguished in it: biological, associated with the functioning of a person as a living organism, and technical, associated with the economic activity of people (technogenic circulation (exchange)).

Unlike the geological and biological cycles of substances, the anthropogenic cycle of substances in most cases is not closed. Therefore, they often talk not about the anthropogenic cycle, but about the anthropogenic metabolism. The openness of the anthropogenic circulation of substances leads to the depletion of natural resources and pollution of the natural environment.

Pollution is the introduction into the environment or the occurrence in it of new (usually not characteristic of it) harmful chemical, physical, biological agents. Pollution can occur as a result of natural causes (natural) or under the influence of human activities (anthropogenic pollution).

In addition to influencing the circulation of substances, a person has an impact on energy processes in the biosphere. The most dangerous is the thermal pollution of the biosphere associated with the use of nuclear and thermonuclear energy.

Thus, the impact of man on nature consists in the redistribution of matter in the environment and the change in its physical, chemical and biological characteristics.

Human impact on nature can be: destructive, stabilizing or constructive.

Destructive (destructive) impact - human activity, leading to the loss of the natural environment of its useful human qualities. An example of destructive human activity is the reduction of rainforests to pastures or plantations, as a result of which the biogeochemical cycle of substances is disturbed, and the soil loses its fertility in 2-3 years.

Stabilizing impact - human activity aimed at slowing down the destruction (destruction) of the natural environment as a result of both human economic

activity and natural processes. An example of stabilizing human activity is soil protection measures aimed at reducing soil erosion.

Constructive impact - human activity aimed at restoring the natural environment, disturbed as a result of human economic activity. An example of constructive human activity is the reclamation of landscapes, the restoration of the number of rare species of animals and plants, etc.

Direct (immediate) impact - a change in nature as a result of the direct impact of human economic activity on natural objects and phenomena. Indirect (mediated) impact is a change in nature as a result of chain reactions or secondary phenomena associated with human economic activity.

An unintended impact is unconscious when a person does not anticipate the consequences of his activity. Intentional impact is conscious when a person expects certain results of his activity.

Man (society) is connected with nature by his origin, existence, his future. All human life and activity, territorial settlement and distribution of production forces depend on the quantity, quality and location of natural resources.

The natural environment surrounding a person influenced and influences the formation of ethnic groups. Ethnogenesis - the emergence and development of the peoples of the world under the influence of internal socio-economic mechanisms and the surrounding social and natural environments. The historical development of ethnic groups is divided into 3-4 phases: the phase of historical formation, the phase of historical existence, the phase of historical inertia and the phase of ethnic relics.

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PECULIARITIES OF DIFFERENTIAL DIAGNOSIS OF TUBERCULOSIS IN CHILDREN WITH CHLAMYDIAL AND MYCOPLASMAL PNEUMONIA

Summary. Investigated 87 patients with children referred to the regional TB dispensary for the differential diagnosis of tuberculosis, held the traditional methods, as well as IFA (immune ferment analysis) with diagnosis of tuberculosis antigen in 60 patients the results were positive. 27 patients were examined further bacteriological method and GeneXpert to detect mycobacterium tuberculosis. After a negative result conducted Chlamydia and Mycoplasma antigens in 17 identified in 13 chlamydia mycoplasma.

Keywords: tuberculosis, diagnosis and differential diagnosis, immune ferment analysis with tuberculosis, chlamydia and mycoplasma antigens, detection of Mycobacterium tuberculosis by GeneXpert.

Relevance. A general practitioner quite often HAVE to diagnose and make differential diagnosis outside of hospital-acquired pneumonias, in the structure of which chlamydial and mycoplasmal pneumonias predominate [1,2,4]. It is generally accepted that in recent years the role of chlamydia and mycoplasma in respiratory pathology of adults and older children has increased markedly, but information on their significance in young children is rather contradictory. So, according to K.A. Okhlopkova [3], Chlamydo-phila pneumoniae, which is associated with 24.7% of mycoplasma

pneumonia. Approximately one third of these cases are chronic forms of infection. Based on the literature available to us, at present there are no objective data on the prevalence of chlamydial mycoplasmal pneumonia and methods for their differential diagnosis with tuberculosis in children. Purpose of the study.

Research materials: We examined 87 sick children referred to the regional anti-tuberculosis dispensary for differential diagnosis of tuberculosis. All children have a history of repeated treatment for nonspecific pneumonia who received broad-spectrum antibiotic therapy in and during the last month without radiological positive changes. These patients after traditional research methods: 3-fold sputum examination for BC, ELISA (enzymatic immunoassay), the AT-TUB-BEST-strip study was conducted (manufacturer - ZAO Vector-Best, similar strips for the determination of chlamydia and mycoplasmas by antigens and immunoglobulins.

The results of the study and their discussion: The reason for referral to the anti-tuberculosis hospital was the presence of complaints in patients quite similar to tuberculosis, as well as the ineffectiveness of antibiotic therapy. When clarifying complaints, out of 87 examined patients, 54 complained of a prolonged cough with a small amount of sputum, 43 had an increase in temperature up to 37.1 ° to 37.5 °, sweating, weight loss, fatigue, which was the reason for X-ray examination and in all patients revealed various changes on the radiograph. After that, they were sent to the TB dispensary for examination. These patients were examined according to the developed algorithm; an ELISA test with tuberculosis antigen was performed in the standard and additional patients and gave a positive result. 16 (18.4%) patients received a negative result. Among the studied boys prevailed - 12; at the age of 3-7 years, 9 patients, mostly villagers - 11. Further, these patients underwent a study using innovative methods of seeding for the detection of nutrient media and accelerated MBT, as well as the detection of drug resistance by an accelerated method on the GeneXpert apparatus. Both studies in all 16 patients gave a negative result, after which an ELISA was performed with chlamydial and mycoplasmal antigens and specific immunoglobulins.

9 had positive results with chlamydial immunoglobulins (Ig G values 1.480-2.637) and 7 with mycoplasma and immunoglobulins (Ig G values 0.386-1.041). The study of the anamnesis of these children of 10 children allowed the cause of the development of chronic pneumonia, most often it was severe measles in early childhood in 2, whooping cough - y 3 viral etiology after And complications of SARS - in 5 patients. All studied patients were repeatedly treated with broad-spectrum antibiotics, including macrolides. However, the chronization of chlamydial and mycoplasmal

pneumonia is due to the fact that most antimicrobial agents 1) act mainly on the extracellular form of pathogens. In this situation, conditions are created for the persistence of the pathogen, its dissemination in the body, the chronization of the process, and the formation of complications. In addition, the use of antimicrobial agents without immunocorrective therapy in many patients leads to a temporary suppression of pathogens; against the background of such therapy, there is a preservation and even aggravation of immunological disorders, which increases the risk of recurrence of diseases [5,6].

Output. Thus, children with chronic pneumonia in history, when symptoms resembling tuberculosis appear in the clinic on radiographs, for the differential diagnosis of a set of studies, in addition to standard studies, it is necessary to apply cultures on nutrient media and determine the MBT using the GeneXpert method, and subsequently determine antigens by ELISA, specific immunoglobulins of chlamydia I and mycoplasmas, which will allow to exclude tuberculosis and refer the patient for treatment to therapeutic hospitals.

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**CURRENT STATE OF THE PROBLEM OF LOCAL
POSTINJECTIONAL COMPLICATIONS CAUSED BY
CATHETERIZATION AND REPEATED INTRAVENOUS INJECTIONS
OF INFUSIONAL MEDIA (LITERATURE REVIEW)**

Abstract: At present, intensive therapy for critical conditions caused, in particular, by severe concomitant injuries and wounds, is impossible without adequate infusion-transfusion therapy, which includes providing vascular access and the use of a sufficiently large amount of infusions that differ in their physicochemical characteristics. solutions of medicines, the need for which for the patient may persist for several days, weeks or even months. In these conditions, the anesthesiologist-resuscitator is faced with the task of choosing an adequate vascular access and catheter that provide the introduction of the required volume of drug solutions per unit of time.

Keywords: infusion-transfusion therapy, local post-injection complications, peripheral vein catheterization, infusion media.

Medical causes of occlusion of systems for infusions and injections.

Currently, intensive care of critical conditions, caused, in particular, by severe concomitant injuries and wounds, is impossible without adequate infusion-transfusion therapy, which includes providing vascular access and the use of infusions of a sufficiently large amount of drug solutions that differ in their physicochemical characteristics, the need for which for the patient may persist for several days, weeks or even months [1,2,3,4,5].

In all situations, the central place in the treatment of victims is given to the restoration of the functions of vital organs and systems, one of the solutions of which is infusion-transfusion therapy. deficiency of circulating blood volume, elimination of tissue hypoperfusion during the first 24 hours allows to reduce the number of systemic complications in the form of a syndrome multiple organ failure, hospital infections "and increase the survival of patients with combined injuries in critical condition [6,7,8,9,10].

Under these conditions, the anesthesiologist-resuscitator is faced with the task of choosing an adequate vascular access and a catheter that ensures the introduction of the required volume of drug solutions per unit of time [11,12,13]. However, when providing assistance at the scene, for example, to a patient with traumatic shock, the choice of vascular access is primarily due to the possibility of establishing it as soon as possible in order to immediately start intravascular administration of "anti-shock" drugs, and not to increase the safety of prolonged intravascular injection and multiple intravenous injections. administration of drug solutions. Moreover, the injection method chosen under these conditions and the type of injector do not always guarantee the required infusion rate of drug solutions and most often differ from the choice

It is known that the maximum rate of intravenous infusion of drug solutions is determined not by the caliber of the vein chosen for catheterization, but by the size of the catheter and the viscosity of drug solutions flowing through it [18,19]. The fact is that the diameter of the catheter inserted into the vein is always smaller than the diameter of the vein, so only the catheter will determine the resistance to the flow of the injected fluid. It follows that the choice for central venous catheterization does not guarantee a higher infusion rate than for peripheral venous catheterization.

The effect of catheter size on the rate of infusion of solutions is determined based on the Hagen-Poiseuille equation. The equation establishes a direct dependence of the infusion rate (Q) on the pressure gradient along the tube (ΔP) and the radius of the catheter (r) to the fourth power, as well as an inverse dependence on the length of the catheter (L) and the viscosity of the solution (η). This means that the volume of intravenously administered fluid will be less in long and narrow catheters, which explains the higher throughput of short catheters for peripheral veins, in contrast to long ones designed for catheterization of central veins [20]. And the volumetric flow rate of drug solutions with a lower viscosity coefficient, for example, a solution of 0.9% sodium chloride, will be higher than that of blood, the viscosity coefficient of which is 4 times higher than that of water.

Thus, the rate of infusion of solutions of drugs flowing through it.

However, in the case of repeated and multi-day administration of drug solutions through standard infusion devices and vascular catheters, the rate of administration of the same type of solutions gradually decreases. Therefore, even with an increase in fluid pressure in the system due to an increase in the

height of the stand with a vial containing the injected solution, an increase in the installation time of the catheter progressively reduces its throughput in the flesh until the drugs enter the venous bed completely. It has been shown that a decrease in the rate of infusion solutions can be detected already on the 1st day of intensive treatment of patients [21,22,23] using various types and sizes of vascular catheters, installed according to standard methods and followed by their care according to the recommended rules [24,25,26].

Recently, in the departments of anesthesiology and intensive care, volumetric pumps (infusion pumps) and syringe infusion pumps (dispensers) have become widespread, allowing for infusion therapy, parenteral nutrition and drug administration with high accuracy and speed of intravascular administration of solutions [27,28,8,9]. For patients with combined trauma, the exact rate of continuous supply of a solution, in particular an adrenomimetic agent, becomes absolutely necessary, and its reduction, for example, in conditions of traumatic shock, can lead to complications and even death [29,30,31,32,33]. At the same time, quite often, when performing anesthesia and resuscitation in patients of this category, there is a need for simultaneous safe intravascular administration of solutions of various drugs at different rates, which is currently not possible without the use of these devices. In addition, modern models of infusomats and syringe pumps have timers that set the time of injection of the solution, automatic shutdown devices when the solution ends or air enters the system, and alarms when the occlusal pressure deviates from the specified parameters [34,35,36,37].

On the other hand, there are cases when the veins of some patients with combined trauma and catheters inserted into the veins were clogged with a thrombus already on the first day after vein puncture, despite the replacement of the infusion line and the use of "flushing" solutions with heparin or citrate [38]. In addition, through the installed catheter in this situation, it became impossible to draw blood into the syringe for laboratory tests, even when a sufficiently strong vacuum was created.

Consequently, long-term infusion-transfusion therapy and repeated administration of solutions with different physicochemical quality indicators through both conventional infusion devices and automatic devices is accompanied by a deterioration in their hydrodynamic characteristics. One of the reasons for this may be external compression of the catheter by a suture fixing it to the skin, as well as closing the outlet of the catheter tube due to its displacement in the lumen of the vessel by the venous wall or valve, as well as twisting of the catheter, for example, made of silicone in the lumen of the vessel. Since these causes are easily detected and quickly eliminated, and blockage of catheters still occurs, apparently there are a number of other causes of this complication.

Another post-injection complication is a violation of the intravascular patency of

the catheter itself, the probable cause of which may be mechanical obstacles caused by blockage of the catheter by a thrombus, the formation of sediment in its lumen when drug solutions are incompatible, and the formation of a biofilm on the inner surface of the catheter, which reduces its lumen [39,40]. This leads to a gradual narrowing of the catheter lumen and, as a result, to a decrease in the volumetric velocity of the "intracatheter flow" of drug solutions. As a result, replacement of the vascular access is required in order to continue intensive care, which reduces the quality of medical care for patients with concomitant trauma.

Thus, the causes of hydrodynamic disturbances in injectors with multiple and multi-day administration of drug solutions remain not fully understood. Remain undeveloped ways to control the patency of the vascular catheter in the clinical setting. Also, the possibilities of preventing intravascular and intracatheter occlusions remain not fully known.

Aggressive effect of vascular catheters on vein walls

Injections of drug solutions into liquid tissues remain the main parenteral routes of drug administration - into the body of patients during treatment in a clinical setting [41,42,43,44,45]. Injection administration makes it possible to achieve rapid penetration of drugs into the blood, their rapid distribution with the blood throughout the body, as well as a quick and pronounced effect of action, regardless of the general condition of the patient [46,47,48].

More often than other drugs, plasma substitutes are administered by injection, dehydrating, anesthetic, radiopaque drugs, solutions of antibiotics (penicillins and cephalosporins), local anesthetics, antihistamines, steroidal and non-steroidal anti-inflammatory drugs [8,9,49,50,51,52]. The chosen route of administration of drugs in critically ill patients caused by severe concomitant trauma is especially relevant, as it allows you to quickly and effectively eliminate dangerous disorders of vital organs and systems [53].

For this purpose, various types of vascular access and types of injectors are used in medical institutions, among which catheters are the most widely used for multi-day and repeated administration of drug solutions, which today are mainly represented by intravascular peripheral catheters intended for installation in the saphenous veins of the human body, in particular, the veins of the extremities [54].

More than 500 million peripheral venous catheters are installed in the world in one year, and their use in practice has long been a common medical procedure [55]. Such popularity of using peripheral intravenous catheters is due not only to the possibility of prolonged and repeated administration of drug solutions, but also to their rapid installation into a vein with minimal trauma to this procedure. In addition, high applicability is due to the reliability of access to the vascular bed, the possibility of obtaining biochemical and hemodynamic information, the availability of mastering the technology of catheterization by paramedical personnel [56,57,58,59].

Currently, the market for medical products is filled with a large range of peripheral vascular catheters manufactured by companies in many countries around the world. Among them are such large manufacturers of medical products as B. Braun, Helm Pharmaceuticals, Becton Dickinson, Terumo and others [60,61].

Depending on their purpose, catheters are divided into hagiographic, used for the introduction or infusion of contrast agents and / or liquids, as well as for measuring pressure and blood sampling; central venous catheters used to introduce or remove fluid from a central venous system, and/or to measure pressure in an artery or vein to dilate part or parts of the vascular system; peripheral catheters with an internal needle, placed for the introduction (or removal) of fluids or devices into (or out of) the peripheral vascular system.

At the same time, in the conditions of departments of anesthesiology and resuscitation, surgery, operating rooms, several types of vascular catheters can be used simultaneously to provide specialized medical care to patients with severe concomitant injury. However, in critically ill patients, peripheral vascular catheters are the leading injectors [62,63,64].

Considering a wide range of types, sizes of peripheral vascular catheters, materials from which they are made, a variety of saphenous veins of patients and indications for catheterization, the main rules for choosing veins and catheters, as well as the sequence of stages of vascular catheterization, have now been formulated [65,21]. It has been determined that the catheter should cause the least discomfort to the patient, providing an optimal infusion rate, good dilution of the injected drug with blood, since the administration of drugs with a pronounced irritant effect on the vessel requires, respectively, the use of large veins and good blood flow. Smaller diameter catheters allow better blood flow around the catheter and dilution of the drug with blood [66,67].

There are suggestions that the length of the catheter should correspond to the length of the straight section of the vein used, and its diameter should correspond to the diameter of the selected vein due to the fact that large diameter catheters can close the lumen of the vein or damage its inner lining [68]. However, to date, no company produces catheters with a wound length that allows you to choose a catheter with an accuracy of up to 1 mm. For catheterization, first choose large, well-visualized distal veins on a non-working arm, soft and elastic to the touch, with a straight section corresponding to the length of the catheter, avoiding injection in the area of the flexor surface of the joints, close proximity to arteries or their projections, as well as previously catheterized veins and veins of the lower extremities [24,69].

Catheterization of the saphenous veins of the extremities should include a medical prescription in the medical history, preparation of the patient for the catheterization procedure, selection of the saphenous vein for subsequent injection, hygienic treatment of the hands of the medical worker performing the

procedure and the area of catheterization using detergents and antiseptics, placement of the catheter according to general rules, closing it with a connecting device with a heparinized solution, an obturator or connecting it to an infusion system pre-filled with an infusion solution, fixing it to the skin with aseptic material [70,71,72].

However, despite the fact that peripheral vein catheterization is a significantly less dangerous procedure than central venous catheterization, it also threatens with complications. The most common complications include phlebitis, thrombosis, catheter occlusion, embolism, hematoma, and perforation of the venous wall [66].

Today, a significant proportion of physicians who use peripheral vascular catheterization to infuse drug solutions in the emergency care of critically ill patients most often retain the desire to achieve a systemic effect of administered drugs without taking into account the local safety of the vascular catheters themselves [38]. Information provided by the manufacturer in accordance with the requirements of GOST, includes a description of the catheter, outer diameter, effective length, name or trade mark and address of the manufacturer, batch designation catheters, date of manufacture and expiration date, storage conditions and storage instructions, sterility designation, method of sterilization, single use designation, any known chemical or physical incompatibilities with catheter contact materials, instructions for use and safety, flow rate for each channel and color code. At the same time, there is no information about the effect of the material from which the catheter tube is made on the endothelium after its intravascular location due to subcutaneous catheterization.

Meanwhile, it is known that one of the factors that increase the likelihood of post-injection complications may be inadequate catheter material due to its special physicochemical characteristics [73].

Currently, the following materials are used for the production of vascular peripheral catheters: silicone, teflon, polytetrafluoroethylene, polyurethane and its modification - vialon.

It is believed that the best materials for the manufacture of catheters are polyurethane and silicone. There is an opinion that Teflon and polyvinyl chloride are somewhat inferior to them, and polyethylene catheters have the worst properties [60,63,74]. At the same time, the comparative characteristics of materials are based on such indicators as the coefficient of surface friction, resistance to bending or flexibility. For example, Teflon cannulas have a low coefficient of surface friction, which ensures a quick and painless puncture. However, at the same time, they are extremely unstable in bending, which can lead to a fracture of the cannula with its fragmentation with several repeated bends. This can occur in the case of catheterization of the saphenous vein, in the area of the "working" joint during flexion and extension movements of the unfixed limb, as well as during manipulations [61,75].

Recently, much attention has been paid to the thermoplastic properties of the material for the catheter tube, which change their physical properties depending on the temperature of its environment [3,4,25]. So polyurethane being a very soft, thermoplastic material, the most gently interacts with the endothelium of the vein, thus minimizing the risk of developing mechanical phlebitis. However, if the ambient temperature approaches body temperature, for example in hot climates, the softness of the polyurethane catheter may prevent its comfortable insertion due to the "wrinkling" of the catheter tube during its passage through the soft tissues of the skin and subcutaneous fat. To prevent this problem, all manufacturers producing vascular catheters from this material and delivering to countries with a hot climate, it is recommended to place it in a refrigerator for several minutes before catheterization: the material will become hard upon cooling, and after installation it will acquire the necessary softness [13].

Soft and flexible catheters made of silicone have a slippery surface due to low surface tension, are thromboresistant, but can become tangled inside the vessel, change shape with increasing pressure, up to rupture.

The surface of tubes of peripheral venous catheters, made of different materials, determines not only their elasticity and degree of thrombogenicity, but also the resistance of catheters to infection. Thus, the "lumpy" polyethylene tube of the catheter creates a slowdown and turbulence of the blood flow and promotes the formation of a fibrin film, to which microorganisms adhere [76]. An in vitro study demonstrates that catheters made from PVC or polyethylene are less resistant to microbial adherence than catheters made from Teflon, silicone, or polyurethane [77]. Thus, catheter materials having surface defects increase the adhesion of some microbial species, for example, coagulase-negative staphylococcus aureus, *Acinetobacter calcoaceticus*, and *Pseudomonas aeruginosa*; catheters made from these materials,

In addition, the adhesion properties of the microorganism are also important in the pathogenesis of catheter-associated infection, for example, *S. aureus* can be firmly fixed to various proteins (e.g., fibronectin) commonly found on catheters, and coagulase-negative staphylococcus aureus is firmly fixed to polymer surfaces to a greater extent than others. infectious agents (eg *Escherichia coli* or *S. aureus*).[78].

Therefore, in the manufacture of modern vascular catheters, it is Teflon, polyurethane and silicone that are used, which have less aggressive properties in relation to the vascular wall and flowing blood. Nevertheless, it should be noted that almost all manufacturers of peripheral vascular catheters in the instructions for use indicate the need to remove catheters inserted into the vein 72 hours after catheterization, suggesting the occurrence of complications regardless of the material of manufacture of the catheter.

It is believed that an increase in the time the catheter is in the vein over the specified period is accompanied by an increase in the number of

complications, in particular phlebitis and thrombosis, without determining the real cause of their occurrence in most cases. Although there are studies that have shown that the catheter can be in the saphenous vein for more than 72 hours without signs of inflammation [79,80].

Also, methods for monitoring the local safety and toxicity of vascular catheters have not been developed [81]. The possibilities of improving the safety of saphenous vein catheterization methods and methods of improving the safety of multiple drug injections remain unknown [43,44,45,42].

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DEVELOPMENT OF SAFE TECHNOLOGY OF FUEL BRIQUETTES BASED ON FOOD AND AGRICULTURAL ORGANIC WASTE

Annotation: In this article highlights of development of safe technology of fuel briquettes based on food and agricultural organic waste. The conducted studies allow us to identify the best type and amount of binder, which generates new environmental problems.

Key words: technology burning, fuel briquette, food and agricultural organic waste, natural resources.

The problem of ecology is one of the most important problems of our time. Recently, due to the rapid change in the external environment on Earth under the influence of human activity, ecology has gained enormous popularity and has become the object of close attention of the most diverse segments of the population. The main components of this problem are the pollution of irreplaceable natural resources: air, water, soil by industrial and transport waste, which has led to the impoverishment of flora and fauna.

Currently, the technology of burning sawdust, wood chips, and old wood is being actively introduced. This process of direct use of sawmilling and woodworking waste has a number of disadvantages. Firstly, to increase the combustion efficiency, sawdust and wood chips must be dry, which requires additional technological processes. Secondly, the problem of warehousing needs to be solved. In addition to the need for large storage areas, fresh sawdust and wood chips are prone to spontaneous ignition. Thirdly, small-fraction wood waste, due to their low bulk density, is unprofitable to transport over a distance. Some alternative to the direct use of wood waste in the form of fuel is the manufacture and use of briquettes. At the same time, the problems of increasing the calorific value of the fuel material and reducing the necessary storage space are solved. During storage, fuel briquettes do not self-ignite. The efficiency of boiler houses increases. The disadvantages of this type of fuel include the

complexity of automating the process of loading briquettes into the furnace device.

Fuel briquettes and pellets from wood waste solve these problems.

It should be immediately clear that in our case we are talking not only about sawdust - woodworking waste, but also about all other numerous types of cellulose-containing raw materials, waste from crop production and processing industry.

In general, the task of producing efficient and environmentally friendly fuel from renewable and unused waste is very noble and grateful, solving the problems of recycling practically useless and often harmful waste, gives consumers an additional source of efficient fuel, is the subject of profitable business of manufacturers, giving them an additional good source of profit. Disposal of sawdust and woodworking waste and their briquetting is a delicate technological process that can turn your woodworking production into an environmentally friendly, waste-free, highly profitable business. Due to the growing needs of the population for energy resources and the reduction of natural resources, the use of new, alternative energy sources should provide your needs with greater efficiency and greater returns. For more than a decade, sawdust fuel briquettes have been a popular and more economical fuel and are used in many countries around the world.

Wood briquettes do not include any harmful substances, including adhesives. Specially pressed under high pressure and at high temperature, briquettes have the shape of a cylinder. Fuel briquettes are widely used and can be used for all types of furnaces, central heating boilers, wood boilers, etc., they burn perfectly in fireplaces, stoves, grills, etc.

Briquetting of waste, utilization of sawdust of woodworking industries allows you to get an excellent source of energy without environmental pollution.

Fuel briquettes are pressed products made from dried wood residues, such as sawdust, shavings, wood chips, grinding dust, etc.

Fuel briquettes are an environmentally friendly product, since no additives are used in their production. This type of fuel has unique properties:

* High duration of gorenje (30 minutes) and smoldering (100 minutes) This means that compared to conventional firewood, laying in the oven can be done less than three times. Briquettes burn with a minimum amount of smoke, do not shoot, do not spark. After combustion, the briquettes turn into coal, like ordinary firewood and, in the future, it is possible to cook shish kebabs or a grill on them.

The calorific value of briquettes is greater than that of conventional firewood and is almost equal to the calorific value of coal.

When cooking kebabs or grilling, when fat gets on the coals of briquettes, they do not ignite, but continue to smolder or burn with a steady low flame.

The technology of production of wood fuel briquettes is based on the process of pressing finely ground wood waste (sawdust) under high pressure when heated, the binding element is lignin, which is contained in plant cells.

They are used as fuel: in houses, fireplaces, stoves, saunas, dachas and in other places where there are installations running on solid fuel.

Briquetting is a process during which the material is pressed under high pressure. When pressing under high pressure, the temperature of the material increases and the release of resinous binding substances occurs, due to which the material is glued and the further formation of the briquette is carried out. The minimum moisture content of the pressed material is 6%. The optimal moisture content of the briquetting material varies depending on the rock and the fraction of the latter, the optimal moisture content is from 6 to 16%.

Preparatory stage of production of fuel briquettes:

Wet sawdust or chips stored under a canopy are loaded into the hopper of the scraper conveyor 1 and fed to the indirect heating heat generator 2. Sawdust is used as fuel. An air duct 3 is connected to the heat generator, through which the heated air enters the dryer. From the same warehouse, raw materials are loaded into the hopper of a scraper conveyor 4 with a frequency controller and fed to a disk separator 5 for primary sorting. Large pieces are separated from the total mass and removed into a container 6.

If you have large waste, then you need to include a chopping machine 20 in the line, which processes the hump, veneer, large pieces into technological chips.

Drying of briquettes. The cleaned sawdust is fed into the receiving hopper 7 of the drum dryer 8, picked up by heated air coming through the duct 3. A mixture of air and sawdust enters the dryer 8, where intensive drying takes place.

Crushing of briquettes. Through the material pipeline, the dried sawdust enters the cyclone 9, from where it is discharged into the crusher 12, where it is further crushed. The exhaust air is released into the atmosphere by the fan 10.

Pressing briquettes. The material pipeline of the pneumatic transport 13 feeds the crushed raw materials into the container 15. There is an agitator inside the container that prevents the material from caking. Then the material is output to the press 16, where briquettes are formed.

Cooling of briquettes. Briquettes coming out of the press have a high temperature and are fragile. In order to give them the desired hardness, humidity and temperature, cooling is necessary. From the press, the briquettes fall into the cooler 17, where they are cooled and cleaned of small particles. An aspiration cyclone 18 is installed at the outlet of the cooler. It catches dust and fine particles.

Disposal of sawdust and woodworking waste and their briquetting is a delicate technological process that can turn your woodworking production into an environmentally friendly, waste-free, highly profitable business. In addition

to the pleasure of the profit you will be warmed by the thought that you are helping to keep our planet clean.

Briquetting is a process during which the material is pressed under high pressure. When pressed under high pressure, the temperature of the material rises, and resinous binding substances are released, due to which the material is glued together and the further formation of the briquette is carried out. The minimum moisture content of the pressed material is 6%. The optimal moisture content of the briquetting material varies depending on the breed and fraction of the latter, but guided by experience, we can recommend a moisture content from 6% to 16%.

Thus, the equipment for waste disposal using braces allows:

- Purchase an excellent source of energy;
- Save space when storing waste and transporting it;
- Keep the environment clean;
- Make a profit from the sale of briquettes.

In general, the technological process of production of fuel briquettes (pellets) includes the following stages: grinding of raw materials to obtain the required fractionality, drying of crushed raw materials, granulation, cooling of granules.

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FORMING SOFT SKILLS SECONDARY STUDENTS IN MUSIC CULTURE CLASSES

Annotation: This article discusses the development of soft skills in middle school students in music culture classes. There is also information about the importance and effectiveness of soft skills in the education system. Soft Skills skills are also covered.

Keywords: "Soft skills", music culture, pedagogue, middle school students, national training program, art.

In our country, as in all areas, the education system is undergoing comprehensive reforms and positive changes. The Law "On Education" and the "National Training Program" serve as both a legal and organizational pedagogical basis. Along with updating, improving the content of education and improving the quality of education, it is necessary to improve the skills of teachers, to keep pace with the development of science, especially in the field of information technology, which can be used effectively in all areas. One of the most important tasks today is to be able to communicate freely with a computer and apply it in their work to ensure the effectiveness of the lesson.

The introduction of soft skills technologies in education and their skillful use play an important role in increasing the effectiveness of the teaching process. After all, in traditional education, students are taught only to acquire ready-made knowledge, while in accordance with the criteria of developmental education, students are able to study, analyze and draw conclusions on their own. plays an important role in Therefore, the system of education in pedagogical universities should pay attention to the formation of skills of future teachers who can use soft skills technology in their work, their creative and free application in practice..

What are "soft skills"? What is its role in personal development?

No one can live in isolation from society. Members of the community enter into different relationships under different circumstances. A significant part of this relationship is the work process. When a graduate enters the labor market, is the knowledge he or she has acquired in an educational institution sufficient for him or her to have a decent job and a successful career? Of course not. This is due to the fact that the knowledge of the disciplines taught in the educational institution is obtained through the acquisition and analysis of certain facts, databases. However, they do not fully address the issues of interpersonal relations. However, in today's globalized and market economy society,

employers are focusing on the extent to which the people they hire are able to manage interpersonal relationships properly. They know that it is this feature that can help a company grow, justify customer confidence, and increase their numbers.

Soft skills are a system of skills and competencies that are needed to organize and conduct interpersonal relationships in an accurate and purposeful manner. These skills are also called "life skills". As a person develops these skills and abilities, his personal development will increase.

In order to achieve the quality and efficiency indicators envisaged at the crucial stage of the implementation of the National Program of Personnel Training, it is urgent to modernize the organization of the educational process and introduce its innovative forms and methods. is a topical issue. Therefore, the question of what are the objects, subjects, goals and objectives of advanced pedagogical technologies and what are the results of their application in the educational process and how they affect the improvement of the content of education in the teaching of each subject It is not in vain that The process of incredibly rapid and rapid development of science, technology and information technology, exchange technologies, in turn, requires the enrichment of education with "Soft skills" methods. So, what are the advantages of using soft skills? What are its types, structure, forms and means of organization of educational processes, how does it differ from the existing methods of teaching, what is its effectiveness and how is it monitored? it is important to understand that the readiness of every student-educator and educator to ask questions is the most important social order they are faced with and to answer these questions.

The education of students in the subject of music culture in general secondary schools serves to form human spirituality. After all, it is important primarily because it shapes the level of musical culture. Culture is a broad concept as an indicator of spirituality and is one of the most controversial issues. Middle school students in general secondary education have the opportunity to develop "soft skills," which help students develop thinking, imagining, feeling, and other abilities. It should be noted that soft skills are one of the most effective pedagogical technologies in the education system. Due to the correct organization of music culture, a person develops certain musical knowledge, understanding, skills and abilities, which in turn form the musical-spiritual worldview of the individual. A person's musical culture is reflected in a set of qualities, such as ability, knowledge, skills, abilities, and appreciation of musical works, and serves as a factor of spiritual growth. Therefore, it is advisable to start with the family in the composition of this type of upbringing. This process is then improved at the secondary school, secondary special and higher levels of education. Of course, the science of music culture at school is the basis for the formation of musical culture. The course also has historical significance in the field of music with children. It is clear that only a methodology that has a solid scientific basis, has been widely applied and tested, and is constantly evolving,

is effective. A music teacher needs to be aware of the unique characteristics and abilities of each class. It is known that "methodology" is a part of pedagogy, based on didactic principles, which method and method is used to carry out the educational process in accordance with the purpose and solve its general and specific tasks. For example, how to achieve the educational impact of music, how to arouse students' interest, how to organize listening to music in primary and secondary school students, how to develop students' active comprehension skills. However, the methodology also covers specific issues. Emphasizes that in the methodology of music teaching, the educational process, like any social activity, requires systematic and scientific management

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DORIVOR FITOPREPARATLARNING ORGANIZMDAGI AHAMIYATI

Annotatsiya: Ma'lumki, qadim davrlardan buyon turli kasalliklarni davolashda dorivor o'simliklar muhim rol o'ynaydi va ularni ilgari surish va ulardan foydalanish barcha mavjud profilaktika strategiyalariga mos keladi. Dorivor o'tlar yoki o'simliklar terapevtik yoki davolovchi vositalarning muhim potentsial manbai hisoblanadi. Ushbu maqola o'simliklarning dorivor qo'llanilishi haqidagi bilimlarga va xalq salomatligi uchun muhim bo'lgan kasalliklarga qarshi dorivor o'simliklarning o'rni, hissasi va foydasiga qaratilgan. Shu bilan birga, fitopreparatlarning oshqozon ichak hazm fermentlariga ta'siri haqida fikr yuritilgan.

Kalit so'zlar: Kasallik, Dorivor o'simliklar; hazm trakti, ferment, fitopreparat

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THE IMPORTANCE OF DRUGS IN THE BODY

Annotation. It is known that since ancient times, medicinal plants have played an important role in the treatment of various diseases, and their promotion and use are consistent with all existing prevention strategies. Medicinal herbs or plants are an important potential source of therapeutic or curative agents. This article focuses on the knowledge about the medicinal use

of plants and the role, contribution and benefits of medicinal plants against diseases that are important for public health. In addition, the effect of phytopreparations on gastrointestinal digestive enzymes has been discussed

Keywords: Disease, Medicinal Plants; digestive tract, enzyme, phytopreparation.

Kirish.

Dorivor o'simliklardan foydalanish butun dunyoda sog'liqni saqlash tizimida yetakchi o'rinni egalladi. Hozirgi kunda kasalliklarni davolashda dorivor o'simliklardan qilingan tadqiqotlar natijasi va ulardan foydalanish ortib bormoqda. Dorivor o'simliklarda tabiiy birikmalar mavjudligi tufayli shifobaxsh xususiyatlarga ega hisoblanadi. Dorivor o'simliklar inson kasalliklarini davolashda foydalidir va fitokimyoviy tarkibiy qismlar mavjudligi sababli shifo berishda muhim rol o'ynaydi. Foydali va fitokimyoviy dorivor o'simliklarimizdan biri Ferula bo'lib, u tinchlantiruvchi vosita sifatida ishlatilgan. Shuningdek, u qonni suyultiradi va qon bosimini pasaytiradi. U Hindistonda oziq -ovqat mahsulotlarida va hind tibbiyotida dori sifatida keng qo'llaniladi (Nargiza R. Hamzaeva, 2021). Ferula mahalliy dorilar orasida qadim zamonlardan buyon hurmatga sazovor bo'lgan. Uning tibbiy ahamiyatga ega bo'lgan yana boshqa birikmalari ham klinik tadqiqotlar natijasida o'rganildi. Kavrak tarkibiga efir moylarini ham kirishini hisobga olinsa, bunday kuchli hidli birikmalarning asosini oltingugurt tashkil qiladi. Undagi yog'lar tarkibida fitokimyoviy moddalar asosan pinen, kadenin va vanilin mavjud bo'lib, qatroni esa umbelliferon, asaresinotannol, foetidin, kamolonol va ferul kislotasi kabi fitobirikmalarni o'z ichiga oladi (Nargiza R. Hamzaeva, 2021). Bundan tashqari kavrak, uglevodlarni o'z ichiga olgan ba'zi ovqatlarni hazm qilishga yordam beradi, shuningdek qondagi shakar miqdorini me'yorda saqlaydi, nafas olishda kuchli stimulyator sanalib, balg'am ko'chiruvchi vositasifatida, nafas siqishini bartaraf etadi. Kavrak tarkibidagi uchuvchan yog'lar o'pka orqali tashqariga chiqariladi, shuning uchun xalq tabobatida astma, ko'k yo'tal, bronxit va o'pka bilan bog'liq boshqa muammolarni davolash uchun qo'llaniladi (Omid Safari 1, 2019). Hatto sanoatda atir –upaning xushbo'y tarkibiy qismi sifatida ham ishlatiladi.

Ferulaning dorivorlik xususiyatlari.

Ferula juda samarali dorivor o'simlik bo'lib, u asosan oshqozon-ichak tizimida ishlaydi, oshqozon-ichak traktini tozalaydi va kuchaytiradi. Saqich qatroni tarkibida uchuvchan yog 'i bor bo'lib, u sarimsoq kabi doimiy hidga ega. Ushbu qatrandan tayyorlangan fitopreparatlar nafas yo'llarining yallig'lanishi uchun foydalidir. Ba'zi tadqiqotlarda kavrakning ko'pgina turlaridan foydali yurak -qon tomir ta'siriga ega bo'lgan ba'zi fitokimyoviy moddalarni ajratib olishganini ko'rishimiz mumkin. Biz "Vestar" zotli oq kalamushlarda in vitro usulida ferula va boshqa bir necha o'simliklarning hazm organlariga tasirini o'rganib chiqdik, o'rganilgan tadqiqotimiz natijalariga ko'ra, kavrakning gidro-

alkogolli ekstrakti nazorat guruhlarga nisbatan tajribadagi hayvonlarda fermentlar (jumladan α -amilazaning) faolligi sezilarli darajada oshishiga olib keldi. Bu esa o'z o'zidan ma'lumki, kavrak ekstrakti oshqozon-ichakda hazm fermentlari ishlab chiqarishning ham sezilarli faollashuviga olib keladi. Biroq, haddan tashqari ko'p iste'mol qilish ko'ngil aynishi, qusish, diareya va siydik chiqarish paytida noqulaylik kabi salbiy ta'sirga olib kelishi mumkin. Ba'zan ushbu o'simlik preparatlarini qabul qilish xavfsiz ko'rinsada, ularni homilador va emizikli onalar va bolalar qabul qilmasligi tavsiya etiladi (Buranova G, 2021). Bolalar tomonidan qabul qilinganida, aks ta'sir ko'rsatib, hayot uchun xavfli qon kasalliklariga olib kelishi mumkin. Kavrak ekstraktining minimal me'yori (10 mg / 100 mg) sezilarli ta'sir ko'rsatadi, jumladan, yo'g'on ichak kanserogenezigiga qarshi kimyohimoyaviy vositachisifatida ham xizmat qiladi. Preparatlarni yuqori miqdorda qabul qilganda, yoki ziravor sifatida me'yordan ortiq iste'mol qilganda labning shishishi, yuzdagi shish ajinlari, meteorizm, diareya, bosh og'rig'i, konvulsiyalar va qonning buzilishiga olib kelishi mumkin. An'anaviy ko'rsatmalar va so'nggi tadqiqotlar kavrakni asab tizimining ishiga, ayniqsa, neyrohimoyaviy va nevrologik stimulyatorlik ta'sirga ega ekanligini ham yaqqol ifodalaydi (Hamzayeva N, 2021).

Xulosa

Xulosa qilib aytganda, Kavrak dorivor o'simliklar qatoriga kiritilgan bo'lib, undan tibbiyotda ko'plab irsiy bo'lmagan kasalliklarni, qon tomir, nafas olish, ovqat hazm qilish tizimidagi muammolarni oldini oluvchi va davolovchi fitopreparat sifatida foydalaniladi. Ushbu jihatlarni hisobga olgan holda, uni kundalik ovqatlanish ratsionida yetarli miqdorda va belgilangan me'yordan ortiq bo'lmagan holda iste'mol qilish tavsiya etiladi. Bundan tashqari, ovqatlanish rejimiga to'g'ri rioya qilishva me'yorida ovqatlanish maqsadga muvofiq bo'ladi.

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SOCIAL AND PEDAGOGICAL CONDITIONS IN THE PERFORMANCE OF TRADITIONAL SINGING WORKS OF THE 21ST CENTURY

Annotation: This article discusses the social and pedagogical conditions in the performance of traditional singing works today. It also provides information on the pedagogical possibilities of teaching Traditional Singing and the musicologist and hafiz who have worked on Traditional Singing.

Keywords: Traditional singing, pedagogy, opportunities, music education and art, music performer, methodology.

The people's cultural heritage is an invaluable treasure that has been passed down from generation to generation. Today, one of the important tasks is to educate the younger generation in the spirit of our national ideology, to form their spiritual world through art and artistic creation. Uzbek traditional music culture has long been a worthy contribution to the education of the perfect man. The Resolution "On measures to further develop the Uzbek national maqom art" signed by President Shavkat Miromonovich Mirziyoyev on November 17, 2017 - It is no exaggeration to say that the field of art has also delighted educators and students. The adoption of this decision imposes a number of tasks on professors and teachers of music education in our country, who teach performance and traditional singing.

The development of music culture and performing arts in Uzbekistan dates back to ancient times. The great oriental scholars Muhammad al-Khwarizmi, Abu Nasr al-Farabi, Ahmad al-Farghani, Abu Ali ibn Sina, Pahlavon Mahmud, Umar Khayyam, Mirzo Ulugbek, Abdurahman Jami, Alisher Navoi, Zahiriddin Muhammad Babur, Najmiddin Kawkabi, Darvesh Ali In their pamphlets, Changi and other great ancestors have provided valuable information on the performing arts, the science and history of music, the structure of musical instruments, performance styles, and the rules of art. The role of art in human life, the unique impact of music on the human psyche, the life-giving effect of beautiful melodies, melodies and songs can be understood and felt in any situation. Oral music really resonates in the human heart.

History has shown that the power of music is not only in the days of joy, but also in difficult times, when the heart is full of trials and tribulations. There are a number of types of singing in Uzbek music. They range from traditional national performance styles to the most classic interpretations of vocal performance templates. For example, it embodies a whole system and traditions

of such performance styles, each of which is important and significant in its own way. The main criteria are pure sound, attractiveness, perfect interpretation, a wide range, scale and skill. To achieve this, we need lessons, knowledge, perseverance and training.

If we look at the history of Uzbek singing, we can see that in the second half of the XIX century and the beginning of the XX century in our country a whole generation of performers of this art emerged. Among them are such talented hafiz as Ota Jalol Nosirov, Ota Giyos Abdulgani, Hoji Abdulaziz Abdurasulov, Domla Halim Ibodov, Levi Bobokhonov, Sodirkhon hafiz Bobosharifov, Zohidkhon hafiz, Madali hafiz, Mulla Tuychi Tashmuhamedov, Matyokub Harratov. In the past, when music was not formed, instead of European musical terms, our singers used the ways of breathing, exhaling and performing, depending on the rhythm of the sound, called "*gulligi*", "*binnigi*", "*ishkami*", "*khanaqoi*". The voices of the hafiz of that time were sharp and strong, so they performed in a more "ishkami" way. It is very difficult to perform on this road and is highly valued by riders. This is because the hafiz sings the song out of the abdomen. That's why "Ishkami" differs from "*Gulli*" and "*Binnigi*" songs in that it is based on deep breathing, clarity and resonance. The master singers practiced in special domed buildings that echoed their voices in order to improve their performance skills. Unlike "*Ishkami*", it is a "*khanaqoi*" way, in which the hafiz pronounces the words of the song clearly and conveys the meaning of the ghazal to the listener.

There is still a lot of scientific and pedagogical work on the study of traditional singing. At a time when science and technology are advancing in the 19th century, there are some shortcomings in music culture that need to be addressed. There are also a number of problems in creating a social and pedagogical environment for the performance of traditional singing works. To address these issues, I would like to start my research on this topic and find solutions to the problems in this area. I would like to highlight new methods and techniques for the correct and effective organization of the pedagogical environment for the teaching of traditional singing in the teaching process of music education in educational institutions.

Goals and objectives of the subject "Traditional singing".

In the Uzbek musical art, traditional singing has been formed and developed in accordance with different conditions, depending on the field and direction. These include folklore, epic, ceremonial, modern academic and pop singing, classical singing. Each direction has its own style and rules in terms of form and performance. Among them, the traditional direction, formed within the framework of unchanging features and reflecting the most perfect traditions, is an example with all its features and potential. In the classical music singing, the most beautiful traditions of the Uzbek people, the values associated with the national psyche emerged, and the rich spirituality of the people was manifested. Therefore, in the tradition of singing, the directions and styles of classical

singing were formed. It has become a tradition to think of it as a traditional art of singing. National classical singing traditions have developed as the basis of traditional Uzbek singing.

To develop the skills of singing "*traditional singing*", to give them a thorough knowledge of the psychology of singing folk songs individually or in groups, and to form makom groups, and to lead the team. properties. Depending on the purpose of the science, a number of tasks are performed in group lessons.

1. *To know the nature, didactic principles and other laws of group and individual singing.*

2. *Direct acquaintance with folk songs, songs and compositions created by composers and samples of shashmaqom and a high artistic taste in their selection.*

3. *To feel and develop the mental and physiological changes that take place in the human body in the process of singing and working in a team.*

Practical acquaintance with the performance of traditional singing patterns:

- Expanding students' knowledge of Uzbek traditional music culture, enriching their repertoire, connecting theoretical knowledge with practice;
- increase students' interest and respect for national traditions;
- to get accustomed to the rhythmic singing of Uzbek songs;
- to develop students' general musical skills;
- to feel and develop the mental and physiological state of the human body in the process of singing and working;
- Know and follow the requirements for singers.

One of the main goals of this science is to train specialists for the artistic community of the Republic. In addition to providing students with information about Uzbek folk songs and "*Shashmaqom*", the history of creation, range of performance, use of sound, dynamic symbols, the state of performance of the singer, measurements in works, methods, form of melodies, performance techniques, information about the authors of the studied works and necessary instructions are given. The science also serves to develop and teach students' understanding and skills of Uzbek folk songs, and to instill in students a love of traditional music and a taste for music and art.

“It is known that Uzbek traditional music has two directions from the past, that is, they emerge from each other, complement each other, and at the same time have their own special features and qualities consisting of lines. One of them is the folklore of music related to the criteria of life, and the other is the genre of classical music, which is filled with the creative thinking of this living process. In the process of formation and development, both directions had their own internal laws, form, style of work, position, place, time, traditions of performance, and so on. In both cases there are aspects of the national tradition that are considered common, as well as specific aspects that express the style of the direction. But there are a lot of creative criteria, performance traditions and

interpretations that need to be taken into account.” The influence of traditional singing is also important here. Because music is a social and spiritual phenomenon that is constantly encountered in our daily lives.

In the process of studying Uzbek folk melodies, maqom songs, works of Uzbek composers and composers, students develop a musical culture. The national musical heritage of our country covers the issues of a more complete and in-depth study of classical performance, the acquisition and promotion of performance techniques. Ways to organize amateur art activities to satisfy the interest of young people in performance.

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METHODS OF USING LABOR SONGS IN THE FORMATION OF MUSICAL CULTURE OF PRIMARY SCHOOL STUDENTS

Abstract: This article discusses how to form the musical culture and worldview of primary school students through labor songs, and how to improve the musical taste of students. There are also guidelines for organizing the teaching process through labor songs.

Keywords: primary school students, music culture, labor songs, methodology, pedagogy.

It is known from history that our musical culture, traditional songs, maqom performances, which are the main link of our spirituality, have always been recognized as spiritual food in the daily life of our people. People sought refuge in music in difficult times, and songs and music accompanied them in times of joy. Because today, on the day of our blessed Independence, at a time when we are realizing our identity, it is natural to rely on our national musical culture, which is part of our great spirituality, inherited from our ancestors, to address our traditional songs. holdir. All this plays an important role in the upbringing of a harmoniously developed generation, in shaping the spiritual worldview of young people.

Our traditional music and songs have always called people to faith, kindness and humanity. Even today, without losing its relevance, it remains a key factor in the formation of the consciousness of the working people, as a tool for the education of a harmoniously developed generation.

The art of singing, music, dance, and folklore is one of the ancient arts that originated and developed in close connection with the life and work of the people. In particular, the songs of our people in the traditional spirit are an immortal heritage, and today, as in all times, they are called "labbay". But at the same time, it is natural that not only the worship of history, but also the creation of songs in the spirit of today should be an important task for all professionals and artists involved in the art of music, which is a key factor in the development of our national ideology. Our country has started a completely new society, a new life and a new life. Our people's hearts, minds and imaginations have changed.

Musical culture is characterized by its diversity. In particular, the rich musical heritage of the Uzbek people, whose deep roots go back to ancient times, has not fallen from our daily lives. It includes high-quality examples of folk art, folklore performance, melody structure, content-rich instruments and

songs, performance of epics, and a series of complex performances called maqom music. In addition, the works of folk composers, who have made significant contributions to the folk music culture at all times, also play an important role.

Labor songs. Songs that are content-related to the labor process are called labor songs. Labor songs have a special and independent place in the singing repertoire of our people. The content of labor songs is determined by the characteristics of the genre, the types of work and the process of its implementation. Labor songs are performed in a unique tone. Labor songs are one of the oldest forms of folk poetry. The first examples have come down to us through M. Kashgari's book "Devonu lug'atit turk". Mehnt songs originated and developed in direct connection with the labor activity of primitive man. The first labor songs consisted of poetic fragments of the character of mulov, khitob and nidal, which corresponded to a certain rhythm of movement in the process of labor. Gradually, they took on a poetic form and began to sing. **According to B. Sarimsakov, the historical development of labor songs took place in three stages:**

1. The process of formation of labor songs:

This process began in the early days of the primitive community system and ended in its later stages. In essence, they are motivated by one or another action, called to act as a team.

2. The emergence of the division of labor and the stage of creation of songs for each type of labor.

3. Completion of the division of social labor, the formation of class society and the stage of development of the motives of social inequality in the songs of labor.

From that time on, the ideological and aesthetic role of labor songs began to dominate. Songs have been created that are directly related to the work process. Labor songs are an independently categorized genre belonging to the lyrical genre. These songs are definitely performed during the labor process. As a result, the songs that are played in the process are lost due to the change or disappearance of the type of work. For example, since the use of the wheel and the drum, the songs of the wheel and the drum have not been sung. Labor songs contain the names of the labor and the things used in it, and refer to them. The rhythmic structure of the labor songs is simple, the poetic language and the rhyme system are simple. They do not contain complex poetic images and movements. These features help to distinguish labor songs from labor songs. Labor songs have nothing to do with the ceremony. However, there is no denying that some of the earliest examples date back to some agrarian ceremonies. For example, the song of the twins, which was performed to bring the twins out into the field, is somewhat similar to the "Horns of Oils" ceremony.

Labor songs vary depending on the type of work. K. Ochilov, who studied them, studied labor songs in three main groups:

1. Songs about farming.
2. Livestock songs.
3. Craft songs.

B. Sarimsakov agrees with this classification. However, there are some differences in the definition of internal diversity in both classifications. For example, K. Ochilov describes the internal types of labor songs: 1) accompaniment songs; 2) Roman songs; 3) threshing songs; 4) Singing songs. Livestock songs include: 1) good songs; 2) turey-turey songs; 3) Chnuvey-churey songs are classified a little differently.

Labor songs, like other genres of folklore, have a strong position. The main reason for the appearance of the song is a deep anguish in the human mood or a sudden upliftment. Man is silent in unpleasant moments, trying to find a solution to the situation in his mind. At such moments, a melancholy melody is comforting and writes a little bit. In moments of joy, there are songs and dances. It is these negative and positive situations that lead to the emergence of lyrical experiences in the heart of the person: the result is the creation of the song. No matter how simple the history of the term song, this genre in our oral art serves to express very complex spiritual experiences. Underlying the quatrains, which are easy to understand when read and heard, is the universe - the universe of meaning, a complex destiny. So when we come across any song, it's not right to jump to conclusions.

The state education standard for music education is a forward-looking program. The main criterion of the program is the development of children's senses, the national spirit, the melody of national music, the necessary knowledge and skills in music. The songs and melodies included in the program in accordance with the local methods of the Uzbek people are aimed at helping students to understand such qualities as love for the motherland, diligence, respect for nature, friendship, solidarity, compassion through musical images.

Music education is one of the priorities in the spiritual and cultural upbringing of primary school children. The main purpose of music lessons in schools should be to serve the task of forming a harmonious personality based on the laws of beauty.

Local patterns, which reflect the national spirit, help children to feel and understand the world artistically. In particular, it is recommended for primary school children to learn folk songs "Oymoma tilla", "Olmajon", "Zuv-zuv", "boragay", "Kichkinajon". In the upper grades, the music teacher taught "Oshkhorakam kaptar", "Besh tosh", "Oynaylik omon", "Bu bogchda chercha", "Oq sholi", "Kok sholi", "Dasta-dasta"., Local patterns such as "Boychechak", "Swallow" should be taught throughout the year.

The teacher not only teaches exemplary songs from local styles of Uzbek music, but also selects samples from labor songs, epics, maqom tracks,

instrumental melodies, yallas and great songs and listens to them. they can shape their musical perception. When teaching appropriate folk songs to students, it is important to take into account the emerging sound characteristics of the students, their level of musical ability, as well as the need to properly educate them religiously and meet their needs for music. For students, samples of Uzbek music from local methods, as well as other works, are simple, concise and perfect forms of artistic and ideological content, with a lot of historical evidence.

It reflects the brightest colors of national music, the essence of which is rich in philosophical and social thinking, thoughts and ideas of the people. At the heart of the local style can be seen the experiences of each local people, their struggle for freedom and happiness. Local styles of Uzbek music are also a mirror of the period. Consequently, it reflects the essence of the period in which it was created, the love, misery, struggle for freedom and history of that people, their dreams and aspirations for happiness, that is, they have their own artistic language.

The local styles of Uzbek music described in the course work as a textbook will help children to instill in the hearts of such ancient and always young wonderful melodies of our people.

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FUTURE MUSIC TEACHERS IN PEDAGOGICAL UNIVERSITIES CAUGHT UP IN GAMING TECHNOLOGY IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCE PLACE

Annotation: The content of this article is devoted to the role of gaming technologies in the development of professional competencies of future teachers.

Key words: competence, game technology, music teacher, development.

Resilience to strong competition, which is a priority in the labor market in a market economy, requires every specialist to have professional competence and to constantly increase it. So what is competence? What qualities are reflected in the basis of professional competence? What qualities of competence should a teacher be able to describe? What is the role of play technologies in the development of professional competence of future music teachers in pedagogical universities? At this point, we intend to talk about these and similar ideas.

The English word "competence" literally means "ability". The content means "effective use of theoretical knowledge in practice, the ability to demonstrate a high level of professionalism, skill and talent." The concept of "competence" has entered the field of education as a result of research by psychologists. From a psychological point of view, competence is "the ability of a specialist to behave in unusual situations, to communicate in unexpected situations, to communicate in a new way in dealing with competitors, to perform vague tasks, to use conflicting information. having a plan of action in complex processes". Professional competence does not mean the acquisition of specific knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent area.

Professional competence is manifested in the following cases:

- in complex processes;
- when performing indefinite tasks;
- be able to have a contingency plan.

Based on professional competence, the following qualities are reflected:

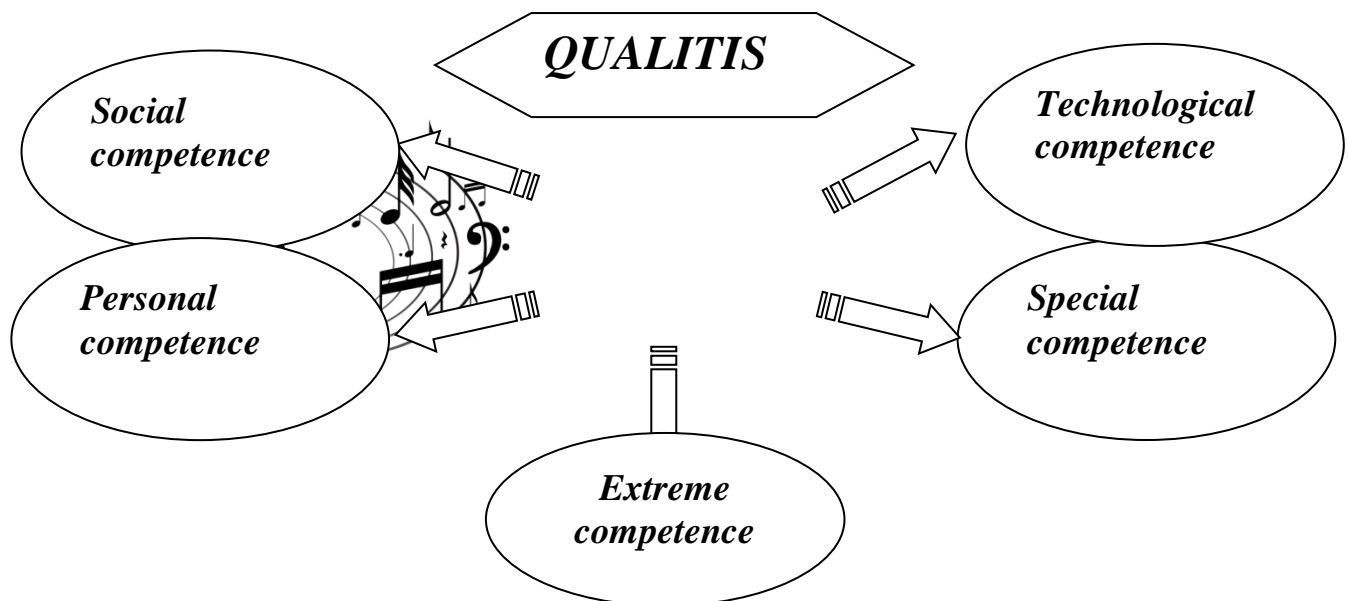


Figure 1. Qualities of professional competence

The following is a brief description of the nature of the qualities reflected in professional competence.

1. Social competence - the ability to be active in social relations, the acquisition of skills, the ability to communicate with the subjects of professional activity.

2. Special competence - preparation for the organization of professional and pedagogical activity, rational solution of professional and pedagogical tasks, realistic assessment of results, on the basis of this competence psychological, innovative and communicative competence. They have the following content:

a) psychological competence - a healthy psychological environment in the pedagogical process with students and other participants in the learning process organization of positive communication;

b) methodological competence - methodologically rational organization of the pedagogical process correct definition of methods of teaching or educational activities, methods and the appropriate means, to apply the methods effectively;

d) information competence - necessary, important, necessary, useful in the information environment search, collect, sort, process, and target data use;

e) creative competence - critical and creative in relation to pedagogical activity approach, ability to demonstrate their creative skills;

f) innovative competence - improving the pedagogical process, education new to improve the quality, increase the efficiency of the educational process to put forward ideas, to successfully implement them in practice;

g) communicative competence - all participants in the educational process, including sincere communication with students/

3. Personal competence - consistent achievement of professional growth, professional development, demonstration of internal capabilities in professional activity.

4. Technological competence - mastering of advanced technologies, enrichment of professional and pedagogical knowledge, skills and abilities, use of modern means, techniques and technologies.

5. Extreme competence - the ability to make rational decisions, to act correctly in emergencies (natural disasters, technological process failure), in the event of pedagogical conflicts.

For future music teachers in pedagogical universities, it is important to work on themselves and develop themselves in order to gain professional and pedagogical competence. Tasks of self-development are determined by self-analysis and self-assessment. Modernization of pedagogical higher education institutions and their music educational process, improving the quality and monitoring system of pedagogical training, equipping future teachers with modern professional knowledge, skills and abilities, providing them with acmeological motivation for professional activity Formation is one of the important tasks in the process of formation of professional training of pedagogical specialists. The experience of developed countries, in particular, the United Kingdom, Australia, Switzerland, Germany, Malaysia, Canada, shows that the main task of vocational education is to develop students' intelligence and logical thinking, based on the specifics of the chosen specialty. On the basis of this task, the professional training of students will be provided. Based on the analysis of the above scientific ideas, it can be said that the professional competence of a future music teacher in pedagogical universities is formed and manifested in the process of practical activity. The professional competence of the teacher in the organization of the process of music education is reflected in his teaching activities, the effective use of innovative educational technologies, the consistent use of play technologies, as well as the ability to resolve pedagogical conflicts. The theory of game technology is directly related to the theory of pedagogical technology in general. Game technology has been developed by renowned psychologists L.S.Vigodskiy, A.N. Leontev, P.Ya.Theoretically based on the work of Galperins.

Game technology is a practical tool for shaping the personal qualities of future teachers. Game technology as a means of knowledge and teaching developed rapidly in the 1920s. Imitation games became the basis for game technology as a means of learning. A.A.Verbitsky considers game technologies as a sign-contextual form of teaching. According to him, training in game technology activity and future professional activity are interrelated as a model or its prototype, as some artificial and natural system. Although game technologies take different forms, they are all aimed at a single goal in terms of their content,

that is, they deepen and expand students' theoretical knowledge, develop the ability to independently and effectively use the acquired theoretical knowledge in practice. It prepares them for the organization of socio-economic relations, the formation of social activity, the formation of mature moral qualities, the development of a perfect person with a deep and sound mind, a broad outlook. Game activity is dedicated to the performance of certain functions. They are as follows:

- charm
- realize their potential
- treatment
- diagnosis
- Interethnic communication

In the process of music education, game technologies are used in the form of didactic game lessons. In these classes, students' learning is coordinated through play activities. For this reason, lessons that combine students' musical learning activities with play activities are called didactic play lessons.

According to the didactic purpose, games are divided into:

- musical education
- music-strengthening games (creative, business, entrepreneurial);
- Games that repeat the music educational material;
- knowledge control games (Intelligence, intellectual ring, competition).

Didactic games allow you to infinitely repeat and change the methods of play, to add to it a variety of innovations. As a result, the game allowed the skills to be uniform and strong, and to be able to listen to and follow each of its rules¹⁰. Didactic games serve the purpose of teaching music and are conducted in an interesting and understandable way. Prospective music teachers practice hard to win, they get used to doing every task, and as a result they become more interested in didactic tasks. Didactic games help to better understand the purpose of the music lesson, the goals and objectives of each exercise. Experience has shown that didactic games help to cultivate harmony and discipline, because each game is associated with the desire to win and requires strict and consistent adherence to the terms and conditions of the game. reaches "Find the right composer!", "Set the right function to the tune!", "Fill in the missing notes in the play!", "Find the correct answer!", "Make a ladder!", "Determine the right tone!", "Divide the tempo into correct groups! During such games as "Create a CASE on the topic", future music teachers should be involved in the norms and values of society, adapt to the environment, control passions, self-government, communication. They learn.

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ORGANIZATION OF PEDAGOGICAL PROCESS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

Annotation: This article discusses the ongoing reforms to further improve and develop the system of preschool education in the country, to improve measures to increase the intellectual, aesthetic, physical and spiritual potential of the younger generation.

Keywords: preschool education system, organization, young generation, intellectual, aesthetic, school preparation, improvement.

There is a tendency in the world and in our country to study the abilities, talents, inner potential, individual and psychological characteristics of young people. The formation of the younger generation as a person and a subject, their intellectual development, raising the level of education begin with preschool education. Effective organization and management of this process serves as a condition for ensuring the continuity of the education system, because the pedagogical process with young and hard-hearted people depends on who they will become in the future, what civic position they will take. case is considered.

In today's world of technology and information processes, the reform of preschool education, the education of the perfect person, their modern education is a priority. It is precisely in the reform of preschool education that it is important and necessary to improve the quality of education, which is determined by the readiness of the child for school. In this regard, modern approaches to ensuring the quality of education in preschool education, management, innovation and the introduction of information technology in the educational process are important to improve leadership skills.

As a result of large-scale work on radical reform of the preschool education system in Uzbekistan, today the scientific and pedagogical structure of preschool educational institutions of the country has changed radically, has a modern educational and program basis, material and technical base which operate effectively as educational institutions. Pedagogical and psychological bases of preschool education system, pedagogical conditions of organization of state and non-state preschool organizations and their alternative types, legal and normative bases of organization of activity of preschool educational

organizations, world experience in management and its technologies for application in the educational process and the definition of measures on this basis, the implementation of which is being accelerated.

The issue of forming a new generation of leaders in the preschool education system is also one of the most pressing issues of the day. At the same time, the recognized functions of the leader, which should be performed in conjunction with the tasks of coordination, planning, regulation, control and evaluation, contribute to the intellectual development of children, the formation of a spiritually mature person and leads to the scientific and spiritual growth of pedagogical staff, the strengthening of political and civic position. MTT pedagogical staff requires extensive knowledge, thorough practical training, high pedagogical skills, competence and creativity. Personal qualities of teachers who provide a humane factor in the process of preschool education include: demanding, honesty, kindness. These qualities should determine the importance of the educator to the learner. After all, personal qualities affect the ability to teach and nurture.

In his book "Building a Great Future Together with Our Brave and Noble People", President Mirziyoyev said: The task is to bring them up as perfect human beings. " Indeed, in the development of socio-economic relations in the XXI century, human intelligence and spirituality are becoming more and more the main coordinating, developing factor and tool. That is why humanity has emerged as the main principle of building a legal, democratic state, a free civil society on the basis of a market economy.

In the pre-school education system, the quality of education is a characteristic of the professional development of educators and staff, which at the present stage is defined by the ability and performance of professionals who successfully carry out professional activities in accordance with the requirements of economic development. The quality of educational activities in preschool education organizations depends not only on the planning and implementation of the educational process, the content of the curriculum, but also on the knowledge, skills and abilities acquired by children independently. the quality of the learning outcome is determined. The importance of the development of comprehensively developed, mentally and spiritually harmonious, physically and mentally active children in preschool institutions, the development of our country today is closely linked with the quality of education and the essence of education for the younger generation. The reforms being carried out in our country in this area have great spiritual qualities, embody human qualities and pave the way for them to act as a mature cadre. Today, the number of creative educators, scientists and researchers who are making a significant contribution to improving the quality of teaching and educating the younger generation through their selfless work is growing every year. All this testifies to the respect and attention paid to the teacher in the independent land of Uzbekistan.

The "Book of Knowledge" chapter of Imam al-Bukhari's "Al-Jami 'as-Sahih" collection of hadiths provides information on the virtues and qualities of acquiring knowledge, and the etiquette of learning and teaching. This chapter contains hadiths on teaching and learning. Their analysis allows to express didactic requirements to the teacher of science, pedagogical and ethical ideas. Even today, in the process of improving the skills of teachers, it is necessary to improve their pedagogical, psychological training, knowledge, culture of communication, awareness of the secrets of modern science, information and communication skills, and national psychological factors. Only high-level, skilled teachers bring up a harmoniously developed person of the people's dream. Science leads man to greatness. The Uzbek people, thirsty for knowledge, have a tendency to respect intelligent, knowledgeable people and look at their work with envy.

In further improving and developing the system of preschool education, special attention is paid to the analysis and generalization of experience in this area, the improvement and further development of the system of training in accordance with the prospects of socio-economic development of the country. At the same time, the resource, personnel and information bases of educational institutions are being further strengthened, and the educational process is being fully equipped with new teaching materials and advanced pedagogical technologies. Pre-school education institutions that meet international standards are being established and are being developed. In order to improve the quality of education, full informatization of the educational process is expected in the fall. The quality of preschool education depends not only on the planning and implementation of the educational process, the content of the curriculum, but also on the knowledge, skills and abilities of students, independently acquired knowledge. is determined by the quality of the learning outcome.

In line with the main idea of Abu Nasr al-Farabi in "The City of Noble People", that is, "... only science and knowledge can develop society, develop the state." lim management is required to be put into practice. This means that today special attention is paid to the training of specialists on the basis of a world-class education quality system. This requires a high level of teaching skills from the educator.

As a result of world research on the quality of education and upbringing in preschool organizations, its assessment and quality management, a number of scientific results have been obtained, including the following: Life Coaching”, Educational Institutions (UK); describes the methods of certification and quality assurance of education quality management system (Bavarian Institute of Accreditation, Certification and Quality Assurance, Germany) and others.

One of the important conditions for improving the system of continuing education is the quality of education and upbringing in preschool education, its evaluation, scientific and theoretical justification, the application of qualimetry,

the application of general quality management. Qualimetric analysis plays an important role in this.

Based on the above, there is a need to study the problem of improving the quality of education in state and non-state preschool education institutions as a separate research subject. It is necessary to focus on improving the performance of employees of public and non-governmental preschool organizations on the basis of qualimetry, the results of professional activity, the intellectual level of students and the criteria of personal development.

Thus, in the process of improving the quality of education, education based on the principles of humanity, which has a new content and essence, full of creativity, a desire for creativity, leads a mature person to maturity. Consequently, the ongoing reforms in preschool education in Uzbekistan have changed the purpose of education in a new direction. This means that the purpose of education has been completely renewed, and it is natural to update both the content and the pedagogical process. This factor serves to ensure the interests of the individual, as it determines the social policy of our state.

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MODERN TECHNOLOGIES AND METHODS IN TEACHING RUSSIAN AS A LANGUAGE (TERMS)

Annotation: The problem of teaching Russian as a foreign language is considered based on modern technologies. The requirements for the formation of language courses, for the organization of teaching the Russian language, including taking into account the national language specificity of students, highlighted. General and particular methodological aspects of the problem of studying Russian as a foreign language analyzed. Moreover, the methodology of teaching Russian as a foreign language, including modern approaches to the forms and methods of control.

Keywords: Russian as a foreign language, methods of teaching Russian as a foreign language, forms and methods of control, modern technologies, teacher.

Today, a necessary requirement in the preparation of a modern specialist is teaching a foreign language, in particular, Russian as one of the working languages of the UN and a number of international organizations. When entering a university, students already have a certain level of knowledge, skills and abilities in the Russian language, acquired by them based on general secondary and secondary specialized, vocational education. "University teachers are faced with the task of enriching this knowledge and deepening it, consolidating speech skills and abilities in relation to the chosen specialty.

Modern society lives and follows the requirements of the time and it needs not only highly qualified specialists capable of solving production problems, but professionals ready for innovation, with the potential for continuous professional self-development in a dynamically changing world" (3, 25). Moreover, this means that the learning process itself has changed dramatically [4-20]. The modern learning process has turned students from passive learning objects into active subjects, able to independently acquire the necessary knowledge and effectively organize their self-educational activities even after graduation. However, it must be taken into account that not all students may have sufficient skills in self-educational activities and are not always able to properly organize their independent work, regularly complete assignments, especially if the number of hours allocated for independent work is much more than the number of classroom hours. "If in other disciplines, students

study the material in their native language and can quickly complete the necessary knowledge, then in the case of the Russian language, problems arise, since the students themselves consider it a difficult discipline and cannot independently control the correctness of mastering the material” (2, 209).

At the same time, the current situation with the Covid-19 pandemic has shown that the modern electronic educational environment allows you to effectively organize space for practical and independent work, and self-educational development of students, as well as the formation and development of self-control skills, time management as in Russian as a foreign language. As well as other disciplines. “In the electronic educational environment, independent work is organized, methodically managed and controlled by teachers, which helps to effectively assimilate the necessary materials in the discipline on their own. Outside the electronic environment, independent work, as a rule, has an irregular character, since students are not able and are not ready to work independently without the accompaniment of a teacher (1, 74).

Most students have no idea how to organize their self-educational activities, how to study the material and control the quality of knowledge, and how reasonably distribute the time allotted for independent work. “As a result, independent work, as a rule, begins to be carried out before control activities, which leads to the need to study a large amount of material in a short period of time, while the quality of the knowledge obtained deteriorates significantly, and part of the material simply remains unexplored, which significantly worsens the quality of knowledge” (3,28). In addition, those students who perform independent work, in case of difficulties, do not have the opportunity to ask questions of interest to them, and if they cannot solve problems on their own, then they postpone or stop independent work altogether [21-36]. The electronic educational environment allows you quickly get answers to your questions not only from the teacher, but also from other participants in the course, to conduct individual consultations Thus, independent work in the electronic environment is more efficient and transparent, visible to both the teacher and other students. In addition, the organization of independent work in the electronic environment allows students to develop the skills of planning self-educational activities and the regularity of its implementation. To form regularity skills each topic offered for independent work in our case on Russian as a foreign language contains mini-lectures explaining the rules, video / audio materials, exercises for memorizing, consolidating vocabulary and practicing grammatical material, as well as tasks for self-control and final testing on topic, which are evenly distributed over the weeks. But at the same time, each student can decide whether he will do it right away, in the middle of the week, or postpone it to the last days, or will follow the proposed pace, but in any case, it is necessary to meet the deadlines. Thus, everyone forms for himself or herself an individual comfortable pace of work, but at the same time, the ability to meet deadlines develops, which is important for their future professional activities, when it will

be necessary to constantly develop and acquire the necessary knowledge on their own. “When organizing independent work in an electronic environment, the teacher and the student himself have the opportunity to see directly both the work process itself and its result and analyze what succeeded or failed and why. In the future, the student himself can adjust his plan of independent work if he was not satisfied with the result, or there were problems with the completion of tasks, for example, some tasks took more time than the student expected did, and as a result, it was difficult to meet the deadlines. (2, 13). Thus, independent work in the electronic environment helps the student to become an active recipient of knowledge, able to control the selfeducational process. To study individual topics and complete tasks online and offline, we offer online learning platforms that we used in our classes during distance learning.

1. For groups studying Russian as a foreign language, when fixing topics, we suggested watching the dialogues on the RETOUR YouTube channel – “Russian for beginners”, “Russian world”, “Learning Russian in dialogues”, “Walking and exploring Russian museums and theaters” (1,87). There you can access a free Russian grammar-training program. The 30 videos in seven versions about typical situations when meeting, searching for museums, hotels and restaurants. Written materials (6 units with transcriptions of video dialogues, grammar information and exercises) are available in PDF format for download. In addition, six additional videos that show you how to create and manage your personal learning plan.2. Online courses on learning Russian as a foreign language <http://kalinka.school/> – is another great site. The courses presented on the site contain electronic interactive training materials, audio and video recordings, as well as practical tasks and self-test questions. There are 16 courses in total, which include programs for Russian as a foreign language teachers and separate courses for foreign citizens studying Russian. The website offers free registration and courses.3. About Russian in Russian. This is a project of teachers of Russian language, literature and Russian as a foreign language, which includes an educational website <https://www.orusskomporusski.com>, YouTube channel <https://www.youtube.com/channel/UCLTI4>. The reference and information portal GRAMOTA.RU [ГРАМОТА.РУ] – Russian for all – is the largest portal created in 2010 and supported by the Federal Agency for Press and Mass Communications of the Russian Federation. The portal addressed both to professionals working with the word and to ordinary Internet users who wish to receive this and to that reference information.5. Telegram channel Literacy (Russian language) <https://telegram.me/gramota> – <https://telegram.me/gramota> is the foundation on which you can build further human development. Opening access to the book it makes it possible to use the treasury of thought and knowledge created by humankind. Teachers of Russian universities, professors – the teaching staff of the RFL departments, run the channel.6. The use of a feature film contributes to teaching listening comprehension, creating dynamic

visualization and practically foreign language communication, intensifying learning, and also provides direct perception and study of the culture and history of Russia. “The question of choosing films to watch certainly needs to be discussed, because to a large extent it depends on the specific audience, age, social status. However, at the same time, films belonging to the “golden fund of Russian cinematography” should act as mandatory. Some film titles can be cited from work experience: “Diamond Hand”, “Prisoner of the Caucasus”, “Officers”, “We are from the Future”, “The Fate of a Man”, “Return”, “Voroshilov Shooter”, “Star of Captivating Happiness”, “Elena”, “Walk”, “Sister” [«Бриллиантовая рука», «Кавказский пленник», «Офицеры», «Мы из будущего», «Судьба человека», «Возвращение», «Ворошиловский стрелок», «Звезда пленительного счастья», «Елена», «Прогулка», «Сестрёнка»] and many others. When choosing a particular film, it is necessary to use several criteria for methodological selection: firstly, the film must reflect the Russian linguacultural reality; secondly, it should not be burdened with jargon, vernacular, taboo vocabulary; thirdly, it should raise humanitarian issues; fourth, analysis of the conditions in a particular group. Thus, when presenting a film, the following factors taken into account:

1. Nationality and peculiarities of the mentality of the trainees.
2. The age of the trainees.
3. Compliance of the video material with the level of language and communicative competence of cadets, their interests.
4. The presence of significant educational, educational and developmental potential in the content of the film.
5. Reflection in the film of modern reality or the reality of the period of interest.
6. The range of sociocultural and sociolinguistic information contained in the film, reflecting various areas of communication and communicative situations.

Numerous studies prove the effectiveness of the use of feature films in the process of learning a foreign language for the purpose of professional and personal development of students. The use of films in the classroom makes it possible to qualitatively change the learning process and, in the future, to ensure a higher level of Russian as a foreign language. It helps the teacher to reveal his creative abilities, bringing something new each time, which arouses interest among students and gives impetus for expression and, therefore, allows you to more fully implement the communicative orientation of the learning process, as well as make learning more intense, performing educational and moral aesthetic function. To use these resources or not is the choice of everyone. Nevertheless, it is the task of the teacher to direct them to the search for the best and most useful. Thus, “the organization of independent work in an electronic environment at the initial stages of education contributes to the development of self-educational competence of students, forms the skills and abilities of self-

educational activities, both in an electronic environment and outside it, contributes to the development of time management skills, regularity and a responsible attitude to work performed independently” (1,118). As a result, the quality of the acquired knowledge increases, which is important for the further professional activities of students, when it is necessary to constantly develop professionally and independently acquire the necessary knowledge in order to correspond to the level of development of modern technologies. Our observations indicate that the expansion of cognitive capabilities with information technology in the study of Russian as a foreign language contributes to the development of a sustainable, conscious interest in learning new and immense. Stimulation is implemented in several ways: by irradiation – spreading interest in learning the Russian language without leaving the computer, by being in demand in Internet lessons or by independently working with a computer of material from other disciplines, by involving students in educational and research work. It can be said that there is no definite solution to all problems, and there are no exact instructions on how to deal with them. The best solution is to use a combination of different solutions, taking into account the characteristics of today’s youth of the XXI century.

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THE ROLE OF THE TEACHER IN LISTENING AND ANALYSIS OF MUSIC

Abstract: This article discusses the role and importance of the teacher in developing music listening and analysis skills in the formation of students' musical abilities in music culture classes.

Keywords: music culture, listening to music, analysis, skills and abilities, teacher, education system.

The formation of students' general musical culture in general secondary school "music culture" classes depends on many factors, including listening to music, singing, and theoretical literacy. Among these factors, it is safe to say that listening to music is reflected in almost all educational activities. This is because the song being studied is also listened to first, and information about it is passed on to the students through listening to and analyzing the music. In this process, concepts and descriptions are given directly to the theoretical information. The main purpose of teaching music culture in general secondary schools is to form students' spiritual, artistic and moral culture, a sense of national pride and patriotism, to expand their thinking, to develop children's creative skills, sophistication and art. to cultivate taste and foster initiative.

Listening to music is one of the most important tools in art education, and it is practiced throughout the course. Listening develops children's ability to understand and know life, being. It is important to study the language, means of expression, genres and forms of music. It allows you to enjoy music aesthetically and artistically. Listening rules provide silence in the classroom, teach students to listen to music attentively, develop awareness and activity, and shape the culture of music.

During the lessons, students are told that each piece of music has a certain reality, emotion and content in a way that suits their worldview. In this way, children develop musical impressions and listening skills. Listening throughout the lesson helps the student to understand and comprehend the work, to have a certain knowledge of the musical features of the work (genre, structure, means of expression, performance) and the artistic content.. It is recommended to use the "Ingenuity" exercise to increase the activity of students and develop their listening skills. In this case, the melodies of the previous lessons are placed under the speakers (cells, images). The children select any speaker and say the name and author of the melody they are playing. Assignments like these teach students to concentrate quickly and strengthen their memory.

The structure of the music to be listened to, in terms of artistic and ideological content, should be appropriate to the age and curriculum of the students, the duration of the performance should not exceed 1-1.5 minutes. It is important that the work is relevant to the topic of the lesson.

Excerpts (marsh-songs) from listening to the works will improve and strengthen the knowledge and skills of singing, clapping and playing musical instruments, rhythmic accompaniment and musical movements. Students in grades 5-7 will be able to think independently, develop mentally and physically, and develop musical and aesthetic tastes. That's why children of this age listen to modern music and its prominent representatives. Grade 7 students are encouraged to concentrate, comprehend and comprehend music, and to distinguish between instruments and musical genres. ***During the listening, students should be given the following tasks:***

- 1. Find the character of the tune.*
- 2. On which instrument is the melody performed?*
- 3. Does the melody have similarities with Uzbek national melodies?*
- 4. In what ways does this work differ from the tunes you have heard before?*
- 5. What colors or images did you imagine while listening to the work?*

Assignments like these help students develop artistic creativity and listening skills. Singing as a group is one of the most popular activities for students in music culture classes. It is one of the most popular music genres. It plays an important role in cultivating students' musical tastes and aesthetics. Performing words and music as a group brings students together.

In order not to strain the students' voices when singing as a group, it is recommended to do sound adjustment exercises in all classes before singing in order to increase and develop the sound qualities (timbre, range). It is a good idea to do these exercises between the prima, tercia, and quintet, raising students' voices from 0.5 tones to the second octave. For elementary school, a game of clapping and tuning is a good idea. Sound tuning exercises made from our national tones are also of great benefit. Doing the exercises in groups teaches students to work together and collaborate.

The musical knowledge and concepts imparted to students from the first grade in general secondary schools serve as a solid foundation for their further aesthetic development. Therefore, every music teacher should keep in mind that not every music lesson should consist of singing, music literacy, or listening to music. They must be able to imagine and comprehend consciously. Only if the student has these skills will he be able to comment on the piece of music he has listened to and sung, and to express his attitude to it.

Along with the necessary knowledge, skills and abilities to understand music, to feel and enjoy its educational, ideological and artistic content, the teacher has the ability to organize activities for teaching and listening to music. It depends. In order to understand music by performing it, it is important to get

students interested in the lesson first. The main criteria for the repertoire of works selected for listening and singing are the age, interest, level of knowledge and musical preparation of students, the diversity of the subject, the ideological and artistic quality and pedagogical value. In this case, it is necessary to choose beautiful and lively, elegant, cheerful, cheerful works, especially in the form and content, reflecting the high ideas and images of life, in accordance with the age and cognitive abilities of students. Only such works can arouse students' active interest in music and music lessons.

The study of the experience, observations and conclusions of teachers working in the field of music education, pedagogical scholars who have conducted research on music theory and methodology, shows that the methodical organization of "music culture" lessons in general secondary schools from the first grade. The structure, artistic and ideological content of the listened works and their adaptation to the age characteristics of children and their effective performance are important in achieving quality and effectiveness. Accordingly, it is advisable to divide the process of listening to music into the following stages:

1. *Teacher's introduction to the piece of music selected for listening. (In this case, the teacher gives students an initial understanding of the piece of music, information about the name of the subject (subject), content, genre, structure, authors, the history of the work.)*
2. *The work is performed by the teacher or by technical means.*
3. *The listened work is analyzed from the musical-theoretical and ideological-educational point of view through discussion, debate, questions and answers.*
4. *It is determined by asking students short questions to find out their impressions, concepts and understanding of music.*
5. *Listening to the musical work in its entirety and making a final conclusion about the students' general impressions of the work.*

To organize, plan and follow the lessons of these stages, to listen to musical works of different character, which are thematically relevant to the worldview of students, and the creators of these works - the people, the composer. It is safe to say that getting acquainted with the life and work of composers is the best way to achieve this goal.

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FEATURES OF THERAPY OF GLOMERULAR DISEASES IN CHILDREN

Resume: The aim is to summarize the information available in modern domestic and foreign literature on glomerulonephritis (GN) associated with viral infection in childhood. Virus-associated glomerulonephritis is considered to be nephritis, in which the etiological and/ or pathogenetic role of viral infection has been established. The association of glomerular lesions with viruses leads to a torpid course of GN, the development of resistance to hormonal and cytostatic therapy, and a worsening of the prognosis. The etiopathogenetic role of viruses is proved using immunoserological, immunohisto- and cytochemical, molecular biological research methods using various biological materials, including a renal biopsy.

Keywords: therapy, glomerular diseases, children's age.

Relevance. Glomerulopathy (GP) is a heterogeneous group of diseases, the main feature of which is the primary suffering of the glomerula (glomerulus) [1,3,5]. This GP differs from another heterogeneous group of nephrological diseases, where the primary lesion is tubulointestinal tissue and this pathology is called tubulopathy. There is also a third group of kidney damage, when both glomeruli and tubules are simultaneously included in the pathological process, which suggests the name "nephropathy" [4,6,7]. However, the latter term is used very rarely, although a combination of glomerular and tubular nephron lesions occurs in almost all cases of progression of kidney pathology, regardless of the primary suffering of one or another of its departments [2,4,8].

Currently, it has become obvious that the unfavorable development of kidney pathology in both adults and children is associated with the development of tubulointerstitial changes, which, in combination with the progression of GP, lead to an unfavorable outcome - the development of chronic renal failure (CRF).

The aim of the study is to establish the patterns of formation, course and progression of primary glomerular diseases of the early age of their debut in order to choose the optimal tactics of patient management.

Materials and methods of research. We examined 139 children with newly discovered manifestations of glomerulopathy at the age of 7-16 years (75 boys and 64 girls).

The results of the study. When analyzing anamnestic data, it was revealed that the development of glomerulopathies in the catamnesis in children with a transition to a chronic course as a chronic focus of infection was 2.1 times more likely to detect multiple caries; 2.9 times more often there was a combination of several chronic foci of infection compared with patients without signs of chronic GN. Children of the second group were 2.0 times more likely to have a high burden of hereditary history of kidney pathology (30.5 and 15.5%, respectively) and 1.4 times more likely to have arterial hypertension (AH) in parents (69.4 and 50.5%, respectively).

In addition, during the last month before the onset of the disease, most children (69.4%) with subsequent chronic GN had changes in urine tests in the form of oxaluria (28.8%), microhematuria (19.4%), microproteinuria (13.9%), uraturia (8,3%); 8 (22,2%) patients were observed for "urinary tract infection".

The analysis of clinical manifestations of the disease onset showed that in 96.1% of patients of the first group, GN proceeded typically, with acute development of nephritic syndrome (ONS) (Fig. 1). The criteria of ONS were acute onset of the disease with the development of edematous syndrome, the presence of arterial hypertension and changes in urine tests (in the form of proteinuria, micro- or macrohematuria). At the same time, in the majority of patients of the second group (91.6%), the clinical picture was asymptomatic, mainly represented by isolated urinary syndrome.

The results of treatment were evaluated before discharge from the clinic (by the 4th-6th week from the moment of hospitalization), subsequently in 139 children after 1 year, the long-term outcome of the disease in 36 children was studied 5 years after the debut of GN by determining the functional state of the kidneys, the severity of proteinuria and erythrocyturia. The immediate effectiveness of treatment was assessed as good - the absence of proteinuria with normal or minimal erythrocyturia; satisfactory - the absence of proteinuria with moderate erythrocyturia or minimal proteinuria with normal, minimal, moderate erythrocyturia; low - minimal proteinuria with severe erythrocyturia or the presence of moderate proteinuria.

Verification of the effectiveness of complex therapy 12-14 months after the end of therapeutic measures showed that normalization of urine tests was registered in 103 (74.1%) patients. Of these, 81 (78.6%) children managed to achieve complete clinical and laboratory remission after 4-5 weeks from the start of treatment, in 8 (7.8%) children a little later - after 10-12 weeks, in 11 (10.6%) patients after 18 weeks, in 3 (2.9%) children - isolated changes in urine were detected before 1 year, which is generally characteristic of the typical form of acute glomerulonephritis. After 5 years of follow-up, clinical recovery was established in this group.

At the same time, 36 (25.9%) children could not have regressed symptoms, as a result of which, chronic glomerulonephritis was subsequently formed. 33.3% of patients had recurrent urinary syndrome after normalization of

the condition in the first 3 months. In 66.7% of cases, changes in urine in the form of proteinuria and (or) hematuria persisted for more than 12 months. In the future, urinary syndrome persisted by the end of the 2nd year of the disease in 20.9% of children, by the end of the 3rd year in 5.1% of patients. After 5 years from the onset of the disease, none of the patients of the second group recovered.

Conclusion. Based on the results of our studies, it can be concluded that the age younger than 2 years in children with steroid-resistant nephrotic syndrome and the duration of cyclosporine A therapy for more than 36 months are predisposing factors to damage to the tubules.

Thus, the paper presents the modern structure of glomerular diseases according to our clinic, their age characteristics are established. We gave clinical and laboratory characteristics of each of the morphological forms of primary glomerulopathies, characterized the course, highlighting the factors of progression. The biomarkers we have studied carry important diagnostic and prognostic information.

Based on the results of our own research, we have proposed a concept according to which the development and course of glomerular diseases depends on the interaction: 1) genetic factors that predestine or predispose to the occurrence of the disease; 2) environmental factors, the change of which leads to a change in the structure of glomerular diseases and 3) progression factors that determine the rate of decline in kidney function in children with glomerular diseases.

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**METHODS OF ORIENTING STUDENTS TO SOCIAL AND
PROFESSIONAL ACTIVITIES IN THE LESSONS OF
«TECHNOLOGY» IN PRIMARY EDUCATION**

Annotation: This article analyzes the initial pedagogical processes in the vocational guidance of primary school students, in which the teacher's pedagogical skills, knowledge and skills in choosing a profession, tasks, as well as personal qualities in choosing a profession, o. Information is provided on the content of the psychology of students, the criteria for determining the readiness of students to choose a profession, the preparation of students for career guidance.

Key words: teacher, technology, profession, occupation, patience, interest, labor, ability.

In recent years, the Republic of Uzbekistan, along with all sectors, has been carrying out large-scale reforms in the education system. The effectiveness of these changes is due to the fact that our country occupies a worthy place among the developed countries, first of all, with the development of science and education. In order to further increase the effectiveness of the work, to create conditions for the comprehensive development of the state and society, to implement the priorities of modernization of the country and liberalization of all spheres of life, the President of the Republic of Uzbekistan on February 7, 2017 Education, culture, science, literature, art and sports in the priority area "Development of the social sphere" of the Decree No. PF-4947 "On the Strategy for further development of the Republic of Uzbekistan" development of areas, improvement of state youth policy [1].

It is known that the development of any society depends on the social, political, economic stability, the high level of development of the intellectual and moral potential of its citizens. After all, the national issue of training plays an important role in the spiritual renewal of our society, the formation of a democratic state governed by the rule of law, ensuring the integration of the world community in the formation of a socially oriented market economy. [5;14].

It should be noted that the contribution of our teachers and educators is invaluable in the development of our children, who today master modern

knowledge and professions, foreign languages, step into life with great hope and confidence, and are the backbone of our future. An elementary school teacher not only provides students with an initial knowledge of the world of science, but also guides students in the process. As a result, the student from an early age loves a profession, dreams of it, imagines himself as the owner of that profession. All forms and methods of vocational guidance for primary school students should serve the purposeful career choices of students. Junior high school students are far from choosing a career. However, the process of choosing the right profession among them should be such a basis that the interests, thoughts and intentions of high school students in the profession will later develop on this basis. 'should be. Career guidance for elementary school students in Technology classes requires an individual approach to each of them. It is necessary to take into account the qualities of the student, such as temperament, will, attention, determination to achieve the set goal, initiative, organization, discipline, responsible attitude to the task. In addition, career guidance should take into account the reasons for choosing a profession, the social significance, interests and opportunities of the profession, the level of preparation for the profession, family traditions and the advice of parents, educators.

Occupation – a set of theoretical knowledge, practical skills and abilities necessary for the implementation of labor activity in a particular field as a result of special training and work experience, physical activity, mental abilities and rights (training)) is a type of [3-56].

The school is the first source of enlightenment to quench one's thirst for knowledge. At school, the student begins to develop as an individual. It is when the first professional feelings arise. These are diligence, understanding and understanding of the need to work, the ability to plan and control their work, proper organization of the workplace, cost-effectiveness, patience, perseverance, the most rational way to perform the task (seven o ' lchab, a person) to be able to choose and save time, and so on. It is necessary to gradually take children to the world of professions, to teach them to aim in this world. The teacher observes in the classroom, talks to the child, and in the process of analyzing the product of the child's activity, notices some of his characteristics, abilities, interests, tendencies, which form these qualities and attributes. All of the above can be a major factor in the career choices of primary school students. Early detection of important professional qualities and qualities in a child and the right choice of profession based on their characteristics can allow them to master it successfully, to achieve high results in work.

The main purpose of forming career concepts in primary school students is to help young people make career choices based on their abilities, interests and inclinations, as well as social needs. In our society, great attention is paid to ensuring that everyone is able to fully demonstrate their abilities, work efficiently, and engage in activities and conditions. It is necessary to teach the

student to work, not only to love the work, but to get used to it in such a way that the work is absorbed into his body. Guide them also into the good behaviors and to avoid displaying some profane ones.

The requirements of the State Education Standard for the education of children of primary school age also pay special attention to the fact that children are mature in terms of morality and ability to work. From an early age, children are taught habits such as hard work and respect for the work of others. These habits form the basis of the content of raising a child in a moral, hard-working manner. Minimum requirements for elementary school students in terms of morality and ability to work:

- know the value of adult work;
- self-confidence;
- self-service;
- be able to do light work at home or in the school yard;
- assistance to adults working in the neighborhood or on the farm;
- know how to put toys and room furniture in their place;
- Understanding that hard work is a good habit, etc., will serve as a

foundation for career choices for primary school students. The purpose of vocational guidance for primary school students is to acquaint them with the work, types of professions, directions and to form in students an interest in professional activities. In them to achieve this

- to get an idea of the world of work and profession;
- Organize conversations and discussions with students on topics such as "Who I am", "My profession", "Choosing a profession - a mirror of life";
- develop self-esteem skills;
- The development of intellectual and emotional will is important.

The honest attitude of children to this age is reflected in the ability to understand its role in life and society, the desire to do any work, nature, the environment, the preservation of its wealth, and so on.

Organize non-traditional travel classes in the primary grades with the school administration to acquaint students with the activities, direction and life of various industry colleges, enterprises, where there are meetings with advanced workers on various topics. should

In conclusion, it is desirable that the primary school teacher of "Technology" work in close cooperation with school psychologists and science teachers. For example, in a technology class, a student can fully express the profession he or she is interested in or is capable of. At the same time, the teacher of this lesson should diagnose the student along with the professional culture of the class teacher. Parents' meetings at the school should be conducted in conjunction with professional staff. This is because the student, in cooperation with his parents, receives information about professions and has the opportunity to choose it. Only when the interaction in the family allows you to fully choose a profession, then the student will have a tendency to a profession.

z gives the effect. At the same time, we will contribute to the future generations to find their place in life, as well as to further the development of our country.

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KEY ASPECTS OF THE HISTORY OF SOCIETY DEVELOPMENT

Abstract: This article discusses the main aspects of the history of society. Different approaches to this issue have been analyzed in the history of philosophy.

Key words: history of society, personality society, interpersonal relations, community

There are many approaches to understanding what the history of world philosophy is. It seems to me that at least two of them deserve our close attention.

On the one hand, the history of philosophy is viewed as a single, one-line, cumulative process, like the history of science - knowledge gradually accumulates in the course of human history, and every thinker, every philosophical school adds its grain to the general treasury of philosophical thought. Therefore, it is believed that the philosopher of the 20th or 19th century knows much more and thinks incomparably deeper than the thinker of Antiquity, because he mastered all the ideas and concepts that were before him, he, figuratively speaking, stands on the shoulders of his predecessors. Indeed, what the ancient sage Epicurus knew is known to millions of modern students. But, what Epicurus knew at one time, only he knew, and in this sense, his knowledge is a million times more valuable.

On the other hand, many philosophers did not recognize the cumulative nature of philosophy. The main philosophical questions formulated by I. Kant sound like this: "What can I know? What should I do? What can I hope for? What is a person? To all these questions there are no, there were not and probably will not be unambiguous and exact answers. Most philosophical propositions are not proven by experience and do not follow from experience. Thus, it is impossible to prove experimentally that life and reason arose from developing nature, it is also impossible to prove that God is the foundation of the world, that human freedom necessarily follows from human nature, and so on. It would be much easier for a person to live if the most important questions of his existence could be proven one day - once and for all. As each person, in so far as he thinks, so each epoch must find answers to these questions for itself. It can hardly be argued that we are smarter, more conscientious than our ancestors, that we know better how to live with dignity than Socrates knew. It cannot be argued that Shakespeare is deeper and more significant than the

ancient Greek poet Archilochus, just as it cannot be said that Hegel is smarter and more significant than Aristotle, who lived many centuries earlier.

Philosophy is the oldest science, and at the same time it is always young, because the knowledge and ideas put forward by thinkers never become obsolete.

Now people would laugh at the statements of ancient physicists that heavy bodies fall down and light ones fly up, but no one will laugh at the philosophical ideas of Socrates and his main conclusion, that the highest human wisdom is to know that you don't know anything. Or over the statement of Diogenes that there are many people, and it is very difficult to find a person among them, although both Socrates and Diogenes lived more than two thousand years ago.

For example, modern physics has gone far ahead in comparison with Antiquity. Ancient Greek science claimed that all things consist of fire, water, air and earth, she was looking for various combinations of these elements. Today's physical science includes more than thirty disciplines, to become a specialist in one of them, you need to spend half your life. And philosophy, both in antiquity and now, is struggling with the same questions formulated by I. Kant.

Therefore, the second point of view seems preferable to me - philosophy is not a cumulative process of accumulating knowledge, but a reflection of a person's eternal attempts to know himself: his capabilities, his abilities, his place in the world around him, the meaning of his existence. Each philosophy grows out of the originality of the culture on the basis of which it is formed. If in the field of exact sciences there is an idea of a certain progress of knowledge, of an ever more accurate and complete approximation to reality, then in philosophy one cannot speak of a simple elimination of errors in the process of replacing earlier stages of development with later ones, because each era with its various theories is completely different. - a new approach to the study of the same subject and comprehends it in a new aspect. Each philosophy is a concentrated expression of its time - "an era captured in thought" - Hegel.

The modern understanding of the essence of society as a special form of purposeful and reasonably organized joint activity of large groups of people is based on ideas and concepts dating back to the second half of the 19th century. K. Marx developed a dialectically materialistic concept of society, the essence of which is the provision on the method of production of material goods, which is formed objectively, i.e. regardless of the will and consciousness of people, and mainly determines the way of being of the "connective organism". From a certain form of material production "... follows, firstly, a certain structure of society, and secondly, a certain attitude of people to nature. Their state system, and their spiritual way of life is determined by both one and the other. "(K. Marx). History appears as a "natural-historical process", where objective "laws-trends" operate in combination with a subjective factor. The strength of this

concept is the doctrine of the special "sensual-supersensory" nature of "social matter", the duality of the existence of man and society, as well as the idea of

the evolution of social ties depending on the forms of people's existence and their joint activities. However, in this concept, a number of provisions, in particular, on the basis and superstructure, on private property, on the historical mission of the proletariat, on the inevitability of the world revolution, have not been confirmed in real socio-historical practice.

In the 19th century, the development of naturalistic approaches to explaining the phenomena of society and man continued. From these positions, society is seen as a natural continuation of natural and cosmic patterns. The course of the history and fate of peoples is mainly determined by the rhythms of the Cosmos and solar activity (A. Chizhevsky, L. Gumilyov), the characteristics of the natural and climatic environment (L. Mechnikov), or the natural organization of man (sociobiology). Society is regarded as the highest, but far from the most successful creation of nature, and man as the most imperfect living being, weighed down by the genetic desire for destruction and violence. This leads to an increase in the threat to the existence of mankind and the possibility of its transition to other forms of being.

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PATHOMORPHOLOGICAL EXAMINATION OF THE HIPPOCAMPUS IN CEREBRAL ATHEROSCLEROSIS

Resume: In recent years, according to WHO, mortality from coronary heart disease, the main cause of which is atherosclerosis, has increased significantly (up to 75%). To varying degrees, atherosclerosis can be detected in almost every person. After all, the earliest pathological changes in the vessels (lipid spots and stripes), characteristic of the initial stage of this disease, appear in children and adolescents as early as 10-15 years. Men get sick more often than women, and the latter develop atherosclerosis on average 10 years later than men. These differences are the result of different lifestyles, the nature of nutrition, occupation, genetic characteristics, neuro-hormonal factors, etc.

Cerebral atherosclerosis is the most common form of vascular pathology of the brain, which is the main cause of ischemic disorders of cerebral circulation. Chronic cerebral ischemia is the most frequent and most socially significant form of cerebrovascular pathology. There are many works in the Russian literature devoted to the study of higher brain functions in chronic cerebrovascular pathology. All this testifies to the importance and relevance of the problem of atherosclerosis.

Key words: hippocampus, atherosclerosis, brain, morphology.

Relevance. One of the most common diseases today is atherosclerosis. Its danger lies not only in its long and asymptomatic development, but also in its ability to affect different arteries and vessels. Pathology of the lower extremities can lead to gangrene of the coronary vessels and aorta - to myocardial infarction, and cerebral vessels - to stroke [2,5]. The cerebral form is one of the varieties of atherosclerosis, and differs from the rest in that it occurs both in young people and in elderly people. The symptoms of the disease are often similar to the symptoms of fatigue, therefore, atherosclerosis is often diagnosed already in the late stages, when the patient's life is in mortal danger[1].

The currently available data on the pathomorphology of the brain in the absence of cerebral circulation of atherosclerotic genesis, including those obtained using modern methods of neuro- and angiovisualization, mostly relate to its substance - cortical and subcortical structures, brain stem and cerebellum.

When making a diagnosis of chronic cerebral ischemia, it is often implied that a decrease in memory and other cognitive functions in a patient with cerebral vascular insufficiency is a direct result of chronic cerebral ischemia [3]. But in reality, the relationship between cognitive disorders and cerebrovascular insufficiency may be more complex.

The mechanism of dissociation formation is associated primarily with arterial hypertension, which leads to secondary changes in the vascular wall, mainly of the microcirculatory bed. Arteriosclerosis, which develops as a result, leads to a change in the physiological reactivity of blood vessels [3].

Currently, it is known that the function of the limbic system of the brain is not limited only to emotional reactions, but also participates in maintaining the constancy of the internal environment (homeostasis), regulation of the sleep–wake cycle, learning and memory processes, regulation of autonomic and endocrine functions [5]. The hippocampus, as the central link of the limbic system, participates in the highest coordination of reproduction and emotional behavior, as well as in the processes of assimilation and memorization of new information, which affects the emotionally colored awareness of perceived reality and, in general, the quality of life. The hippocampus plays a corrective role in enhancing the inhibitory effects of stress response, blood pressure regulation [4].

Cerebrovascular disease ranks second among diseases of the circulatory system in the structure of the initial causes of death according to autopsy results [4]. The morphological basis of cerebrovascular disease in most cases is cerebral atherosclerosis [2]. Despite numerous literature data on the problem of cerebral atherosclerosis [1,5], morphological features of the hippocampus in this disease remain unexplored.

The purpose of the study. The purpose of this study was to study the morphology of the hippocampus in cerebral atherosclerosis.

Materials and methods of research. During the subsequent pathological examination, we selected cases in which cerebral atherosclerosis was detected in the deceased, and the main diseases were: coronary heart disease (27.4%), arterial hypertension (41.6%), cirrhosis of the liver (19.8%), chronic obstructive bronchitis and bilateral pneumonia (11.2%). The fixation of the material for microscopic examination was in neutral 10% formalin and Buena liquid for 24 hours, pouring into paraffin was carried out according to the generally accepted method.

To study the elements of the central nervous system, thionine staining was performed using the Nissl method. To study the neurotopography of the hippocampal layers and to assess the mutual disposition of nerve fibers, neurons and glia, the method of impregnation of paraffin sections with silver nitrate according to Bilshovsky in the Landau modification for paraffin sections was used. The analysis of quantitative indicators was performed on IBM using the statistical software package "Statistica" v 6.0.

The results of the study. The features of the cytoarchitectonics of the pyramidal layer of the hippocampus served as the basis for its division into 4 main fields oriented in the mediolateral direction and designated as CA1 – CA4. The main fields of the hippocampus proper are the fields CA1 and CA3. In all the studied deceased elderly men, a pathoanatomic examination revealed atherosclerosis of the cerebral arteries with damage to the middle cerebral artery at the stage of fat spots and atheromatous plaques with lumen stenosis of less than 30%. According to medical records, there was no clinical picture of dyscirculatory encephalopathy.

Microscopic examination of the hippocampus revealed in most cases the presence of pericellular edema, especially in the ganglion layer in all zones, as well as a different degree of severity of lipofuscinosis of neurons. Granular globular cells (activated macrophages) were often found in the subependymal parts (alveolus) and perivascularly. In most cases, circulatory disorders were observed in the vessels of the microcirculatory bed in the form of fullness, less often stasis. In some cases, in persons of the peccic somatotype, fresh diapedetic perivascular hemorrhages were detected from minor to more pronounced, which may be due to the hypoxic nature of damage to the cortical structures of the brain in the terminal period.

In addition, damaged neurons with dark cytoplasm of the pericaryon and dark pycnotic nuclei were detected, as well as the appearance of microglia near the pericaryon neurons (gliosis). In the semi-quantitative analysis of morphological changes, the most pronounced changes were observed in the CA1 and CA3 zones. At the same time, signs of spongiosis and lacunar structure were more often found in CA1.

Considering that cerebrovascular insufficiency is characterized by hypoglycemia, cerebral ischemia and, as a consequence, leads to damage to brain neurons, activation of apoptosis mechanisms, our study shows that in the hippocampus of deceased elderly men in the early stages of cerebral artery atherosclerosis in the absence of clinical signs of dyscirculatory encephalopathy, structural signs of damage to ganglion layer neurons and reactions from gliocytes are observed.

The detection of circulatory disorders in the vessels of the microcirculatory bed of the hippocampus is comparable with the results of some researchers demonstrating damage to the vascular wall and cerebral blood flow in cerebrovascular disease, which, in turn, can lead to cognitive disorders and changes in the emotional sphere.

Conclusion. Thus, in the hippocampus of elderly men with atherosclerosis of the cerebral arteries in the early stages, pronounced changes were found in the CA1 and CA3 zones, which were characterized by complex reversible damage to neurons, spongiosis, circulatory disorders, perivascular and pericellular edema of varying severity, as well as the formation of focal structures of lacunar structure.

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DEVELOPMENT POTENTIAL OF TOURISM SERVICES IN THE REGIONS

Annotation: The article made: the organization of tourism services, the development of tourism infrastructure, the comprehensive acceptability and capabilities of facilities intended for tourists.

Key words: travel services, tourism infrastructure, diversification, free tourist areas, modern tourism infrastructure, cluster.

Today, the development of tourism services plays an important role in the economic and social life of the world. This contributes to the economic development and employment of the local population, thereby expanding the opportunity to make a significant contribution to improving the living standards of the population, attracting foreign tourists, promoting the development of the Republic of Uzbekistan and preserving historical monuments. According to the decision of the President of the Republic of Uzbekistan "On Priority Measures for the Development of the Tourism Industry for 2018-2019," it is planned to create five new modern recreation

The international tourism industry accounts for every twelfth job creation worldwide, and over the next decade, 120 million people (3.5% of the unemployed) are expected to be employed worldwide. It is an important means for developing cooperation between countries and ensuring investment flow.

Modern theories of population employment — equilibrium models, contract-based employment, institutional directions, flexible employment concepts, etc., as well as accumulated practical world experience in the field of labor relations — are the basis for widespread use in Uzbekistan. It should be noted that over the years of independence, tourism infrastructure has been developed in Uzbekistan, convenience, security, the introduction of modern information technologies, all the amenities of tourist facilities, transport and hotel services, and, in general, tourism logistics have been provided.

The Strategy for Action on Five Priority Directions of the Development of the Republic of Uzbekistan for 2017-2021 "... The task of accelerating the development of the tourism industry is to increase its role and share in the economy, diversify and improve the quality of tourism services, and expand the tourism infrastructure". It should be noted that tourism is becoming the largest global trading network and currently ranks third in the world in terms of revenue from total exports of goods and services, the two largest oil and gas industries

and the automotive industry. The tourism industry accounts for 10.2% of total exports in the world, and tourism services - 35.5%. Located on the Great Silk Road, the Republic of Uzbekistan, known for centuries for its ancient cities, has real potential for the development of the tourism industry.

Due to the huge potential of our country in the field of international tourism, it is fundamentally different from neighboring countries. The geographical position of Uzbekistan is extremely comfortable and has excellent climatic conditions. Uzbekistan is one of the economically stable countries with unique historical architectural monuments, sweet fruits, a variety of dishes, great national traditions and the hospitality of its people. All this attracts the attention of foreign tourists and encourages them to go on a tour.

In world practice, targeted research is carried out to ensure a scientific and practical solution to a number of problems in the development of tourism. From this point of view, the relevance of the study is expressed from the point of view of introducing innovations into the tourism system in our country, developing strategies for the sustainable development of tourism, expanding the market for tourism services and increasing the effectiveness of tourism management in the regions. The emphasis in the study on this issue and a positive solution to the problem determine its significance. The current high socio-economic significance of this problem and its insufficient understanding represent the relevance of the research topic.

According to scientists, the nature of the service industry is a classic free market with features such as flexibility, market conditions, communications, and local communications. In this market, the international tourism industry accounts for every twelfth job creation worldwide, and it is expected that over the next decade, 120 million people (3.5% of the unemployed population) will be employed in this sector. This is an important means for developing cooperation between countries and ensuring investment flows.

According to the World Tourism and Tourism Council, more than 292 million jobs were created in this sector, which brought the world economy 7.6 trillion dollars, and its share in GDP is 10.2%.

Diversification of tourist services and the creation of new tourist routes, including: the study of the tourism potential of the whole country and the formation of tourist products, routes, the implementation of a range of activities for organizing tours and excursions for the population, the opening of new domestic flights, the creation of new tourist routes for regional and international routes based on marketing research, measures to further improve modern tourism and reform its attractiveness. The strategy of actions of the Republic of Uzbekistan in the development of the Republic of Uzbekistan for 2017-2020 further expands the possibilities of suppliers of tourism services.

To ensure the rapid development of the tourism sector, a number of government decisions were made to create free tourist zones. The main attention is paid to the introduction of new investments in the industry and at the same

time the best global practices and innovations. Based on this, the program of the Cabinet of Ministers of the Republic of Uzbekistan dated May 17, 2017 “Measures for the accelerated development of the tourism potential of the Jizzakh region for 2017-2019” provides for the implementation of 48 projects for the development of tourism in the region.

The following factors influence the development of tourism in the regions: the development and implementation of a mechanism to attract more tourists to organize ecotourism, the strengthening of cooperation with tourism in foreign countries, the activities of tourism organizations and travelers in promoting and selling high-quality tourism products in the world market, the increase in signage for traveling, at least in several languages, an increase in information centers, an Internet portal, the placement of tourist maps in crowded places, uv Increase of travel markers on tourist sites, all tourist organizations are available in cities on one Internet portal, timely updating of all information about places, shops, etc.

Conclusion. In the near future, the following strategy for the development of the tourism services market in Uzbekistan is expected:

- the development of existing tourism services and markets and the creation of new, taking into account the state of tourism (natural, cultural and historical) resources of tourist countries;
- involvement of local communities and local authorities in the planning and development of tourism activities and its safety;
- developing ties between travel organizers and local structures to meet the needs of each party and meet their needs;
- overcoming obstacles to improving the welfare of the local population, tax, customs and other tourism, with an emphasis on maintaining prices for tourism services at a level that is favorable for tourists and beneficial for the tourism industry;
- accounting for environmental protection (construction, architecture, anthropogenic pressures) when investing;
- the allocation of large resources for clear marketing and services, the search for tourists belonging to certain groups, and the organization of information about the services offered to them;
- improving the professional level of workers in the tourism industry;
- development of a group leisure system (timeshare).

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YANGI O'ZBEKISTONDA YOSHLAR SIYOSATI MASALALARI

Anatatsiya: Maqolada yangi O'zbekiston sharoitida yoshlarga oid davlat siyosatining asosiy yo'nalishlari tahlil qilingan. Jamiyatda huquqiy madaniyatini yuksaltirishning yoshlar tarbiyasidagi o'rni ochib berilgan. Mutafakkirlar asarlaridagi komil inson g'oyasining tarixiy-falsafiy talqiniga alohida e'tibor qaratilgan. Yangi O'zbekiston sharoitida barkamol avlodni tarbiyalashning ma'naviy, huquqiy asoslari ochib berilgan.

Kalit so'zlar: Yangi O'zbekiston, yoshlarga oid davlat siyosati, iqtidorli yoshlar, ma'naviy barkamollik, uchinchi Renessans.

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YOUTH POLICY ISSUES IN NEW UZBEKISTAN

Annotation: The article analyzes the main directions of state youth policy in the new Uzbekistan. The role of raising the legal culture in the society in educating the youth has been revealed. Special attention is paid to the historical and philosophical interpretation of the idea of the perfect man in the works of thinkers. The spiritual and legal basis for the upbringing of a harmoniously developed generation in the new Uzbekistan has been revealed

Keywords: New Uzbekistan, State Youth Policy, Talented Youth, Spiritual Perfection, Third Renaissance.

O'zbek xalqining ko'p asrlik tarixiga nazar tashlar ekanmiz, unda taraqqiyot cho'qqilarini zabt etishning mashaqqatli bosqichlarini ko'rish mumkin. Bu bosqichlarda davlatchiligimizning shakllanishi, jamiyatda ilm-fan, san'at va madaniyatning yuksalishi, buyuk ajdodlarimizning o'z ijodida erishgan yutuqlari jahon tamaddunining rivojiga hissa qo'shishdek iftixorli jarayonlar gavdalanadi.

Har qanday rivojlangan davlatning tarixiy taraqqiyot yo'lidan ma'lumki, mamlakatning jadal rivojlanishi, muayyan yutuqlarga erishishi, xalqning farovon bo'lishi o'sha mamlakatda yoshlar ta'lim-tarbiyasi va kelajagiga beriladigan e'tibor darajasiga uzviy bog'liq.

Mamlakatimizda yuksak taraqqiy etgan, jahon hamjamiyatida munosib o'rni va nufuziga ega Yangi O'zbekistonni barpo etish yo'lida jadal islohotlar

davom etmoqda. Ushbu ko'zlangan maqsadlarga erishishda unib-o'sib, ulg'ayib, hayotga dadil qadamlar bilan kirib kelayotgan yosh avlodning salohiyati muhim o'rin tutadi.

Shiddat bilan rivojlanib borayotgan xayotimizda ro'y berayotgan yuksalish jarayonlari o'zini barcha sohalarda namoyon etmoqda. Shular orasida zamonamiz yoshlari haqida to'xtaladigan bo'lsak, Prezidentimiz Shavkat Mirziyoev BMT Bosh Assambleyasining 72- sessiyasidagi nutqida quyidagi fikrlarni bildirgan edi: "Sayyoramizning ertangi kuni, farovonligi farzandlarimiz qanday bo'lib kamolga yetishi bilan bog'liq. Bizning asosiy vazifamiz-yoshlarning o'z salohiyatini namoyon qilishi uchun zarur sharoitlar yaratishdan iborat".

Shu borada, O'zbekistonda yoshlar masalasi davlat siyosatining eng ustuvor yo'nalishlaridan biri hisoblanadi. Yurtimizda yoshlarning huquq va manfaatlarini himoya qilish, ularga zarur shart-sharoit yaratish borasida bir qator ishlar olib borilmoqda. Xususan bugungacha parlament tomonidan yoshlarga oid 40 dan ortiq qonun hujjatlari qabul qilindi. Prezidentimiz Shavkat Mirziyoyevning BMT minbaridan turib, Yoshlar huquqlari to'g'risidagi BMT konvensiyasini qabul qilish taklifi ham xalqaro hamjamiyat tomonidan iliq kutib olindi. Prezidentimiz bunga asos qilib, bugungi kunda dunyo miqyosida yoshlarning soni 2 milliarddan oshib ketgani, xalqaro terrorizm va ekstrimizm shiddat bilan o'sib borayotgan bir paytda, yoshlarga himoya zarurligini muhim omil sifatida asoslab berdi.

Davlatimiz rahbarining 2016 yil 14-sentyabrdagi «Yoshlarga oid davlat siyosati to'g'risida»gi imzolagan qonun hujjati ham, aholisining yarmidan ko'prog'i yoshlardan iborat bo'lgan mamlakatimizda yosh avlodni har tomonlama yetuk va barkamol, o'z pozitsiyasiga ega, intellektual salohiyatli, maqsad sari intiluvchan, komil shaxslar sifatida tarbiyalash O'zbekistonni eng rivojlangan davlatlar qatoridan o'rin egallashida eng muhim omil ekanini anglatadi.

Shuni alohida qayd etish joizki, «2017-2021 yillarda O'zbekiston Respublikasini rivojlantirishning 5 ustuvor yo'nalishi bo'yicha "Harakatlar strategiyasi"»da ham bir nechta ustuvor vazifalar belgilab berilgan:

birinchidan, jismonan sog'lom, ruhan tetik, mustaqil fikrlaydigan, o'z Vataniga sodiq yoshlarni tarbiyalash;

ikkinchidan, o'rta maxsus, kasb- hunar va oliy ta'lim muassasalari bitiruvchilarini ish bilan ta'minlash va xususiy tadbirkorlik sohasiga jalb qilish;

uchinchidan, yoshlarning ijodiy va intellektual salohiyatini rivojlantirish, qo'llab- quvvatlash, bolalar va yoshlar o'rtasida sog'lom turmush tarzini shakllantirish, ularni sportga keng jalb etish.

Prezidentimiz tomonidan 2018 yil 27 iyunda "Yoshlar- kelajagimiz Davlat dasturi to'g'risida"gi farmoni bilan "Yoshlar- kelajagimiz" jamg'armasi tashkil etildi. Ushbu jamg'arma yoshlarning biznes tashabbuslari, g'oya va loyihalarini amalga oshirish uchun tijorat banklari tomonidan yillik 7 foiz stavka

bilan imtiyozli kreditlar ajratish yo'lga qo'yildi. Mamlakatimizdagi barcha o'zgarishlarning negizi hisoblangan ta'lim-tarbiya tizimi uchun ajratilgan harajatlar kelajak uchun qo'yilgan eng samarali sarmoya hisoblanadi.

Ma'lumki, 2021 yil mamlakatimizda "Yoshlarni qo'llab-quvvatlash va aholi salomatligini mustahkamlash yili" deb nomlandi. O'zbekistonda 30 iyun - "Yoshlar kuni" deb e'lon qilinib, turli sohalarda yuksak natija va yutuqlarga erishayotgan fidoyi yoshlarni rag'batlantirish maqsadida "Mard o'g'lon" davlat mukofoti va "Kelajak bunyodkori" medali ta'sis etildi.

Yurtimizdagi islohotlar jarayonida yoshlar kamolotiga alohida e'tibor qaratilmoqda. So'nggi yillarda bu yo'nalishdagi ishlarning huquqiy asoslari zamon talabidan kelib chiqib takomillashib bormoqda. Yoshlarga jahon andozalari darajasida ta'lim berish, jamiyatdan munosib o'rin egallashiga ko'maklashish masalasi davlat siyosatining muhim yo'nalishiga aylandi.

Davlatimiz yoshlarga oid davlat siyosatida aniq maqsadlarni ko'zlab, bosqichma-bosqich shakllanib kelmoqda. Yoshlar o'rtasida kitobxonlikni keng tadbiq etish maqsadida Qoraqalpog'iston Respublikasi va barcha viloyatlarga 1 million nusxadan kam bo'lmagan miqdorda kitoblar yetkazib berildi. Shu bilan birga har bir shahar va tuman markazida namunali kitob do'konlari, ko'chma kitob pavilyonlari tashkil etildi. Xotin-qizlarni ish bilan ta'minlash maqsadida 2019-2020 yillarda 200 ga yaqin tikuv- trikotaj korxonalari barpo etildi. Natijada 24000 dan ortiq ish o'rinlari yaratildi.

Yurtboshimiz g'oyasi asosida "Yoshlar daftari" tashkil etilib, mamlakatimiz bo'yicha 648 ming ishsiz yoshlar ushbu daftarga kiritilgan bo'lsa, yilning birinchi choragida ularning 283 ming nafari ish bilan ta'minlandi. Yoshlarning bo'sh vaqtini mazmunli o'tkazish borasida 36 mingta qo'shimcha to'garaklar tashkil etilib, bu to'garaklarga 874 mingga yaqin yoshlar qamrab olindi.

Yuqoridagilarga qo'shimcha sifatida mamlakatimizda Maktabgacha ta'lim vazirligi tashkil etildi. Maktab ta'limida 11 yillik umumiy o'rta ta'lim qayta joriy etildi. Oliy o'quv yurtlariga qabul kvotalari kengaytirildi. Sirtqi va kechki ta'lim shakllari tiklandi. So'nggi yillarda 15 dan ortiq rivojlangan davlatlarning nufuzli universitetlari filiallari ochildi.

Yangi yoshlar siyosatini qurishda mamlakatimiz Prezidentining shaxsan ishtirokini alohida ta'kidlash zarur. Davlatimiz rahbari tomonidan yosh avlodni shakllantirishning dastlabki pallasida tarbiya masalalariga, boshlang'ich, o'rta va oliy ta'lim islohotiga alohida e'tibor qaratilmoqda. Yoshlarni yuksak ahloq va intizomli qilib tarbiyalash, ularning sifatli ta'lim olishi va vatanparvarlik ruhida voyaga yetishi mamlakat siyosiy va iqtisodiy taraqqiyotining kaliti hisoblanadi.

Xulosa qilib aytganda, yoshlarning ta'lim olishi, kasb-hunar egallashi, yetuk, komil inson bo'lib shakllanishida zamonaviy, qulay shart-sharoitlarni yaratib berish uchun mamlakatimiz bor kuch va imkoniyatlarini ishga solmoqda. Davlatimiz rahbari xam bu borada, mamlakatimizdagi yoshlar qatlamiga "muammo" deb emas, balki yurt ravnaqini ta'minlashdagi katta kuch sifatida

qaramoqda. Pirovardida esa, yuksak bilimli, zamonaviy fikrlaydigan, o'z qat'iy pozitsiyasiga ega yoshlar yurtimizning taraqqiyotida tobora hal qiluvchi asosiy kuchga aylanib bormoqda. Yoshlarimiz bunday sharoit va imtiyozlardan oqilona foydalanib, yurtimizning ertasi uchun kamarbasta bo'lishi shart. Mazkur ishlar natijasida O'zbekiston yoshlar ittifoqi tashkil topgandan buyon 841 147 nafar yoshning bandligi ta'minlandi. 2021-yilning birinchi yarmida Yoshlar ishlari agentligi tomonidan 78 140 nafar yosh ishga joylashtirilgan bo'lib, 5 684 nafar yoshga subsidiyalar ajratildi, ijtimoiy himoyaga muhtoj 127 nafar talabanning 350 million so'mlik to'lov shartnoma mablag'lari to'lab berildi.

Yoshlarni ish bilan ta'minlash, ularning tashabbusini moliyalashtirish maqsadida 2018-yildan boshlab hududlarda 25 ta "Yosh tadbirkorlar" kovorking markazi va 157 ta "Yoshlar mehnat guzari" kompleksi faoliyat boshladi. "Yoshlar – kelajagimiz" davlat dasturi doirasida respublikaning tuman va shaharlarida amalga oshiriladigan tadbirlarni moliyalashtirish amaliyoti yo'lga qo'yildi.

Yoshlarga oid davlat siyosatini amalga oshirishda O'zbekiston Respublikasi Prezidenti tomonidan ilgari surilgan besh muhim tashabbusni targ'ib qilish va ro'yobga chiqarish muhim ahamiyat kasb etadi. Mazkur g'oyani amalga oshirish maqsadida O'zbekiston yoshlar ittifoqi qoshida "5 tashabbus loyiha ofisi" faoliyati yo'lga qo'yildi. Tegishli loyihalar, jumladan, "Sport karvoni", "Bir million dasturchi", "Eng yaxshi kitobxon oila" kabi loyihalar amalga oshirilmoqda.

Turli sohalarda samarali faoliyat yuritayotgan, yuqori natijalarga erishib, tengdoshlariga o'rnak bo'layotgan yigit-qizlarni rag'batlantirish maqsadida "Mard o'g'lon" davlat mukofoti va "Kelajak bunyodkori" medali ta'xis etildi. O'tgan vaqt davomida 113 nafar yosh "Mard o'g'lon" davlat mukofoti bilan, 75 nafari esa "Kelajak bunyodkori" medali bilan mukofotlandi.

Ta'lim-tarbiya sohasida ham so'nggi yillarda ulkan o'zgarishlar ro'y berdi. Tizim tubdan isloh qilindi. Mazkur sohada yoshlar manfaatlarini ko'zlab ko'plab o'zgarishlar amalga oshirildi.

Birinchiidan, maktabgacha ta'lim muassasalari va umumta'lim maktablari faoliyati tubdan yangilandi. O'tgan besh yil davomida kichik yoshdagi bolalarni maktabgacha ta'lim bilan qamrab olish darajasi ikki barobar ortib, 60 foizga yetdi. Bugungi kunda bog'chalar soni 14 mingdan oshdi. Dars sifatini oshirish maqsadida boshqa tumandagi olis maktabga borib, dars beradigan yosh o'qituvchilar oyligiga ustama haq to'lash tizimi joriy etildi.

Bundan tashqari, yoshlarning chuqur bilim olishini ta'minlash maqsadida o'tgan yillarda 98 ta ixtisoslashgan maktab tashkil etildi. Har bir hududda Prezident maktablarining tashkil etilishi ham iqtidorli va barkamol yoshlarni tarbiyalashga xizmat qilmoqda.

Ikkinchiidan, yoshlarning oliy ta'limga qamrovi oshirildi. 2016-yilda mamlakatimizda 65 ta oliy ta'lim tashkiloti faoliyat yuritgan bo'lsa, 2021-yilda

respublikadagi jami oliy ta'lim tashkilotlari soni ikki barobardan ko'proqqa ortib, 127 taga yetdi.

2016/2017 o'quv yilida o'qishga qabul qilish parametrlari 57 907 nafarni tashkil etgan bo'lsa, 2021/2022 o'quv yilida qabul parametrlari qariyb uch barobar oshirilib, 157 755 ni tashkil etadi. Xususan, davlat granti asosida o'qishga qabul qilish parametrlari ham 1,5 barobar oshirildi.

Uchinchidan, ta'lim tizimidagi davlat siyosati takomillashtirildi. Ta'lim sohasini tubdan yangi bosqichga olib chiqish maqsadida yangi tahrirdagi "Ta'lim to'g'risida"gi qonun qabul qilindi. Mazkur qonun bilan yoshlarning uzluksiz ta'lim olishini ta'minlash maqsadida kunduzgi ta'lim shakli bilan bir qatorda sirtqi, kechki va masofaviy ta'lim shakllari joriy etildi. Dual ta'lim yo'lga qo'yildi.

To'rtinchidan, yoshlarning bilim olishi uchun zarur shart-sharoitlar yaratildi. 2021/2022 o'quv yilidan boshlab tijorat banklari tomonidan ta'lim kreditlarini Markaziy bankning asosiy stavkasida ajratishning yangi tizimi yo'lga qo'yildi. Unga ko'ra, ta'lim kreditining asosiy qismi talaba oliy ta'lim tashkilotini tugatgandan so'ng yettinchi oydan boshlab 7 yil davomida qaytarishi belgilandi. Bunda "Ijtimoiy himoya yagona reyestri"ga kirgan oilalar farzandlaridan ta'lim krediti uchun garov va kafilliklar talab etilmasligi alohida belgilandi.

Eng quvonarli yangiliklardan biri, shubhasiz, davlat oliy ta'lim muassasalari bakalavriyatining kunduzgi ta'lim shakliga kirish imtihonlarida eng yuqori ball to'plagan 200 nafar yosh uchun davlat byudjeti mablag'lari hisobidan moliyalashtiriladigan O'zbekiston Respublikasi Prezidenti granti joriy qilinganidir.

Oldingi yillarda ayrim oliy ta'lim muassasalariga o'qishga kirishda eng yuqori ball to'plagan abituriyent to'lov-shartnoma asosida qabul qilinishi holatlari ham kuzatilgan. Bunday adolatsizlik aholining, birinchi navbatda, yoshlarning katta e'tiroziga sabab bo'lgan. Prezident grantining joriy etilganligi yoshlarga ta'lim olishi uchun keng imkoniyatlar yaratishga xizmat qiladi. Mazkur grant sohiblariga a'lo o'qishi, ma'naviy-ma'rifiy va ilmiy-tadqiqot yo'nalishlarida yutuqlarga.

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DEVELOPING METHODOLOGICAL TRAINING OF FUTURE MUSIC TEACHERS ON THE BASIS OF TEACHING THE MODULE OF UZBEK FOLK LOCAL METHODS

Annotation: This article discusses the development of methodological and professional training of future music teachers by teaching the module of Uzbek folk music styles. There is also detailed information about the features of local folk music styles of Uzbek people.

Keywords: local style, music culture, methodical and professional training, module, education system.

With the independence of our people, we have the opportunity to restore and enjoy our ancient values, our history, national customs and traditions, our spiritual and artistic heritage. The musical heritage of the Uzbek people has a very rich and ancient history. Its remarkable traditions still retain their artistic and aesthetic value. These traditions are an integral part of modern Uzbek music culture.

Resolutions and decrees of the President of the Republic of Uzbekistan on the art of music play an important role in the further development of national traditional music. The main purpose of the decrees was to further strengthen and develop the achievements of the art of music, to further encourage the work of creative workers in this field and to provide them with social protection. Based on this decree, appropriate measures have been identified to further enhance the singing and music culture of the republic, on the basis of which a lot of creative work is being done.

In music lessons, they should study the centuries-old musical traditions of our people as our national values, and at the same time respect these traditions as our national values. Because in this graduate work we study closely the songs and yallas, labor sayings and lapars, epics and great songs, musical instruments, which have been created by the Uzbek people for a long time and are sung in different situations and times. we can enjoy spiritually. At the same time, this graduate work allows us to get acquainted in detail with the local musical traditions that have emerged at various events in our region. For example, if we live in Namangan region, with the help of this graduate work, along with the study of local folk music, we can see examples of music in Bukhara, Surkhandarya, Kashkadarya, Khorezm. songs. In this way, we will be able to enjoy the diversity and color of our people's songs.

The term “Uzbek music” has a broad meaning, including the two main layers of our national music - folk music and teacher-professional music, as well as modern music such as composition and composition. covers the branches of creativity. There are also four main local musical styles in the context of Uzbek music, which are named as follows:

1. Surkhandarya-Kashkadarya musical style.
2. Bukhara - Samarkand musical style.
3. Khorezm musical style.
4. Fergana - Tashkent musical style.

Each local musical style has its own characteristics and traditions. These traditions have been formed over a long period of time and are inextricably linked with the lifestyle of our people in different conditions, labor practices, special ceremonies, traditional holidays and other similar processes. To explore these aspects in more detail, let's take a look at the four main local musical styles mentioned above.

The main purpose of studying the local styles of Uzbek folk music is to provide students with a rich and traditionally rich folk music, and on this basis to form in them a sharp taste, high artistic level and elegant feelings. At the same time, the generation that has lived for many centuries is the national anthem, which is the culmination of the spirituality of our ancestors, the harmonious psyche of our ancestors. It urges us to respect our ancient values and unique traditions, to be the true heirs of the heritage of the motherland, and, consequently, to feel the need for national independence.

Focus on future teachers studying in higher education, including music teachers, who have a thorough professional training in accordance with modern requirements, to become masters of their profession, science and education. In addition, the training system is one of the most important tasks. The more knowledgeable a teacher is in his or her profession and the better he or she can use modern pedagogical technologies, the more educated he or she will be to educate the next generation.

Knowledge and skills in the preparation of future music teachers for higher pedagogical education in pedagogical activities and in music disciplines - music teaching methods, music theory and analysis, choral and choral studies, conducting, solfeggio, etc., and most importantly their attitude to their chosen professions plays an important role. In this regard, it should be noted that students studying in the field of music education have different levels of knowledge, level, musical training and profession.

The expected results can be achieved only if the preparation of future music teachers for technological activities is organized within the framework of an integrated system of teaching all subjects, and not within a single subject. That is, music such as choir and choral studies, conducting, vocal performance, instrumental performance, history of music, analysis of musical works, methods of music teaching (these subjects are important for the student's future music

teaching career) In the process of training, the work of professional training and preparation for the technological process is carried out in close connection with each other, and each of the activities (classes) is a step-by-step process of training future teachers. It will be effective as a whole system only if it is prepared to be organized on the basis of.

Our observations show that in the process of well-organized pedagogical practice, the professional formation of future teachers becomes more active. Because constant communication with advanced, experienced teachers helps them to directly observe, study, learn and master the best practices of their creative work.

In conclusion, I can say that one of the most important skills that every teacher should have today is the ability to organize and conduct lessons on the basis of pedagogical technologies. Due to its composition, this skill is quite complex.

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ASSESSMENT OF THE QUALITY OF NATURAL FIBRE FIRE SEEDS

Annotation. The article reports that one of the main tasks of the textile industry is to develop a method of "sizing" yarn to improve fire-resistant, in the production of composite refractory fabrics. In order to improve the above characteristics to meet the needs and tastes of firefighters, it is stated that production of high quality yarn and fabric is possible not only by mixing cotton fiber, but also by incorporating chrysotile with cotton fiber into the asbestos fiber mix.

Keywords. cotton and chrysotile fibers, warp and weft yarns, special clothing, flammability properties, increase the flammability properties of yarn by the method of oxidation.

The world has made some progress in developing, improving technology and improving the properties of refractory textile fabrics in various ways. When studying the state of production and the results of research in this area, the need to improve fire-technical classifications of refractory textile fabrics used for special cases, fire-retardant coatings, fire barriers that do not meet the accepted standard requirements is noted. Therefore, one of the important tasks remains to create refractory materials that meet the requirements by studying the flammability, distribution over the surface of the new recommended refractory fabrics, conjugation ability and physical and mechanical properties of textile materials treated with flame retardant.[1-2-3]

As is known, refractory fabrics have a feature, while fibrous materials and a fireproof person are evaluated by the specifics of health and safety protection [4-5]. In addition to the fact that the issued fire-resistant textile threads and fabrics are clear, it is necessary to ensure that the special clothes of fire fighters have air conductivity and convenience in accordance with the actions of the fire service. According to the results of studying the requirements for special clothes of fire extinguishers, the production of refractories and fabrics in order to improve the above properties is as convenient as possible not only by absorbing chemical protective coatings into the surface of the fabric, but also by mixing chrysotile fiber with cotton fiber.

In order to mix chrysotile fiber with cotton fiber and keep the hanging ends of cotton fiber from the fire, performing a theoretical analysis of the quantitative part of the recycling process creates opportunities for achieving the set goals in scientific work. The results of the tests were evaluated according to the Stewdent criterion after a study of the refractoriness of yarn and fabric obtained from a mixture of cotton fiber with natural asbestos fiber "chrysotile."

In the process of production and use of service clothing for fire extinguishers, textile personnel have both air conductivity and comprehensive convenience, and in the performance of their tasks, resistance to fire ensures their safety. When the yarns are insulated in texture, a smooth coating is formed on the surface of the impregnated lime, which should not leave itself under the influence of water pressure used in the fire, and the water should be low.

When the fire properties of the recommended refractory fabric are detected, the following results are obtained. Refractory fabrics have specific features, while fibrous materials and a fireproof person are evaluated by the specifics of health and safety protection [6]. In addition to the fact that the issued fire fighting textile threads and fabrics are clear, it is necessary to ensure that the special clothes of fire fighters have air conductivity and convenience in accordance with the actions of the fire service. Based on the results of studying the requirements for fire extinguishers' workwear, it is possible to obtain refractories and fabrics in order to improve the above properties not only by absorbing chemical protective coatings into the fabric surface, but also by mixing chrysotile fiber with cotton fiber.

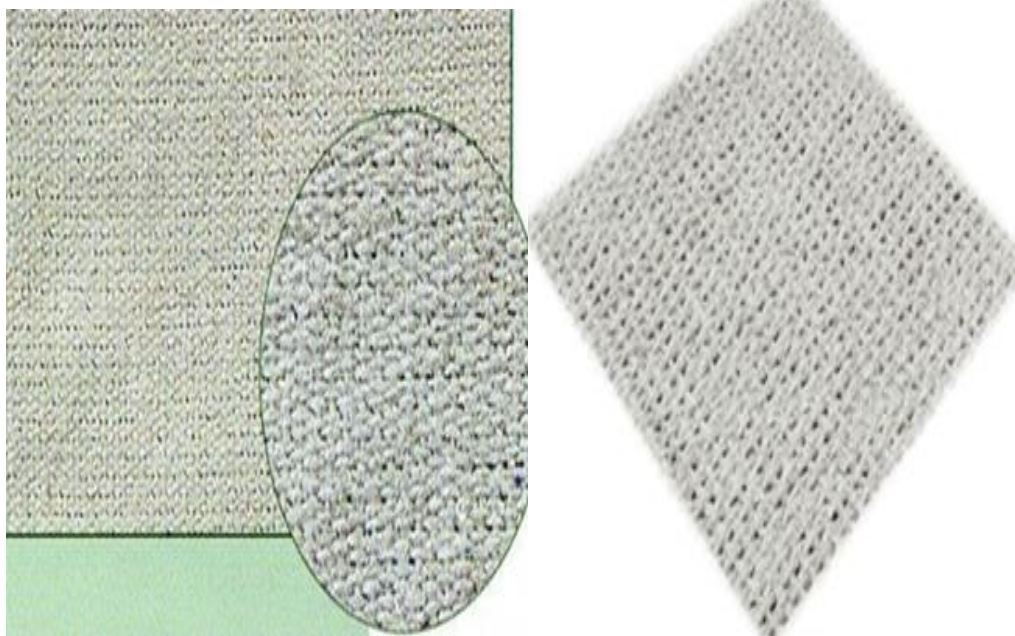


Figure 1.2 Creation of refractory fabric for special clothes of firefighters.

The results shown in the table showed that the combustion rate of the three percent blend yarns was different. Most importantly, the combustion time of the rope yarn in this sample showed a short time in all versions compared to

the base. The reason is that the warp threads are framed by the basal method, and the rope threads, gently wrapped butterflies, were used in a copper boiler with a slope of 30-40 minutes (Figures 2-3). These results indicate that extending the tightening time of the ropes results in a reduction in the burning time.

Ignition rates of mixed composition in different percentages

Ttt r/p №	Pointer Name	unit of measur em ent	T =189teks	UzDst 2321:2011 requirements
11	line density	teks	189	140 and higher
2	Linear density stress	%	0,2	+2,0 -2,5
3	Interruption force	cN	2339,63	-
4	Удлинение при переключении	%	13,09	-
5	Coefficient of variation by interruption force	-	3,37	13,8
6	Relative rupture force	cN/teks	7875,97	1412, and higher
7	splash	Bur/m	264,00	-
8	Input Variation Factor	-	7,0	-
9	Surfacing factor	-	27,4	57
10	quality characteristic	-	3,14	0,8
11	humidity	%	7,6	8,0

Based on the experience, the following conclusion was obtained; When exposed to the tissue obtained for the experimental test, it was observed that the entire tissue did not burn. Due to the fact that the effect of the texture on the flame is up to 30 seconds and less than half the darkness in the treatment of this texture with the composition, in order to determine the nature of the refractory in comparable values, it is considered a texture processed on the basis of the above definition.

The recommended refractory fabric meets all requirements for refractory properties. In the business environment, the storage of loose tissue has been extended, toxic phenomena in the texture for natural "sizing" products are not observed and allergic phenomena in workers are not excluded.



Figure 3. The dependence of the strands on the blur time.

For a warp and duck processed option

$$U_1=1,05*t+1,45$$

When processing warp yarns

$$U_2=ax^2+bx+c$$

For an experimental test tissue sample

$$U_3=1,875t+34,4$$

In this case, the t-time coefficients, a, b, c-regression I of the experimental test tissue sample

Based on the obtained experiments, the effect of the composition on materials was studied in order to make protective agents against refractory fabrics. During the experiment, it was found that when the mixture used to increase the refractoriness of the fabric was subjected to "sizing" on the body and rope threads of the fabric, basal and sealing, depending on the suffocation of the fabric, the degree of its effect differed. The textile two systems are a textile product formed from pattern yarns, and the first system lying on the rolling of the fabric consists of a body, and the second system consists of arch yarns.

The study of physical and mechanical fire and technical properties of refractory textile materials obtained on the basis of natural chrysotile fiber and cotton fiber, conducting experimental tests for their improvement has a special complexity. The main factor is the abundance of factors that influence the fire-retardation of textiles, their interconnectedness and uncertainty of the boundaries of change. Therefore, in most cases, the action occurs sequentially. The experiments were carried out in three repetitions. The results of the experiment were treated with mathematics in the following order [7-8].

- Excluding values that differ dramatically in the results of the experiment;

- Determination of random, quantitative nature of measurements: mean value, variance or limitation of mean square, and definitions of regression equations and their coefficients: determination and analysis of adequacy of obtained equation.

Excluding the values of incoming and outgoing factors that differ sharply in the results of the experiment is carried out in the following order.

mean $\{\bar{V}\}$ and dispersion $S^2\{y\}$

$$\bar{V} = \frac{1}{m} \sum_{i=1}^m \bar{V}_i \quad (1)$$

$$S^2_{\{V\}} = \frac{1}{m-1} \sum_{i=1}^m (V_i - \bar{V})^2 \quad (2)$$

In this case, the return of the m-experience, the cost determined on the experience of the V_i -input factor, \bar{V} -O'rtacha value. Then, the experimental value of the Smirnova-Grabs criterion, very different from V_i max, is determined by the following formula.

$$V_{r \max} = (V_{r \max} \frac{\bar{V}}{S_{\{V\}}} \sqrt{\frac{m}{m-1}}) \quad (3)$$

Minimum cost of V_r mines has been established, the results of which vary greatly from experience

$$V_{r \min} = \frac{(\bar{V} - V_i \min)}{S_{\{V\}}} \sqrt{\frac{m}{m-1}} \quad (4)$$

Then, certain values of V_r max and V_r min are compared with the critical value of the criterion. To determine the type of regression equation, a graph $V = f(x)$ is plotted.

When determining the coefficients of the regression equation, the small squares method is used. Parameters of oscillation coefficient ($y = \alpha_0 + \alpha_1 x$) and non-linear discharge coefficients ($y = \alpha_0 + \alpha_1 x + \alpha_2 (x^2)$) are determined

Equation Coefficient Values

Equation Level	coefficients		
	α_0	α_1	α_2
linear	$X_1 \sum V_i$	$\alpha_2 \sum u V_i$	-
Not linear	$\alpha_3 \sum V_i$ $-\alpha_4 u \sum_i^2 V_i$	$\alpha_2 \sum u V_i$	$\alpha_5 \sum_i^2 V_i$ $-\alpha_4 u \sum_i^2 V_i$

coefficients depending on the number of defects checked are taken from a special table - a new factor replacing i-x

If the number of checks is $(n = 2R + 1)$,

$$u = \frac{x - K_{R+1}}{h} \quad (5)$$

Number of checks per pair ($n = 2R$)

$$u = (2(x - x_r)) / h \quad (6)$$

Step of h-factors here

$$F_r = \frac{s^2(2)\{V\}}{s^2(1)\{V\}} \quad (7)$$

In this case, $S\{2(1)\{V\}$ is the average dispersion,

Dispersions characterizing the degree of absorption of average values of 2.

As a result of comparing the estimated cost of the obtained F_r with the FT value, the hypothesis of adequacy of the obtained model was revealed in the table.

The value of the coefficients of the regression equations is determined by the estimated cost of the Student test by the following formula:

$$t_r\{\alpha_i\} = \frac{|\alpha_i|}{S_{\{\alpha_i\}}} \quad (8)$$

At the same time - $S_{(\alpha_i)}$ - an indicator evaluating the average quadratic restriction of the regression coefficient α_i .

As a result of comparing the student criterion with the estimated cost, the significance of the coefficients α_0 , α_1 and α_2 [9-10] is determined.

Conclusion

According to the results of the study, it was found that chrysotile-fibrous mixtures meet the requirements of the fabric produced for the clothes of fire extinguishing personnel, as well as the properties of the refractory and air intake increase, and the force of comparative interruption decreases. The analysis showed that the requirements for fire fighters are fully fulfilled.

Despite the high interest in refractory fabrics, little information is provided in the literature and Internet data on methods and technologies for producing refractory fabrics.

The aim is to develop a universal papardisation method that provides life for fibers of composite textile materials containing a refractory dressing, as well as separable substances (chrysotile powder, polyacriamide) with the decomposition of gases that do not burn at combustion temperature and are not burned between air and material.

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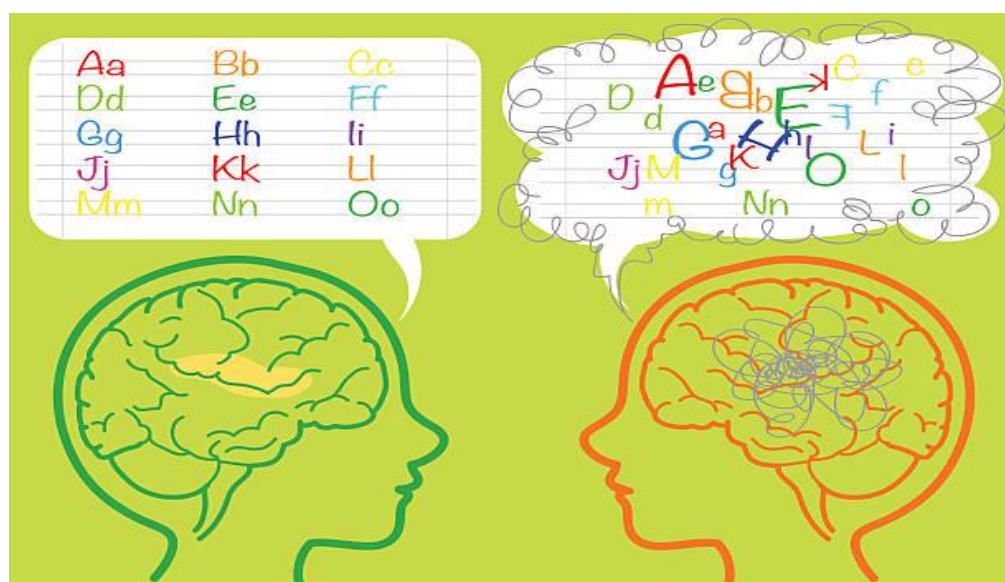
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TEACHING ENGLISH TO STUDENTS WITH LEARNING DISABILITIES AND DIFFICULTIES

Abstract: This article intends to present a short review of the factors significant for foreign language learning, with special emphasis on students with language learning disabilities and difficulties. In this case, teachers' role, teaching methods, instructional modifications have a huge effect on success in foreign language acquisition for students who have difficulties in foreign language learning.

Key words: foreign language disabilities and difficulties, aptitude, materials, educators' position.



Introduction: In today's global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally. To learn English requires constant practice and patience. English is important for students as it broadens their minds, develops emotional skills, improve the quality of life by providing job opportunities. In addition, this language is the language of our international communication in all areas, such as politics, science, media or art and it is often the language of entertainment. So at primary schools of Uzbekistan, since 10th December of 2012 English is taught to children. But are all children the same like us?! Are they intelligent, healthy, eager to learn?! Absolutely, no. There are some kids who have disabilities in terms of learning.

Inclusion is defined "as a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and

eliminating exclusion” (UNESCO, 2009:8). In an inclusive environment, all students with special needs, regardless of the type and severity of their disability or difficulty, attend regular schools in their neighborhood, and they are the responsibility of general education teachers (Hallahan, Kauffman & Pullen, 2009). Furthermore, it is a general teacher’s responsibility to address weakness areas of students with disabilities and difficulties by making instructional and content modifications, and in some cases, to take part in identification of these students in class. This especially refers to the identification of students with language-based learning disabilities (LBLD). Newhall (2012) defines language-based learning disabilities as “a spectrum of difficulties related to the understanding and use of spoken and written language” (Newhall, 2012). Some students with LBLD are identified at an early age. However, many students with this disorder go through early elementary school with few problems. It is only when the educational demands and expectations rise that their language-based learning disabilities become identified (Newhall, 2012). Schwarz (1997) suggests that sometimes even those students who were not previously diagnosed with a learning disability (LD) turned out to be learning disabled in a foreign language class. If a child has language delays in the native language, difficulties in native language literacy skills, specific language weaknesses in both native language and English (e.g. phonological), and if there is a family history of reading disabilities, and no progress after appropriate intervention, the possibility of a learning disability is present (Spear-Swerling, 2006).

In every case, teachers have a part and parcel role in fulfilling language curriculum. Because encouraging pupils in a foreign language classroom is a task of them and they have to make the best materials, as well as use the best methods. However, there is another matter that although classroom is filled with well-designed materials, sometimes the outcome may not be as expected. Good materials do not mean an excellent success. If a teacher lacks all qualifications, motivation, training, knowledge and language proficiency. Also, they face other additional obstacles because of insufficient training. Patience and being open-minded is most-demanded from each instructor with children who have language learning disabilities and difficulties. Ganschow and Schneider (2006) state that training and education for foreign language teachers usually prepares them for the “ideal learner” who is expected to master language skills (pronunciation, reading, writing, speaking and listening) through exposure and practice. They point out the need for additional training in meeting the needs of students with special needs. Foreign language teachers should learn to determine the most beneficial accommodations for their students, and to identify students at risk of developing a foreign language learning disability as early as possible (Ganschow & Schneider 2006).

Conclusion: By creating a variety of opportunities for students to learn and demonstrate what they have learned, teachers will make their class more

accessible to all students. By dialoguing with students with LD, they will achieve a lifelong relationship with a foreign language.

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IRON DEFICIENCY ANEMIA IN PREGNANT WOMEN: PRINCIPLES OF TREATMENT AND PREVENTION

Resume: The article presents recent years on an urgent global problem in obstetric and perinatal practice - iron deficiency anemia in pregnant women. This pathology, despite the introduction of modern methods of diagnosis, prevention and treatment, remains significant at the present time.

It was found that among the blood diseases in pregnant women, the share of various forms of anemia accounts for 90%, of which 75-90% is iron deficiency anemia (IDA). Other forms of anemia are not more common than in the population of non-pregnant women.

Keywords: iron deficiency, prevention, pregnant woman, clinical and epidemiological feature.

Relevance. According to the World Health Organization, the number of pregnant women who have been diagnosed with iron deficiency anemia reaches 20 million annually. Despite the organization of preventive programs in many developed countries, the level of IDA is not decreasing, but on the contrary, there is a tendency to increase it by 12 times [2,5].

If we consider the world statistics, the incidence of IDA in pregnant women is almost 3 times lower in developed countries compared to developing countries. This is explained by the programs carried out at the state level, which provide for mandatory examination of all pregnant women for the purpose of further management [1,7].

Currently, according to various sources, the level of anemia in pregnant women in Russia remains at a constant level and ranges from 35% to 42 % [4,6].

The great importance of IDA is due not only to the high incidence of this pathology in the structure of extragenital diseases among pregnant women, but also to the negative impact on the functioning of all systems and organs, as well as on pregnancy, childbirth, postpartum periods and on the fetus.

Anemia (from the Greek "lack of blood") is a clinical and hematological symptom complex, in which there is a decrease in hemoglobin and (or) red blood cells in the blood.

Iron deficiency anemia is characterized by a lack of iron in the blood, red bone marrow (CMC), as well as in the depot (liver, spleen, muscles), which leads to a violation of the formation of heme – the main structural component of hemoglobin [3].

Many authors distinguish the so-called physiological waiting of pregnant women, manifested by moderate, and sometimes hidden (latent) iron deficiency. The reason for it is an increase in the volume of circulating blood necessary for fetal blood circulation. Due to the physiological IDA, the blood changes its rheological properties, its viscosity decreases, as the hematocrit decreases. At the same time, there is an improvement in microcirculation, which is a natural adaptation mechanism during pregnancy – the normal functioning of the placenta and fetal nutrition [8].

To date, according to L. F. Mozheyko, there are lower limits of the hemoglobin norm for the trimesters of pregnancy: in the first trimester – 110 g/l, in the second – 105 g/l, in the third – 100 g/l. Everything below these indicators already belongs to the pathological IDA.

The purpose of the study. Optimization of diagnosis, prevention and treatment of iron deficiency conditions in pregnant women and maternity patients based on established pathogenetic variants.

Materials and methods of research. The prospective study included 102 women, divided into 4 independent groups depending on the tasks of the study.

The results of the study. The frequency of manifest iron deficiency (MJ) in pregnant women and maternity patients over the past 5 years has no tendency to decrease and is 25.9% in pregnant women and 11.2% in maternity women.

In a pregnancy complicated by mild MJ, compared with a pregnancy not complicated by iron deficiency, placental insufficiency and premature birth are 4 times more likely to develop; the threat of termination of pregnancy is 1.5 times more likely; the postpartum period is complicated by MJ in 1/3 of patients; postpartum bleeding and infectious complications are significantly more frequent; the frequency of birth of premature babies and complications in newborns in the early neonatal period is significantly higher. In pregnant women with mild MJ, there was no significant effect of iron deficiency on the body weight of full-term children and the value of their condition assessment on the Apgar scale at birth.

In pregnant women and maternity patients with the development of iron deficiency conditions, there is a decrease in the level of the coefficient of adequacy of erythropoietin production in proportion to the stage of iron deficiency. The frequency of inadequate erythropoietin production is detected on average in 47.2% of pregnant women with mild MJ, and in maternity patients-in proportion to the severity of MJ (in 12% of maternity patients with mild severity, in 50% - with moderate and in 80% - with severe MJ).

The effectiveness of treatment with iron preparations in pregnant women with IDC depends on the dose of elemental iron and on the level of endogenous erythropoietin. In pregnant women with an adequate level of erythropoietin, the effectiveness of treatment is 2.5 times higher compared to that in pregnant women with an inadequate level.

An algorithm for the diagnosis, prevention and treatment of IDC has been developed, which allows, based on the results of screening of pregnant women and maternity patients (determination of indicators of various funds of iron metabolism), to establish a pathogenetic variant of IDC and individualize treatment.

The introduction of the developed algorithm into a wide obstetric practice makes it possible to identify the early stages of IDC, effectively prevent the development of MJ (94%) and related complications in the mother, fetus and newborn, and provide effective pathogenetic treatment.

Conclusion. Thus, from all of the above, it can be concluded that the IDA of pregnant women is a serious pathology that entails many complications on the part of both the mother and the fetus. Therefore, this problem requires mandatory and immediate correction.

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PECULIAR FEATURES OF THE CATEGORY OF EMOTIVENESS IN “WILD FLOWERS” BY ERSKINE CALDWELL

Annotation: This article scrutinizes the lexical meanings, phonetic expressive means and syntactical expressive means in “WILD FLOWERS” by Erskine Caldwell. It also illustrates how to accomplish and reinforce the meaning and emotiveness of the story. There are many stylistic devices and expressive means that add splendor to the story and form its meaning more resplendent. These tools idealize the protagonists to the point where they penetrate the depths of the heart in expressing their sentiments and composes the captivating story.

Key words: metonymy, epithet, suspense, climax, metaphor, antonomasia, simile, repetition, personification, aposiopesis, parallel constructions, ellipsis.

INTRODUCTION. The article includes the identification of emotiveness in Wild Flowers which was written in 1938 by Erskine Caldwell. The short story was composed in the belles-lettres functional style and one of the masterpieces of Caldwell's. It is crucial to note that literary text is classified by the communication between the writer and the reader. In order to achieve the effective communication author tries to use peculiar features of literary text. This story is part of Caldwell's collection of short stories called “Southways”. The characters are very poor or worse. This short story is about who care more their mates than they do for themselves. The main problem with this story is that all trail off with no true ending and its pure tragedy.

RESEARCH METHODOLOGY. In this article, analytical, qualificatory, descriptive and confirmative methods are utilized in order to identify the emotiveness in literary text. In addition, stylistic analyzes are performed to determine the evidence from literary text. Furthermore, it is necessary to conclude based on methodological analysis in determining the emotiveness of the fictional stories.

It should be analyzed on the basis of Erskine Caldwell's "Wild Followers" based on the methodological manuals.

ANALYSIS AND RESULTS. Author uses lexical meaning of the word for emphasizing emotiveness such as metaphor. "*Wild Flowers*" This title gives extra meaning to the plot which symbolizes two main characters of this short story.

*"The mockingbird that had perched on the roof top all night, filling the clear cool air with its music, had flown away when the sun rose. **There was silence as deep and mysterious as the flat sandy country that extended mile after mile in every direction.** Yesterday's shadows on the white sand began to reassemble under the trees and around the fence posts, spreading on the ground the lacy foliage of the branches and the fuzzy slabs of the wooden fence."* ("Wild Flowers" by Erskine Caldwell)

In this extract, author utilizes the simile (*There was silence as deep and mysterious as the flat sandy country that extended mile after mile in every direction.*) in order to spark an interesting connection in a reader's or listener's mind and this is also considered as a figurative language.

"Again her eyelids Muttered uncontrollably.

"Vern," she whispered softly. "Vern."

Slowly his eyes opened, then quickly closed again.

"Vern, sweet," she murmured, her heart beating faster and faster.

Vern turned his face toward her, snuggling his head between her arm and breast, and moving until she could feel his breath on her neck.

"Oh, Vern," she said, part aloud.

He could feel her kisses on his eyes and cheek and forehead and mouth. He was comfortably awake by then. He found her with his hands and they drew themselves tightly together.

"What did he say, Vern?" she asked at last, unable to wait any longer.

"What, Vern?" He opened his eyes and looked at her, fully awake at last.

She could read what he had to say on his face.

"When, Vern?" she said." ("Wild Flowers" by Erskine Caldwell)

In this dialogue, author states various types of syntactical expressive means and stylistic devices. In these sentences, (*her eyelids Muttered uncontrollably*), (*her heart beating faster and faster*) a reader may face how suspense is being gradually worked up because of the undecided or doubtful condition and depicted Nelly's emotional state that responds to the clue. Moreover, the author introduces the ellipsis in these sentences (*Oh, Vern,*), (*When, Vern?*). Additionally, there is also used parallel construction (*Slowly his eyes opened, then quickly closed again.*) In this clause repetition (*Vern,*), (*Vern.*) is also included in this part of the sentence.

"For a long time they lay in each other's arms, their minds stirring them wider and wider awake." ("Wild Flowers" by Erskine Caldwell)

In this extract, revealing expressive means by repetition (**wider and wider**). It also gives an emphasis a feeling or idea and develop a sense of urgency.

*“They did not say much while they ate breakfast. They had to move, and move that day. There was nothing else they could do. The furniture did not belong to them, and they had **so few** clothes it would not be troublesome to carry them.”*(“Wild Flowers” by Erskine Caldwell)

In this example oxymoron is also used by author(**so few**) to support a lighthearted tone,as well as emphasize the conflict through the story.

*“**The sun rose in leaps and bounds, jerking itself upward as though it were in a great hurry to rise above the tops of the pines so it could shine down upon the flat country from there to the Gulf.**”*(“Wild Flowers” by Erskine Caldwell)

*“At sundown she stopped and sat down by the side of the road. **She felt as though she would never be able to take another step again. The pains in her body had drawn the color from her face, and her limbs felt as though they were being pulled from her body. Before she knew it, she had fainted.**”* (“Wild Flowers” by Erskine Caldwell)

In this analects,the notion of emotionality is viewed personification (**The sun rose in leaps and bounds, jerking itself upward as though it were in a great hurry to rise above the tops of the pines**), (**The pains in her body had drawn the color from her face**),because author tries to personalize the sun and the pain into the human beings and by this he gives the story a very tantalizing hue.Nelly’s condition is also described by the help of simile (**She felt as though she would never be able to take another step again.**)

“Vern,” she said, holding out her hand to touch him.

*He grasped it in his, squeezing and stroking her fingers and wrist. “**What is it, Nellie?**”*

*“**I'm afraid it is going to happen... happen... happen right away,**” she said weakly, closing her eyes before she could finish.*

*He bent down and saw **that her lips were bloodless and that her face was whiter** than he had ever seen anyone's face. While he watched her, her body became tense and she bit her mouth to keep from screaming with pain.”*(“Wild Flowers” by Erskine Caldwell)

Abduraxmonova M.S mentioned that Vern shows the Nelly’s condition or Vern’s suspense about her wife are expressed by the stylistic device of aposiopesis (**“Vern,” “What is it, Nellie?”**), repetition (**happen... happen... happen**) or epithet and parallel construction(**that her lips were bloodlessand that her face was whiter**).[4]

*“The oldest man in the room, **a gray-haired Negro** who looked about fifty, crawled from under the bed.”*(“Wild Flowers” by Erskine Caldwell)

*“I've got **a one-horse cart,**” the man said. “George, you and Pete go hitch up the mule to the cart. Hurry and do it.”* (“Wild Flowers” by Erskine Caldwell)

In this example emotiveness attained by epithet (*a gray-haired Negro*), (*a one-horse cart*) in order to describe a particular character or thing, furthermore, it gives extra richer meaning to the story.

*“Vern jumped to the ground, calling her. **She did not answer.** He ran up the bank and fell on his knees beside her on the ground. “Nellie!” he said, shaking her. “Wake up, Nellie! This is Vern, Nellie!” (“Wild Flowers” by Erskine Caldwell)*

*“He could not make her answer. Putting his face down against hers, he felt her cold cheek. He put his hands on her forehead, and **that was cold**, too. Then he found her wrists and held them in his fingers while he pressed his ear tightly against her breast.” (“Wild Flowers” by Erskine Caldwell)*

In this final point it is absolutely climax that reveals the details for the protagonist and the reader, explaining the significance of the events in the story. According to the story Vern knows that her wife is passed away but he cannot be confident that event is currently true. In short, it is the result of a conflict that builds up the whole story.

*“He fell down on the ground, his face pressed against the pine needles, while his fingers dug into the soft damp earth. He could hear voices above him, and he could hear the words the voices said, but nothing had any meaning. **Sometime – a long time away – he would ask about their baby – about Nellie's – about their baby.** He knew it would be a long time before he could ask anything like that, though. It would be a long time before words would have any meaning in them again.” (“Wild Flowers” by Erskine Caldwell)*

In this passage author makes good use of stylistic devices such as asyndeton (deliberate avoidance of conjunctions) and repetition (*about their baby*) two times. This rhetorical device (asyndeton) composes a speech more dramatic and productive by accelerating its rhythm and pace.

CONCLUSION. Analyzing the stylistic devices in the text, it should be noted that emotionality is inherent in the literal text and an integral part of it. Moreover, it is possible to feel their emotions through such a series of depictions of fictional heroes. Identifying such styles allows to the reader to better acknowledge fictional stories and reveals current meanings to the reader. And also the lexical, stylistic, phonetic, and syntactical devices play a crucial and an essential role in creating an entire story, making its content more vivid and alluring.

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DIAGNOSTICS AND TREATMENT OF PURULOUS- SEPTIC COMPLICATIONS OF SUBCLAVIAN CATHETERIZATION (LITERATURE REVIEW)

Abstract: The problem of diagnosis and treatment of purulent-septic complications of subclavian vein catheterization has long attracted the attention of surgeons, anesthesiologists-resuscitators and specialists in surgical infections. The incidence of these complications, according to various authors, is very variable and ranges from 0.07% to 17.5%. According to the National Nosocomial Infection Surveillance, there are about 200,000 subclavian catheter infections reported annually in the United States (NNIS System Report, 1998). In Russia and, in particular, in St. Petersburg, bacteremia is detected in 9.3% of patients with subclavian catheters.

Keywords: purulent-septic complications, diagnostics, catheterization of the subclavian vein.

Clinical picture, diagnosis and prevention of purulent-septic complications that developed after the introduction of a subclavian catheter.

Microorganisms that cause catheter-associated infections most often enter the bloodstream from the skin at the site of catheter insertion. They migrate from the skin surface of the catheter insertion site along its outer surface, colonizing the distal end and thrombi located in the lumen of the vessel. Thus, a septic

focus is formed. Its localization directly in the bloodstream determines the pathogenetic essence, clinical picture and prognosis of the disease.

The first sign of a local manifestation of the inflammatory process in the catheterized vein, which later leads to generalization of infection, is the appearance of pain along the vein during infusion. Then there are complaints of pain in the neck on the side of catheterization, swelling and cyanosis of the upper limb, dilatation of the saphenous veins of this area. Edema of the upper limb and neck develops on the side of catheterization [2]. Perhaps the occurrence of inflammatory edema in the area of the catheter, the appearance of hyperemia and purulent discharge through catheter wound with pressure on the area of introduction of the catheter [2].

With the development of thrombosis of the internal jugular vein, in addition to swelling and pain in the neck, patients report pain when swallowing. The jugular vein is palpable in the form of a dense painful cord, often visible to the eye [4].

At the same time, colonization of the catheter (especially by representatives of the skin microflora) can often proceed without clinical symptoms, which is associated with the low virulence of such pathogens [5].

With the development of a primary focus in the internal jugular vein due to the migration of the subclavian catheter there, together with the clinic thrombosis of the subclavian vein, a picture of infiltration develops, and then a deep phlegmon of the neck, which is described by V.F. Voyno-Yasenetsky in 1956 as the so-called "woody" phlegmon.

General clinical symptoms consist of signs of a systemic inflammatory response (SIRS): tachycardia ($>90/\text{min.}$), hyperventilation (respiratory rate $>20/\text{min.}$), blood leukocytosis ($>12 \times 10^9/\text{l}$), fever ($t > 38^\circ\text{C}$) with further signs of sepsis with the progression of the complication [6].

Clinically, angiogenic sepsis (catheter-associated sepsis) is manifested by symptoms of sepsis of any other origin, but at the same time has some features. Characteristic is the coincidence in time of periods of temperature rise with intravenous administration of drugs [5].

M.I. Lytkin, N.H. Shikhverdiev (2017), based on their own observations (142 cases), distinguish the following criteria for a reasonable diagnosis of angiogenic sepsis:

1. localization of the source of infection in the vascular bed
2. the presence of clinical and laboratory signs of sepsis: fever with chills and increased sweating, especially after intravenous and intra-arterial infusions, signs of intoxication, the presence of metastatic purulent foci, progressive worsening of the condition, leukocytosis with a shift in the formula to the left, lymphopenia, anemia, hypoproteinemia, manifestation of insufficiency of those or other organs or systems; inconsistency of local signs of infection with the general reaction of the body, the disappearance of clinical manifestations and the normalization of laboratory parameters after removal of the catheter;

3. The presence of bacteremia.

With negative blood culture data, it should be borne in mind that bacteremia cannot be permanent due to the bactericidal properties of blood and the partially preserved ability of the body to delimit focus of infection. The breakthrough of the infection into the bloodstream is usually accompanied by hyperthermia, and blood sampling for culture must be done precisely at the height of the fever (Lytkin M.I., Shpkhverdiev N.N., 2017; Schwartz N.S., Nguyen DC, 2009). V.A. Gologorsky and co-authors (2018) consider the identity of the microflora inoculated from the catheter and blood in the presence of clinical signs of a generalized infectious process to be a prerequisite for the diagnosis of angigenic sepsis.

At present, a scoring of the severity of violations of those or other organs and systems in sepsis has been adopted. Among the most simple and common are the SOFA (Sepsis Oriented Failure Assessment) scale and the MODS (Multiple Organs Dysfunction Score) scale. The SOFA scale was developed JL Vincent in 2006, adopted by the European Society for Intensive Care Medicine (ESIM). The scale is very easy to use and is available for almost any hospital that has a biochemical laboratory (Kostyuchenko A.L. et al., 2016). It is used to assess the severity of organ disorders, which makes it possible to objectively identify a group of patients with severe sepsis and describe the developing

violations. To assess the severity of a condition at a particular point in time, the APACHE II (Acute Physiological and Chronic Health Estimation II) (Kostyuchenko A.L. et al., 2016; Beloborodov V.B., 2012; Gelfand B.R. et al., 2013).

Methods for diagnosing purulent-septic complications of catheterization of the subclavian vein, first of all, consist in assessing clinical manifestations, a thorough examination of the catheterization site, upper limb and neck on the side of catheterization. Measurement of central venous pressure is of great diagnostic importance for diagnosing vein thrombosis (Portnoy M.V., 2018; Stoyko Yu.M. et al., 2012; Sanders RJ, Haug C, 2018; Ena J. et al., 2018).

Ultrasound is a modern method for diagnosing obstruction of the subclavian vein. The advantage of ultrasound diagnostics is ease of use, non-invasiveness, and the possibility of repeated use to assess the dynamics of the process [7,8,9].

The leading method for diagnosing vein thrombosis today can be considered duplex angioscanning [10,11], which allows you to combine the ability to view (information about morphology) with the definition of Doppler analysis (hemodynamic information). In studies by GM Baxter et al. (2015) color Doppler ultrasound in the diagnosis of subclavian axillary vein thrombosis had a sensitivity and specificity of 100% in comparison with the results of phlebography. Other authors note that ultrasound research methods can often

give false results in the diagnosis of obstruction of the subclavian vein [12,6]. MB Grinev et al. (2010) indicate the great diagnostic value of ultrasound research methods in the diagnosis of infiltrates, abscesses and phlegmon in the area of the subclavian catheter.

When conducting an ultrasound examination of catheterized veins with developed thrombosis, the acute stage of the process is characterized by a homogeneous, hypo- or anechoic structure of a thrombus, for the subacute stage and the stage of post-thrombotic disease - heterogeneous with the presence in the structure of areas of both low and high echogenicity [7,13].

Contrast phlebography, according to Yu.M. Stoyko et al. (2012), is the "gold standard" for diagnosing venous pathology. Phlebography allows you to determine the localization and extent of thrombosis, the degree of development of collateral outflow tracts of blood, the degree of recanalization of the thrombus, as well as the severity of post-thrombotic changes in the veins. However, according to R.Z. Losev (2010), the accuracy of the ultrasound method is 95% compared to phlebographic data, and its speed, non-invasiveness, absence of complications and contraindications for implementation, the possibility of monitoring control make ultrasound one of the leading methods for diagnosing venous thrombosis.

For successful diagnosis of purulent-septic complications of subclavian vein catheterization, scintigraphy, rheovasography, and nuclear magnetic resonance can be used [6,9,14,15,16].

Microbiological examination of the removed catheter and blood is extremely important for establishing the etiology of the developed complications and their adequate treatment.

Subject to strict requirements for the correct sampling of material and the use of modern microbiological techniques, a positive blood culture in sepsis is observed in 80-90% of cases [17].

Described by DG Maki et al., in 2017, the method of seeding the tip of the catheter (rolling it over a dense nutrient medium) is used by many authors to determine the contamination of the outer surface of the catheter [17].

The frequency of flora seeding from the catheter tip ranges from 26% to 43%. X. Lode (2018), G. Ferretti et al. (2013) suggest carrying out quantitative microbiological studies - the number of colonies isolated from a blood sample taken through a catheter should be five times higher than that isolated from a simultaneously taken peripheral blood sample. For a more complete seeding of the internal contents of the catheter, it is proposed to use special brushes, followed by centrifugation and staining of the leukocyte sediment with acridine orange. According to X. Lode (2018), in patients receiving total parenteral nutrition, this method had a sensitivity of 95% and a specificity of 84%. Bacteriological diagnosis of catheter septicemia requires multiple peripheral blood cultures, both venous and arterial. If a catheter infection is suspected,

blood cultures should be performed from the catheter and an intact peripheral vein. A positive result is the isolation of identical pathogens [17,18,19,20].

Yakovlev SV. (2010) proposes the following rules for making an adequate microbiological diagnosis of catheter infection and sepsis:

1. Blood for research must be taken before the appointment of antibiotics. If the patient is already receiving antibiotic therapy, then, if possible, antibiotics should be discontinued for at least 24 hours, after which blood sampling should be carried out. In cases where it is impossible to cancel antibiotics, blood should be taken immediately before the next administration of the drug.

2. The required minimum sampling is two samples taken from different hands with an interval of 30 minutes. It is optimal to take three blood samples, which significantly increases the detection of the pathogen. Studies have shown that more samples have no advantage over sampling three times in terms of the frequency of detection of pathogens.

3. Blood for research must be taken from a peripheral vein.

No benefit of arterial blood sampling has been shown. If catheter-associated sepsis is suspected, a intact peripheral vein and through a suspicious catheter. If the same microorganism is isolated from both samples, and the quantitative ratio of contamination of samples from the catheter and vein is equal to or more than 5, then the catheter is most likely a source of sepsis. The sensitivity of this diagnostic method is more than 80%, and the specificity reaches 100%.

4. It is more optimal to use standard special vials with ready-made culture media, rather than vials with culture media closed with cotton-gauze stoppers prepared in the laboratory. Firstly, laboratory-prepared media are not sufficiently standardized and the frequency of isolation of microorganisms from the blood during their use is significantly lower. Secondly, when opening the vial and introducing a blood sample from the syringe, there is a risk of contamination of the nutrient medium with air microflora. In addition, negative pressure is created in commercial vials, which ensures the supply of a strictly defined amount of blood without contact with the environment when using an adapter system with needles at opposite ends of the catheter.

5. Blood sampling from a peripheral vein should be carried out with careful observance of asepsis. The skin at the venipuncture site is treated with a solution of iodine or povidone-iodine with concentric movements from the center to the periphery for at least 1 minute. Immediately before the fence, the skin is treated with 70% alcohol. Sterile gloves are used during venipuncture. The lid of the vial with the medium is treated with alcohol. For each sample, 10 ml of blood is taken.

Careful processing of the skin, vial caps and the use of special systems for blood sampling with an adapter can reduce the degree of sample contamination to 3% or less [21,22].

An important stage in the development of measures to prevent catheter-associated infections was the generalization of world experience in prevention methods in the form of Recommendations published in 2016 in the United States [23].

In 2017, revised and supplemented Recommendations for the Prevention of Infections Associated with Vascular Catheterization were published [1]. The recommendations contain new and systematize already known data of prevention methods. They can be divided into the following groups:

1. Hand cleaning and aseptic technique. Effective hand cleaning is achieved by using waterless alcohol-based products or antibacterial soaps and then rinsing the soap with water. It is necessary to use the maximum amount of asepsis: a cap, a mask, a sterile gown, sterile gloves and a wide treatment of the surgical field.

2. Skin treatment. Povidone-iodine is the most common antiseptic for treating the skin in the area of central venous catheterization.

3. Dressings on the area of catheterization. Transparent, semi-permeable dressings are becoming popular for covering the cath site. They are safe for catheters and allow visual control of the catheterization area. Colonization of catheters with the use of transparent dressings (5.7%) is comparable with gauze dressings (4.6%), did not reveal clinically significant differences for the development of thrombophlebitis.

4. Fixation of the catheter. Sutureless catheterization has its advantages over catheter suturing in terms of preventing catheter infection.

5. Bacterial filters. Bacterial filters have been shown to be effective in reducing the incidence of phlebitis during peripheral venous catheterization, but there is no evidence of an increase in the effectiveness of the prevention of catheter infection. Therefore, their use is not recommended.

6. Catheters and cuffs impregnated with antibiotics and antiseptics.

All studies on impregnated catheters have been performed on uncuffed triple lumen catheters in adults with a catheterization duration of less than 30 days.

With impregnation minocycline/rifampicin on the outer and inner surface of the catheter, a decrease in the number of catheter-associated infections was found compared to catheters coated on the outside chlorhexidine/silver sulfadiazine. Benefits were seen after day 6 of catheterization, but were not present after day 30. The use of catheters with cuffs coated with platinum/silver ions is described. However, the use of catheters impregnated with antibiotics and antiseptics should be accompanied by all preventive measures.

7. Prophylactic use of antibiotics. To date, there are no studies demonstrating a reduction in the incidence of catheter-associated infection with oral or parenteral antibiotics.

8. Ointments containing antibiotics and antiseptics. The use of ointments containing antibiotics and antiseptics on the site of catheterization to reduce the incidence of catheter-associated infection has the most conflicting data. A clear decrease in catheter colonization was not obtained. S. Danchaivijitr, R. Theeralharathom (2012) conducted a study aimed at studying the colonization of catheters when using chlorhexidine ointment, ointment containing iodophor, and alcohol dressings in 150 patients with central catheters. The study showed that the frequency of catheter colonization in patients who used alcohol dressings was 22.7% less than in patients who used ointments with chlorhexidine and iodophor.

9. Prophylactic filling of the catheter with an antibiotic solution. For the prevention of catheter-associated infection during periods of time when the catheter was not used, its lumen was filled with solutions of antibiotics and anticoagulants, but their effectiveness has not been proven.

10. Anticoagulants. Anticoagulant solutions are widely used to prevent catheter thrombosis. With the use of heparin (3 U / ml in solution, 5000 IU every 6 or 12 hours or 2500 IU of low molecular weight heparins subcutaneously) in patients with short-term central venous catheterization, the risk of catheter thrombosis was reduced, but there were no significant differences in the incidence of catheter-associated infection.

11. Rearrangement of catheters. Scheduled catheter replacement (after 3-7 days) to reduce the incidence of catheter-associated infection was ineffective.

12. Replacement of systems for transfusion. The optimal interval for changing intravenous transfusion systems is 96 hours. In the case of infusions of fluids with an increased likelihood of contamination by microorganisms (fatty emulsions, blood), more frequent replacement of systems is indicated. Additional ports with taps (for drug administration, blood sampling) represent a potential danger of introducing microorganisms into the catheter, vessels, infusion fluids (faucet contamination is 45-50% of cases). However, whether such contamination is the source of catheter-associated infection has not yet been proven.

F. Parras et al. (2014) report data from a study conducted among 500 patients who had a subclavian catheter and were exposed to a "mandatory program" that included methods for careful prevention of catheter infection. The incidence of phlebitis decreased by 1% (from 15 to 14%), colonization of the inner and outer surface of the catheter by 1% from 12 to 11% and from 2 to 1%). According to AF Widmer (2014), the use of a mandatory prevention protocol can reduce the incidence of catheter infection by 40% - 50%. A.M. Cazalla Foncueva et al. (2013) also describe a reduction in the number of catheter infections with strict adherence to the prevention protocol.

According to the US Centers for Disease Control, through special prevention measures for 4 years, the number of catheter infections in hospitals in Pennsylvania was reduced by 67% [24].

There are other studies devoted to the prevention of purulent-septic complications of cavacatheterization [25,26,27,28,29]. Modern principles of treatment of patients with purulent-septic complications of cavacatheterization.

Treatment of purulent-septic complications of subclavian vein catheterization is not unambiguous. Depending on the form of the complication and the severity of the patient's condition, it can be both conservative and operative.

According to most researchers, the basic scheme of treatment of patients with purulent-septic complications of subclavian vein catheterization should include the following set of therapeutic measures: 1) sanitation of the septic focus; 2) antibiotic therapy; 3) improvement of the rheological properties of blood; 4) correction of immune response disorders; 5) normalization of the functioning of the main life support systems of the body [1,14,30].

The need to eliminate the primary septic focus is recognized by all authors. Since the focus of infection is the subclavian catheter, it is removed and, if necessary, catheterization of a vein of another location is performed [1]. With phlegmon of the subclavian region, an abscess is opened and drained.

There is no single tactic for the treatment of patients with thrombophlebitis of the central veins in the literature. Some authors believe that blood clots should be removed from a vein [9,22]; others believe that with this complication it is enough to ligate a vein, others recommend conservative therapy and resort to surgery only if the treatment fails, BA Pruitt et al. catheter and the start of conservative therapy, it is necessary to perform surgical removal of the affected peripheral vein, while the issue of operations on the central veins is not considered. E.S. Baimyshev et al. (2018) describe the only case of subclavian vein surgery with a favorable outcome. RN Garrison et al. (2012) report the experience of surgical treatment of 35 patients for 6 years with purulent thrombophlebitis, which was the cause of sepsis, as a result of peripheral vein catheterization. The veins were excised, which led to a rapid regression of the symptoms of sepsis. RE Winn et al. (2018), demonstrate a case of surgical treatment of purulent thrombophlebitis of the subclavian vein - it was ligated with excision of the area filled with blood clots.

For the first time, thrombectomy from the internal jugular vein with otogenic

sinus thrombosis and thrombosis of the internal jugular vein was performed by M. Chiray and G. Semelaigne in 1922. After opening the lumen of the vein, the authors used a syringe with a thick needle to remove blood clots. In Russia, the technique of surgery with the removal of thrombotic masses in case of thrombosis of the internal jugular vein was described and applied by A.N. Bakulev et al. in 2018. The vein was accessed from a longitudinal incision along the anterior edge of the sternocleidomastoid muscle. Since the 70s of the XX century, with the development of thrombosis or thrombophlebitis of the internal jugular vein with phlegmon of the vascular bundle of the neck, many authors

recommend wide opening of the phlegmon and bandaging the vein without opening its lumen and removing blood clots.

The most important component of the complex therapy of purulent-septic complications of subclavian vein catheterization are antimicrobial agents. At the same time, purposeful and adequate antibacterial therapy is carried out with broad-spectrum antibiotics that have a bactericidal effect on the maximum number of potential pathogens [1,30].

Early use of antibiotic therapy reduces the risk of death. In the case of inadequate antibiotic therapy, mortality increases significantly. So, according to N.V. Zawada et al. (2013), survival in septic shock in patients receiving inadequate antibiotic therapy did not exceed 20%.

M. Antonelli et al. (2010) suggest the use of a de-escalation therapy regimen. The principle of the method is the use of drugs or combinations characterized by an ultra-wide spectrum of action, resistance to which in probable pathogens is minimal. De-escalation therapy involves an active search for the causative agent of infection. After its isolation and sensitivity assessment, a transition to targeted therapy is carried out.

According to the Kaluga Conference of the Russian Academy of Agricultural Sciences (2014), when allocating oxacillin-sensitive strains of *Staphylococcus aureus* and epidermal *Staphylococcus aureus* in patients with sepsis on the background of a catheter-associated infection, it is recommended to use oxacillin and cefazolin as first-line antibiotics. If these pathogens are not sensitive to oxacillin, then vancomycin with linezolid should be used. According to WF Ehni et al. (2012); A.L. Kostyuchenko et al. (2016); V.A., Rudnova (2012); S.V. Yakovleva (2015) in cases of clinically distinct or visualized by ultrasound phlebothrombosis, an antistaphylococcal drug (protected amoxicillin, rifampicin, glycopeptide antibiotic) should be an obligatory component of treatment.

The duration of antimicrobial therapy should be significant - 17-20 days, because a short course creates a risk of developing angioinfectious generalized infection, for example, in the form of endocarditis. In the absence of signs of thrombophlebitis, the pathogen is eradicated using antipseudomonas antibiotics (ceftazidime, cefopirazone, ceftriaxone).

The basis of drug therapy for acute phlebothrombosis is currently the use of anticoagulants (including low molecular weight fractionated heparins), inhibitors of the synthesis of vitamin K-dependent coagulation factors (coumarins), inhibitors of platelet function (aspirin, plavix, rheopolyglucin), as well as thrombolysis activators.

The main component of such therapy is heparins, which stop the growth of platelets and stimulate natural vein recanalization [15].

In most patients with the development of thrombosis and thrombophlebitis of the catheterized vein and its tributaries, non-fractional heparin is used [10].

After a single intravenous injection of 5 thousand units, heparin is administered subcutaneously to the patient after 6-12 hours at an average daily dose of 500 units / kg of body weight, but not more than 20-30 thousand units of heparin per day for 5-7 days. Subsequently, patients are transferred to indirect anticoagulants (warfarin).

The standard heparin treatment regimen has a number of disadvantages, since this drug is difficult to dose, requires frequent injections or long-term infusions, constant laboratory monitoring, and has side effects (leads to the development of hematomas, heparin thrombocytopenia, osteoporosis, etc.). In recent years, conventional heparin has been gradually replaced by low molecular weight heparins (fraxiparin, clexane, etc.), which are devoid of these disadvantages. Their dosage is calculated individually.

Some authors, regarding the treatment of thrombosis of the subclavian vein, talk about the need for more "aggressive" therapy, that is, the use of fibrinolytic drugs [9]. However, a large number of complications of thrombolytics and, as a result, a wide range of contraindications to their use (recent surgery or trauma - less than 1 month, hemorrhagic conditions, pregnancy, brain disease, a period of more than 7 days from the onset of thrombosis, etc.) significantly limit their use. The benefit/risk ratio of thrombolytics is not superior to heparin therapy.

The objectives of immunocorrective therapy for catheter-associated infection are: 1) neutralization of infectious agents and their toxins; 2) modulation of the activity of macrophages, granulocytes, lymphocytes and platelets; 3) modulation of the synthesis and excretion of pro- and anti-inflammatory cytokines; 4) correction of manifestations of a systemic inflammatory response to prevent the development of multiple organ failure.

Studies conducted in the treatment of patients with sepsis show that the use of pentoxifylline, immunoglobulins G and M helps to reduce mortality; and the use of small doses of corticosteroids leads to stabilization of hemodynamics. One of the mandatory elements of the treatment of patients with purulent-septic complications of cavacatheterization is the normalization of the functioning of the main life support systems against the background of well-imposed enteral and parenteral nutrition. This includes complex infusion-transfusion therapy, the fight against hypoxia, the normalization of all types of metabolism, tissue metabolism, the function of parenchymal organs, etc. [6,10,22,29].

The results of treatment of patients depend on many circumstances: the underlying and concomitant diseases, the nature of purulent-septic complications of catheterization, the type of surgery, etc. There are few data on the successful treatment of patients. However, most authors consider the results of treatment of these patients unsatisfactory. Mortality in the development of purulent-septic complications of cavacatheterization, in particular, in severe sepsis, reaches high numbers - 50-80% [17]. In America, bloodstream infections are among the top ten leading causes of death (NNIS System Report, 2014).

Conclusion. The analysis of literature data shows that despite the great successes of surgery and anesthesiology, purulent-septic complications are among the difficult-to-diagnose complications of subclavian vein catheterization. Information about the results of treatment of these complications is ambiguous and contradictory. The existing generally accepted methods of prevention and methods of surgical treatment are not effective enough. The study of the features of diagnosis, prevention and treatment of purulent-septic complications of subclavian vein catheterization is an urgent scientific problem.

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RITORIK ARGUMENTATIV NUTQNING B.RASSEL ASARLARIDA IFODALANISHI

Annotatsiya: Ushbu maqolada ritorik argumentative nutqning B.Rassel asarlarida ifodalanishi tahlil qilinadi. Shu o'rinda "not" va "agonistik" so'zlari ham izohlanadi va ularning ma'no xususiyatlari o'rganiladi.

Kalit so'zlar: inkor, polemik nutq, prefiks, semantika, matn, pragmatik, nutq, argument.

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REPRESENTATION OF RHETORICAL ARGUMENTATIVE SPEECH IN THE WORKS OF B.RUSSELL

Annotation: In this article, the expression of rhetorical argumentative speech in the works of B.Rassel is analyzed. The words "not" and "agonistic" are also explained and learned their semantic peculiarities.

Key words: negation, polemic speech, prefix, semantics, text, pragmatic, speech, argument.

Mashhur ingliz faylasufi, mantiqshunosi, matematigi va jamoat arbobi Bertran Russell 1872 – 1970 yillarda uzoq va qiziqarli hayot kechirdi. U Buyuk Britaniya bosh vaziri lord, Jon Rassellning nabirasi, ko'plab ilmiy ishlar muallifi, ilmiy va publitsistik asarlaridagi ajoyib adabiy xizmatlari uchun bir necha bor orden va faxriy unvonlar, jumladan, 1950-yilda adabiyot bo'yicha Nobel mukofoti bilan taqdirlangan adabiyotshunosdir. B.Rasselning ushbu ko'rib chiqilayotgan asarlari ateistik jurnalistikaga tegishlidir. Tadqiqotchilar ta'kidlaganidek, uning ijodida din va xristian cherkovining tanqidi muhim o'rin tutgan. B.Rassel "xristian axloqining odobsizligi va dogmatizmi"ni qayta-qayta ta'kidlab o'tgan, uning liberal va noodatiy qarashlari dinga qarshi jurnalistikada to'liq aks etgan.

B.Rasselning polemik asarlarining sarlavhalarida "not" so'zi va "ateist" va "agnostik" kabi kelib chiqishi yunoncha salbiy prefiksli so'zlar keltirilgan. Ko'rib chiqilayotgan asarlarda muallif tomonidan asarning sarlavhasi matnning semantik tomonlarini ochishda o'z aksini topadi va uning mavzusini

rivojlantirishga hissa qo'shadi. "Nega men nasroniy emasman" maqolasida sarlavha muallifning o'ziga beradigan savolidir. Ma'lumki, asar nomi paramatn bo'lib, uning vazifasi matni o'qish qoidalarini "o'rnatish", uning mualliflik talqinini belgilashdan iborat. Xulosa qilib aytadigan bo'lsak, B.Rassel sarlavhani suhbatdoshga pragmatik ta'sir vositasi sifatida ishlatib, matnning mohiyatini ta'kidlashga, o'quvchi e'tiborini tortishga harakat qiladi.

Bu ish, yuqorida ta'kidlanganidek, akademik V.V.Vinogradov tomonidan taklif etilgan funksional uslublar nazariyasiga asoslanib, bunda muloqot funksiyasi, xabar va ta'sir funksiyasi tilning eng muhim ijtimoiy funksiyalari sifatida ko'rsatilgan. Shuni ta'kidlash kerakki," T.A.Komovanning " Public man and his rhetoric" asarida ingliz tilidagi materialda jurnalistik uslub doirasidagi inkor keltirilib, unda *ommaviy nutq* filologik tadqiqot ob'ektiga aylanadi. AQSH prezidentlarining (A.Linkoln, F.Ruzvelt, D.Kennedi, G.Trumen va R.Reygan) Amerika xalqiga qilgan murojaatlari matnlarini batafsil tahlil qilish ishning ob'yekti bo'ldi. Asarda prezidentlar nutqi qaysi shaklda taqdim etilishi uning mazmunidan qandayligi ta'kidlangan. Ushbu asarida Amerika prezidentlarining ommaviy nutqi xususiyatlari haqida gapirar ekan, muallif *inkorni* ham eslatib o'tadi. Shunday qilib, A. Linkolnning "Farewell Address at Springfield" qisqa nutqidan misol keltiriladi, uning birinchi qismi *inkor gap* bilan boshlanadi: "No one, not in my situation, can appreciate my feeling of sadness at this parting". Muallifning ta'kidlashicha, ushbu nutqning birinchi qismi A.Linkolnning shaxsiy kechinmalari bilan bog'liq bo'lgan nutqda: bolaligi va yoshligi o'tgan ona shahrini tark etish nega bunchalik qiyinligini juda ta'sirli tushuntiradi.

Bundan tashqari, Prezidentning o'sha murojaatida inkordan foydalanishning yana bir misoli keltirilgan bo'lib, unda inkor shakli ijobiy ma'noga ega: "Without the assistance of that Divine Being who ever attended Him I cannot succeed. With that assistance I cannot fail". Prezident Kennedining nutqida xuddi shunday inkordan foydalanish qayd etilgan: "United, there is little we cannot do in a host of cooperative ventures. Divided, there is little we can do". Rad etish Kennedining nutqida, masalan, quyidagi bayonotlarda juda keng qo'llaniladi: "Let us never negotiate out of fear. But let us never fear to negotiate" yoki "Ask not what your country can do for you - ask what you can do for your country". Muallif ayrim inkor konstruksiyalardan foydalanish ommaviy nutqda xarakterli uslubga aylanib borayotganini, *inkor* nutqning butun matniga "singib ketganini", mazmun-niyatni yetkazishda ma'lum vazifalarni bajarishini ta'kidlaydi.

Bizning tadqiqotimizda B.Rasselning ta'rificha ilmiylik va shaxsiy nutqqa xos bo'lgan emotsional rang berishni o'zida mujassamlashtirgan yuqorida qayd etilgan publitsistik asarlar asosida o'lchov mezonini belgilash muammosi qo'yiladi. Umumiy til fondidan muallif ongli ravishda salbiy birliklarni tanlashi, ya'ni tinglovchi va o'quvchiga ta'sir o'tkazish funksiyasini amalga oshirish, tomoshabinni o'z tomoniga tortish uchun "ilmiy" asoslangan, faktik ma'lumotlar keltirilgan.

Muallif kimga murojaat qilmoqda? Uning asarlarining subekti kim? Muallif o'quvchini o'z pozitsiyasining to'g'riligiga ishontirish bilan cheklaydimi? Bizningcha, B.Rassell o'z bilimlari tufayli bilimning ma'nosi haqidagi eskirgan g'oyalar bilan qanoatlana olmaydigan odamlarga murojaat qiladi. Muallif so'zning keng ma'nosida e'tiqodning umume'tirof etilgan, haddan tashqari soddalashtirilgan, kundalik tushunchasini rad etadi, ammo u o'zini faqat diniy dogmalarni qat'iy rad etish bilan cheklab qo'ymaydi, aksincha, u o'zini dindorroq odam deb hisoblaydi.

B. Rasselning ko'rib chiqilayotgan asarlarini " ritorik argumentativ diskurs" ga bog'lash mumkin. "Argumentatsiya" atamasi, birinchi navbatda, mantiqiy va matematik isbotlash protsedurasini (tartibini) anglatadi, uning maqsadi tabiiy fan bilimlari doirasida rasmiy haqiqatni o'rnatishdir. Biroq, L.V.Pravikova ta'kidlaganidek, rasmiy mantiqiy dalillar bilan bir qatorda, odamlarning bir-biriga bo'lgan munosabatini ularning pragmatik, informatsion, axloqiy, estetik va boshqa munosabatlari bilan bog'liq holda belgilaydigan ritorika mavjud bo'lib, u ham bahslashishning bir shakli hisoblanadi. Bizning fikrimizcha, tahlil qilingan asarlar ritorik argumentatsiyaga (munozaraga) tegishli bo'lib, polemik nutqni ifodalaydi, uning maqsadi tomoshabinni ma'lum faktlar bo'yicha xulosaga kelishga majbur qilishdir.

Tadqiqotchilar ta'kidlaganidek, ritorika rasmiy mantiqqa emas, balki manfaatlar, qadriyat va pragmatik mantiqqa asoslanishi kerak, bunda pragmatik, madaniy, estetik va axloqiy qadriyatlarni o'ziga xos tomonlarini hisobga olib, markaziy o'rinni sub'ektga - bilim va fikr tashuvchisiga beriladi. L.V.Pravikova asarida ta'kidlanganidek, bunday mantiqda inson haqiqatni o'zicha-mantiqiy tushunishiga (har bir inson uchun haqiqat) isbotlashga qaratilgan emas, balki o'zi uchun haqiqat, individual, shaxsiy haqiqatga asoslangan mantiq tizimni sharhlay olishga qaratilgan.

Ko'rib chiqilayotgan asarlarda birinchi navbatda polemik nutq mavjud bo'lib, uning maqsadi yangi qarashlarning ijobiy rivojlanishidir. Qarama-qarshilik muallifning o'zi, uning aqli va e'tiqodi o'rtasidagi ichki tortishuv bilan ifodalanadi. Fan rivojining hozirgi bosqichida zamonaviy inson o'zining ichki dunyosining barcha xilma-xilligida, dunyoni bilishida namoyon bo'ladi. Bu kontekstda inkorni shubha va haqiqat o'rtasidagi o'ziga xos oraliq bosqich sifatida ko'rish mumkin, bu o'rinda *inkor* yangi bilimlarni shakllantirish jarayonini tuzatishi mumkin.

Muallifning ob'ektiv, mantiqiy bilimlari shaxsiy va sub'ektiv yo'naltirilgan bo'lib, uning pragmatik manfaatlarini ifoda etadigan, ko'rib chiqilayotgan ritorik argumentativ nutqda inkor qanday rol o'ynashi mumkinligi ifodalangan. Inkor qilish funksiyalari bitta matn ichida munozaralarda turli jihatlari bilan farqlanadimi?

Ma'lumki, rasmiy mantiqiy argumentatsiyadagi har qanday dalil mantiqiy jihatdan to'g'ri (ya'ni har doim haqiqatni keltirib chiqaradigan haqiqatdan) xulosalar tizimidan iborat bo'lsa-da, ishontirish argumentlari asosan mantiqiy

dalillarga asoslangan bo'lib, kamsituvchi his-tuyg'ular "mehribonlik" bilan qiyoslanadi".

Bizningcha, B.Rassel kabi shaxsning nutqi faqat inkorning ekspressiv xususiyatlariga asoslanishi mumkin. Shu bilan birga, shuni ta'kidlash kerakki, ko'rib chiqilayotgan asarlar muallifi, birinchi navbatda, o'zining ritorik argumentatsiyasi tarkibida faqat rasmiy mantiq elementlariga murojaat qilishi mumkin. An'anaviy mantiqning har qanday isboti bo'lgani kabi, B.Rasselning qiymatga yo'naltirilgan mantiq'ini uch qismga ya'ni, tezis, asos va dalil yoki argumentatsiyaga ajratish mumkin.

Ushbu ish doirasida biz ko'rib chiqilayotgan nutqning mantiqiy tuzilmalarini formal mantiq usullari bilan tekshirish vazifasini qo'yganimiz yo'q, bizni birinchi navbatda B.Rasselning nutqini lingvistik vositalar orqali tahlil qilish qiziqtiradi. Biroq, insonning tafakkuri mantiqiy qonunlarga bo'ysunishi va mantiqiy shakllarda, fan sifatidagi mantiqdan va shaxsning o'zidan qat'i nazar davom etadi, degan tezisdan kelib chiqib, to'g'ri lingvistik tahlilga o'tishdan oldin, harakatdagi mantiqiy fikrlashning asosiy shakllaridan birini tasvirlash uchun biz ushbu publitsistik asardan bir parchani ko'rib chiqishni taklif qilamiz.

Ma'lumki, rasmiy mantiqda inkor muhim funktsiyalarni bajaradi, u belgilangan ma'noga ega bo'lgan belgiga ("~", "-" yoki "1") ega va salbiy hukm sifatida ("mohiyatan emas") ishora qiladi. Mantiqdagi gaplarning xilma-xilligi to'rt turdagi oddiy kategorik hukmlarga qisqartiriladi, ulardan ikkitasi inkorga asoslangan: umumiy salbiy: "hech biri (= hammasi) S-"P" o'rnida emas va qisman salbiy so'zlarda: "ba'zi S-"P"o'rnida emas emas." Keling, Rasselning nutqidan parchaga murojaat qilaylik, unda mantiqiy fikrlash shakllari berilgan:

Perhaps it would be as well, first of all, to try to make out what one means by the word *Christian*.... Some people mean no more by it than a person who attempts to live a good life.... but I do not think that that is the proper sense of the word, if only because it would imply that all the people who are not Christians - all the Buddhists, Confucians, Mohammedans, and so on - are not trying to live a good life.

Yuqoridagi parcha umumiy salbiy hukmni taqdim etadi, qulaylik uchun biz uni quyidagi shaklga qisqartiramiz: **all the Buddhists, Confucians, Mohammedans, and so on (r.e. «all the people who are not Christians») are not trying to live a good life**. Rasmiy mantiqda umumiy salbiy hukmning aksi umumiy tasdiqdir - **all the Buddhists, Confucians, Mohammedans... are trying to live a good life**.

Bir-biriga zid bo'lgan yuqoridagi hukmlardan kelib chiqqan holda, ikkala hukm ham noto'gridir. Ushbu alohida holatda quyidagi hukmlar to'g'ri bo'ladi: qisman ijobiy (Some Buddhists, Confucians, Mohammedans... are trying to live a good life) va qisman salbiy (Some Buddhists, Confucians, Mohammedans... are not trying to live a good life). Muallif ushbu mulohazalar yordamida "xristianlik" tushunchasini talqin qilishda mavjud tushunchalarning noto'g'riligini ko'rsatishga intiladi, ko'rib chiqilayotgan faktlar va ularning

belgilari o'rtasida hech qanday bog'liqlik yo'qligini ko'rsatadi. **I do not think that that is the proper sense of the word.**

Shuni ta'kidlash kerakki, bu ishda biz tilning o'rganilayotgan hodisasini mantiqiy tavsiflash usullari bilan cheklanamiz - fikrlash jarayonida fikrlar o'rtasidagi bog'liqlikdagi inkorning roli (xususan, **yo'q** qarama-qarshilik to'g'risidagi qonununiyatdan chiqarib tashlangan), umumiy salbiy va qisman salbiy hukmlar doirasidagi uning xususiyatlarini taxlil qilamiz. Gap shundaki, yuqoridagi oddiy kategorik mulohazalardan tashqari murakkab mulohazalar ham mavjud bo'lib, ularni inkor etish qiyin masala bo'lib, konyunksiya, diszyunksiya, implikasiya belgilarini hisobga olgan holda dastlabki formulaga dastlabki o'zgartirishni talab qiladi. Yuqorida ta'kidlab o'tilganimizdek, **rad etish**ning qayd etilgan jihatlariga murojaat qilish, B. Rasselning ritorik nutqida rasmiy mantiqning ba'zi elementlarini aniqlashga yordam berish uchun mo'ljallangan edi, ular yordamida muallif argumentatsiya jarayonini amalga oshiradi. Xulosa sifatida biz o'z fikrlarimizni ifodalashda inkorni shakllantirishning samarali usullaridan biri prefikslarligi va ildiz oldiga old qo'shimchalar qo'shib, yangi so'zlar hosil qilinishini ham hisobga olshimiz kerak.¹¹

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¹¹ L.T.Toshonov, H.T.G'ofurova "Forming negation with the prefixes", Вопросы науки и образования № 7 (91), 2020 Москва ” on page 32

THE ROLE OF MONEY IN A MARKET ECONOMY

Abstract: this article discusses the importance of money in a market economy.

Key words: money, market economy, market, business, stability, economic growth.

Money is a specific commodity that is the universal equivalent of the value of other goods or services.

The main property of money is absolute liquidity. Liquidity is a measure of how quickly an asset can be exchanged for cash.

Money is a means of expressing the values of commodity resources currently participating in the economic life of society, a universal embodiment of value in forms corresponding to a given level of commodity relations. Such a definition is based on the concept of value, which is more in line with the approach to money accepted in world science.

Money manifests itself through its functions. Typically, there are such functions of money as: The measure of value. Dissimilar goods are equated and exchanged among themselves on the basis of price (the exchange rate, the value of these goods, expressed in the amount of money). The price of a commodity performs the same measuring role as in geometry the length of segments, in physics the weight of bodies. Measurements do not require a thorough knowledge of what space or mass is, it is enough to be able to compare the desired value with the standard. The monetary unit is the standard for goods.

Money is used as an intermediary in the circulation of goods. For this function, the ease and speed with which money can be exchanged for any other commodity (an indicator of liquidity) is extremely important. When using money, the commodity producer gets the opportunity, for example, to sell his product today, and buy raw materials only in a day, week, month, etc. At the same time, he can sell his product in one place, and buy the product he needs in a completely different one. Thus, money as a medium of circulation overcomes temporal and spatial restrictions in exchange.

The money is used to register debts and pay them. This function gets its own value for situations of unstable commodity prices. For example, a product was bought on credit. The amount of the debt is expressed in money, and not in the quantity of goods purchased. Subsequent changes in the price of goods no longer affect the amount of debt that must be paid in cash. This function is also

performed by money in monetary relations with financial authorities. A similar role is played by money when it expresses any economic indicators.

A means of accumulation. Money accumulated but not used allows purchasing power to be transferred from the present to the future. The function of a store of value is performed by money that is temporarily not involved in circulation. However, it should be borne in mind that the purchasing power of money depends on inflation.

The function of world money. It manifests itself in the relationship between economic entities: states, legal entities and individuals located in different countries. Until the 20th century, the role of world money was played by noble metals (primarily gold in the form of coins or ingots), sometimes precious stones. Nowadays, this role is usually played by some national currencies - the US dollar, the pound sterling, the euro and the yen, although economic entities may use other currencies in international transactions. In some countries, laws prohibit the use of foreign currency for transactions within the country, in others it is not prohibited. The euro is an example of the unification of the currency systems of a number of countries, which made it possible to solve the problem of interstate payments between these countries by switching to a single currency.

In a modern developed economy, there are three functions of money - a measure of value, a means of accumulation and a means of payment, and the medium of circulation remains very small. Types of money in the modern world. Types of money in the modern system of monetary circulation

Money plays a key role in a market economy. First, the social role of money, their place in the economic system is that money acts as a social link between producers.

Secondly, money acquires a qualitatively new role: it becomes capital, which is carried out through five functions. Thus, the value of goods produced by enterprises is expressed in money; while money serves as a measure of value and money-capital.

Further, if money is accumulated as a treasure for the purpose of buying the means of production and expanding the volume of production in the future, then in this case the money acts both as a treasure and as capital. And finally, in the world market, money acts as a function of both world money and capital.

However, money acquires the character of money capital not due to its functions, but due to the fact that the functioning of money is included in the circuit of industrial capital. The important thing is that money buys a special commodity - labor power and means of production, which serve as elements of productive capital. Thus, money, turning into money capital, participates in the reproduction of individual capital.

But money also participates in the reproduction of social capital, serving the realization of the total social product. At the same time, money circulation acts as a series of cash flows: some of them move within the first division

(production of means of production), others - within the second division (production of consumer goods), and still others - between the first and second divisions.

With the help of money, the formation and redistribution of national income takes place through the state budget, taxes, loans and inflation.

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MICROBIOLOGICAL CONTROL OF DAIRY PRODUCTS

Annotation: The article presents the results of the analysis of factors affecting the quality of dairy products.

Key words: microbiology, dairy product, quality of product.

The dynamic development of the economy of the food industry is impossible without increasing the competitiveness of goods and services. The determining factor for consumers is the quality of products. Manufacturers should know and study the requirements for the quality of their products, study consumer preferences of consumers. These requirements are not the same for different consumer groups and differ depending on the purchasing power of the population, the level of competition and other factors. It is necessary to manage the quality of food raw materials, products and services, to be able to analyze and evaluate their indicators quantitatively and qualitatively.

Criterion or quality factor is a product parameter selected among others to evaluate the quality of this product. Quality, in turn, means a set of features and characteristics of the product, allowing to satisfy expressed or hidden needs. In the regulatory and technical documentation for dairy products, controlled quality indicators are divided into 3 groups:

- organoleptic;
- physico-chemical;
- microbiological.

Technical microbiology studies microorganisms involved in the production of food products, antibiotics, enzymes and many other substances of microbiological origin. Microbiology of milk and dairy products is a branch of technical microbiology that studies both microorganisms used in the dairy industry in the manufacture of various products, but also pathogenic microorganisms found in this production.

Sanitary microbiology examines the microflora of the environment for possible negative or beneficial effects of microorganisms present in it on human health. The sanitary condition of dairy enterprises is one of the most important factors affecting the quality and shelf life of dairy products. At all enterprises of the industry, the necessary sanitary and hygienic conditions must be created to ensure the production of completely safe and high-quality products. Thus, the microbiology of milk combines the tasks of technical and sanitary microbiology.

Microbiological control is designed to determine the compliance of raw materials and finished products with microbiological safety and quality requirements, as well as to detect microbiological contamination of raw

materials, semi-finished products, technological equipment or the environment (water, air, etc.) and to identify the source of contamination. The quality and safety of food products can be assessed by direct detection of certain microorganisms, however, as a rule, such an assessment is carried out by indirect indicators that allow us to judge the possible contamination of products with technically harmful microorganisms. The basic principle of microbiological food safety is the absence of harm to human health in terms of the occurrence of diseases and poisoning of an infectious nature when eating food. At the same time, the risk for consumers is usually associated with the origin of raw materials from unfavorable sources, with violations in the technology of production of products, their contamination during sale, storage

Microbiological risks - diseases of food origin, the cause of which they are, represent an important problem in the field of public health, which is becoming more and more urgent. Most countries that have established systems for registering cases of foodborne diseases have noted a significant increase over the past decades in the prevalence of diseases caused by microorganisms contained in food, including pathogens such as Salmonella, Campylobacter jejuni and enterohemorrhagic E. coli, as well as diseases caused by parasites such as coli cryptosporidium, cryptospora and trematodes. Hygienic standards for microbiological indicators include the control of 4 groups of microorganisms: sanitary-indicative, which include mesophilic aerobic and facultative anaerobic microorganisms - MAFAnM, bacteria of the Escherichia coli group — BHCP (COLI-FORMS); conditionally pathogenic microorganisms, which include Escherichia coli, bacteria of the genus Proteus, Bacillus cereus and sulfate-reducing clostridia; pathogenic microorganisms (salmonella and others); spoilage microorganisms - yeast, and moldy fungi. Physical hazards are the most common type of hazard that can manifest itself in food products, characterized by the presence of foreign material. Physical hazards, like biological and chemical hazards, can enter a food product at any stage of production. The risk of harm to the consumer's health is low for most foreign objects, since few of them can be sharp or hard enough to cause physical damage. But in any case, it will be unpleasant for the consumer to detect a foreign object in the food. However, some physical hazards can pose quite a tangible threat to health. Fragments of glass and hard plastic are an object of increased danger. The ingress of fragments into products poses a direct threat to the health of consumers.

An indirect indicator of environmental pollution is the detection of sanitary-indicative microorganisms. Product safety control is carried out by an alternative method, when the absence of sanitary-indicative, conditionally pathogenic and pathogenic microorganisms in a certain mass or a certain volume of the product is taken as the norm. Hygienic standards for microbiological indicators are set out and regulate the following groups of microorganisms:

- sanitary-indicative microorganisms - mesophilic aerobic and facultative anaerobic microorganisms (КМАФАнМ), bacteria of the Escherichia coli group (BGCP), enterobacteria, enterococci;
- conditionally pathogenic microorganisms, which include E. coli, Staphylococcus aureus, V. cereus, Clostridium perfringens, bacteria of the genus Proteus;
- pathogenic microorganisms, including bacteria of the genus Salmonella, Listeria, Yersinia;
- spoilage microorganisms: yeast and mold fungi, as well as some lactic acid microorganisms;
- microorganisms of the starter microflora and probiotic cultures: microorganisms in products with a normalized level of microflora and probiotic products. The maximum permissible amount of extraneous microorganisms, mainly sanitary-indicative and spoilage microorganisms, in a certain mass or volume of the product, which does not violate microbiological stability during storage, subject to the established storage conditions, and does not pose a danger to human life, is called the risk limit.

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THE SPECIFICITY OF THE PERSONAL EMOTIONAL ENVIRONMENT IN CHILDREN AND ADOLESCENTS

Summary. The characteristic features of accentuation in the teen-agers (from 14 to 17) of the secondary schools in Andizhan have been studied.

As the main method of investigation we have chosen the shortened form of the pathocharacteriologic diagnostic questionnaire.

The results showed that in the boys the cases of hypertheem, changeable hypertheem, cycle hypertheem and its chandind types were middle spread. And in the girls who were under examining the schizoid and labile types of hypertheem were spread.

Generally the accentuation of characters of different types among the teen agars occurred 19,1% in boys, 17,1 16 in girls.

The rate of the spreading of accentuation among teenagers and its types have some features which are characteristic for native people.

Key words: accentuation, children, teenagers, emotional-personality sphere.

Relevance. The characterological properties formed in vivo leave their mark on the semantic, need-motivational and emotional-volitional spheres of the personality. That is, the types of the subject's response to certain life situations are predetermined in a certain way by the prevailing personal attitudes.

In childhood and adolescence, the emotional and personal sphere is the most vulnerable link. This is due to the rapid maturation of a person as a person, on the one hand, and the problems of his adaptation in the system of interpersonal relations and activities, on the other.

During the period of character formation, typological features are especially visible, which are designated as "character accentuations" (K. Leonhard, 1976, A.E. Lichko, 1977,1983, 1985) extreme variants of the norm, in which individual character traits are excessively strengthened, as a result of which selective vulnerability to a certain kind of psychogenic influences.

A statement of character accentuation and its type is the definition of a premorbid background against which various neuropsychiatric and psychosomatic disorders can occur. According to K. Leonhard (1976, 1981), in developed countries, more than half of the population belongs to accentuated personalities.

In this paper, we attempted to interpret the data of an epidemiological study of character accentuation in practically healthy Adolescents aged 12-17 years old living in the Ferghana Valley of the Republic of Uzbekistan.

Material and methods of research: The subject of the research were students of secondary schools (10% sample, 1654) in Andijan. In this work, for the first time in the conditions of Uzbekistan, at the population level, a shortened and adapted version of the pathocharacterological

diagnostic questionnaire (PDO) for adolescents (Ivanov N.Ya. Lichko A.E., 1983).

PDO is designed to identify groups, in adolescence (14-18 years old) of character types in constitutional and organic psychopathy, psychopathic development, as well as character accentuations.

On the basis of the original version of the PDO, hyperthymia, we developed a shortened version of the screening for more diagnosis of the accentuation of the character of a teenager (Rational proposal No. 1249 of 05/05/1999 adopted for hysteroid implementation in the AndesMI). Out of 363 statements, 232 were included in the screening method by unstable elimination of non-informative signs and by the method of observational approbation, and the diagnostic procedure of the original ONE variant was completely preserved (1).

The method retains its diagnostic representative ability in relation to other indicators of personality methods; conformity, delinquency, emancipation, a tendency to alcoholism, masculinity and femininity, etc. In addition, the various examined TEENAGERS were subjected to a thorough clinical and anamnestic (survey and examination of a teenager, interview of parents and information from other persons, observation of a laboratory examination. The results of the study and their discussion:

Results and discussion: As can be seen from the presented table, Vidim draws attention to itself that boys more often (17.4% and 16.2% respectively 14-15 and 16-17 years old) than girls (6.0% and 4.4% respectively 14-15 and 16-17 years old)

There are hyperthymic hyperthymic unstable, hyperthymic cycloid and unstable types of them. However, among female adolescents, the most frequent were schizoid (10.0% and 8.0%, respectively, 14-15 and 16-17 years old). labile (3.1% and 5.5% respectively 14-15 and 16-17 years old) sensitive (2.5% and 3.2%), cycloid (2.5% and 1.6%), asthenoneurotic (4, 0% and 2.4%), which indicates a greater representation in the expanded form of types of accentuation than in male adolescents.

Epileptoid, epileptoid unstable, epileptoid-schizoid types occur with the same frequency in both girls and boys (12.0% and 7.0%, 11.0% and 5.5% respectively in the age periods of 14-15 and 16-17 years). In general, the frequency of different types of accentuation of the character of adolescents is 49.4% in boys and 47.1% in girls. In 50.6% of adolescent boys, 52.9% of

adolescent girls I O, character accentuation is not a diagnosis. A number of mixed accentuations, such as H, hysteroid-stenoneurotic, labile N asthenoneurotic, labile-sensitive, sensitive-schizoid and others, have not been identified in the population of healthy adolescents in our region.

It should be noted that adolescents aged 16-17 have a higher percentage of psychoasthenoneurotic types of accentuation. When considering the results of our study, it should be noted that the population of healthy children examined by us differed markedly in the frequency of a number of accentuations from the groups examined by other authors. In particular, 37% less unaccented children were found in Kemerovo, and 9% less in St. Petersburg (A.E.Lichko, 1983).

The number of adolescents with hyperthymic character traits in our region was 2 times more than in the St. Petersburg population of adolescents. Schizoid type, including schizoid hysteroid, schizoid-epileptoid, schizoid unstable, as many as in our observations, etc.

These differences can be explained, on the one hand, by non-compliance with the rules of epidemiological studies (non-observance of representativeness, lack of standardization of research methods, etc.), and on the other hand, by the possible heterogeneity of the population spectrum of characterological different regions of the world. features B

There is evidence in the literature that with epileptoid, hyperthymic, schizoid and unstable types of character accentuation in adolescence, there is a high risk of developing psychosomatic maladaptation syndrome (2). disorders and

Apparently, with them, the development of social adaptation skills is most difficult.

Conclusions: 1. The epidemiological the study showed a high prevalence of character accentuation among children and adolescents - students.

2. In the socio-cultural conditions of our region, the prevalence of borderlines have their own characteristics to take into account in planning the prevention and treatment of children with maladjustment disorders.

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TECHNOLOGY OF USING NATIONAL TRADITIONS IN TRAVELING STUDENTS TO PROFESSION

Abstract: This article discusses the technology of using national traditions in the orientation of students to the profession. The article also gives a brief overview of the existing problems in directing students to the profession, shortcomings in practice and ways to overcome them.

Keywords: Profession, socialization, self-assessment, technological education, continuous system, cooperation, interdisciplinary connection.

During his visit to Fergana, President Mirziyoyev gave special instructions to the Ministry of Public Education. The President touched upon the issues of youth employment and vocational guidance, emphasizing the need to direct students to the profession from the 7th grade in the new school year. According to the instructions of the President to the Minister of Public Education Sh.Shermatov, starting from the 7th grade of the 2020-2021 academic year, students will be directed to the profession, and it will be determined what kind of profession they will have. Until the 8th, 9th, and 10th grades, they are trained in their chosen profession. In 10th grade, they are issued certificates entitling them to work. In the 11th grade, students will be able to work in companies and organizations and receive a salary at the same time. Governors and regional sector leaders are responsible for the employment of 11th grade graduates.

It is clear from this instruction that employment and vocational guidance of young people is one of the priorities of our state policy. In this regard, it is important to direct school graduates to the profession, to choose the right profession based on their abilities. It is known that the development of any society depends on the social, political, economic stability, the high level of development of the intellectual and moral potential of its citizens. Indeed, in the spiritual renewal of our society, in the formation of a socially oriented market economy, the national issue of training a democratic state governed by the rule of law, which ensures its integration into the world community, plays an important role as a priority. As a human being grows up, he strives for knowledge and enlightenment. He also takes his first lesson from school. But educating the young people who are our future owners, it is natural that some of the problems associated with educating them are thought-provoking today. Because today's violent society is in dire need of highly educated professionals.

The first and most important stage of the professional formation process is the selection of the future profession, ie the period before a definite professional decision is made. Clearly, the level of readiness of young people to choose a profession does not depend only on the characteristics of age, it does not form spontaneously at a certain age. It is necessary to prepare and educate young people to choose a profession through pedagogical and psychological knowledge, skills, abilities, as well as the influence of society. In this process, the person is required to have professional knowledge. Therefore, it is necessary to equip students with knowledge of the world of professions and to develop practical skills and competencies. To do this, you need to provide manuals and handouts on the profession. Only then will we be able to consciously direct students to the profession, avoiding all the difficulties, contradictions and obstacles that arise in the process of choosing a profession.

The technology teacher should provide students with information about occupations and types of work in the process of technological education, linking them to specific topics. Among the activities that are based on the interests of students, a special place is given to clubs of specific professions. Such clubs are often run by labor and vocational education teachers. These include technical and creative circles, young artists, young technologists, young physicists. In such circles, the teacher has the opportunity to work systematically to develop students' skills in design, engineering, creativity and ingenuity. A technology teacher should pay special attention to pedagogical and psychological diagnosis in his work. In the process of pedagogical and psychological diagnosis, the teacher, in collaboration with school administration and psychologists, officials of educational and production institutions and vocational colleges, should determine the balance between the chosen profession and personal qualities of each student.

The teacher of technology combines his / her activities with the activities of class teachers, science teachers, school administration and psychologists, parents, community activists, the administration of professional colleges in the region. should increase. Workshops, laboratories, and workshops are also important in helping students pursue careers. The teacher of labor science should pay special attention to equipping them in accordance with modern requirements, because the knowledge, understanding and perception of students about a particular type of work and profession, their role in public life is formed here. It is known that the love and belief in work and profession are formed in all disciplines. That is why it is necessary to pay special attention to interdisciplinary connection in technological education classes. It is of great pedagogical importance to coordinate the work of the labor teacher on the socialization of students by sending them to the profession with the work of teachers of various disciplines and class teachers in this field. **for this:**

- make effective use of the opportunities of various educational subjects, science clubs and extracurricular activities;

- Achieving socialization of students through vocational guidance through technological knowledge, general labor and professional skills;
- Ensuring that students complete high-impact, socially relevant learning tasks;
- to achieve the formation of students' interests in various areas of work and professions that are important for the life of society on the basis of a differentiated approach;

A technology teacher, a school practitioner psychologist, should do the following in the course of his or her professional career:

- to acquaint students with the types of professions necessary for the life and development of society;
- provide information on the demographic characteristics of the profession;
- pedagogical and psychological counseling on vocational guidance of students;
- to form in students a stable interest in certain professions, taking into account their personal qualities;
- to acquaint students with famous people who have become famous as a result of their professional activities and their contribution to the development of society and humanity;
- To inform students about the role of professions in the development of economic, social and spiritual aspects of society;
- Conducting interviews with parents of students to send their children to a suitable profession;
- informing students about the negative consequences of choosing the wrong profession;
- create favorable conditions for students to develop and test their initial general and professional skills;
- to study the personality, type of work and interest in the profession in order to guide students to the right profession;
- In order to ensure the effectiveness of the process of sending students to the profession, to organize exhibitions, conferences, meetings at the school, which tell about the specific professions, their socio-economic significance;
- Regular pedagogical and psychological diagnosis to determine the personal and professional interests of students.

The advocacy work of the school psychologist also plays an important role in choosing a profession. Because not all students are able to agree on a career choice. There are various reasons for this. I conducted roundtables and surveys with graduates of the school where I work. For example:

When to start career guidance? The answer is given in the diagram below. Fifty-seven percent of students believe that career guidance should begin in school. 22% of students think that it should start in kindergarten, and 14% think that the selection process should start in college. Students' answers to the

question of who should provide vocational guidance were divided as follows: psychologists (32%), teachers (28%) and employers themselves (13%). In addition, 13% said that the work should be entrusted to the Employment Center. 14% of the respondents who chose the “other” answer gave the following answers: parents, the individual, all of the above, parents, together with teachers, should have an integrated approach and partnership of many structures on this issue. Throughout my career, I have conducted several such surveys and questionnaires. It is obvious that the work of teachers and practicing psychologists is very important in the choice of profession for schoolchildren.

In conclusion, I would like to emphasize once again that one of the most important tasks is to direct our youth to the right profession. It is a law that does not require proof that a person can bring great benefits to his family and society by choosing the right profession.

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METHODS FOR DETERMINATION OF DIESEL FUEL CONSUMPTION OF MINE DRIVERS

Annotation: The article discusses the methodology for calculating diesel fuel consumption rates for horizontal and vertical movement of mining dump trucks and developed recommendations for improving the calculation methodology in order to reduce diesel fuel consumption.

Key words: mining, dump truck, horizontal-vertical movement, diesel fuel consumption.

The energy intensity of open pit mining is mainly determined by the energy costs of transporting the rock mass (50-90%), which tends to increase with increasing depth of development. The most commonly used type of rock haulage is mining vehicles. However, it is one of the most expensive modes of transportation, both in terms of capital investment and operating costs.

Theoretical aspects of the use of mining dump trucks, heavy-duty mining vehicles have been studied in detail by scientists from the CIS countries. Including V.P. Smirnov's textbook "Theory of heavy-duty mining vehicles" [6] describes the theoretical and practical aspects of fuel consumption of dump trucks used in the mining industry. Russian scientist prof. In the research of St. Petersburg Mining University under the direction of AA Kuleshov [1; 2; 3;] allowed the organization of fuel consumption by mining dump trucks depending on many factors on mining and other conditions, which allows to determine fuel consumption with sufficient accuracy for operating conditions ". According to the methodology developed by them, the specific fuel consumption of the truck per unit of transport is calculated using the following formula

$$Q_{m, \text{уд}}^{\text{мп}} = \frac{Q_m^{\text{уд}}}{3600 \rho_m \eta_{\text{мп}}},$$

Here $Q_{m, \text{уд}}^{\text{мп}}$ - specific energy consumption (unit specific fuel consumption for transport works), l / (t * km); $Q_m^{\text{уд}}$ - specific fuel consumption by the dump truck engine at rated power, (determined by engine characteristics), g / (kW); ρ_m - diesel fuel density ; $\eta_{\text{мп}}$ - КПД - transmission efficiency.

Fuel consumption when moving a loaded truck horizontally over a distance of 100 km

$$Q_m^{гориз} = [100k_{cx} (2k_m + 1)G_{сп}] Q_{m,гор}^{гор},$$

Here $Q_m^{гориз}$ specific energy consumption when the dump truck moves horizontally, л / 100 км; k_{cx} - vibration resistance coefficient; k_m - the coefficient of gravity of the dump truck; $G_{сп}$ - load capacity of the dump truck, t.

$$Q_m^{верт} = \frac{100H(k_m + 1)}{1000} G_{сп} Q_{m,верт}^{верт} = 0,1H(k_m + 1)G_{сп} Q_{m,верт}^{верт},$$

Here $Q_m^{верт}$, л/100 км;

H is the vertical movement height of the loaded dump truck, m.

Fuel consumption (total fuel consumption) to overcome the horizontal and vertical sections of the route

$$Q_m^{сум} = Q_m^{гориз} + Q_m^{верт}.$$

It does not take into account the amount of fuel when performing loading and unloading operations, including shunting movements and idling of the engine. In this method, these values are taken into account by increasing the total fuel consumption by 20%. In this case, the total operating fuel consumption will be equal

$$Q_m = 1.2Q_m^{сум}, \text{ л/100 км.}$$

The engine power of a specific, consumable, overloaded dump truck is proportional to the effective engine power, ie

$$P_c^{гор} = \frac{P_c}{G_c},$$

Here $P_c^{гор}$ - specific labor force, kWh; P_c - effective power of dump truck engine, kW; G_c - weight of the loaded dump truck, t.

The maximum speed of the loaded dump truck (km / h) is calculated using the formula:

$$v_{сп}^{max} = 0.2838 \frac{P_c^{гор}}{k_{cx} + i},$$

Where i is the longitudinal slope of the mining road, %.

Depending on the longitudinal slope and the specific work force, the movement speed and specific fuel consumption are determined according to the table, Figure 1 [78]. The average speed of the dump truck in the direction of work

$$v_{сп} = \frac{v_{сп}^{max} + v_{гор}^{max}}{2},$$

Here - $v_{гор}^{max}$ - Maximum specific speed of an empty dump truck:

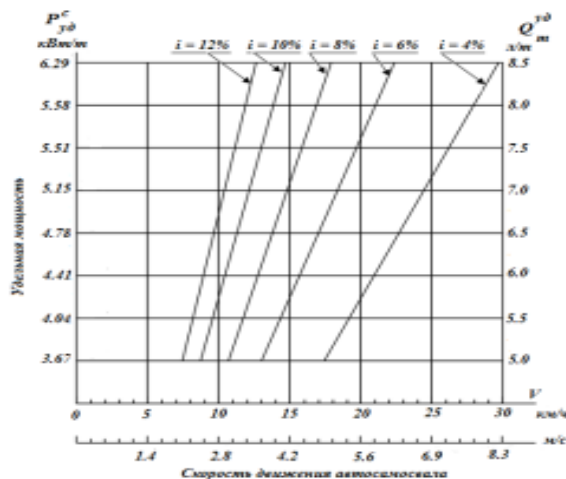


Figure 1. Vehicle speed [4]

The dependence of the specific power and the specific consumption of fuel on the speed of movement of the dump truck for different longitudinal slopes of the mining road. The average running time of the dump truck is calculated in addition to the maximum running time of the engine, including the time of loading and unloading of the truck, acceleration and braking, as well as the time of passing dangerous areas at low speeds. Statistics show that this time consumption is about 50% of the time spent at maximum speed; it is assumed that the total time spent in motion at maximum speed is increased by 1.5 times, ie

$$t = \frac{100}{v_{cp}} + 0,5 \frac{100}{v_{cp}} = 1,5 \frac{100}{v_{cp}}$$

Where - t - transport cycle time, hours

As a result, we have a comparable hourly consumption of fuel.

$$Q_{ср} = \frac{Q_{ср}}{t} \text{ „л/ч.}.$$

The main factors determining fuel consumption are the length of the vehicle and the height of the rock mass, road surface quality, transmission efficiency, diesel engine fuel efficiency, vehicle driving modes, load weight, vehicle self-weight, road complexity, maneuvering schemes at endpoints, climatic conditions and altitude above sea level. Mathematical models of fuel consumption by general-purpose dump trucks use basic theoretical relationships from engine theory and empirical load characteristics for a particular engine.

The method considered is based on the use of the classical theory of movement of dump trucks and differs little from each other. Loading and unloading operations, including shunting movements and engine shutdown, as well as correction factors for fuel consumption when driving in horizontal sections and ascents to account for fuel consumption on the slopes of mining roads. Both methods are based on net fuel consumption, which is determined by efficiency (calculations use “nominal” fuel consumption).”) The power of a

dump truck engine, the value of which is determined from the load characteristics of the engine.

An analysis of the state of research and operation of mining vehicles in the open jar mine shows that much attention is being paid to this problem. The main goal of most of the work is to reduce the energy consumption of mining trucks. Currently, the specific consumption of diesel fuel for the main part of the open pit deposit is from 100 to 150 g / tkm, the reduction of which depends on the combination of many technological and technical parameters that characterize the transport process in a particular mining enterprise. There are two main methods used in the study of high-speed modes of movement of dump trucks:

- mainly considering the required safe speed of the dump truck, the theoretical method of establishing a functional relationship between the forces of resistance to movement, speed of movement and power consumption leads to low results.

- an experimental method based on a series of experimental data obtained during direct measurements to processing enterprises using mathematical statistics and regression analysis methods.

- a complex method that combines both theoretical and experimental approaches in determining the speed modes of mining dump trucks. This method combines the shortcomings of the first and second methods of determining the speed of movement. On the one hand, there is not enough accuracy, and on the other - there is a great need for source data. In conclusion, it is necessary to take into account the effective energy parameters of the engines and to develop a calculation method to reduce diesel fuel consumption based on the optimization of high-speed driving modes and to substantiate practical recommendations. To achieve this goal, you need to solve the following tasks:

1. Analysis of available methods for calculating the specific consumption of diesel fuel in the transportation of rock mass by trucks along mining roads.

2. Development of a mathematical model for the specific energy intensity of the transport process based on the reasonable speed of the Kon dump truck and the balance of effective engine power and resistance to the movement of the Kon dump truck on routes of different lengths and longitudinal slopes at the lowest value of diesel fuel.

3. It is expedient to check the adequacy of the calculation methods based on the results of industrial activities of mining trucks to the actual values of energy parameters.

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THE IMPORTANCE OF HYGIENE IN HUMAN HEALTH

Annotation. This article discusses the importance of hygiene in human health. Hygiene is the science of health, the creation of favorable conditions for human health, the proper organization of work and rest, the prevention of disease. Its purpose is to study the impact of living and working conditions on human health, disease prevention, ensuring optimal living conditions for a person, ensuring his health and longevity. Hygiene is the basis of disease prevention.

Key words: hygiene, health, human, disease, health, living and working conditions, longevity, medicine, cleanliness.

Hygiene as well as the natural conditions of the environment (exposure to sunlight, air, water) are the means of physical education. Physical culture should not be limited to physical exercises in the form of sports, gymnastics, outdoor games and other things, but should embrace both public and personal hygiene at work and life, the use of the natural forces of nature, the correct mode of work and rest.

Hygiene is the science of health, the creation of conditions conducive to maintaining human health, the proper organization of work and rest and the prevention of disease. Its purpose is to study the influence of living and working conditions on people's health, disease prevention, ensuring optimal conditions for human existence, maintaining his health and longevity. Hygiene is the basis of disease prevention.

The main tasks of hygiene are the study of the influence of the external environment on the state of health and working capacity of people; scientific substantiation and development of hygienic norms, rules and measures for the improvement of the external environment and the elimination of harmful factors; scientific substantiation and development of hygienic standards, rules and measures to increase the body's resistance to possible harmful environmental influences in order to improve health and physical development, increase efficiency.

Personal hygiene. Protection from diseases and injuries requires a person to master many simple techniques, which are called personal (personal) hygiene. The development of immunity will protect you from a number of very serious diseases that you can be exposed to - smallpox, typhoid fever, diphtheria, cholera, plague, yellow (tropical) fever. It will not get rid of the most common

diseases such as dysentery, colds, malaria. With the following tips in mind, you will stay on your feet as long as possible:

1) Cleanliness of the body is the first defense against pathogenic microbes. Taking a daily shower with hot water and soap would be ideal. If this is not possible, keep your hands clean, brush your nails, and sponge your face, underarms, perineum, and legs at least once a day.

2) Keep clothing as clean and dry as possible, especially underwear and socks. If washing is not possible, shake out the clothes, dry and air them regularly.

3) If possible, use toothpaste every day. Soap, salt or baking soda can be a good substitute for toothpaste and a small green twig, well chewed on one side, will serve as a toothbrush. Another method is brushing your teeth with a clean finger. This method also massages the gums. After eating, rinse your mouth with drinking water, if you have it.

Food hygiene. Beware of gastrointestinal diseases and disorders. Do not bite your nails, do not eat with dirty hands (at a minimum, thoroughly wipe your hands before eating with clean, dry grass or leaves). Do not drink dirty water (it must be boiled or treated with special tablets, and then filtered). Protect food and water from flies and other insects, remove food waste and waste in a timely manner. Avoid eating unprocessed and poor-quality foods (undercooked, fried, not washed with hot water, rotten, moldy, fermented, rotten, etc.).

Protect yourself from intestinal diseases:

1) The most common and dangerous diseases are diarrhea, food poisoning and other intestinal disorders. They can be caused by contaminated food, water or other drinks. To protect yourself from these diseases, you must:

- keep the body, especially the hands, clean. Don't bite your nails. Do not eat with your hands;
- dilute disinfectant in water before drinking tablet or boil for 1 minute;
- wash and peel all fruits;
- before cooking, do not store food for a long time;
- sterilize kitchen items, preferably in boiled water;
- protect food and water from flies and other insects. Keep your home clean;
- Watch strictly for the timely removal of garbage and waste.

2) If you have diarrhea or vomiting, do not eat heavy meals until your symptoms improve. Drink fluids, in particular drinking water, in small portions and often, at regular intervals. Even if you feel better, try to avoid heavy meals. Don't salt your food too much.

Health hygiene. Protect yourself from heart failure. In areas with a hot climate, sunbathe carefully, partially exposing your body to the sun. Strong stress under the hot sun can cause a heart attack. Cardiac weakness can be prevented by drinking extra water and salt to replace what is lost by sweating.

Protect yourself from colds.

1) In very cold climates, keep the body warm by all means possible. Take special care of the legs, arms and exposed parts of the body. Keep your socks dry, use rags, paper, moss, grass, leaves for insulation, from which you can always make a good shelter.

2) Frostbite is a constant danger to anyone exposed to temperatures below the freezing point of water. To treat frostbitten areas, find a warm area (at normal room temperature) as soon as possible and immediately immerse them in hot water or hot air. Do not massage or apply ice to frostbitten areas of the body.

Take care of your feet.

1) Dirty or sweaty socks can hurt your feet. If you don't have clean pairs, wash the ones you wear more often. If there is a clean pair, put the washed one on top of the clothes behind your back. They will dry faster. If possible, wear woolen socks, they absorb sweat better. Socks can be frozen, then they should be beaten off to clean them of dirt.

2) Blisters are dangerous because they can start an infection that can interfere with your movement, or even, with a further deterioration in your situation, cause death. If your shoes fit you well, clean them off the ground after each transition, change your socks more often, use foot powder, massage or rub your feet calmly and you will have less worries about blisters. If a blister appears, do not open it, but put a soft pad on it to rub this place less.

Hygiene of clothes and shoes. Shoes should always be carefully monitored, especially when operating in damp climates and in winter. Shoes need to be dried more often, being careful, because if they dry quickly (on a fire, near a hot stove), they can deteriorate, as well as when leaving wet shoes in the cold. A good drying method is to fill the shoes with heated (so that it does not burn) pebbles, sand, small pebbles. Shoes can be stuffed with paper, dry hay or moss - this promotes drying and prevents deformation.

Lubricate your shoes regularly with a thin layer of shoe cream. Shoe cream can be replaced with unsalted lard, tar, fat of waterfowl (fish), raw soap, vegetable oil. To obtain tar, you need to heat the birch bark in a jar over a fire until the dark liquid is distilled off.

In winter, you need to especially carefully monitor the serviceability of clothing, keep it dry and protect it from burning. The most common cause of damp clothing is heavy sweating. When it appears, remove excess clothing (be sure to keep the top windproof layer), reduce physical activity, if possible. Uniforms for long-term actions, especially in cold climatic conditions, should be dried by hanging in the upper part of the shelter, after shaking it out. If it is impossible to wash, it is necessary to shake out the linen and clothes and then hang them for 1.5-2 hours in the open air. So that in a snowstorm (blizzard) snow does not stick to the uniform and it does not get wet, it is recommended to wear dressing gowns and capes made of parachute fabric over it. This also provides camouflage.

Sweating is dangerous because it lowers the insulating capacity of clothing, adding moisture to the air. When moisture evaporates, the body cools down. Prevent overheating by removing some clothing and unfastening it at the neck, wrists and chest; hands and feet cool faster than other parts of the body and should be given more attention. Cover your hands as much as possible. Hands can be warmed under the armpits, on the inside of the thigh or on the chest. Since the feet sweat quickly, it is difficult to keep them warm. It is better to wear larger shoes so that you can wear at least two footcloths (socks). A warm double sock can be made by putting dry grass, moss, a plastic bag or bird feathers between a pair of socks; The largest heat loss occurs in the head area. Never forget a good headdress.

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TO DEVELOP STUDENTS' MUSICAL ABILITIES THROUGH PLAYFUL MULTIMEDIA PROGRAMS IN PRESCHOOL EDUCATION INSTITUTIONS

Abstract: This article provides information on the theoretical foundations of the formation of musical abilities of students through the use of multimedia programs in preschool education. It also describes the conditions for organizing a music club in a preschool.

Keywords: music club, multimedia, education, musical ability, methodology.

It is known that the primary link in the system of continuing education is the preschool education system. According to the scientific conclusions of many experts and educators, 70% of all information and data that a person receives during his lifetime is received by the age of 5. Preschool is a period when a child's mind and thinking are just beginning to take shape. Therefore, in the process of training, the music teacher should teach children to feel the beauty of age-appropriate and understandable content of musical works, to understand their content, love for the Motherland, national pride, to distinguish bright means of expression, to independently distinguish 2-3 parts of music. should.

Recently, the use of integrated teaching methods in the implementation of music lessons in preschool organizations has become important. The reason is that the main goal of music lessons is to form in the child a love for his mother, human qualities. In this sense, it is natural that integrated lessons on the study of music become a broad picture. The integrated aesthetic form allows to emphasize the integration of art objects in music lessons, as an alternative system of teaching children art objects. Integration is a source of new evidence that confirms or deepens the teacher's observations and conclusions in various disciplines. They prevent students from getting tired and nervous by alternating different activities.

Today there is a lot of talk about the integration of educational and pedagogical activities in the system of preschool education. Scientists and educators are trying to figure out how to create a holistic program for children to develop a holistic understanding of the world and bring them closer together in different disciplines. The purpose of the integrated training is not only to acquire certain knowledge, but also to develop visual thinking. The general view of the world is presented through sounds, images, colors, and the child puts both the world and himself in the role of explorer.

The methodological basis of the approach to integration into education is the acquisition of basic knowledge and the establishment of interdisciplinary and interdisciplinary relationships in understanding the laws of the universe. This can be achieved by repeatedly returning to the concepts in different activities, deepening and enriching them, identifying important signs that are understandable at this age. Thus, any activity with a well-formed structure and order, which includes a group of concepts related to the subject, can be used as a basis for integration. However, the results of the analysis of concepts related to other activities, other subjects are included in the integrated training. For example, such concepts as "nature", "water", "beauty" are considered in science, music, fine arts. Concept analysis Lessons that address the knowledge acquired in other learning activities are considered integrated. Music lessons will be creative, free, as well as a holistic, logical sequence, with a unique method of transition.

Of course, conducting such classes requires a high level of skill and management from the music director. In integration lessons, the child does not sit quietly as a spectator. He actively and consistently participates in the training process. It is in such classes that children develop artistic thinking and imagination, develop aesthetic feelings. Today, all educational institutions, including preschools, are equipped with modern computer and information technology tools. The introduction of new computer and information and communication technologies in preschool education will change the goals, objectives and role of teachers in the organization of integrated learning, as well as the formation of skills and abilities of teachers to use information technology.

The use of information technology in the education of preschool children is a complex issue and has been the subject of much debate. Nevertheless, the use of computer technology in integrated activities in the upbringing of preschool children and their development into full-fledged adults is having a positive effect. Today, information technology is widely used in preschool education to develop students' artistic and musical activities, reading texts, looking at pictures and distinguishing ideas through computer game programs to develop knowledge, skills and abilities to think and make independent decisions. In this regard, it is necessary to take a serious approach and pay attention to the effectiveness of computer game programs for the development of preschool children in the educational process.

Integrated music lessons should be organized in such a way that the use of multimedia technology in music lessons, every action performed in it should be correctly perceived, performed and imagined by children. The child should be able to understand every action in the multimedia program, think about how to do it and perform it. The lexical meaning of the term multimedia is a set of two words meaning multi-multiple media environment. The term has been interpreted in the scientific and educational literature as "multimedia", "multimedia environment", "multi-layered environment", and "media".

Today, the term multimedia is multifaceted and is used to refer to a variety of concepts. For example, *multimedia technology*; *multimedia product*; *multimedia computer*; *multimedia software* and so on. Multimedia is a special technology, based on software and hardware, which allows a computer to simultaneously represent textual, visual, and audio-visual information. When a didactic process is planned based on a set goal, it is easier to implement it. Therefore, it is important for the music teacher to create a map of the music lesson, because in the technological map of the lesson, each topic is created based on the capabilities and needs of the trainee.

The form or format of the training technology map depends on the experience, goals, and capabilities of the music director. Here are some exercises that a music teacher can use in an integrated music session with a senior and a preschooler. For example: "Listen and analyze" method; "Note games" method; *"Find by voice" method*; *"Networks" method*; *"Interview" technology*; *Multimedia technology* and others. Of course, didactic games play an important role in motivating students to play music. There can be no real mental development in children without play. The game is a spark that sparks their passion and interest in knowledge. We try to shed light on the theoretical and practical content of using these didactic games in integrated music lessons through multimedia technology.

The idea and objectives of the game are important for multimedia technology. As an example, we can cite the didactic game *"Find in the voice"*.

Didactic game *"Find in the voice"*.

Game theme. Listening to and seeing the names and types of folk instruments through multimedia technology.

Purpose of the game: The ability of students to think logically through the various aspects of the art of music, which form the basis of integrated music lessons in this game; listening culture, speech and memory; musical literacy and the ability to respond quickly and accurately are formed and developed.

Course of the game: The music director uses multimedia technology based on the types of musical instruments for the students. Each instrument placed in the training program is individually rated by the music director. Afterwards, the pupils say their names on a musical instrument. The child with the most correct answers wins. Conducting this game facilitates the process of providing students with basic information about musical instruments. In addition, their vocabulary increases, and they develop such qualities as responsiveness, intelligence, and creativity. Of course, the students' ability to answer the questions clearly depends on the music teacher's lessons on musical instruments and their types.

In multimedia technology, the following can be provided:

1-Do you know the names of the instruments on the screen?

Answer: *tanbur, rubob, guitar, piano, doira, chang, g'ijjak...*

2. Which of the instruments that are blown on the screen can you tell the difference between their sounds and their names?

Answer: trumpet, horn, flute, neighbor.....

3-What are the names of the percussion instruments on the screen?

Answer. Doira, nog'ora, chang...

If the children are unable to name or distinguish the instruments they see in the picture, or if they cannot find the right answers to the questions, the music director will work with the children individually to develop their knowledge of the instruments. In conclusion, the effective use of integrated multimedia lessons to increase the effectiveness of music lessons in preschool education not only increases the level of musical literacy of students, but also builds the professional competencies of music teachers.

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USING INNOVATIVE TECHNOLOGIES DURING THE FOREIGN LANGUAGES LESSONS

Annotation: This article deals with the necessity and importance of innovative technology in the foreign language classroom. It also discusses in detail multimedia technology acting as a method for special intellectual activity. The use of innovative learning technology creates the most favorable conditions and contributes significantly to motivation in learning foreign languages.

Key words: Multimedia learning, paradigm learning, communicative activities, student intensification of independent work.

Learning foreign languages is impossible to imagine without the use of multimedia learning tools. Of course, important tasks for the methodology of teaching foreign languages include providing opportunities to illustrate the actual process of communication in English, and creating an educational environment that provides real conditions for learning use of the target language and its culture.

The 21st century, often called the information age, is bringing about changes to the traditional teaching of language. The use of computer technology in teaching in our time is of great importance, thanks to its new possibilities. The introduction of new information and communication technology expands access to education, forming an open education system, and changes the idea of the qualifications needed by modern graduate students. The most significant group of benefits is teaching the virtues of computer-based training. For example, teachers use the ability of computers to react instantly to input information to create simple training programs in the form of exercises. The technical advantage of teaching English with the help of multimedia technology is that sound cards allow users to record their speech and then compare it with the pronunciation of native speakers. Graphics capabilities of computers can represent any type of activity in the form of pictures or animation. This is particularly important when learning new vocabulary, as images on the monitor allow students to associate English phrases directly with actions, rather than with phrases in their native language. Moreover, the media are an excellent means of interactive communication between different linguistic groups, which is particularly evident in the application of computer networks. This could be a local area network connecting several machines in one school, or the Internet — a global network of millions of users. These advantages allow us to conclude that multimedia learning has great potential for teaching oral speech in

other languages. Through the optimal combination of a number technology (language laboratory, video, television, radio, newspapers, magazines, books, bibliographies, and phones) and having additional features (interactivity, graphics capabilities, etc.), multimedia learning provides almost limitless opportunities for teaching and learning.

In recent years, there has been a tendency in the Kazakhstani education system to change the learning paradigm, such that schools are transitioning from transfer of knowledge to students in finished form toward the organization and management of self-learning and cognitive activity. With today's requirements for education, where a major element is independent work by students, high schools can enhance the process of learning, teaching methods, and forms of work organization that will develop the ability to learn, find needed information using a variety of information sources, and students' cognitive independence.

Modern pedagogical science seeks to use new technology in teaching. The aforementioned interactive media get their proper use. Most of the wide variety of interactive educational software for learning English is aimed at independent elaboration of phonetic and grammatical aspects and making their use automatic. Features of these programs include interactive dialogues, speech recognition and visualization of pronunciation, animated videos showing articulation of sounds, exercises for development of all kinds of speech skills, videos with translation, and tracking one's own learning outcomes. Since the purpose of learning the English language is communicative activity, which requires practical command of the language, the task of teachers is to revitalize all students in the learning process to create a context for their creative activity. The use of modern means, such as awareness programs and Internet technology, as well as cooperative learning and project methodology, allow us to solve these problems.

So, Internet sources that may come to the aid of foreign language teachers in the organization of independent work, include broadcasting, interacting with and searching in online resources, where cognitive information, training materials and conditions can be found that are conducive to the formation of professional competence for future specialists.

Today we have a unique helper that allows us to bring in the best teachers from many countries through the software they create. Intensification of the process of transition to an information society, associated with the widespread introduction of new information technology and computer telecommunications, necessitates the development of other forms and methods of teaching foreign languages. Along with the use of traditional technology learning, opportunities for new information technology can help teachers in the selection of more interesting and varied educational materials to carry out a differentiated approach for each student, and thereby contribute to better assimilation of necessary knowledge and skills. Among the various types of innovation, as shown by the results of a survey conducted in the universities of the CIS,

teachers are most familiar with training through the use of multimedia tools (66.7 %). Multimedia technology is considered to be information technology training that integrates audiovisual information in several media (text, video, audio, graphics, animation, etc.). This implements interactive dialogue with user systems and various forms of self-employment.

The use of multimedia technology in the learning process allows for improvements in the process of organic combination of traditional and innovative forms and methods of education; implementation of training, information, games, modeling, design and analysis functions; performance of such general didactic principles as visibility and accessibility; feasibility of systematic transition from education to self-education; a positive emotional background for training; and linking theory to practice. In addition, multimedia technology is supported by multimedia programs, encyclopedias, dictionaries, and a special information educational environment created for holistic knowledge of the world in the context of computer-aided design and modeling.

Multimedia technology acts as a special intellectual activity, which means it has a number of advantages compared with other information technology training:

1.The pedagogy means continuous improvement of content and methods of education in modern conditions.

2.Provides opportunities to identify and support students with linguistic abilities.

3.Represents the basis of distance learning.

4.Provides access to best practices in education and training of the general public through the educational world of the Internet and an extensive communication network.

5.Creates an artificial language environment, allowing the study of foreign languages (FL) at students' own pace, increasing the independence and responsibility of students when organizing FL training for all age groups. Allows building FL training in accordance with student interests and goals, and allows students to enter into training in the intercultural component of FL.

6.Multimedia technology is new and apparently has limitless possibilities for creation of means of graphic clarity.

Multimedia (computer with additional devices) can be a powerful tool for everyone to learn foreign languages through self-study, and allow close monitoring and ongoing operational support.

Along with positive aspects, there are some negative trends affecting the mass creation and implementation of multimedia technology in the learning process. These include:

- Lack of ability of existing education systems to make active use of multimedia technology, and to integrate it into the educational process and its organization;

- Lack of qualified developers;

- Lack of a developed methodology of multimedia technology;
- Lack of financial resources for the creation and widespread adoption of multimedia technology;
- The device is not designed evaluation.

In order to introduce multimedia technology in the learning process, it is first necessary to create conditions for sound pedagogical and methodological application of multimedia technology. The integration of the Internet in education and, in particular, its use in the teaching of foreign languages, is now quite relevant. Currently, most schools and universities in our country are equipped with multimedia rooms for English language learning. These rooms have computers, projectors and interactive whiteboards. Thus, the combination of traditional and newer teaching methods of language teaching will ensure a higher level of learning. Unfortunately, at the present time, the use of multimedia technology to intensify individual work in the study of foreign languages is largely constrained by the high cost of computer equipment, as well as the lack of a sufficient number of theoretically grounded and experimentally tested computer programs intended for independent foreign language learning.

In conclusion, a situation currently exists in which, on the one hand, there are a small number of theoretical studies that have not been widely put into practice; and on the other, there are many disparate programs that do not have a serious theoretical basis. The current analysis showed that in pedagogical science, especially in the practice of domestic university teaching, the capabilities of learning software, including multimedia technology, are underestimated. This is due primarily to complexity and insufficient development of a theory of the concept of multimedia technology as a didactic tool.

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ZAMONAVIY MAKTABLARDA INFORMATIKA O'QITISH METODIKASI MUAMMOLARI

Annontatsiya: Ushbu maqolada zamonaviy maktablarda informatika o'qitish metodikasi muammolari haqida fikr yuritilgan.

Kalit so'zlar: Zamonaviy, metod, ta'lim, axborot, intellektual, faoliyat, texnologiya.

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PROBLEMS OF TEACHING INFORMATICS IN MODERN SCHOOLS

Annotation: This article discusses the problems of teaching computer science in modern schools.

Key words: Modern, method, education, information, intellectual, activity, technology.

Axborot texnologiyalari har kuni inson hayotiga tobora ko'proq kirib bormoqda. Bugungi kunda, hatto eng qadimiy kasblar ham kompyuter dasturlari va turli xil IT texnologiyalarni talab qiladi. Shu munosabat bilan maktablarda informatika kursi joriy qilindi, chunki bolalar kattalarga qaraganda ancha oson va tezroq o'rganadilar. Bundan tashqari, deyarli barcha zamonaviy maktab o'quvchilari uyda kompyuterga ega, ular maktabdan keyin o'z bilimlarini oshirishdan mamnun.

Hozirgi bosqichda intellektual faoliyatni texnologlashtirish amalga oshirilmoqda. Kompyuter texnologiyalariga asoslangan axborot texnologiyalari aqlli protseduralarni amalga oshirishga qodir: kompyuter yordamida loyihalash, kompyuterni modellashtirish, moliyaviy-xo'jalik faoliyati, ko'p tilli tarjima, har xil diagnostika turlari, o'quv tizimlari, ma'lumotlarni qidirish, saralash va boshqalar. Bu to'rtinchi bosqich bo'lib, yangi bilimlarning o'sishini ta'minlovchi texnik vositalarni, usullarni, texnologiyalarni o'rganish va ishlab chiqarish bilan bog'liq bo'lgan. Nazariya va amaliyotning ko'plab yangi yo'nalishlari paydo bo'ldi, shuningdek Axborotni o'zgartirish jarayonlari bilan bog'liq bo'lgan inson faoliyati.

Maktabda informatika fanini o'qitishning tarbiyaviy va rivojlantiruvchi maqsadi har bir o'quvchiga informatika asoslari, shu jumladan ma'lumotni

o'zgartirish, uzatish va undan foydalanish jarayonlari haqidagi g'oyalarni o'z ichiga olgan dastlabki fundamental bilimlarni berish va shu asosda o'quvchilarga dunyoning zamonaviy ilmiy rasmini shakllantirishda axborot jarayonlarining ahamiyati, shuningdek zamonaviy texnologiyalarni rivojlantirishda axborot texnologiyalari va hisoblashning o'rni.

Maktabdagi informatika kursini o'rganish, shuningdek, o'quvchilarni ushbu bilimlarni doimiy va ongli ravishda o'zlashtirish uchun zarur bo'lgan asosiy ko'nikmalar va ko'nikmalarni hamda maktabda o'rganilgan boshqa fanlarning asoslarini qurollantirishga mo'ljallangan. Informatika sohasidagi bilimlarni o'zlashtirish, shuningdek tegishli ko'nikma va malakalarni egallash o'quvchilarning umumiy aqliy rivojlanishi, ularning fikrlash va ijodiy qobiliyatlarini rivojlantirish kabi shaxsiyat xususiyatlarini shakllantirishga sezilarli ta'sir ko'rsatishga mo'ljallangan. Maktab informatika kursining amaliy maqsadi o'quvchilarning mehnat va texnologik tayyorgarligiga hissa qo'shish, ya'ni. ularni bitiruvdan keyin ishlashga tayyorgarlikni ta'minlaydigan bilim, ko'nikma va malakalar bilan jihozlash.

Bu shuni anglatadiki, maktab informatika kursi nafaqat informatika fanining asosiy tushunchalari bilan tanishishi kerak, ular, albatta, ongni rivojlantiradi va bolaning ichki dunyosini boyitadi, balki amaliy yo'naltirilgan - o'quvchini kompyuterda ishlashga o'rgatish va yangi axborot texnologiyalari vositalaridan foydalanish. Kasb-hunarga yo'naltirish uchun informatika kursi talabalarga kompyuter va informatika bilan bevosita bog'liq bo'lgan kasblar, shuningdek, kompyuterlardan foydalangan holda maktabda o'rganilayotgan fanlarning turli xil qo'llanmalari to'g'risida ma'lumot berishlari kerak. Masalaning ishlab chiqarish tomoni bilan bir qatorda informatika fanini o'qitishning amaliy maqsadlari ham "kundalik" jihatni - yoshlarni kompyuter texnologiyalari va boshqa axborot-kommunikatsiya texnologiyalaridan kundalik hayotda oqilona foydalanishga tayyorlashni nazarda tutadi.

Maktab informatika kursining ta'lim maqsadi, birinchi navbatda, talabalar dunyoqarashining kuchli ta'siri bilan ta'minlanadi, bu jamiyat va tsivilizatsiya taraqqiyotida hisoblash texnologiyalari va axborot texnologiyalari vositalarining imkoniyatlari va roli to'g'risida xabardorlikka ega. butun. Maktab informatika kursining maktab o'quvchilarining ilmiy dunyoqarashiga qo'shgan hissasi fanning uchta asosiy tushunchalaridan biri bo'lgan ma'lumot g'oyasining shakllanishi bilan belgilanadi: zamonaviy ilmiy tuzilishga asos bo'lgan materiya, energiya va axborot. dunyoning rasmlari. Bundan tashqari, informatika fanini sifat jihatidan yangi bosqichda o'rganayotganda aqliy mehnat madaniyati shakllanadi va o'z ishini rejalashtirish, uni oqilona bajarish, uni amalga oshirishning real jarayoni bilan tanqidiy bog'liqlik kabi muhim universal xususiyatlar shakllanadi..

Informatika fanini o'rganish, xususan, algoritm va dasturlarni tuzish, ularni kompyuterda amalga oshirish, talabalardan aqliy va irodaviy harakatlarni talab qilishni, diqqatni, izchillikni va rivojlangan tasavvurni jamlashni talab

qiladi, bu kabi shaxsiyatning qimmatli xususiyatlarini rivojlantirishga hissa qo'shishi kerak. qat'iyat va maqsadga muvofiqlik, ijodiy faoliyat va mustaqillik, mas'uliyat va mehnatsevarlik, intizom va tanqidiy fikrlash, o'z qarashlari va e'tiqodlari bilan bahslashish qobiliyati. Maktab informatika fanining predmeti, hech kimga o'xshamagan holda, fikrlash va harakatning aniqligi va ixchamligi uchun maxsus talablarni qo'yadi, chunki fikrlash, taqdimot va yozishning aniqligi kompyuter bilan ishlashning ajralmas qismidir.

Informatikaning qiziqish doirasi - bu axborotning tuzilishi va umumiy xususiyatlari, shuningdek, inson faoliyatining turli sohalarida ma'lumotlarni izlash, yig'ish, saqlash, o'zgartirish, uzatish va ulardan foydalanish jarayonlari bilan bog'liq masalalar. Avtomatlashtirish va aloqa tizimisiz ulkan hajm va axborot oqimlarini qayta ishlashni tasavvur qilib bo'lmaydi, shuning uchun elektron kompyuterlar va zamonaviy axborot-kommunikatsiya texnologiyalari ham informatikaning asosiy yadrosi, ham moddiy bazasi hisoblanadi. Maktab informatika faniga faol rivojlanayotgan informatika fanining mazmunini tashkil etuvchi barcha xilma-xil ma'lumotlar kiritilishi mumkin emas. Shu bilan birga, umumta'lim funktsiyalarini bajaradigan maktab predmeti fanning mohiyatini ochib beradigan, talabalarni boshqa fanlarning asoslarini o'rganish uchun zarur bo'lgan bilim, ko'nikma va ko'nikmalar bilan qurollantiradigan eng muhim, asosiy tushunchalar va ma'lumotlarni aks ettirishi kerak. maktabda, shuningdek yoshlarni kelajakdagi amaliy faoliyat va zamonaviy axborot jamiyatidagi hayotga tayyorlash.

Maktabda informatika fanini o'qitishning tarbiyaviy va rivojlantiruvchi maqsadi har bir o'quvchiga informatika asoslari, shu jumladan ma'lumotni o'zgartirish, uzatish va undan foydalanish jarayonlari haqidagi g'oyalarni o'z ichiga olgan dastlabki fundamental bilimlarni berish va shu asosda o'quvchilarga dunyoning zamonaviy ilmiy rasmini shakllantirishda axborot jarayonlarining ahamiyati, shuningdek zamonaviy texnologiyalarni rivojlantirishda axborot texnologiyalari va hisoblashning o'рни. Maktabdagi informatika kursini o'rganish, shuningdek, o'quvchilarni ushbu bilimlarni doimiy va ongli ravishda o'zlashtirish uchun zarur bo'lgan asosiy ko'nikmalar va ko'nikmalarni hamda maktabda o'rganilgan boshqa fanlarning asoslarini qurollantirishga mo'ljallangan. Informatika sohasidagi bilimlarni o'zlashtirish, shuningdek tegishli ko'nikma va malakalarni egallash o'quvchilarning umumiy aqliy rivojlanishi, ularning fikrlash va ijodiy qobiliyatlarini rivojlantirish kabi shaxsiyat xususiyatlarini shakllantirishga sezilarli ta'sir ko'rsatishga mo'ljallangan.

Maktab informatika kursining amaliy maqsadi o'quvchilarning mehnat va texnologik tayyorgarligiga hissa qo'shish, ya'ni. ularni bitiruvdan keyin ishlashga tayyorgarlikni ta'minlaydigan bilim, ko'nikma va malakalar bilan jihozlash. Bu shuni anglatadiki, maktab informatika kursi nafaqat informatika fanining asosiy tushunchalari bilan tanishishi kerak, ular, albatta, ongni rivojlantiradi va bolaning ichki dunyosini boyitadi, balki amaliy yo'naltirilgan -

o'quvchini kompyuterda ishlashga o'rgatish va yangi axborot texnologiyalari vositalaridan foydalanish. Kasb-hunarga yo'naltirish uchun informatika kursi talabalarga kompyuter va informatika bilan bevosita bog'liq bo'lgan kasblar, shuningdek, kompyuterlardan foydalangan holda maktabda o'rganilayotgan fanlarning turli xil qo'llanmalari to'g'risida ma'lumot berishlari kerak. Masalaning ishlab chiqarish tomoni bilan bir qatorda informatika fanini o'qitishning amaliy maqsadlari ham "kundalik" jihatni - yoshlarni kompyuter texnologiyalari va boshqa axborot-kommunikatsiya texnologiyalaridan kundalik hayotda oqilona foydalanishga tayyorlashni nazarda tutadi.

Maktab informatika kursining ta'lim maqsadi, birinchi navbatda, talabalar dunyoqarashining kuchli ta'siri bilan ta'minlanadi, bu jamiyat va tsivilizatsiya taraqqiyotida hisoblash texnologiyalari va axborot texnologiyalari vositalarining imkoniyatlari va roli to'g'risida xabardorlikka ega. butun. Maktab informatika kursining maktab o'quvchilarining ilmiy dunyoqarashiga qo'shgan hissasi fanning uchta asosiy tushunchalaridan biri bo'lgan ma'lumot g'oyasining shakllanishi bilan belgilanadi: zamonaviy ilmiy tuzilishga asos bo'lgan materiya, energiya va axborot. dunyoning rasmlari. Bundan tashqari, informatika fanini sifat jihatidan yangi bosqichda o'rganayotganda aqliy mehnat madaniyati shakllanadi va o'z ishini rejalashtirish, uni oqilona bajarish, uni amalga oshirishning real jarayoni bilan tanqidiy bog'liqlik kabi muhim universal xususiyatlar shakllanadi.

Informatika fanini o'rganish, xususan, algoritm va dasturlarni tuzish, ularni kompyuterda amalga oshirish, talabalardan aqliy va irodaviy harakatlarni talab qilishni, diqqatni, izchillikni va rivojlangan tasavvurni jamlashni talab qiladi, bu kabi shaxsiyatning qimmatli xususiyatlarini rivojlantirishga hissa qo'shishi kerak. qat'iyat va maqsadga muvofiqlik, ijodiy faoliyat va mustaqillik, mas'uliyat va mehnatsevarlik, intizom va tanqidiy fikrlash, o'z qarashlari va e'tiqodlari bilan bahslashish qobiliyati. Maktab informatika fanining predmeti, hech kimga o'xshamagan holda, fikrlash va harakatning aniqligi va ixchamligi uchun maxsus talablarni qo'yadi, chunki fikrlash, taqdimot va yozishning aniqligi kompyuter bilan ishlashning ajralmas qismidir.

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TIBBIYOT TALABALARINI O'QITISH JARAYONIDA TADQIQOT QOBILIYATLARINI SHAKLLANTIRISH

Annotatsiya: Tadqiqotlar tibbiyotning asosidir va tadqiqot sohasidagi yutuqlar keng aholiga ko'rsatiladigan tibbiy yordam sifatini oshirishda hal qiluvchi rol o'ynaydi. Umuman olganda tibbiyot instituti talabalari tomonidan tadqiqot qilish qobiliyatlarini rivojlantirish jarayoni tadqiqot dasturlarini o'quv dasturlari doirasida birlashtirish yoki aniq faoliyatlarni rag'batlantirish yoki aniq belgilangan rejaga qarab kurs davomida tarqatiladigan materiallar orqali amalga oshirilishi mumkin. Har qanday boshqa vakolatli shaxslar singari, tibbiyot talabalarining ham malakasini aniqlash uchun tadqiqot qobiliyatlarini baholash uchun mezon bo'lishi shart. Xulosa qilib aytish mumkinki, tibbiyot talabalariga bakalavr davrida ilmiy tadqiqot ko'nikmalarini rivojlantirish uchun etarli miqdordagi o'quv imkoniyatlari berilishi kerak. Biroq, buning uchun tadqiqot bilan bog'liq vakolatlar o'quv dasturiga kiritilishi va tadqiqot bilan bog'liq atributlarga yo'naltirilgan aniq bir keng doirani ishlab chiqilishi kerak.

Kalit so'zlar: Baholash, o'quv dasturi, tibbiyot talabalari, tadqiqot.

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DEVELOPING RESEARCH ABILITIES IN THE PROCESS OF TEACHING MEDICAL STUDENTS

Annotation: Research is the foundation of medicine, and advances in research play a crucial role in improving the quality of health care provided to the general population. In general, the process of developing research skills by

medical institute students can be accomplished by combining research programs within the curriculum or by encouraging specific activities or by handing out materials throughout the course depending on a clearly defined plan. Like any other competent person, medical students should have criteria to assess their research skills to determine their qualifications. In conclusion, medical students should be given a sufficient number of study opportunities to develop their research skills during their undergraduate years. However, this requires that research-related competencies be included in the curriculum and that a clear broad framework focused on research-related attributes be developed.

Keywords: Assessment, curriculum, medical students, research.

Kirish. Tadqiqotlar tibbiyotning asosidir va tadqiqot sohasidagi yutuqlar keng aholiga ko'rsatiladigan tibbiy yordam sifatini oshirishda hal qiluvchi rol o'ynaydi. Tibbiyot institutlariga jamiyatning sog'lig'i bilan bog'liq ehtiyojlarini qondirish uchun etarlicha malakali bo'lishi kerak bo'lgan kelajakdagi tibbiyot shifokorlarini yetishtirish uchun muhim vazifa yuklatilgan. Ijtimoiy javobgarlikning ushbu rolini bajarish uchun ma'murlar va professor-o'qituvchilar tomonidan tibbiyot talabalarini o'qitish davrida bemorlarni parvarish qilish va tadqiqot sohaslariga ta'sirchan qilish va ta'sir o'tkazish uchun aralashuvlar zarur. Biroq, tibbiyot o'quv dasturlari to'ldirilmaganligini hisobga olsak, barcha o'quv bosqichlarida talabalarga ilmiy tadqiqot ko'nikmalarini rivojlantirish uchun etarli miqdordagi o'quv imkoniyatlari berilishini ta'minlash manfaatdor tomonlar uchun katta muammo hisoblanadi.

Tadqiqot ko'nikmalarini rivojlantirish strategiyalari.

Umuman olganda tibbiyot universiteti talabalarini tomonidan tadqiqot qobiliyatlarini rivojlantirish jarayoni tadqiqot dasturlarini o'quv dasturi doirasida birlashtirish yoki aniq faoliyatlarni rag'batlantirish yoki aniq belgilangan rejaga qarab kurs davomida tarqatiladigan materiallar orqali amalga oshirilishi mumkin. O'quv rejasi darajasida o'quvchilarga yo'naltirilgan yondashuvni qabul qilish (masalan, loyiha asosida o'qitish, misollar asosida o'rganish, muammoli o'rganish va boshqalar) talabalarni tadqiqot qobiliyatlarini oshirishda sezilarli yutuqlarga undaydi. An'anaviy yondashuvlar va talabalarga yo'naltirilgan yondashuvlarning kombinatsiyasini qabul qilish juda yaxshi bo'ladi, chunki ular talabalarga tanqidiy tahlil qilish, muloqot qilish va jamoada ishlash ko'nikmalarini egallashga yordam beradi. O'quv dasturiga yo'naltirilgan yana bir yondashuv, integratsiyalashgan o'qitishni rejalashtirish va amalga oshirish bo'ladi, chunki bu tibbiyot talabalariga bilimlarni amaliyot bilan birlashtirishga yordam beradi. O'qitishda vaziyatga qarab senariylaridan foydalanishni nazarda tutadigan yaxlit o'quv dasturi tadqiqot qobiliyatlarini egallash va takomillashtirishda hal qiluvchi rol o'ynaydi. Bundan tashqari, tibbiyot talabalarini dalillarga asoslangan tibbiyotning ahamiyati to'g'risida sezgirlash va shu bilan shug'ullanishga undash ularning tanqidiy fikrlovchi bo'lishiga yordam

beradi, adabiyotlarni qidirish ko'nikmalarini rivojlantiradi va hattoki klinik mulohazalarni va jamoaviy ishlash sohalarini kuchaytiradi.

Bundan tashqari, talabalar, shuningdek, o'quv davrida tadqiqot bilan bog'liq bo'lgan ko'nikmalarni rivojlantirish uchun situatsion va tajriba shakllarini o'rganishlari mumkin. Har doim tibbiyot institutlari olib borilayotgan tadqiqot ishlaridan foydalanish va ularni o'quvchilarga foyda keltirish uchun o'qitish bilan bog'lash tavsiya etiladi. Germaniya tibbiyot institutlarida Jamiyat tibbiyoti bo'limida statistik xodim mavjud. Tadqiqot faoliyatini olib borishga qiziqqan tibbiyot talabalarini uchun bu katta foyda. Ushbu statistik mutaxassislar nafaqat tibbiyot talabalarini biostatistikaning turli jihatlari to'g'risida (ularning o'quv dasturlari talablari doirasida) sezgir qilibgina qolmay, balki tadqiqotlarda namunalarning hajmining ahamiyatini, namunalarni hisoblash usullarini, ma'lumotlarni kiritish usullarini va umumiy testlarni tushunishga yordam beradi. bu statistik tahlil uchun ishlatilishi mumkin. Bundan tashqari, biz tibbiyot talabalarini uchun talabalarining o'zlari tomonidan tashkil etilgan konferentsiyalarning rolini e'tiborsiz qoldirolmaymiz, bu esa turli tibbiyot institutlari talabalariga ishtirok etish va tadqiqotlarning turli jihatlari va so'nggi ishlanmalar bilan tanishish imkonini beradi. Farg'ona jamoat salomatligi tibbiyot instituti tashkil qilinganiga oz fursat bolgan bolsada 2021-yil 20-may sanasida Xalqaro fan olimpiadasi tashkil qilindi va bunda Respublikaning barcha oliygh talabalarini hamda Rossiya Federatsiyasining barcha tibbiyot oliygozlari talabalarini va qoshni mamlakatlar Qirgiziston hamda Qozogiston tibbiyot oliygozlari talabalarini ham ishtirok etishdi. Xalqaro fan olimpiadasai tolaqonlik ingiliz tilida bolib o'tdi. Bu rivojlanish uchun noyob imkoniyatni taqdim etadi. Xalqaro kanfereksiya larni ham tashkillashtirish kerak bu talabalar uchun ilmiy tadqiqot tushunchalarini oshirish va chuqurroq izlanish va qiziqishlarni ortishiga imkon beradi.

Ilmiy loyihalarda qatnashish. Tadqiqot ko'nikmalarini rivojlantirishni ta'minlash uchun ideal yondashuv tibbiyot talabalarini magistratura bosqichida mustaqil ravishda ilmiy loyihani bajarishga undash orqali amalga oshiriladi. Aslida, ilmiy loyihalar asosiy o'quv dasturiga kiritilishi mumkin va barcha talabalarini ularni bajarishga undash mumkin. Boshqa variant tibbiyot instituti talabalarini uchun ilmiy-tadqiqot fakultetlarini joriy etish bo'lishi mumkin, so'ngra talabalar tadqiqotlarning asoslarini o'rganishlari va mustaqil ravishda tadqiqot loyihalarini amalga oshirishlari mumkin boladi. Talabalar ilmiy tadqiqotlar to'g'risida ma'lumot olishlari juda muhimdir. Koplak chet davlatlarda bakalavriat darajasidagi ilmiy loyihalar keng e'tirof etiladi va rag'batlantiriladi hamda talabalariga ham moddiy yordam, ham o'qituvchi rahbarligi ostida ish olib borish taklif etiladi. Tibbiyot institutlarida shahar va qishloq markazlariga amaliyot o'tash uchun jonatilgan barcha talabalar qisqa loyihani amalga oshirishlari talab qilinsa (unda guruh talabalarini tadqiqot mavzusini hal qilishadi, adabiyotlarni ko'rib chiqadilar), markazning mas'ul fakulteti rahbarligida anketani shakllantirish, ma'lumotlarni yig'ish va tahlil qilishda qatnashish va nihoyat

tadqiqotni taqdim etish. Shu bilan birga, ushbu tadqiqotlarni barchasini bir qatorda barcha darajadagi ilmiy tadqiqotlar bilan bog'lagan holda tadbirlarni o'tkazish kerak. Bu talabalarni bilib salohiyatini oshirishga katta imkoniyat beradi. Bu ishlarni rejasini tuzib chiqish va tashkillashtirish kerak. Bu ishlarni tashkil qilish tibbiyot instituti professor-o'qituvchilar jamoasining astoydil harakatlarini talab qiladi.

Tadqiqot ko'nikmalarini baholash. Boshqa har qanday vakolatli shaxslar singari, tibbiyot talabalarining malakasini aniqlash uchun tadqiqot qobiliyatlarini baholash mezonini bo'lishi shart. Ushbu baho talabalardan portfelini saqlashni so'rash shaklida (o'rganishni hujjatlashtirish, o'rganish dalillarini kiritish va o'rganish haqida fikr yuritish) yoki ob'ektiv tuzilgan klinik imtihon stantsiyasi paytida yoki tanqidiy baholash bo'yicha tengdoshlarning fikri yoki hatto summativ shaklda amalga oshirilishi mumkin. Summativ baholashda tadqiqot qobiliyatlarini egallashini baholash qiyin tuyulishi mumkin bo'lsa-da, o'qituvchilar bilimga asoslangan muammo doirasidagi tadqiqot savollarini shakllantirish orqali (masalan, ma'lumotlarni sharhlashni sinab ko'rish) shu orqalik baholashlari mumkin yoki amaliy mashg'ulotda ushbu mavzu bo'yicha adabiyotlar sharhini o'tkazish kerak.

Xulosa

Tibbiyot yo'nalishi talabalariga talabalik davrida ilmiy tadqiqot ko'nikmalarini rivojlantirish uchun etarli miqdordagi o'qish imkoniyatlarini berish kerakligi zamon talabidir. Biroq, bu amalga oshishi uchun tadqiqot bilan bog'liq vakolatlar o'quv dasturiga kiritilishi va tadqiqot bilan bog'liq atributlarga yo'naltirilgan aniq kompleks asoslar ishlab chiqilishi kerak.

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IMPROVING THE PROFESSIONAL COMPETENCE OF STUDENTS OF MUSIC EDUCATION ON THE BASIS OF CREATIVITY OF COMPOSERS OF THE XX CENTURY

Annotation: This article discusses the work of music education students to get acquainted with the work of composers of the twentieth century, their creative work and the development of their professional skills through the works of composers.

Keywords: higher education, music education, art, student, pedagogue, professional competence, composers, education system.

It is known that the higher educational institutions of our country are working hard to improve the professional competence of students of music education. Today, the task of music teachers of the Motherland is to bring up young people in the spirit of high spirituality. In the works of Uzbek composers, modern requirements have always received a worthy response. This, in turn, is reflected in the work of composers in a variety of genres and musical genres. Genres in the field of composition are also in the focus of attention of Uzbek composers. Created from the middle of the 20th century to the present day, the works of this genre, although of various artistic significance, have made a significant contribution to the development of the school of composition. Music education is one of the most effective ways to prepare students for their careers through the work of twentieth-century composers to improve their professional competence. Music education students must have the skills that a future music culture teacher must have. Of course, the organization of music culture lessons on the basis of modern requirements and the widespread use of modern technologies is a modern requirement. It is a requirement of the time to start such work from the first level educational institutions, if necessary. One of the reasons for this is that while traditional education has so far taught students to acquire only ready-made knowledge, modern technology allows them to find, independently study and analyze the knowledge they have acquired. It even teaches them to draw their own conclusions.

It is said that everyone hears music, but not everyone listens to it. Listening to and perceiving music is a type of musical activity that is nurtured and absorbed from childhood. The level of comprehension in the process of listening to music depends on the general culture of the listener and the level of musical preparation. A complete and deep understanding of a piece of music is also a testament to the skill of the composer and performer.

"We all know that the love of music, art, music culture is formed in our people from childhood, in the family. It is no exaggeration to say that in our country it is difficult to find a person who does not have a dutar, a circle or any other musical instrument at home, and who does not feel the life-giving effects of music in his life. Most importantly, today, the art of music has a greater and stronger impact on the development of our young generation in the spirit of high spirituality than any other art form. "

The purpose of studying the works of composers of the twentieth century is to cultivate in students a conscious attitude to musical events and the ability to understand them; to form and develop students' musical outlook and thinking, to direct and enrich their musical and aesthetic tastes, to develop their creative abilities; to prepare students for the practical work of a teacher of music culture.

The main tasks of this method have been identified as follows:

-to cultivate in students a conscious attitude to musical events and the ability to perceive them;

-Formation and development of students' musical outlook, thinking, orientation and enrichment of musical and artistic taste, development of creative abilities;

-To acquaint students with the historical process of Uzbek music, its place in the history of mankind, to acquaint them with our national musical values, to give them musical and historical knowledge, to explain the connection between the history of music and the development of society, great figures. and to form in students a sense of national pride, dignity, and respect by knowing the names of musicologists and their discoveries in musicology and their contribution to its development;

-to inform students about the historical development of music culture, the main directions, genres and forms, to teach them to understand the means of artistic expression and the content of works of different genres, typical of world classical music, to reflect the professional skills of each composer. to illuminate the properties of the stimulus.

Students of music education develop their professional skills through a creative approach to the lessons of music culture, musicologists and composers of the twentieth century, teaching and studying their work. requires the effective use of new modern methods and tools. One of the main directions of Uzbek composition is symphonic music.

The genre of twentieth-century Uzbek composers is very diverse. By studying the works of composers, professional competence is formed and gradually improved. The use of information technology in music education in the professional activities of future music teachers, ie students in music education, provides practical assistance in solving the following music and pedagogical problems.

It is also important for a music teacher to engage students in knowledge by creatively organizing lessons using non-traditional teaching methods. At the

same time, the use of non-traditional integrated forms of lessons, such as "lesson-concert", "lesson discussion" in the learning process, develops students' musical abilities, expands their horizons and worldview. In such classes, the child feels free. In this lesson, the teacher not only describes the topic directly, but also organizes a variety of teaching activities. From exhibitions and pictures related to the content of the course (music literacy tables, a poster with the music and text of the song being studied, art pictures and song collections depicting a song or a musical image, o ' it is advisable to use as much as possible). From the psychological point of view of music culture lessons, the effective implementation of the main task and a number of goals of the lesson requires physical, creative work, serious strength, emotional and willpower from the music teacher. Practice shows that not all music teachers have the same understanding of the educational work in the school, the goals and objectives of the lessons. In fact, it is important for the teacher to focus on the student's perceptive personality, attentional activity, the didactic side of the lesson, the student's level of knowledge satisfaction, the choice of music teaching methods and optimal methods, and so on.

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TUPROQNING STRUKTURASINI YAXSHILASHDA POLIMER - FOSFOGIPSLI KOMPLEKSLARDAN FOYDALANISH

Annotatsiya. Maqolada polimer-polimer kompleksi va kimyo sanoati chiqiti bo'lgan fosfogips asosida 0,86 – 0,96 ga yuqori darajada yumshatuvchi sifatida yangi turdagi yuqori samarali, arzon polimer-fosfogip komplekslaridan foydalanish ko'rsatilgan. Laboratoriya tajribalari nuqtai nazaridan polimer-fosfogip komplekslari eng yaxshi xususiyatlarga ega deb aytishimiz mumkin. Shunday qilib, tavsiya etilgan usullar istiqbolli va tuproq tarkibini yaxshilash uchun kimyoviy meliorantlar sifatida ishlatilishi mumkin.

Kalit so'zlar: polimer, fosfogipsis, usul, polimer-fosfogips kompleksi, tuproq.

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THE USE OF POLYMER-PHOSPHOGIPSIED KOMPLEKS IN IMPROVING THE STRUCTURE OF THE SOIL

Annotation: The paper shows the use of a new type of highly efficient, cheap polymer-phosphogypsum complexes based on polymer-polymer complex and waste from the chemical industry of phosphogypsum with a high degree of softening up to 0.86-0.96. From the point of view of laboratory experiments, it can be said that the polymer-phosphogypsum complex has the best characteristics. Thus, the proposed methods are promising and can be used as chemical meliorants to improve the structure of the soil.

Keywords: polymer, phosphogypsis, method, polymer-phosphogyps complex, soil.

O'simliklarda sodir bo'ladigan fiziologik jarayonlar (moddalar almashinuvi, fotosintez, suv harakati, rivojlanish jarayoni) mineral o'g'itlar bilan oziqlantirish tezligi va tartibiga bevosita bog'liq. Minerallanish osmos qonuniga ko'ra ionlarning tuproq orqali, o'simliklarning ildizlari orqali kirib borishi, shuningdek o'simliklarning tanasida metabolizm va harakatda ishtirok etishi bilan sodir bo'ladi. Radial yo'nalishda harakatlanuvchi ionlar o'zidan organo-mineral birikmalarni o'tkazuvchi ksilem idishiga so'riladi va suvning transpiratsiyasi bilan o'simliklarning tanasi va barglariga o'tadi. Ma'lumki, g'o'za va boshqa ekinlarning minerallashuvida 13 ta element, jumladan azot,

fosfor, kaliy, kaltsiy, magniy va nisbatan ko'p miqdorda oltingugurt va boshqalar ishtirok etadi [1].

Kimyoviy meliorantlar ishlab chiqarishda turli xildagi texnogen mineral xomashyolarni keng jalb etishning samaradorligi oydin bo'lishiga qaramay, ushbu muammo hamon o'z echimini topmadi va bu ularning fizik-kimyoviy xususiyatlarining o'ziga xosligi va tarkibida salbiy aralashmalar mavjudligi bilan bog'liq. Bu esa yangi tadqiqotlar olib borish va yuqori samarador kimyoviy meliorant olish uchun texnogen va tabiiy mineral xomashyolardan kompleks tarzda foydalanishning nazariy va texnologik tomonlarini rivojlantirish zarur ekanligini taqozo etadi. Tadqiqot ishining maqsadi polimer - gipsli meliorantga nisbatan mustahkamlikni oshiruvchi, suvga bardoshlilik xususiyatining yaxshilanishini ta'minlovchi, polimer - gipsli kimyoviy meliorant yaratish va mahsulotning tannarxini va dehqonchilik sohasida o'g'itda bulgan talabni kamayichini ta'minlovchi mahsulot ishlab chiqarishdan iboratdir.

Tadqiqot ishida kimyoviy meliorantlar olishda mochevino-formal'degid smolasi va karboksimetiltseilyuloza asosida olingan polimer-polimer komplekslar va mineral o'g'itlar ishlab chiqarishda hosil bo'luvchi fosfogips asosida olingan polimer – fosfogips komplekslaridan foydalanildi. Mavjud texnik shartlar T U 6 - 0 8 - 219-71 fosfogipsdagi fosfor kislotasi va uning tuzlari miqdorini P_2O_5 ts/ga va ftorga hisoblaganda - 1,5 % va F - 0.8 % gacha cheklaydi[3]. Biroq, bazan texnologik rejimdan og'ishlar fosfogipsni me'yoridan chetga chiqaruvchi nordon aralashmalar bilan ifloslanishga olib keladi. Fosfogips utilizatsiyalanishining past darajasi fosfogipsning o'ziga xos fizik-mexanik va fizik-kimyoviy xususiyatlari bilan izohlanadi[4].

Fosfogipsning gigroskopikligi, erkin kislotalar mavjudligi, muzlashi, yopishishga moyilligi uni saqlash, joylashtirish va tashishni qiyinlashtiradi. Fosfogips chiqindilarining mavjud zaxirasi 80 mln. tonnadan ortik, mikdorni tashkil etadi[5] va bu yil sayin ortib boradi, uni utilizatsiyalash esa amalga oshirilmaydi. Bunday chiqindilarning mikdori yaqin yillarda tabiiy gips xomashyosi qazib va ishlab chiqarish hamda uni iste'mol qilish bilan tenglashadi[6]. Fosfogipsni utilizatsiyalash muammolari ko'p sabablarga ko'ra borgan sari dolzarb bo'lib bormokda. CHunonchi, fosfogipsni tashlanma parga tashish va uni saklash qo'yidagi katta kapital sarf-xarajatlar bilan bog'likdir[7]:

1) qapitap mablag'lar ekstraksion fosfor kislotasi ishlab chiqarish inshootlari o'rtacha solishtirma narxining taxminan 12 % ini tashkil etadi (xoriyda 11 %) va fosfogipsning gidrotransport orqali bir joydan ikkinchi joyga o'tkazilishida sezilarli ravishda ortadi;

2) ekspluatatsion sarflar xomashyoni qayta ishlash narxining 17,6 % ini tashkil etadi. (AQSH da fosfogipsni olib tashlashga bo'lgan sarflar 1 t P_2O_5 lga 27 dollarni tashkil etadi) [1];

3) fosfogipsni tashlash joylarini yaratish uchun tayyorlanuvchi erlarni ham hisobga olganda juda katta er maydonlarini ajratishga to'g'ri keladi. Olmalikda fosfogipsni tashlash uchun joy tanlash muammo bo'lmokda[8];

4) fosfogipsning tashlanuvchi maydonlarda saqlanishi undagi eruvchi aralashmalarning neytrapizatsiyalanishi va tashlanmalar to'planuvchi maydonlarning to'g'ri ekspluatatsiya qilinishiga hamda atrof-muhitga katta zarar yetkazadi[9].

Muhokama. Fosfatli xomashyo kalsiy ftorfosfat bilan bir qatorda quyidagi: qumtuproq, silikatlar, karbonatlar, temir, alyuminiy, magniy oksidlari, kamyob er elementlari kabi aralashmalarni o'zida tutadi. Bu aralashmalarning bir qismi va fosfor pentaoksidining bir qismi fosfogips tarkibida qoladi hamda uning keyingi qayta ishlanishiga o'z ta'sirini o'tkazadi[10].

Tadqiqot ishlarida Olmaliq shahridagi "Ammofos-Maksam" OAJ ning chiqindisi bo'lgan digidrat fosfogips qo'llanildi. Fosfogips kuruq holda mayda dispers kukundan iborat bo'lib, unda 20 dan 200 mkm gacha o'lchamdagi zarrachalar ko'p mikdorni tashkil etadi. Fosfogips o'rtacha namunasining pH ko'rsatkichi 2,7 dan 3,5 gacha o'zgaradi. Zichligi 2,3 dan 2,56 g/sm³ gacha, solishtirma yuzasi esa 336 m²/kg ga teng[11,12].

Tuproqning strukturasi yaxshilashda polimer – fosfogipsli komplekslardan foydalanish bo'yicha olib borilgan ko'p yillik tadqiqotlar natijalari shuni ko'rsatdiki, tuproqni kimyoviy melioratsiyalash maqsadida, polimer – fosfogipsli komplekslarni ishlatilishi zarur tadbirlardan biri hisoblanadi. Magniyning miqdori yuqori bo'lgan tuproqni kimyoviy melioratsiyasida, bug'doyning va paxtaning mahsuldorligini oshirish maqsadida, Toshkent viloyati CHirchiq davlat pedagogika instituti(TVCHDPI) "Kimyo" kafedrasida olimlari tomonidan Respublikamiz viloyatlarining degradiratsiyalashgan yerlarida dala-tajribalari olib borildi. Bunda polimer – fosfogips kompleksi 3-5 t/ga miqdorida kiritilishida paxtaning hosildorligini 10 ts/ga dan 15 ts/ga gacha oshishini ta'minladi. Aniqlandiki, polimer – fosfogipsli kompleks yerga kiritilgandan keyin, uning ta'sir samaradorligi 1-2 yilda ko'rinadi va asta - sekin ortib boradi. Iqtisodiy sarama 12,6 mln. so'm/ga ni tashkil etadi[13,14].

Agarda Respublikamizdagi fermer xo'jaliklari sho'rlangan yerlarida bu kimyoviy melioratsiya ishlari amalga oshirilsa, unda sho'rlangan va nordonligi yuqori bo'lgan ekin maydonlari miqdori kamayishiga va hosildorligini yaxshilanishiga erishilardi. Texnologiyani tadbiq etishning hamma bosqichlarida mutaxassislar tomonidan polimer – fosfogipsli kompleksni ekin maydonlariga kiritishning kimyoviy melioratsiyalash usullarini o'qitish olib borilardi.

Polimer - fosfogips kompleksi tuproqning hosildorligini oshiradi, fizikaviy strukturasi yaxshilaydi, kalsiy va fosforning tuproqdagi zahira miqdorini ko'payishiga olib keladi, tuproqqa ishlov berilganda tuproqning agrokimyoviy tuzilishini shakllanishini ta'minlaydi, o'simliklarni o'sishi va rivojlanishini tezlashtiradi, suvning yutilish tezligini oshiradi va sug'orish suviga bo'lgan talab 25-30% gacha tejalanadi[15].

Polimer – fosfogipsli kompleksdan taqirlashgan va sho'rlangan tuproqli yerlarga ishlov berishda foydalanish tavsiya etiladi, bu o'z navbatida tuproqning

fizik-kimyoviy xossalari yaxshilanishida va hosildorligini oshishiga olib keladi[16].

Fosfogips Respublikamizda juda ko'p miqdorda to'planib qolgan bo'lib, undan sho'rlanishi yuqori va nordonligi yuqori bo'lgan yerlardagi tuproqqa ishlov berib, ularning mahsuldorligini oshirishga erishish mumkin.

SHo'r va sho'rlangan maydonlar Respublikamiz ekin maydonlarining qariyb 50% foizini tashkil etadi. Bunday tuproqlarning kimyoviy melioratsiyasida qishloq xo'jaligi oldida turgan asosiy muammolar quyidagilar:

11. tuproq tuzilishini buzilishi, hosildorlikni kamayishiga olib kelinishi;

12. suvdan foydalanish koeffitsientini pasayishi ham q/h ekinlarining hosildorligini kamayishiga olib keladi;

13. bunday degradirlangan tuproqlarning fermerlar xarajatlarini qoplamasligi, shular jumlasidandir[17].

Ilmiy tadqiqotlar va ishlab chiqarish tajribalarini tasdiqlashicha, taqir tuproqlarni melioratsiyalash natijasida ularning mahsuldorligi 2-3 barobarga yoki undanda ortishi mumkin. Nisbatan yaxshi melioratsiya usuli bu kimyoviy usulidir. Klassik meliorant gips hisoblanadi. Gips bilan bir qatorda fosfogipsni qo'llash mumkin, qaysiki fosfatli o'g'itlar chiqaruvchi korxonada chiqiti hisoblanadi. Meliorativ samarasiga ko'ra, fosfogips gipsga teng, iqtisodiy ko'rsatkichlariga ko'ra esa, undan yuqori turadi. Masalan, fosfogips bilan kiyoviy melioratsiyalangan taqir erlardan olingan somonning narxi 2 marotabaga arzonga tushadi. Fosfogips, tabiiy gipsga nisbatan tuproqqa samarador ta'sir ko'rsatadi, ya'ni tuproq tarkibiga tez singadi. SHu sababli qishloq xo'jaligi ekinlarining hosildorligini stabillashuvini ta'minlash maqsadida, magniy miqdori ko'p tuproqlarni melioratsiyasida fosfogipsdan foydalanish texnologiyalarini qo'llanilishi yaxshi natijalarga olib keladi [18].

Markaziy Osiyoning Orol bo'yi erlarining bir qismi tuproqlarida magniyni miqdorining ko'pligi aniqlangan, bu o'znavbatida sug'oriladigan erlarning 35% ini tashkil etgan. Bunda tuproqqa-yutuluvchi kompleksda (TYUK) uning miqdori 35-45% ni, ba'zi holatlarda esa 50% tashkil etgan. Magniy miqdori yuqori bo'lgan tuproqlarda infiltratsiya tezligi va gidravlik o'tkazuvchanlik past bo'lgan bunday tuproqlar, shu hududdagi taqir erlardan iborat bo'ladi, bu o'z o'zidan filtirlanish tezligini kamayishiga Sug'orilgandan keyin bunday tuproqlar katta-katta kesaklar hosil qiladi, bu o'z-o'zidan filtrlanish tezligini kamayishiga va sug'orish suvi oqimini sug'orish ariqlaridan chetlashishiga olib keladi.

Hududlardagi sho'rxok va kislotaligi yuqori bo'lgan sug'orma yerlarning gidrokimyoviy va gidroekologik holati ijobiy tomonga o'zgaradi. Kimyoviy chiqitlar joylashgan hududning ekologik va gidroekologik holati yaxshilanadi. Bu hududdagi gidroekologik sharoit ham yaxshilanadi. Ekin maydonlarining hosildorligini sho'rni va kislotalik darajasini kamaytirilishi natijasida ortishiga erishiladi. Bu quyidagilarda o'z aksini topadi:

- sho'rshoq yerlarning sho'rlanishini kamayishiga erishiladi;

- kislotalik darajasi yuqori bo'lgan yerlarning kislotaligini kamayishiga erishiladi;

- suv tejamkor usullarni qo'llanilishi natijasida sug'orma suvlarini birmuncha tejatishiga erishiladi;

- sug'oriladigan yerlarning sug'orma suvlarga bo'lgan ehtiyoji qondiriladi;

- hududdagi sug'oriladigan maydonlarning suv muammolari kam xarajat hisobiga echiladi;

- hududdagi texnik ekinlarni va yerlarning hosildarligi kam xarajat hisobiga ortishiga olib keladi.

Bu o'z navbatida boshqa hududdagi ekologik muammolarning yaxshi tomonga o'zgarishiga olib keladi.

Kichik va qisqa ma'lumotnomalar tayyorlanadi va kellejlarga tarqatiladi. Bu hududlardagi qishloq xo'jaligi kolleji talabalarida o'z hududlari gidroekologiyasi haqidagi bilimlarni kengayishiga olib keladi. Qishloq xo'jaligi va irrigasiya kollejlarda olib boriladigan loyihaviy ochiq darslar va suhbatlar ularni o'z hududi gidrooamiga bo'lgan e'tiborini kuchaytiradi. Hudud atrof muhitga va gidrooamga individul ekologik ta'siri bo'yicha ham ijobiy natijalarga olib keladi.

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NURONIYLARNI HAR TOMONLAMA QO'LLAB QUVVATLASH BORASIDAGI ERISHILGAN YUTUQLAR

Annotatsiya: Ushbu maqolada O'zbekistonda mustaqillikning ilk yillaridan boshlab hozirgi kungacha bo'lgan davrda nuroniylarni har tomonlama qo'llab-quvvatlash bo'yicha ishlab chiqilgan chora tadbirlar hamda erishilgan yutuqlar ilmiy tahlil qilingan.

Kalit so'zlar: O'zbekiston, Prezident, qaror, Nuroniylar, ijtimoiy himoya, yolg'iz keksalar, mehnat faxriylari, xotira va qadrlash, turmush, Qashqadaryo, Namangan, Surxondaryo.

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ACHIEVEMENTS IN SUPPORTING NURONI IN EVERY WAY

Annotation: This article provides a scientific analysis of the measures developed and achievements in the field of comprehensive support of the youth in Uzbekistan from the first years of independence to the present day.

Keywords: Uzbekistan, President, decree, Nuroniylar, social protection, lonely elderly, labor veterans, memory and respect, marriage, Kashkadarya, Namangan, Surkhandarya.

Hozirgi kunda mamlakatimizda amalga oshirilayotgan barcha sohadagi islohotlar mazmun-mohiyati avvalo insonni ulug'lashga, uning sha'ni, qadr-qimmatini oshirishga, huquq va manfaatlarini himoya qilishga qaratilyotganligi bilan qimmatlidir. Ayniqsa, keksa avlod vakillarining ijtimoiy faolligini oshirish, ularga hurmat-e'tibor va mehr-oqibat ko'rsatish, salomatliklarini asrash, turmush sharoitlarini yanada yaxshilash maqsadida so'nggi yillarda davlatimizning mavjud me'yoriy-huquqiy bazasi yanada takomillashib, qator qonunchilik hujjatlari ishlab chiqildi. Katta hajmdagi arxiv hujjatlari, boshqa manbalarni o'rganish asosida mustaqillik yillarida urush va mehnat faxriylari, yolg'iz keksalar va nogironlarga moddiy, ma'naviy, tibbiy yordam ko'rsatish, ikkinchi jahon urushida halok bo'lgan vatandoshlarimiz xotirasini abadiylashtirish borasida ham talaygina ishlar olib borilganligini ko'rish

mumkin. Qariyalarga, yolg'iz, kam ta'minlangan nafaqaxo'rlarni ijtimoiy ta'minlashda yurtimizning barcha hududlarida ham ijobiy ishlar amalga oshirildi. 1991 yilda respublika bo'yicha 30573 nafar yolg'iz qariyalar bo'lgan bo'lsa, ularning 1861 nafari Surxondaryo, 1717 nafari esa Qashqadaryo viloyatlarida istiqomat qilardi.[2] O'zbekiston Respublikasi Prezidentining 2006 yil 7 sentyabrdagi '2007-2010 yillarda yolg'iz keksalar, pensionerlar va nogironlarni aniq ijtimoiy muhofaza qilish va ularga ijtimoiy xizmat ko'rsatishni yanada kuchaytirish chora-tadbirlari to'g'risida' [5] gi Qarori va 2007-yil 17-oktyabrdagi 'Pensionerlarni ijtimoiy qo'llab-quvvatlashni kuchaytirish borasidagi chora-tadbirlar to'g'risida' [6] gi Farmonining bajarilishi ham tahlil etilgan. Jumladan, 'Jarqo'rg'onneft' ochiq aksiyadorlik jamiyatida uzoq yillar ishlab nafaqaga chiqqan 165 nafar faxriyga 6,5 mln. so'm qo'shimcha nafaqa berildi. [7]

Qashqadaryo viloyatida esa 1042 nafar yolg'iz keksalar, pensioner va nogironlarning uylari ta'mirlab berildi. 2014-yildan boshlab Mehnat vazirligi va Sog'liqni saqlash vazirligi BMT Taraqqiyot dasturi bilan hamkorlikda mamlakatda yolg'iz keksalarga va nogironlarga professional ijtimoiy xizmat ko'rsatish loyihasini amalga oshirib kelmoqda. Ushbu loyiha ko'magida 'Keksalarni e'zozlash yili' Davlat dasturi doirasida O'zbekiston Respublikasi Vazirlar Mahkamasining 2015-yil 10-avgustdagi 237-sonli 'Keksalar va nogironlarni manzilli ijtimoiy himoya qilish va qo'llab-quvvatlashni yanada kuchaytirish chora-tadbirlari to'g'risida'. [8] gi qarori qabul qilindi. Mazkur hujjatga muvofiq, o'zgalar yordamiga muhtoj yolg'iz keksalar va nogironlarni izlash va ularning hayot darajasini baholash tizimi ishga tushirildi. Tadbirlar mahalliy boshqaruv organlari, sog'liqni saqlash va ijtimoiy himoya tizimi xodimalri tomonidan muntazam (har chorakda 1 marta) uyma-uy aylanib yurish orqali amalga oshiriladi.

Vazirlar Mahkamasining 2016-yil 5-fevraldagi 31-sonli 'O'zbekiston Respublikasi Sog'liqni saqlash vazirligi tizimining turg'un davolash-profilaktika muassasalarida ovqatlanishni tashkil etish va uning uchun haq to'lash tartibi to'g'risidagi nizomni tasdiqlash to'g'risida' [9] gi qaroriga ko'ra I va II guruh nogironlari, bolalikdan nogironlar, 1941-1945 yillardagi urush nogironlari va qatnashchilari, shuningdek ularga tenglashtirilgan shaxslar hamda Chernobil AESidagi halokat oqibatlarini tugatishda qatnashgan nogiron shaxslar Tibbiyot muassasalarida ovqatlanish to'lovidan ozod qilindi. Bundan tashqari, 2016-yil 26-dekabrda O'RQ-415-sonli 'Keksalar, nogironlar va aholining boshqa ijtimoiy ehtiyojmand toifalari uchun ijtimoiy xizmatlar to'g'risida' gi O'zbekiston Respublikasining Qonuni [10] qabul qilindi. Ushbu qonun aholining ehtiyojmand toifalariga ko'rsatiladigan ijtimoiy xizmatlarning huquqiy asoslarini yanada takomillashtirish, ijtimoiy xizmatlar ko'rsatishning umumiy talablari va asosiy yo'nalishlarini aniqlab olish, shuningdek, davlat tashkilotlari, nodavlat tashkilotlari va tadbirkorlik sub'ektlarining ushbu sohadagi roli va javobgarligini oshirish masalalarini belgilab berdi. O'zbekiston Respublikasi Vazirlar

Mahkamasining 2019-yil 27-sentyabrdagi ‘Keksa avlod vakillarining jamiyatdagi o‘rni va ijtimoiy faolligini yanada oshirish chora-tadbirlari to‘g‘risida’ [11]gi qarorining imzolanishi ham yurtimizda keksalarga hukumat tomonidan qanchalik e‘tibor berilayotganligidan dalolat beradi. Yangi tizimning kiritilishi ijtimoiy yordamga muhtoj insonlar va ularning oilalarini izlab topish, ro‘yhatga olish va himoya qilish tizimini mukamallashtirdi. Xususan, 2016-yil mobaynida faqatgina Toshkent viloyatining o‘zida 200 dan ortiq yolg‘iz keksa yoshdagi fuqarolar ijtimoiy himoyaga olingan. Butun respublika bo‘yicha 17 mingdan ortiq yolg‘iz keksalar va nogironlar ijtimoiy xizmatlardan foydalanishyapti. Loyihaning natijalarini davomiyligini ta‘minlash uchun harakatlar qilindi. Yolgiz keksa va nogironlarga g‘amho‘rlik qilish va ehtiyojlarini qondirish 2016-2020 BMTning O‘zbekistonga ko‘mak dasturiga va Barqaror Taraqqiyot Maqsadlar tarkibiga kirgan.

Avvalo, ta‘kidlash joizki, boshqarmada ‘Nuroniylar’ boshlang‘ich jamoatchilik kengashi tuzilgan bo‘lib, bugungi kunda 2789 nafar nuroniylar ro‘yxatga olingan. Shundan 1807 nafarini ayollar tashkil etadi. ‘Xotira va Qadrlash kuni’ munosabati bilan ana shunday ilmu ma‘rifat va istiqbol yo‘lidagi faoliyati bilan qadr topgan ustoz-muallimlar, faxriy pedagoglar oilalariga yo‘qlovlar uyushtirildi. Nafaqadagi va ayni paytda ham sohada faoliyat olib borayotgan faxriylar holidan xabar olindi. Tizim bo‘yicha ‘Xotira va qadrlash kuni’ munosabati bilan 1603 nafar faxriylarga 108 mln. 903 ming so‘mlik moddiy yordam ko‘rsatildi. Bizga ma‘lumki, Ikkinchi jahon urushining suronli yillarida o‘zining mehnati bilan front va front orqasida juda ko‘plab vatandoshlarimiz fidoiylar namunalari ko‘rsatganlar. Ularning eson-omon qaytganlari ham hozirgi kunda juda kamayib bormoqda. Eng oxirgi aniq tahlillar va hisob-kitoblarga ko‘ra juda ko‘plab vatandoshlarimiz frontga borganligi aniqlandi. Biz buni muhtaram Prezidentimiz Shavkat Mirziyoevning ikkinchi jahon urushida qozonilgan g‘alabaning 75 yilligiga bag‘ishlangan ma‘ruzasidan bilib olishimiz mumkin.

O‘zbekistondan 1 mln.951 ming kishi urushga borgan. 451 mingdan ortiq yurtdoshlarimizning nomlari va taqdiri esa shuncha yillar davomida e‘tibordan chetda qolgan. 538 ming o‘zbekiston fuqarolari urushda halok bo‘lgan bo‘lsa, 158 ming hamyurtlarimiz bedarak ketgan. Quloq qilingan va boshqa o‘lkalarga surgun qilingan 59 mingdan ortiq yurtdoshlarimiz ham urushda qatnashgan. Front orqasida ham O‘zbekistonliklar buyuk jasorat ko‘rsatdilar. Ayniqsa, sanoat korxonalarining ko‘chirib kelinishi halqimizning bardoshini yana bir sinovdan o‘tkazdi desak aslo mubolag‘a bo‘lmaydi. O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoev bu haqda gapirib: ‘O‘sha olovli yillarda O‘zbekistonda 7 yoshdan 70 yoshgacha butun halqimiz ‘Hamma narsa - front uchun, hamma narsa – g‘alaba uchun!’ deb yashadi, orom va halovatdan voz kechib, tinimsiz og‘ir mehnat qildi [13]’ degan edi. 2017-yil 7-fevralda qabul qilingan ‘2017-2021 yillarda O‘zbekistonni rivojlantirishning beshta ustuvor

yo'nalishi bo'yicha Harakatlar strategiyasi'[5]ning to'rtinchi yo'nalishi 'Ijtimoiy sohani rivojlantirishning ustuvor yo'nalishlari' deb nomlangan bo'lib, unda pensionerlar, nogiron, yolg'iz keksalar, aholining boshqa ehtiyojmand toifalarining to'laqonli hayot faoliyatini ta'minlash uchun ularga tibbiy-ijtimoiy yordam ko'rsatish tizimini yanada rivojlantirish va takomillashtirish masalalari ham o'rin olgan bo'lsa, O'zbekiston Respublikasi Prezidentining '2022- yil 28-yanvardagi 2022-2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida'[14]gi PF-60-son farmonida ham bu masalalar izchil davom ettirilishi qa'tiy belgilab qo'yilgan.

Muhtaram prezidentimiz Sh.Mirziyoyev O'zbekiston xalqiga yangi yil tabrigida 'Men Yangi - 2022 yilni mamlakatimizda 'Inson qadrini ulug'lash va faol mahalla yili' deb e'lon qilishni taklif etaman.

Inson qadrini ulug'lash yurtimizda yashayotgan har bir odamning huquq va erkinliklari, qonuniy manfaatlarini ta'minlash demakdir.

Muhtaram urush va mehnat faxriylarini, aziz ayollarimiz hamda yoshlarimizni qo'llab-quvvatlash, ko'makka muhtoj insonlarga g'amxo'rlik ko'rsatishga alohida e'tibor beramiz'[15] deya alohida takidladilar.

Xulosa sifatida shuni takidlash joizki, o'tgan yillar mobaynida nuroniylarni har tomonlama qo'llab-quvvatlash borasida erishilgan yutuqlar bisyordir va bu kabi ezgu ishlar bundan keyin ham yuksalishi muqarrardir.

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AKADEMIK LITSEYLARDA MALAKALI KADRLARNI YETISHTIRIB BERISHGA BO'LGAN INNOVATSION YONDASHUVLAR

Annotatsiya: Mazkur maqolada yoshlarni kelajakda malakali kadr bo'lib yetishib chiqishida ularda axborot imunitetini shakllantirishning zamonaviy usullaridan foydalanib, dunyo miqyosidagi o'qitish tizimidan yuqori o'rinlarga olib chiqish ahamiyati haqida so'z yuritilgan.

Kalit so'zlar: ta'lim, tarbiya, bilim, malaka, o'qitish, ta'rif, tizim, DTS, ilmiy dastur, muhokama, seminar, test.

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INNOVATIVE APPROACHES TO TRAINING QUALIFIED PERSONNEL IN ACADEMIC LYCEUMS

Annotation: This article discusses the importance of taking young people to the top of the world education system using modern methods of building information immunity in the future development of young people as qualified personnel.

Keywords: education, training, knowledge, skills, teaching, definition, system, DTS, scientific program, discussion, seminar, test.

Mustaqil O'zbekiston Respublikasida ta'lim sohasida olib borilayotgan islohatlar o'quv mashg'ulotlarini yuqori saviyada tashkil etishga xizmat qilmoqda. Shuni aytib o'tmoqchimanki, hozirda o'quvchi-talabalarning bilimini nazorat qilishda ushbu yangi innovatsion texnologiyalari va tizimlaridan foydalanish ijobiy natija beradi.

Shunga qaramasdan didaktika nazariy va amaliy mashg'ulotlarning tuzilishida quyidagi asosiy bosqichlar mavjudligini ko'rsatadi: o'quv mashg'ulot mavzusini ta'riflash; maqsadini tushuntirish; o'tgan mashg'ulotda uyga berilgan vazifalarni tekshirish; yangi mavzu materialini bayon etish va talabalarning mustaqil ishlashini ta'minlash; o'tilgan o'quv materialini takrorlash va uni mashq, amaliy ishlar bilan mustahkamlash; o'rganilgan mavzuni davra suhbatida takrorlash; talabalar bilimini tekshirish va baholash; mashg'ulotni yakunlash; uyga vazifani berish.

O'quv mashg'ulotining bu bosqichlari har bir nazariy yoki amaliy mashg'ulotda doimo shu tartibda takrorlanmaydi. Chunki, ijodiy izlanuvchan

pedagog. ularni o'z tajribasi bilan to'ldirishi, boyitishi va mashg'ulotning maqsadi hamda vazifalariga ko'ra o'zgartirishi mumkin.

O'quv mashg'ulot jarayonini tahlil qilishda ko'pincha quyidagi kamchiliklar kuzatiladi: tizimsizlik; o'quv mashg'ulotiga tasodifan ishtirok etish; aniq bir maqsadning yo'qligi; tahlil etuvchining mashg'ulotni chuqur tahlil qilishga uslubiy tayyor emasligi; aniq kuzatish dasturining yo'qligi; o'quv mashg'ulotida asosiy tomonlarni ajratib ko'rsata olmasligi; xulosalar chiqara olmasligi; kasbdoshiga malakali tavsiyalar va metodik yordam bera olmaslik.

Ayniqsa, har bir o'quv mashg'ulotiga qatnashishdan oldin aniq maqsadni belgilash zarur. Qo'yilgan maqsad mashg'ulotda qatnashish va uni tahlil qilishni yanada samaraliroq, xulosalarni esa aniqroq qiladi. Pedagog o'quv mashg'ulotiga tayyorlanish jarayonida quyidagilarga alohida e'tibor berishi kerak: mashg'ulot vaqtini samarali rejalashtirish, foydalanish uchun tanlab olingan manbalarni chuqur o'rganish, guruhdagi talabalarning imkoniyatlarini hisobga olish, mashg'ulotning turiga qarab, uning uslubi va vositalarini to'g'ri tanlash, davlat ta'lim standartlari talablari asosida talabalarning bilim olishini ta'minlash. Pedagogning o'quv mashg'ulotiga tayyorgarlik ko'rishi quyidagi bosqichlarda amalga oshirilishi lozim:

1-bosqich. Taqvim-mavzu rejadagi yangi mavzu va unga ajratilgan vaqt aniqlashtirib olinadi.

2-bosqich. DTS va fan dasturidan o'tilayotgan mavzuda qanday tushunchalar (bilim, ko'nikma va malakalar) shakllantirilishi lozimligi aniqlashtirib, shu asosida mashg'ulot maqsadi belgilab olinadi.

3-bosqich. Mavzu asosida mashg'ulotda foydalaniladigan texnik vositalar, ko'rgazmali va didaktik materiallar, adabiyotlar o'rganib chiqiladi hamda mashg'ulot ishlanmasi yoziladi. O'quv mashg'ulotiga qo'yilgan maqsad 80 daqiqa davomida bajariladigan, aniq, hayotiy va mashg'ulot yakunida baholanadigan bo'lishi lozim.

Ta'limiy maqsad - o'quv mashg'uloti jarayonida talabalarda shakllantiriladigan bilim, ko'nikma va malakalar; tarbiyaviy maqsad - mashg'ulot jarayonida talabalarda qaysi axloqiy sifatlar shakllantirilishi; rivojlantiruvchi maqsad - mashg'ulot natijasida talabalarda qaysi bilimlar va axloqiy fazilatlar rivojlantirilishi asosida belgilanadi.

Hozirgi kunda Respublikamizda malakali kadrlarga bo'lgan talab yanada ko'payib bormoqda, biroq aksiga olib yurtimizda malakali kadrlarning saviyasi, bilimi, mantiqiy fikrlash qobiliyatlari juda ham past desak mubolag'a bo'lmaydi. Kadrlarni yetishtirish jarayonidagi bu xato va kamchiliklarni o'rganib chiqib, xatolarimizdan tegishli xulosalar chiqarib, kamchiliklarimizni to'ldirgan holda yetuk va malakali xodimlar tayyorlab, vatanimizni rivojlangan mamlakatlar safiga qo'shilishiga o'z hissamizni qo'shishimiz lozim.

Shu o'rinda kadrlarimizning malakasini oshirish uchun qanday o'zgartirishlar kiritilishi kerak? – degan savol tug'iladi.

Dastlab, o'rta ta'limdan O'rta maxsus ta'limga o'tishdagi, ya'ni DTM testlarini shaffof va haqqoniy bo'lib o'tishini ta'minlash va o'quvchi yoshlarning fikrlash doirasini, fanlardan qanchalik darajada bilimga ega ekanligini, o'zimizning milliy tilimiz bo'lmish ona tilimizda savodxonligi qay darajada ekanligini tekshirish, hamda xorijiy tillarni bilish darajasini belgilovchi ballar tizimida bo'lishini ta'minlash kerak.

Oliy o'quv yurtiga qabul qilingandan so'ng, bo'lajak kadrlarga quyidagicha imkoniyatlar yaratilish lozim deb o'ylayman:

- avvalambor ikkinchi mutaxassislik tilini tanlashi;
- birinchi va ikkinchi bosqichda darslar o'zbek tilida olib borilib, o'quvchilarning tillarni yaxshi o'zlashtirishini ta'minlash;
- uchinchi bosqichda o'zlari tanlagan birinchi mutaxassislik tillarida darslar olib borilishini ta'minlash;
- to'rtinchi bosqichda esa o'zlari tanlagan ikkinchi mutaxassislik tillarida darslar olib borilishini ta'minlash;
- xorijiy davlatlarga chiqish, ya'ni grantlar sonini oshirish va boshqa rivojlangan yoki rivojlanayotgan mamlakatlarda kuzatilayotgan o'zgarishlarni ko'rib, o'rganib kelib mamlakatimizni ham shu mamlakatlar safiga qo'shish.

Shu o'rinda:

- professor-o'qituvchilarning bilim saviyasini, xorijiy tillarni va AKT(Axborot-kommunikatsion texnologiya) larini bilish darajasini tekshirib borish;
- o'qituvchilarning mutaxassislik fanidan tashqari bo'lgan yondosh fanlardan bilish darajasini tekshirish;
- xorijiy til o'qituvchilarining mutaxassislik fanidan bilish darajasi;
- mutaxassisligi bo'lmagan o'qituvchilarning xorijiy tillardan bilish darajasi (Ingiliz tilidan ILETS 5.5-6 ball va boshqa xorijiy tillarga ham joriy etish);
- AKT(Axborot-kommunikatsion texnologiya)lar ya'ni komp'yuter savodxonligini tekshirish.

O'rta maxsus ta'limda har bir auditoriyalarda:

- ikkitadan to'rttagacha (ma'ruzaxonada) kuzatuv kameralari bo'lishi;
- kuzatuv kameralarni kuzatuvchi mas'ul xodimlar jamoasini shakllantirish;
- har bir xonada bittadan kompyuter bo'lishi va elektron jurnallarni shakllantirish;
- professor-o'qituvchilarning talabalar bilan ishlash jarayonida psixologik salohiyatini hamda pedagogik mahoratini birinchi o'ringa qo'yish.

Mutaxassis tayyorlash zahiralariga yangi innovatsion texnologiyalari va tizimlarini tatbiq etish natijasida yangi tizim mutaxasisi yoki mutaxassisning yangi shaklini hosil qilinadi, sifati esa o'zgaradi. Yetkazib berilgan mutaxasis va bu mutaxassisni yetkazib berish esa pedagogik mahorat xizmati deyiladi [5].

Pedagogik mahorat xizmati - foydalanuvchiga mutaxassis mahsulotini taqdim etish yoki qabul qilishdir [6].

Mutaxassis tayorlashning foydaliligi nuqtai nazaridan sifat xususiyatlari:

- **To'liqlik.** Mutaxassis tayorlashning to'laqonliligi inson faoliyatining u yoki bu tomonlarining miqdoriy va sifat parametrlarini aniq belgilash hamda mos qarorlarni ishlab chiqarishda ifodalaniladi.

- **Ishonchlilik** qabul qilinadigan qarorlar samaradorligi saqlanadigan etib kelgan va natijaviy mutaxassisda muayyan darajada buzilishlarga yo'l qo'yadi.

- Mutaxassis tayorlashni qabul qilishning **bemalolligi** vaqt birligida ma'lumotlarni qabul qilish tezligi bilan belgiladi.

- Ma'lumotlarning **dolzarbliligi** muayyan vaqt mobaynida aniq vazifani amalga oshirish uchun yaroqliligini ifodalaydi.

- **O'z vaqtidaligi** mutaxassisga qulay yoki belgilangan vaqtda yangi texnologiyaning kelib tushishini anglatadi. Bu talabni buzish bo'lajak kadrlarni qadrsizlantiradi.

- **Aniqlilik** uning to'g'riligini, ta'minot darajasini anglatadi.

- **Tezkorlik** vaqt o'tgach mutaxassis tayorlashning eskirishi va dolzarbliligini yo'qotishini aks ettiradi.

Oliy o'quv yurtlarida:

- o'quvchi yoshlar bilan ishlash jamoasi va psixologlarni shakllantirish, kelajakda to'g'ri yo'lni tanlay olishga imkon yaratish;

- Yoshlar ittifoqi va shunga o'xshash bir qancha tashkilotlarni ko'paytirish ishlarini olib borishni ko'rib chiqish;

- biznes treninglar, xorijiy o'qituvchilar va investorlar bilan bo'ladigan konferensiyalarni tashkil etish;

- o'quvchi yoshlarni bandlikga jalb etadigan mashg'ulotlarni tashkil etish (zakavat, aqliy hujumlar, keys-trening va shunga o'xshash mashg'ulotlar).

Yuqorida aytilgan fikrlar va takliflardan shularni xulosa qilamizki, ba'zi rivojlangan mamlakatlar XX asrning o'rtalaridayoq amalga oshirgan ta'lim siyosati bugungi kunda o'z dolzarbligini ko'rsatmoqda. O'rta maxsus ta'limda uchib ketgan korrupsiya balosi ko'plab yetishtirib chiqargan kadrlarimiz korrupsiya o'chog'ida o'tin bo'lishiga olib keldi. Ta'lim siyosatini to'g'ri olib borish, vazirliklar faoliyatini barqarorlashtirish hamda joylarda targ'ibot va tashviqot ishlarini olib borish muhim ahamiyatga egadir. Ta'lim tizimida yuz berayotgan bugungi kundagi tub o'zgarishlar, albatta, tahsinga sazovordir.

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THE IMPACT OF CONTRACEPTIVE METHODS ON WOMEN'S REPRODUCTIVE HEALTH

Resume: Contraception, being a method of family planning, can simultaneously be considered a way to prevent abortion and related complications, therefore, has not only medical, but also social significance.

In order to preserve and strengthen a woman's reproductive health, individuality and thorough selection of the method of contraception are necessary, as well as greater awareness of women about methods of prevention.

Keywords: contraception, intrauterine contraception, combined oral contraceptive.

Relevance. The need to discuss undifferentiated prevention and treatment of complications during intrauterine interventions is determined by a number of reasons. Firstly, more than 250 million new cases of sexually transmitted diseases are registered worldwide every year.

The main majority of patients in this profile are under the age of 25, are women of reproductive age [2,4,8] and belong to the "reserve of childbirth" group. This determines the second feature of the problem associated with this pathology: a large number of secondary complications leading to impaired reproductive function (infertility, miscarriage, etc.) And, finally, the third important factor is the growth among patients of reproductive age of women suffering from chronic infections of the reproductive system. Unfortunately, we have to state that the number of intrauterine interventions with various purposes (diagnostic, therapeutic and abortive manipulations) in total in this group of women has a steady upward trend.

In the last few decades, approaches to the rational prevention of postoperative complications have been developed in surgery and gynecology[3,5,9]. In many studies, in order to standardize approaches to antibacterial prevention, the risk of developing infectious complications after surgical interventions is distinguished. In addition, there are numerous risk factors that affect the occurrence of infectious and inflammatory diseases after surgical interventions in obstetrics and gynecology. The administration of antibiotics for the prevention of infectious complications implies ensuring effective concentrations of the drug in the tissues until their contamination during and after surgery. At the same time, against the background of prolonged use of antimicrobial agents, the probability of infectious and inflammatory

diseases in the postoperative period not only does not decrease, but also increases somewhat [1,6,8].

It is proved that the development of the infectious process is prevented by the introduction of antibiotics no later than 3 hours after the creation of the wound surface (the entrance gate for bacterial pathogens). On the other hand, prescribing antibiotics more than a day before surgery increases the risk of developing resistance of microorganisms to the drug. Therefore, the optimal regimen of antibiotic prophylaxis is the first administration of the antibiotic perioperatively (or intraoperatively - with caesarean section) and subsequent - within 12-24 hours [5,7].

The purpose of the study. Optimization of reproductive health of women using intrauterine contraception.

Materials and methods of research. To fulfill our task, we selected 85 patients who were diagnosed with IUD and had complications. In them, we conducted a clinical analysis and predicted complications.

In the main group of women whose pregnancy was terminated by medical abortion up to 12 weeks by curettage, 2 patients (6.7%) had exacerbation of chronic adnexitis.

In the control group, problems after abortion occurred in 12 women (40%): exacerbation of chronic adnexitis was in 6, metroendometritis - in 3, acute adnexitis - in 2, menstrual cycle disorders in one patient.

The results of the study. The main factors that influenced the choice of the method of contraception (IUD) were the fear of repeated abortions, the psychological unacceptability of hormonal contraception, as well as the high effectiveness of IUD, ease of use, affordable cost, harmlessness to health, duration of action, comfort in the sexual sphere. The majority (65.9%) of the surveyed women have a negative attitude to hormonal contraception, preferring to use IUD until menopause. j

The reproductive behavior of women before the use of IUD was characterized by frequently alternating pregnancies, a large proportion of which were abortions, including almost a third before the first birth. The ratio of the number of abortions to the number of births was 2.1:1 in the group of women with inflammatory diseases of the pelvic organs (VZOMT) on the background of IUD and 1.7:1 - without VZOMT.

Intrauterine contraception, subject to the technology of its use, does not adversely affect the fertility of women, allowing them to carry a pregnancy after using IUD. Among women who wished to become pregnant after timely extraction of IUD, 55.6% became pregnant within six months, the rest - within a year. At the same time, the frequency of complications of pregnancy and childbirth did not exceed the average population indicators.

Violations of vaginal microbiocenosis are detected more often in women with VZOMT and are characterized by a small amount or complete absence of

lactobacilli and the presence of opportunistic flora (Staphylococcus aureus, Enterobacteria, Gardnerella, Candida fungi).

The results of the study of the content of immunoglobulins A, M and G in the blood serum of women with IUD against the background of IUD showed no significant differences in comparison with the group of women who did not have IUD during the use of IUD.

Risk factors for the development of inflammatory diseases of the organs, small, pelvis against the background of IUD are transferred VZOMT or sexually transmitted infections, multiple sexual partners, insufficient examination or inadequate treatment before the introduction of a contraceptive, as well as the lack of follow-up during the use of this method.

Conclusion. Based on the results of the conducted research, it will be possible to improve the complex of therapeutic and preventive measures and put into practice scientifically-based recommendations for the prediction and prevention of complications as a result of the use of IUD. The necessity of a thorough examination of patients before the appointment of intrauterine contraception and further dynamic monitoring is substantiated.

An assessment of the role of factors influencing the prevalence of this method of contraception will determine the priority areas of work on the introduction of modern methods of preventing unwanted pregnancy.

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ПРИМЕНЕНИЕ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ НА УРОКАХ РУССКОГО ЯЗЫКА

Аннотация: Одной из актуальных проблем преподавания русского языка в учебных заведениях на современном этапе является развитие навыков связной речи обучаемых, сформированности которой является показателем завершения процесса овладения вторым языком.

Ключевые слова: русский язык, инновационное обучение, урок, учебный процесс, инновационный подход, родной язык.

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THE USE OF INNOVATIVE TECHNOLOGIES IN RUSSIAN LANGUAGE LESSONS

Abstract: One of the urgent problems of teaching Russian in educational institutions at the present stage is the development of the skills of coherent speech of students, the formation of which is an indicator of the completion of the process of mastering a second language.

Keywords: Russian language, innovative teaching, lesson, educational process, innovative approach, native language.

Новая организация общества, новое отношение к жизни предъявляют и новые требования. Сегодня основная цель обучения - это не только накопление учеником определённой суммы знаний, умений, навыков, но и подготовка ученика как самостоятельного субъекта образовательной деятельности. В основе современного образования лежит активность и учителя, и, что не менее важно, ученика. Именно этой цели - воспитанию творческой, активной личности, умеющей учиться, совершенствоваться самостоятельно, и подчиняются основные задачи современного образования.

Инновационные подходы к преподаванию русского языка связаны прежде всего с изменением роли учителя. В современных условиях очень важно, чтобы учитель не давал ученикам готовых знаний, а указывал путь к приобретению знаний, учил добывать знания. Особенно важно это тогда,

когда учитель обучает русскому языку как неродному. Преподавание русского языка в современных условиях требует от учителя-словесника совершенно новых, инновационных подходов как к содержательной части урока, так и к выбору образовательных технологий, эффективных методов преподавания, проведению диагностики уровня владения русским языком как неродным. Инновационные подходы к преподаванию русского языка в условиях полиэтничной среды основаны прежде всего не только на осознании важности проблемы невысокого уровня подготовки учащихся по русскому языку, понимания того, что причина плохого знания русского языка связана прежде всего с проблемой социальной и психологической адаптации ученика к новой культуре, к новым традициям, ценностям, ориентирам, но и на овладении принципами деятельностного подхода к преподаванию русского языка как неродного. Это требует от словесника выбора эффективных форм работы с текстами разных типов и стилей речи, аудирования, говорения. В связи с этим особого внимания требуют уроки развития речи, уроки комплексного анализа текста. Создать собственный текст, интерпретировать текст, предлагаемый для анализа, учащимся, Чтобы выразить свои мысли на неродном языке, мало знать правила. Для этого нужно прежде всего расширить активный словарь. Как сделать это на уроках русского языка? Помогает система предтекстовых упражнений, характерная для методики преподавания иностранного языка. Эта система заключается в следующем: составление представления о содержании текста в целом языковая догадка на уровне ситуационных моделей определение значения незнакомых слов по контексту словообразовательный анализ анализ синтаксических конструкций. опознавание интернациональной лексики составление текста по аналогии, включение в текст ключевых слов и т. д. Инновационный подход требует от каждого словесника овладения методикой преподавания русского языка как иностранного, понимания, что законы русского языка учащиеся воспринимают через призму законов родного языка, а это является причиной многих орфографических и даже пунктуационных ошибок. Такие ошибки относят к разряду интерференционных. Трудности усвоения русского языка как неродного можно разделить на три уровня:

- трудности, общие для любого нерусского;
- трудности для носителей определенной группы языков (близкородственные, неродственные);
- трудности для учащихся конкретной национальности. Большое значение имеет четкая организация словарной работы на уроке русского языка. К числу эффективных приемов организации словарной работы на уроке русского языка относятся перевод с русского на родной язык обратный перевод выстраивание ассоциативного ряда словесное (графическое) изображение слова проговаривание и т. д.

Актуальность инновационного обучения состоит в следующем:

- соответствие концепции гуманизации образования;
- преодоление формализма, авторитарного стиля в системе преподавания;
- использование личностно ориентированного обучения;
- поиск условий для раскрытия творческого потенциала ученика;
- соответствие социокультурной потребности современного общества самостоятельной творческой деятельности. Основными целями инновационного обучения являются:

- развитие интеллектуальных, коммуникативных, лингвистических и творческих способностей учащихся;
- формирование личностных качеств учащихся;
- выработка умений, влияющих на учебно-познавательную деятельность и переход на уровень продуктивного творчества;
- развитие различных типов мышления;
- формирование качественных знаний, умений и навыков.

Данными целями определяются и задачи инновационного обучения:

- оптимизация учебно-воспитательного процесса;
- создание обстановки сотрудничества ученика и учителя;
- выработка долговременной положительной мотивации к обучению;
- включение учащихся в креативную деятельность;
- тщательный отбор материала и способов его подачи.

В основе инновационного обучения лежат следующие технологии:

- развивающее обучение; – проблемное обучение;
- развитие критического мышления;
- дифференцированный подход к обучению;
- создание ситуации успеха на уроке.

Основными принципами инновационного обучения являются:

- креативность (ориентация на творчество);
- усвоение знаний в системе;
- нетрадиционные формы уроков;
- использование наглядности.

Использование данных технологий на уроках имеет большие преимущества. Учебный процесс становится для учащихся интересным, развивает навыки самостоятельно получать знания в процессе взаимодействия и поиска. Повышается качество и прочность полученных знаний. Развиваются исследовательские навыки и умения. Параллельно с процессом обучения идет развитие коммуникативных качеств и формирование лидерских качеств личности.

Развитию познавательной активности способствуют и нетрадиционные уроки, которые позволяют повысить интерес ученика к предмету и к обучению в целом. Существует несколько классификаций нестандартных уроков: урок-семинар, урок-лекция, урок-беседа, урок-практикум, урок-экскурсия, урок-исследование, урок-игра, урок-КВН,

урок-защита проекта, урок-диспут, урок-конференция, урок-театрализованное представление, урок-маскарад, урок-путешествие, урок-зачет. Практически все они позволяют задавать проблемные вопросы и создавать проблемные ситуации, решать задачи дифференцированного обучения, активизируют учебную деятельность, повышают познавательный интерес.

Таким образом, инновационные технологии пробуждают интерес учащихся к предмету, развивают и обогащают речь учащихся; учебный материал, представленный в необычной форме, более прочно усваивается детьми, позволяет пробудить любовь и уважение к русскому языку.

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ПРОБЛЕМЫ ИСПОЛЬЗОВАНИЯ ЯЗЫКОВЫХ ТЕСТОВ В ОБЩЕСТВЕ

Аннотация: В этой статье объясняются практики языковой оценки, влияющие на образование, они изучаются как влияют на доступ к политическим аспектам жизни общества.

Ключевые слова: язык, тесты, стипендия, требование, языковое разнообразие, оценка, владение и разнообразие.

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PROBLEMS OF THE USE OF LANGUAGE TESTS IN SOCIETY

Annotation: This article explains language assessment practices that affect education and examines how they affect access to the political aspects of society.

Key words: language, tests, scholarship, requirement, language diversity, assessment, proficiency and diversity.

Во многих странах требуется знание английского языка для работы в некоторых частях политической системы, будь то на более высоких уровнях правительства или в местном отделении правительства.

Тесты по английскому языку также используются в странах внутреннего круга, чтобы запретить и предоставить доступ к социальным уровням в обществе. Тесты по английскому языку используются как в США, так и в Австралии, чтобы жители могли получить доступ ко всем социальным и политическим привилегиям, связанным с натурализованным гражданством, хотя обе страны заявляют о языковом разнообразии (Galloway and Rose, 2015).

Практика оценки английского языка также нарушает профессиональную практику. В некоторых случаях это изменение происходит из-за движений внутри глобальных организаций, которые затем влияют на существующие местные практики. Хорошим примером является решение Международной организации гражданской авиации

(ИКАО) в 2003 году о введении требований к владению английским языком для авиационного персонала. Это привело к разработке теста по английскому языку в Корее, чтобы определить, достигли ли сотрудники заявленных требований. Исследование показало, что, хотя все пилоты и диспетчеры корейских авиакомпаний, участвующие в международных рейсах, прошли тест до вступления в силу в 2008 году, 97 процентов «достигли не более минимального требуемого уровня» (Kim & Elder, 2009, стр. 23). Это означало, что через три года пилотам придется снова проходить тест. В исследовании сообщалось о возражениях против теста из-за того, что высококвалифицированные авиадиспетчеры и пилоты могут внезапно оказаться без работы, несмотря на многолетний опыт успешного использования английского языка в отрасли до внесения изменений в правила.

Наконец, тесты по английскому языку оказывают влияние на микроуровни общества, например, используются для оценки работников на предмет продвижения по службе и повышения заработной платы в профессиях, не связанных с языком. В Китае, например, языковая оценка часто используется в бизнесе в целях продвижения по службе. Все больше предприятий используют China Public English Test (PETS) для измерения уровня владения английским языком своих работников, даже если им не нужен английский для работы. Это нередкая практика — на протяжении десятилетий многие компании в Японии делали получение определенных баллов на тесте по английскому языку для международного общения (TOEIC) частью процесса найма и продвижения по службе. Эта тенденция широко распространена и в Европе, например, решение Air France использовать тесты TOEIC на слух и чтение при наборе пилотов и инженерного персонала.

Приведенные выше примеры иллюстрируют, как практика языковой оценки проникла в большинство социальных контекстов в современном глобализованном мире, особенно в расширяющемся круге, где учащиеся должны подтвердить владение языком посредством прохождения институционально оцениваемых языковых курсов или, что чаще, стандартизированных языковых тестов. В результате большинство учащихся в расширяющемся круге сталкиваются с практиками языковой оценки в разные моменты своей жизни, даже если они не собираются использовать свои навыки английского языка в будущей работе и общественной жизни. Такой социальный контекст указывает на то, что правительства, организации, предприятия и образовательные учреждения придают большое значение языковой оценке.

В заключение, на академическом уровне существует интеллектуальный аргумент о том, что такие тесты являются несправедливыми и нерепрезентативными мерами того, как учащийся может использовать английский язык в международном контексте. Ученые

из широкого круга взаимосвязанных областей прикладной лингвистики, включая EIL, согласятся с тем, что «фундаментально изменившийся ландшафт EIL требует критического изучения устоявшихся методов оценки» (Hu, 2012, стр. 123). Таким образом, в настоящее время существует разрыв между теорией и практикой в практике оценки английского языка, по крайней мере, с точки зрения EIL, которая утверждает, что практика оценки должна измениться, чтобы более полно измерять использование английского языка в качестве международного.

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ЭНТЕРОСОРБЦИЯ ФЕРМЕНТОВ И ИХ СЕКРЕЦИЯ ПОДЖЕЛУДОЧНОЙ ЖЕЛЕЗОЙ

Резюме: Известно, что пищеварительные железы синтезируют большой ассортимент секретируемых гидролитических ферментов, инкретируют их в кровь и лимфу, при этом гидролазы выполняют полифункциональную роль: регуляторную, анаболическую, защитную. Участие ферментов пищеварительного тракта в гидролизе полимеров пищи и во всасывании мономеров - лишь одна из сторон деятельности пищеварительных желез.

Другой ГВ функцией желудочно-кишечного тракта (ЖКТ) является его эндокринная регуляция за счет клеток апудоцитов, продуцирующих гормоны и пептидные регуляторы не только местного, но и дистантного действия. Они оказывают влияние как на секреторные и моторно-эвакуаторные процессы, так и на метаболизм веществ.

Показано, что инкретируемые Ф гидролазы пищеварительных желез участвуют в креаторной связи, в интеграции деятельности желез ЖКТ и в межклеточном обмене аминокислот, углеводов и липидов.

Ключевые слова: поджелудочная железа, фермент, секреция, энтеросорбция.

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ENTEROSORPTION OF ENZYMES AND THEIR SECRETION BY THE PANCREAS

Resume: It is known that the digestive glands synthesize a large range of secreted hydrolytic enzymes, incret them into the blood and lymph, while hydrolases perform a multifunctional role: regulatory, anabolic, protective. The participation of digestive tract enzymes in the hydrolysis of food polymers and in the absorption of monomers is only one of the aspects of the activity of the digestive glands.

Another function of the gastrointestinal tract (GI) is its endocrine regulation due to apudocyte cells that produce hormones and peptide regulators of not only local, but also distant action. They affect both secretory and motor-evacuation processes, as well as the metabolism of substances.

It is shown that the increted F hydrolases of the digestive glands are involved in the creatine connection, in the integration of the activity of the gastrointestinal glands and in the inter-daily exchange of amino acids, carbohydrates and lipids.

Key words: pancreas, enzyme, secretion, enterosorption.

Введение. Поджелудочная железа, как известно, — крупнейшая и важная железа пищеварительной системы и одновременно важная железа внутренней секреции, принимающая участие в регуляции углеводного обмена. Она секретирует в кровь (эндокринная функция) гормоны — инсулин, глюкагон, гастрин, соматостатин, панкреатический полипептид, амилин. При этом инсулин, вырабатываемый только в этом органе, является эссенциальным для жизни вследствие его роли в обеспечении нормального обмена. С другой стороны, поджелудочная железа продуцирует секрет (экзокринная функция), важный в работе пищеварительного тракта. Содержащиеся в секрете ферменты участвуют в гидролизе всех питательных веществ. Заболевания поджелудочной железы могут приводить как к нарушениям пищеварения (изменение желудочно-кишечной секреции, абсорбции, моторики), так и к метаболическим изменениям в организме.

Поджелудочная железа человека вырабатывает каждые сутки от 50 до 1500 мл сока (в зависимости от возраста), содержащего ферменты, которые играют ключевую роль в переваривании питательных веществ. Доля дигестивных ферментов из слюнных желез (амилаза), желудка (пепсин), кишечного эпителия (протеазы) сравнительно мала. Панкреатические ферменты расщепляют белки, жиры, углеводы до мелких молекул, которые в дальнейшем либо расщепляются интестинальными мембранными ферментами на отдельные молекулы, либо могут проникать через кишечную слизистую оболочку (дипептиды, моноглицериды). Бикарбонаты, которыми богат панкреатический сок, обеспечивают реакцию среды, необходимую для активации энзимов и оптимума их действия [1, 5].

Преобладающая часть секрета (водноэлектролитная) образуется в центроацинарных клетках, эпителии вставочных протоков и ходов, меньшая часть (ферментная) — в ацинарных клетках. При всех условиях панкреатический секрет, поступающий в двенадцатиперстную кишку, изотоничен плазме крови. Состав электролитов в нем непостоянный, особенно варьирует содержание анионов.

За 24 часа поджелудочная железа человека синтезирует около 15–20 г ферментного белка, т.е. по синтетической способности она превосходит многие органы. Выход ферментов из ацинарных клеток происходит спонтанно (базальный холинергический тонус), но главным образом в

результате стимуляции. Экзоцитоз из клеток независим от ферментного синтеза [1, 4].

В целостном организме прямая регуляция продукции и высвобождения ацинарными клетками белка осуществляется секретогенами: ацетилхолином, панкреозимином и секретинном. Слабым стимулятором является гастрин. Ацинарные клетки синтезируют и секретируют комплекс мощных дигестивных ферментов: амилазу для расщепления крахмала, липолитические ферменты для переваривания жиров, протеолитические — для расщепления протеинов, нуклеазы для гидролиза нуклеотидов. В небольшом количестве в панкреатическом соке находятся неферментные белки [3].

Для реализации внутриполостного и пристеночного пищеварения в кишечнике требуется огромное количество ферментов и энергии для их синтеза и секреции. Известно, что на 80% пищеварительный котел кишечника обеспечивается ферментами из поджелудочной железы, главным образом гидролазами, расщепляющими белки, углеводы и жиры [3,7,8]. Основные протеолитические ферменты - трипсин, хи-мотрипсин, эластаза, карбоксипептидаза А и В - секретируются в неактивном состоянии. Трипсин, химотрипсин и эластаза расщепляют преимущественно внутренние пептидные связи белков, а карбоксипептидазы А и В катализируют отщепление С-концевых связей, что приводит к освобождению аминокислот. В экзокринных панкреатоцитах наряду с протеолитическими ферментами синтезируется ингибитор трипсина, который эффективно блокирует самопереваривание клеток поджелудочной железы в процессе отделения панкреатического сока. Для гидролиза углеводов используются преимущественно амилаза и другие ферменты, которые, в отличие от протеолитических ферментов, продуцируются поджелудочной железой в активном состоянии. Гидролиз липидов происходит под действием липолитических ферментов - в основном липазы, которая также секретируется в активной форме, и фосфолипазы А₂, секретируемой в форме предшественника, активируемого трипсином. В составе панкреатического сока содержатся также рибо- и дезоксирибонуклеазы, продуцируемые в активном состоянии. Они расщепляют РНК и ДНК до нуклеотидов [3,4,9].

Цель исследования. Обобщить и проанализировать о механизме непараллельной секреции панкреатических ферментов и потенциальных возможностях их синтеза *de novo*.

Методы исследования. Лабораторные методы исследования включают определение содержания панкреатических ферментов в крови и в моче.

Наибольшее значение имеют следующие показатели: — при остром панкреатите повышение уровня амилазы в крови и моче в 5–10 раз, причем особенно это касается изоферментов амилазы в крови;

— уровни амилазы и липазы в крови при обострении хронического панкреатита могут быть нормальными или кратковременно повышенными в 1–2 раза;

— «гиперамилаземия» после провокации прозеринном, панкреозимином, глюкозой свидетельствует о нарушении оттока или о воспалении поджелудочной железы;

— появление эластазы-1 в плазме крови и ее повышение отражают тяжесть воспаления при панкреатите;

— повышение уровня трипсина в сыворотке крови, снижение его ингибитора и уменьшение отношения «ингибитор/трипсин» свидетельствуют об обострении панкреатита;

— при прогрессивном течении хронического панкреатита снижается уровень иммунореактивного трипсина, а соотношение «трипсин/инсулин» указывает на фазу болезни.

Результаты исследования. При поступлении пищи в желудочно-кишечный тракт поджелудочная железа секретирует в тонкую кишку не только панкреатические ферменты, но и бикарбонаты, нейтрализующие соляную кислоту и поддерживающие щелочную среду в двенадцатиперстной кишке, необходимую для нормального функционирования энзимов.

В физиологических условиях поджелудочная железа (в зависимости от возраста) образует в сутки от 50 до 1500 мл секрета. Панкреатический сок представляет собой бесцветную жидкость щелочной реакции (рН = 7,8–8,4). Он содержит органические вещества (белки) и неорганические компоненты (бикарбонаты, электролиты, микроэлементы), а также слизь выводящих протоков. Ферментная часть секрета образуется в ацинарных клетках, а жидкая (водно-электролитная) — муцин и бикарбонаты — в эпителии протоков. С помощью панкреатических ферментов (липазы, амилазы и протеаз), играющих ключевую роль во внешнесекреторной функции поджелудочной железы, происходит расщепление пищевых веществ.

Амилаза секретируется не только поджелудочной железой, но и слюнными железами. Обе ее формы имеют приблизительно одинаковую активность и участвуют в расщеплении крахмала и гликогена. Амилаза слюнных желез может переварить крахмал еще до его поступления в тонкую кишку и контакта с панкреатической амилазой. Амилаза гидролизует α 1,4-гликозидные связи крахмала и гликогена, но не в состоянии расщеплять α 1,6-связи, которые гидролизуются ферментами интестинальной щеточной каемки.

Панкреатическая липаза катализирует расщепление триглицеридов пищи до двух жирных кислот и моноглицерида. Свое действие она осуществляет вместе с желчными кислотами и колипазой поджелудочной железы.

Протеазы синтезируются железой в виде предшественников, которые активируются в двенадцатиперстной кишке. В результате действия всех пептидаз (трипсина, химотрипсина, эластазы, карбоксипептидаз) образуются олигопептиды, расщепляющиеся в дальнейшем с помощью ферментов щеточной каемки, а также свободные аминокислоты.

Протеолитическая активность пищеварительного сока поджелудочной железы находится на довольно высоком уровне уже с первых месяцев жизни, достигая максимума к 4–6 годам. Липолитическая активность увеличивается в течение первого года ребенка. Активность поджелудочной амилазы к концу первого года жизни возрастает в 4 раза, достигая максимальных значений к 9 годам.

Регуляция секреции сока поджелудочной железы — сложный процесс, в котором участвуют нейрогуморальные механизмы, причем важная роль отводится гуморальным факторам — гастроинтестинальным гормонам (секретин, холецистокинин-панкреозимин), активизирующимся под действием рилизинг-пептидов, секретируемых в слизистой оболочке двенадцатиперстной кишки. Секретин усиливает продукцию жидкой части сока, а холецистокинин-панкреозимин стимулирует ферментативную активность поджелудочной железы. Инсулин, гастрин, бомбензин, соли желчных кислот, серотонин также усиливают секреторную активность последней. Выделение панкреатического сока тормозят глюкагон, кальцитонин, соматостатин и др.

Экзокринная дисфункция поджелудочной железы встречается при различных заболеваниях и может быть следствием общего или изолированного снижения ее ферментативной активности. Нередко дефицит ферментов обусловлен нарушением их активации в тонкой кишке. Вследствие дисфункции поджелудочной железы, сопровождающейся дефицитом ферментов (мальдигестия), часто развивается нарушение всасывания пищевых веществ (мальабсорбция).

Известно, что поджелудочная железа обладает большими компенсаторными возможностями и нарушение панкреатической секреции проявляется лишь при тяжелом ее поражении. Стеаторея и креаторея у взрослых развиваются в тех случаях, когда секреция панкреатической липазы и трипсина снижается более чем на 90 %.

Вывод. Таким образом, в настоящее время в педиатрии существуют различные методы оценки экзокринной функции поджелудочной железы, как прямые, так и косвенные. Задача врача состоит в выборе наиболее адекватного метода исследования с учетом основных клинических симптомов заболевания.

Только один синтез панкреатических ферментов *de novo* не способен полностью возместить необходимый состав гидролаз, выделяемых в кишечник при активной секреции.

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ПОНЯТИЕ, СУЩНОСТЬ И СОЦИАЛЬНО-ПРАВОВАЯ ПРИРОДА КОРРУПЦИИ

Аннотация: Статья посвящается исследованию понятия, сущности и социально-правовой природы коррупции как социально-опасного явления. Для лучшего понимания социально-правовой природы коррупции автором проводится анализ существенных признаков данного явления.

Ключевые слова: коррупция, сущность коррупции, признаки коррупции, коррупционные отношения, социально-правовая природа коррупции, противодействие коррупции.

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CONCEPT, ESSENCE AND SOCIO-LEGAL NATURE OF CORRUPTION

Annotation: The article is devoted to the study of the concept, essence and social and legal nature of corruption as a socially dangerous phenomenon. For a better understanding of the socio-legal nature of corruption, the author analyzes the essential features of this phenomenon.

Keywords: corruption, essence of corruption, signs of corruption, corruption relations, social and legal nature of corruption, counteraction to corruption.

На протяжении истории всего человечества коррупция и власть были неразделимы, государство эволюционировало одновременно с коррупцией. Глобализация и становление мирового хозяйства позволили коррупции выйти на международный уровень и стать одним из наиболее опасных и массовых явлений современности. Несмотря на то, что понятие коррупции является достаточно проанализированным со стороны как зарубежных, так и отечественных ученых, из-за отсутствия единого мнения в понимании коррупции, она продолжает оставаться актуальным предметом научного исследования большинства ученых.

Слово коррупция в переводе с латинского «*corrumpere*» означает порчу, уничтожение, истребление, искажение, подкуп, задабривание

подарками, совращение. В римском праве этот термин применялся для определения деятельности лиц, искажающих судебный процесс или процесс управления общественными делами.

Этимологический анализ позволяет вскрыть наиболее существенные признаки данного явления. В этом смысле представляет интерес точка зрения В.В. Лунеева, который рассматривает коррупцию как «социально-правовое или криминологическое явление, охватывающее совокупность общественно опасных деяний, как криминализированных, так и (по различным причинам) не криминализированных законодательством, но признанных преступными в мировой практике»¹².

Весьма интересное понятие коррупции дает П.А. Чебоксаров, который определяет коррупцию как «совокупность негативных явлений, происходящих в обществе и государстве. Она выражается прежде всего в пренебрежении отдельными должностными лицами моральными нормами и в совершении ими деяний из корыстной или личной заинтересованности, направленных против государственной власти, интересов государственной службы и службы в органах местного самоуправления»¹³.

Продолжая анализ содержания понятия коррупция, хотелось бы обратиться к Закону Республики Узбекистан «О противодействии коррупции», которая определяет коррупцию как незаконное использование лицом своего должностного или служебного положения с целью получения материальной или нематериальной выгоды в личных интересах или в интересах иных лиц, а равно незаконное предоставление такой выгоды¹⁴.

Нельзя не согласиться с мнениями ученых о том, что коррупция представляет собой деяние, выражающееся в умышленном злоупотреблении должностными лицами своих полномочий, с целью извлечения личной выгоды в виде материальных и не материальных благ. Но перед нами встал вопрос о том, что же понимает под коррупцией международное сообщество?

Наиболее широкое истолкование термина коррупции со стороны международной организации можно встретить в Кодексе поведения должностных лиц по поддержанию правопорядка, принятом Генеральной Ассамблеей ООН 17 декабря 1979 г, которая определяет, что несмотря на то, что понятие коррупции должно определяться в соответствии с национальным правом, под коррупцией следует понимать, что она охватывает совершение или не совершение какого-либо действия при исполнении обязанностей или по причине этих обязанностей в результате

¹² Лунеев В.В. Коррупция: политические, экономические, организационные и правовые проблемы (Тезисы доклада) // Государство и право. 2000. № 4.С.100.

¹³ Чебоксаров П.А. Проблема коррупции на уровне местного самоуправления // Актуальные проблемы антикоррупционной политики на региональном уровне: Материалы региональной научнопрактической конференции. СПб., 2001.

¹⁴ Закон Республики Узбекистан «О противодействии коррупции» от 03.01.2017 г. № ЗРУ-419.

требуемых или принятых подарков, обещаний или стимулов, или их незаконное получение всяких раз, когда имеет место такое действие или бездействие. Кроме того, под коррупцией следует понимать выполнение должностным лицом каких-либо действий или бездействие в сфере его должностных полномочий за вознаграждение в любой форме в интересах дающего такое вознаграждение, как с нарушением должностных инструкций, так и без их нарушения, относится к коррупции¹⁵.

Таким образом, рассмотрев истолкование термина коррупции, можно сделать вывод о том, что международно-правовыми актами под данным термином понимается не только получение подарков, вознаграждений, но и само поведение должностного лица, которое осуществляется для получения таких материальных и не материальных вознаграждений.

По нашему мнению, было бы целесообразным продолжить наше исследование, анализируя основные признаки и свойства коррупции, которые в дальнейшем способствовали бы раскрытию ее социально-правовой природы.

Основными социальными признаками коррупции с точки зрения субъекта коррупции Н.В Селихова являются отклонение поведения по отношению к интересам большинства; использование принуждения для достижения экономического господства; неофициальный характер коррупционных отношений; незаконность использования материальных и иных благ, принадлежащих государству и обществу, средств их достижения¹⁶.

В свою очередь, следует остановиться на позиции Н.И. Мельника, который думает, что «определение понятия коррупции и установление ее конкретных проявлений должно основываться на понимании социальной сущности этого явления. Сущность коррупции состоит в том, что она искажает общественные отношения, разрушает нормальный порядок вещей в обществе, в результате чего происходит «порча», «коррозия власти»¹⁷.

Таким образом, по мнению Н.В.Селихова социальная природа коррупции является наиболее глубоким выражением ее сущности. Однако, это не означает полную обусловленность коррупции культурой, поскольку некоторые исследователи видят причины коррупции в культуре, психологии человека и относят истоки этого явления к древнейшим обществам, культивировавшим жертвоприношения богам¹⁸. При этом коррупция представляет собой общественное отношение, которое возникает с субъектами разного социального статуса, где один обладает

¹⁵ См.: https://www.un.org/ru/documents/decl_conv/conventions/code_of_conduct.shtml.

¹⁶ Селихов Н.В. Коррупция в государственном механизме современной России (теоретические аспекты). Дис... канд. юрид. наук. Екатеринбург, 2001. С.53.

¹⁷ Мельник Н.И. Понятие коррупции // Коррупция и борьба с ней. М., 17 С.2000.

¹⁸ Голубев В.В. Законодательство. – 2002. – № 6.

властью, а другой нет. А причиной возникновения коррупционного отношения становится общественное благо, которым полномочны распоряжаться должностные лица.

На основании вышеизложенного, автором выдвигается мнение рассматривать коррупцию опасное явление, поразившее аппарат государственного управления, сущность которого заключается в содержания антисоциального поведения в действиях должностного лица, направленных на получение материальной выгоды. Следовательно, социально-правовую природу коррупции можно определить, как комплекс всех существенных признаков этого явления, выражающееся во взаимной заинтересованности, договоренности отношений, возникающих между сторонами.

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7. https://www.un.org/ru/documents/decl_conv/conventions/code_of_conduct.shtml.

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ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ПРОФЕССИОНАЛЬНОЙ ОРИЕНТАЦИИ МОЛОДЕЖИ

Аннотация. В данной статье изложены вопросы профессиональной ориентации, выбора профессии учащейся молодежи в процессе обучения, а также особенности учета возрастных этапов в профессиональной ориентации обучающихся.

Ключевые слова: процесс обучения, профориентация, профессиональная пропаганда, выбор профессии.

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PSYCHOLOGICAL FEATURES OF PROFESSIONAL ORIENTATION OF YOUNG PEOPLE

Annotation. This article describes the issues of professional orientation, the choice of profession of students in the learning process, as well as the specifics of taking into account the age stages in the professional orientation of students.

Keywords: learning process, career guidance, professional propaganda, ecstasy, choice of profession.

Одним из важнейших требований, предъявляемых к воспитанию студентов в системе обучения независимого Узбекистана, является воспитание компетентных, творческих и самостоятельно мыслящих специалистов, способных к организации межличностных отношений. В сегодняшнюю эпоху глобализации благородные намерения закрепляются в общественной жизни, когда речь идет о создании специалистов, способных управлять высокими технологиями. Для осуществления социального прогресса в стране необходимо готовить высококвалифицированных специалистов и повышать их до уровня мировых стандартов, а для удовлетворения сегодняшнего прогресса науки и техники, путем воспитания образованных, самоотверженных людей своей профессии, в нашем государстве можно сформировать профессионалов, способных противостоять рыночной экономике, создавать конкурентоспособную продукцию. Они вырастут людьми, отвечающими требованиям времени,

обладающими широкими интересами, сильной квалификацией, устойчивой памятью, хорошим мышлением, любознательными, трудолюбивыми, патриотичными, религиозными убеждениями. Для этого большое значение имеет профессиональная ориентация учащихся во всех аспектах системы непрерывного образования.

Важным вопросом в профессиональной ориентации учащихся является вопрос о деятельности. Потребности, побуждающие живое существо действовать определенным образом и в определенном направлении, являются источником активности личности. Потребность-это состояние живого существа, выражающее его зависимость от конкретных условий существования и порождающее его активность по отношению к этим условиям. Активность личности проявляется в процессе удовлетворения потребностей. Потребность человека формируется в процессе его воспитания. Таким образом, процесс удовлетворения личностью собственных потребностей выделяется как активный, специфически целенаправленный процесс овладения формой деятельности, определяемый общественным прогрессом.

Одним из важнейших требований, предъявляемых к воспитанию школьников в независимом Узбекистане, является воспитание у них потребности в коктейлях. Дальнейшее развитие потребности в коктейлях происходит в результате развития производства, максимальной автоматизации многих производственных процессов, улучшения условий коктейля, сокращения рабочего времени, оживления творческих сил, которые могут проявить себя только в общественно полезном коктейле.

Особое внимание было уделено тому, какую роль в основных направлениях реформирования общеобразовательной школы играют профориентационное воспитание и профессиональная ориентация учащихся. Потребности могут быть естественными и культурными по происхождению. В естественных потребностях выражается подчиненность человека условиям, необходимым для активной трудовой деятельности, поддержания его жизнедеятельности и жизнедеятельности его потомства.

Потребности по характеру своего субъекта могут быть материальными и духовными. В материальных потребностях выражается зависимость человека от предметов материальной культуры (потребность в пище, одежде, жилище, предметах быта и др.), а в духовных-подчинение продукту общественного сознания. Духовные потребности находят свое отражение в создании и преобразовании духовной культуры. Читатель чувствует необходимость делиться своими мыслями и чувствами с другими, читать газеты, книги и журналы, смотреть кинофильмы и спектакли, слушать музыку и тому подобное. Духовные потребности неразрывно связаны с материальными. Для удовлетворения духовных потребностей обязательно требуются материальные вещи (книги, газеты,

писчая и нотная бумага, краски и т.п.), которые считаются предметом материальных потребностей.

Таким образом, потребность, которая по происхождению является естественной, но по предмету-материальной, по происхождению-культурной, может быть либо материальной, либо смысловой по предмету.

Если поведение животных полностью определяется окружающей средой, то активность человека с самого раннего возраста ориентируется на весь человеческий опыт и требования общества. Этот вид поведения обладает такой спецификой, что в психологии профессиональной ориентации учащихся для его обозначения используется специальный термин - профессиональная деятельность.

То есть профессиональная деятельность - это специфическая форма деятельности, управляемая сознанием и мышлением человека, обусловленная различными потребностями в нем, и направленная на изменение и совершенствование внешнего мира и самого себя. Это - коктейльная деятельность, направленная на создание материальных благ, это-исследовательская деятельность, направленная на открытие новых открытий и тому подобное.

Любая профессиональная деятельность проявляется в реальных условиях, разными способами и в разных проявлениях. Даже если каждое совершаемое действие направлено на что-то значимое-предмет, деятельность мыслится как совокупность предметных действий. Например, предметное действие студента, пишущего конспект лекции, направлено на запись, которая, в первую очередь, обогащает запас знаний путем внесения изменений в количество и качество записей в этой тетради. В зависимости от того, на что именно направлена профессиональная деятельность и предметные действия, ее составляющие, прежде всего, различают внешнюю и внутреннюю профессиональную деятельность.

Профориентация-это система научно обоснованных и действенных мероприятий психолога-педагога, медика и государства по оказанию помощи молодым людям, вступающим в жизнь для выбора устойчивой профессии с учетом их собственной профессии как потребностей общества, а также собственных интересов и способностей.

Потребность-это состояние живого существа, выражающее его зависимость от конкретных условий существования и порождающее его активность по отношению к этим условиям. Активность личности проявляется в процессе удовлетворения потребностей. Потребность человека формируется в процессе его воспитания. Таким образом, процесс удовлетворения личностью собственных потребностей выделяется как активный, специфически целенаправленный процесс овладения формой деятельности, определяемый общественным прогрессом.

Профессиональный выбор молодежи начинается, в основном, со средней школы, соответственно, перед психологами с педагогическим

коллективом стоит такая важная задача, как заинтересованность школьников разного возраста, пола в профессии, развитие трудовых навыков, реализация (самореализация) своих внутренних возможностей.

Кроме того, психологам необходимо разработать методы, методики, технологии, формы, критерии и компоненты определения интеллекта, способностей и степени пригодности учащихся к той или иной профессии, а также провести научно-исследовательскую работу в данной области.

Также, в целях формирования у молодежи реалистичности в выборе профессии, в школе будут организованы встречи, круглые столы, вечера и лекции с представителями передовых профессий, ветеранами профессий, профессиональными династиями. Эти мероприятия создают более устойчивый интерес учащегося к этой профессии.

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КЛИНИКО-ИММУНОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ОБСТРУКТИВНОГО БРОНХИТА У ДЕТЕЙ С ИНФЕКЦИЯМИ РЕСПИРАТОРНОГО ТРАКТА

Резюме: Бронхообструктивный синдром (БОС) регистрируется хотя бы однажды по данным различных авторов у 10-50% детей в возрасте до 6 лет. Рецидивирующее течение синдрома бронхиальной обструкции отмечается по некоторым данным в 25% случаев БОС. Наиболее затруднительными в плане дифференциальной диагностики являются часто встречающиеся у детей младшего возраста рецидивы острого обструктивного бронхита и приступы бронхиальной астмы (БА) на фоне острой респираторной инфекции (ОРИ).

Трудность дифференциальной диагностики этих заболеваний обусловлена сходной клинической картиной, данными объективного осмотра, результатами рентгенологического исследования и возрастным ограничением использования дополнительных методов верификации диагноза.

Таким образом, БА может длительно скрываться под маской острого обструктивного бронхита, рецидивирующего на фоне ОРИ.

Ключевые слова: обструктивный бронхит, респираторный тракт, клинико-иммунологическая особенность.

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CLINICAL AND IMMUNOLOGICAL FEATURES OF OBSTRUCTIVE BRONCHITIS IN CHILDREN WITH RESPIRATORY TRACT INFECTIONS

Resume: Bronchoobstructive syndrome (BOS) is registered at least once according to various authors in 10-50% of children under the age of 6 years. The recurrent course of bronchial obstruction syndrome is noted according to some data in 25% of cases of BOS. The most difficult in terms of differential diagnosis are the frequent relapses of acute obstructive bronchitis and asthma

attacks in young children against the background of acute respiratory infection (ARI).

The difficulty of differential diagnosis of these diseases is due to a similar clinical picture, objective examination data, X-ray examination results and age restriction of the use of additional methods of diagnosis verification.

Thus, BA can hide for a long time under the mask of acute obstructive bronchitis, which recurs against the background of ARI.

Key words: obstructive bronchitis, respiratory tract, clinical and immunological feature.

Введение. Бронхо-обструктивный синдром – один из наиболее распространенных синдромов поражения органов дыхания у детей и подростков[4]. Для того, что бы уметь диагностировать, лечить, проводить профилактику этого состояния, необходимы знания многих фундаментальных и клинических дисциплин, приобретаемых студентами в течение всего времени обучения в ВУЗе[1].

Накоплен опыт диагностики и лечения клинических форм, не входивших в отечественную классификацию болезней органов дыхания у детей еще 8 лет назад: хронического бронхита, бронхолегочной дисплазии[6].

Достигнуты значительные успехи в понимании тяжелой обструктивной патологии легких, обусловленной поражением мышечных бронхов. Установлен характер возрастной эволюции обструктивных болезней легких[5].

Сказываются ошибки при диагностике, поздняя госпитализация, бесконтрольное или, напротив, недостаточное использование отдельных групп лекарственных препаратов[2,3]. Специального внимания заслуживают больные, достигшие подросткового возраста.

Известно, что драматические исходы при астме у детей приходится, главным образом, на пубертатный период.

Цель исследования. Разработать дифференциально-диагностические критерии обструктивного бронхита, ассоциированного с различными инфекциями респираторного тракта у детей и определить их прогностическое значение.

Материалы и методы исследования. Установление отношения шансов OR и относительного риска RR, исследованием диагностической значимости уровня ИЛ -4, ИЛ- 8 у больных острым обструктивным бронхитом (n=23) и обструктивным бронхитом, рецидивирующего течения (n=27) у детей раннего и дошкольного возраста.

Обсуждение. Наибольшую этиологическую значимость в развитии обструктивного бронхита у детей' имеет аденовирусная инфекция, меньшую - респираторно-синцитиальная инфекция, парагрипп, грипп, вирусно-бактериальные ассоциации.

Обструктивные бронхиты у детей первого года жизни чаще вызываются; респираторно-синцитиальной инфекцией, в раннем возрасте — парагриппом и вирусно-хламидийной инфекцией, у дошкольников? - аденовирусной инфекцией, гриппом и вирусно-микоплазменной инфекцией.

Факторами риска обструктивных бронхитов при- аденовирусной инфекции являются; пассивное курение и частая предшествующая заболеваемость, при РС-инфекции - неблагоприятный; антенонатальный анамнез, при гриппе - патология органов дыхания в семье, при вирусно-хламидийных ассоциациях - повышенная респираторная; заболеваемость детей и их матерей. Для обструктивных бронхитов вирусно-микоплазменной этиологии характерна многофакторность причин.

Наибольшую этиологическую значимость в формировании тяжелых форм обструктивного бронхита имеет респираторно-синцитиальная инфекция, в развитии затяжная-течения — вирусно-хламидийные ассоциации и респираторно-синцитиальная инфекция.

Рецидивирующее течение обструктивного бронхита характерно для аденовирусной инфекции (33,3%), вирусно-хламидийной (60%) и вирусно-микоплазменной (100%) ассоциаций.

Неблагоприятные исходы обструктивного бронхита в виде непрерывно-рецидивирующего течения (13,3%) и трансформации, в бронхиальную астму (20%) развиваются при вирусно-микоплазменной инфекции.

Особенностью обструктивного бронхита на первом году жизни является преимущественное развитие тяжелых форм при' респираторно-; синцитиальной инфекции, затяжного течения - при респираторно-синцитиальной и вирусно-хламидийной инфекциях.

Более глубокие нарушения системы иммунитета отмечаются у детей с обструктивным бронхитом, ассоциированным со смешанными вирусно-хламидийной и вирусно-микоплазменной инфекциями, в виде уменьшения функциональной активности фагоцитирующих клеток, снижения показателей Т-клеточного звена, дефицита А.

Вывод. Результаты работы позволяют использовать комплекс дифференциально-диагностических отличий обструктивного бронхита у детей с различными инфекциями респираторного тракта для прогнозирования тяжести и длительности, заболевания, проведения адекватной терапии.

Данные, характеризующие особенности иммунного статуса детей с обструктивными бронхитами при вирусно-бактериальных инфекциях, отражают необходимость использования иммунокорректирующей терапии и диспансерного наблюдения детей.

На основании установленных клинико-анамнестических и иммунологических особенностей обструктивного бронхита у детей с

острыми респираторными инфекциями разработан алгоритм дифференциально-диагностического наблюдения с целью профилактики рецидивов заболевания.

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ТЕОРИЯ И МЕТОДОЛОГИЯ БУХГАЛТЕРСКОГО УЧЕТА

Аннотация. В данной статье автором рассматриваются теоретические аспекты бухгалтерского учета на предприятиях. Раскрывается понятие бухгалтерского учета, его задачи, функции, принципы, а также способы и приемы метода бухгалтерского учета. На основе изучения законодательства РФ рассматривается система нормативного регулирования бухгалтерского учета.

Ключевые слова: бухгалтерский учет, функции бухгалтерского учета, принципы бухгалтерского учета, методы бухгалтерского учета.

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THEORY AND METHODOLOGY OF ACCOUNTING

Annotation. In this article, the author examines the theoretical aspects of accounting in enterprises. The concept of accounting, its tasks, functions, principles, as well as methods and techniques of the accounting method are revealed. Based on the study of the legislation of the Russian Federation, the system of regulatory regulation of accounting is considered.

Keywords: accounting, accounting functions, accounting principles, accounting methods.

Основой учетной информационной системы является бухгалтерский учет. Успех предприятия во многом зависит от рациональной организации бухгалтерского учета.

Согласно Федеральному закону от 06.12.2011 № 402-ФЗ «О бухгалтерском учете» бухгалтерский учет представляет собой

«формирование документированной систематизированной информации об объектах, предусмотренных настоящим Федеральным законом, в соответствии с требованиями, установленными настоящим Федеральным законом, и составление на ее основе бухгалтерской (финансовой) отчетности» [1].

По мнению Т.Н. Беликовой бухгалтерский учет – «это упорядоченная система сбора, регистрации и обобщения информации в денежном выражении об активах, обязательствах организаций и их движении путем непрерывного, сплошного и документированного учета всех экономических операций» [3].

По мнению авторского коллектива Н. А. Лытневой, Л. И. Малявкиной и Т. В. Федоровой основной целью бухгалтерского учета на предприятии является «формирование полной и достоверной информации (бухгалтерской отчетности) деятельности предприятия и его финансового состояния, необходимых внутренним пользователям бухгалтерского учета – менеджерам, учредителям, членам и владельцам имущества организации, а также внешним – инвесторам, кредиторам и другим пользователям бухгалтерской отчетности» [5].

Исходя из указанной цели, можно выделить следующие задачи бухгалтерского учета:

1) формирование полной и достоверной информации о деятельности организации и ее имущественном положении, необходимой для внутренних и внешних пользователей бухгалтерской отчетности;

2) предоставление информации, необходимой внутренним и внешним пользователям бухгалтерской отчетности для контроля за соблюдением организацией законодательства Российской Федерации при осуществлении организацией хозяйственных операций и их целесообразностью, наличием и движением имущества и обязательств, использованием материальных, трудовых и финансовых ресурсов в соответствии с утвержденными нормами, нормативами и сметами;

3) недопущение негативных результатов хозяйственной деятельности организации и выявление внутренних резервов для обеспечения их финансовой устойчивости.

Из содержания задач бухгалтерского учета, которые необходимо решить, можно выделить следующие функции, представленные в таблице 1.

Таблица 1 – Функции бухгалтерского учета (составлено автором)

Функция	Элементы
Регистрационная	Первичная регистрация деятельности предприятия осуществляется при каждом факте ее совершения
Информационная	Систематизация, группировка и объединение всех документированных и зарегистрированных видов деятельности предприятия в такой форме, чтобы информация могла быть получена из нее в необходимой форме

Реактивная (функция «обратной связи»)	Бухгалтерская отчетность обеспечивает ведение данных о финансовой деятельности предприятия и текущем состоянии финансов за определенный промежуток времени, что приводит к мониторингу эффективности финансовых показателей предприятия и выдаче последующих рекомендаций
Аналитическая	Представленная информация является основой для анализа деятельности (экономической и финансовой деятельности) на предприятии
Контрольная	Определение того, как предприятие достигает своих целей (Различают текущий, предварительный и заключительный виды контроля)
Контроля сохранности собственности	Чтобы реализовать эту функцию, необходимо внедрить инвентаризацию расчетных показателей и собственности компании

Решение целей и задач во многом зависит от четкого соблюдения основных принципов бухгалтерского учета, представленных в таблице 2.

Таблица 2 – Принципы бухгалтерского учета (составлено автором)

Принцип	Характеристика
Автономность	Каждая компания существует как независимое юридическое лицо. Бухгалтерский учет отражает только имущество, признанное собственностью конкретной компании
Действующего предприятия	Компания работает и планирует сохранить свои позиции на экономическом рынке в будущем, в указанные сроки и в установленном порядке погасить обязательства перед своими партнерами
Двойной записи	Все хозяйственные операции отражаются одновременно по дебету одного бухгалтерского счета и кредиту другого счета на одинаковую сумму
Осмотрительность	Определенная степень осторожности при формировании суждений, при необходимых расчетах в условиях неопределенности, чтобы избежать переоценки активов или доходов, а также недооценки обязательств или расходов. Соблюдение принципа осмотрительности предотвращает образование скрытых резервов и чрезмерных резервов, сознательно занижает активы или доходы или сознательно переоценивает обязательства или расходы
Начислений	Все транзакции регистрируются в момент их совершения, а не во время платежа, и относятся к отчетному периоду, в течение которого была совершена транзакция
Объективность	Все хозяйственные операции должны отражаться в бухгалтерском учете, регистрироваться на всех этапах бухгалтерского учета и подтверждаться обосновывающими документами, на основании которых ведется бухгалтерский учет.
Периодичность	Регулярное составление балансов и отчетов за следующие периоды: год, полугодие, квартал, месяц. Этот принцип обеспечивает сопоставимость данных отчета и позволяет рассчитать финансовые результаты по определенным периодам

	времени
Конфиденциальность	Содержание внутренней бухгалтерской информации является коммерческой тайной компании, за раскрытие и нанесение ущерба ее интересам предусмотрена ответственность, установленная законом
Денежное измерение	Единицей количественного денежного измерения фактов хозяйственной деятельности выступает валюта страны
Регистрация дохода (выручки)	Доход отражается в периоде, в течение которого он был получен, а не в тот момент, когда был произведен платеж
Соответствие	Доходы за отчетный период должны быть отнесены к расходам, в результате которых были получены эти доходы

Таким образом, принципы бухгалтерского учета являются основой для разработки конкретных правил бухгалтерского учета, закрепленных в стандартах, инструкциях и правилах бухгалтерского учета.

Задачи бухгалтерского учета решаются с помощью различных методов и приемов, совокупность которых называется методом бухгалтерского учета, который включает в себя следующие основные элементы, представленные в таблице 3.

Таблица 3 – Основные элементы метода бухгалтерского учета (составлено автором)

Элемент	Характеристика
Документирование	Письменное свидетельство о совершенной хозяйственной операции, которое делает данные бухгалтерского учета законными
Бухгалтерские счета	Способ группировки текущего отражения собственности, обязательств и транзакций
Оценка	Способ выражения денежных средств и их источников в денежном измерении
Инвентаризация	Проверка наличия активов, перечисленных в балансе, осуществляется путем подсчета, описания, взвешивания, взаимного голосования, оценки выявленных средств и сравнения полученных данных с данными бухгалтерского учета
Двойная запись	Взаимосвязанные отражения хозяйственных операций на счетах бухгалтерского учета, когда каждая операция одновременно записывается на дебет одного счета и кредит других счетов на ту же сумму
Калькулирование	Расчет стоимости единиц продукции, работ, услуг в денежном выражении, то есть расчет затрат
Бухгалтерский баланс	Он является источником информации и представляет собой процедуру экономической группировки активов организации по составу, размещению и источникам образования, выраженную в денежной оценке и составленную на определенную дату
Бухгалтерская отчетность	Совокупность показателей бухгалтерского учета, представленных в виде определенных таблиц, характеризующих движение активов, обязательств и финансовое положение организаций за отчетный период

Подводя итоги, можно отметить, что бухгалтерский учет играет важную роль в формировании финансового положения предприятия. Это сложная система с множеством важных функций, предназначенных для регистрации, анализа и мониторинга деятельности предприятия в целом. На основе вышесказанного было разработано личное определение автора относительно интерпретации бухгалтерского учета, которое может быть представлено как комплекс сбора, разделения, распространения и обобщения полученной информации о финансовом положении предприятия. Данный учет ведется строго документально. При его формировании не допускается возникновение ошибок или неточностей, отклонений от нормативных сроков его исполнения. Нормативные сроки формирования бухгалтерского учета определяются налоговым и бухгалтерским законодательством Российской Федерации, а также внутренними нормативными документами предприятия.

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МЕТОДЫ АНАЛИЗА ОСНОВНЫХ ПОКАЗАТЕЛЕЙ БУХГАЛТЕРСКОЙ ФИНАНСОВОЙ ОТЧЕТНОСТИ

Аннотация. В данной статье автором рассматриваются методы анализа основных показателей бухгалтерской финансовой отчетности на предприятиях. Раскрывается цель анализа показателей бухгалтерской отчетности, его задачи, а также этапы его проведения. На основе изучения алгоритма проведения анализа показателей бухгалтерской отчетности предприятия рассматриваются вертикальный, горизонтальный, факторный, трендовый и коэффициентный анализ бухгалтерской (финансовой) отчетности.

Ключевые слова: бухгалтерская отчетность, методы анализа, цель анализа, задачи анализа, этапы проведения анализа.

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METHODS OF ANALYSIS OF THE MAIN INDICATORS OF ACCOUNTING FINANCIAL STATEMENTS

Annotation. In this article, the author discusses the methods of analyzing the main indicators of accounting financial statements at enterprises. The purpose of the analysis of accounting indicators, its tasks, as well as the stages of its implementation are disclosed. Vertical, horizontal, factor, trend and coefficient analysis of accounting (financial) statements are considered based on the study of the algorithm for analyzing the indicators of the accounting statements of the enterprise.

Keywords: accounting statements, methods of analysis, purpose of analysis, tasks of analysis, stages of analysis.

Важнейшим этапом при реализации процесса осуществления деятельности предприятия является проведение анализа показателей бухгалтерской отчетности. Анализ показателей бухгалтерской отчетности предприятия позволяет определить наиболее рациональные способы использования ресурсов и сформировать структуру средств предприятия. Кроме того, финансовый анализ может выступать в качестве инструмента прогнозирования отдельных показателей предприятия и финансовой деятельности в целом.

Целью анализа показателей бухгалтерской отчетности является своевременное выявление и устранение упущений и недостатков при реализации финансовой деятельности и нахождение резервов для улучшения финансово-экономического состояния предприятия и показателей его платежеспособности.

Основными задачами анализа показателей бухгалтерской отчетности предприятия являются:

- определить показатели, характеризующие финансовое положение предприятия по их видам за отчетный период и сравнить их с данными за предшествующий год и бизнес-планом;
- определить динамику за ряд лет показателей, рассчитать темп роста и прироста;
- определить и рассчитать факторы, оказавшие влияние на показатели; проанализировать основные факторы, повлиявшие на них;
- разработать конкретные рекомендации по повышению финансовых показателей, эффективному использованию ресурсов предприятия.

Источниками информации для анализа показателей бухгалтерской отчетности предприятия являются данные, представленные в бухгалтерской отчетности: «Бухгалтерский баланс»; «Отчет о финансовых результатах»; «Отчет об изменениях капитала», «Отчет о движении денежных средств». При анализе также используются данные бизнес-плана, аналитического и синтетического бухгалтерского учета.

Изучив основные этапы проведения анализа показателей бухгалтерской отчетности предприятия, был предложен алгоритм анализа, представленный на рисунке 1.

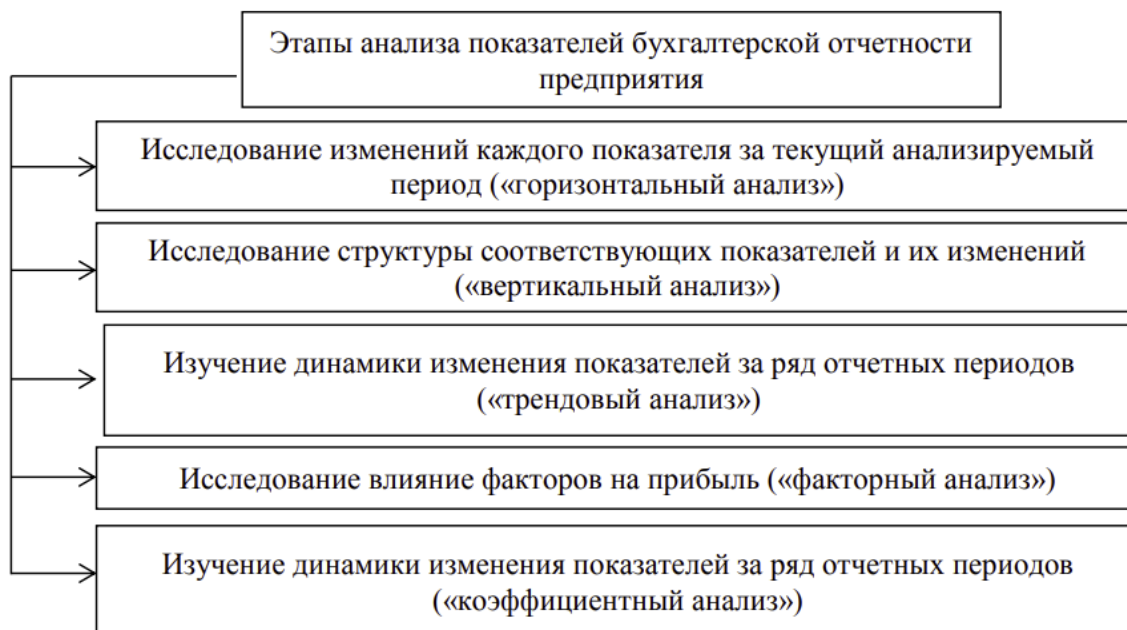


Рисунок 1 – Алгоритм проведения анализа показателей бухгалтерской отчетности предприятия (составлено автором)

Анализ начинается со сравнения фактических показателей бухгалтерской отчетности предприятия за анализируемый период с данными прошлого года и бизнес-плана.

В процессе горизонтального анализа показателей бухгалтерской отчетности предприятия отслеживаются изменения каждого показателя за отчетный период по сравнению с базисным периодом. Данный анализ заключается в построении одной или нескольких таблиц, в которых абсолютные показатели дополняются относительными темпами роста или снижения. Цель анализа состоит в том, чтобы выявить абсолютные и относительные изменения величин различных показателей за определенный период времени и дать оценку этим изменениям. Анализ позволяет изучить динамику показателей. Вариантом горизонтального анализа является трендовый анализ, при котором каждая позиция отчетности сравнивается с рядом предыдущих периодов и определяется тренд, то есть основная тенденция динамики соответствующего показателя.

Цель вертикального анализа – расчет удельного веса отдельных показателей в общем итоге и оценке этих изменений.

Следующим направлением анализа является факторный анализ, с помощью которого определяется влияние отдельных факторов на показатели бухгалтерской отчетности. Также факторный анализ позволяет выявить причины изменений показателей, а значит разработать соответствующие рекомендации.

Таким образом, анализ показателей бухгалтерской отчетности предприятия следует проводить, соблюдая логику движения от общего к

частному и далее к определению влияния частного на общее. Иначе говоря, сначала анализируются обобщающие показатели бухгалтерской отчетности предприятия в их динамике, затем изучается их структура, определяется изменение в анализируемом периоде по отношению к базисному периоду или к бизнес-плану; выявляются факторы, действие которых привело к изменениям, показатели, с помощью которых можно дать количественную оценку влияния факторов на изменение показателей. На следующем этапе осуществляется детальный анализ показателей бухгалтерской отчетности предприятия на основе углубленного изучения частных показателей и выявления резервов роста прибыли.

Подводя итоги, можно констатировать, что анализ форм бухгалтерской отчетности заключается в изучении бухгалтерских отчетов и документов, а также подготовке выводов, формируемых на основе изученной отчетности. Целью анализа показателей бухгалтерской отчетности является своевременное выявление и устранение упущений и недостатков при реализации финансовой деятельности и нахождение резервов для улучшения финансово-экономического состояния предприятия и показателей его платежеспособности. Для получения наиболее достоверной оценки действующего финансового положения предприятия и определения дальнейших стратегий и тактик его развития на предприятии применяется вертикальный, горизонтальный, факторный, трендовый и коэффициентный анализа бухгалтерской (финансовой) отчетности. Анализ показателей бухгалтерской отчетности предприятия следует проводить, соблюдая логику движения от общего к частному и далее к определению влияния частного на общее. Анализ бухгалтерской отчетности дает возможность руководству предприятия получить всестороннее представление об экономическом, финансовом и имущественном положении предприятия. Финансовый анализ предоставляет возможность выявления важных моментов деятельности предприятия, как потенциальная вероятность банкротства.

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ОПЫТ ПРОИЗВОДСТВЕННОГО ПРИМЕНЕНИЯ ГЕЛИОТЕПЛОХИМИЧЕСКОЙ ТЕХНОЛОГИИ ПОЛУЧЕНИЯ МНОГОКОМПОНЕНТНЫХ СТРОИТЕЛЬНЫХ МАТЕРИАЛОВ

Аннотация. В статье показано, технико-экономическая эффективность применения гелиотеплохимической технологии при производстве многокомпонентных золоцементных материалов. При этом, прежде всего, можно достичь существенной экономии энергии и ряда природных ресурсов, что, в конечном итоге, способствует также существенному улучшению экологической обстановки промышленных энергетических районов.

Ключевые слова: гелиотеплохимическая обработка, золоцементных материалов, тепломассоперенос, солнечной радиация, многокомпонентные цементные материалы, теплоперенос, лучепоглощение, экзотермия.

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EXPERIENCE OF INDUSTRIAL APPLICATION OF SOLAR HEAT- CHEMICAL TECHNOLOGY FOR OBTAINING MULTILATERAL BUILDING MATERIALS

Annotation. The article shows the technical and economic efficiency of using solar thermal chemical technology in the production of multicomponent ash-cement materials. At the same time, first of all, it is possible to achieve significant savings in energy and a number of natural resources, which, ultimately, also contributes to a significant improvement in the environmental situation of industrial energy regions.

Keywords: solar thermal treatment, ash-cement materials, heat and mass transfer, solar radiation, multicomponent cement materials, heat transfer, radiation absorption, exothermia.

Актуальность работы. В процессе перевода экономики Республики Узбекистан на рельсы интенсивного развития важное место отводится разработке, внедрению и дальнейшему развитию высокоэффективных, энергоэкономичных и экологически целесообразных технологий, что является актуальным направлением на современном этапе научно-технического прогресса.

В докладе президента Республики Узбекистана Ш.М. Мирзиёева выделено, что «во все сферы будут активно внедряться технологии «зеленой экономики», и нашей приоритетной задачей станет повышение энергоэффективности экономики на 20 процентов, сокращение выбросов вредных газов- на 10 процентов». [1].

Анализируя данные о сравнительных затратах энергоносителей на объем производства одной тысячи штук условного кирпича, специалисты АК «Узкурулишматериаллари» пришли к выводу, что наименее перспективным в условиях рынка является производство, прежде всего, жженого строительного кирпича, затем стеновых материалов, требующих автоклавной обработки и пропарки. Наиболее эффективным в этих условиях представляется производство кирпича на основе цемента, еще лучше – малоклинкерного цемента без термовлажностной обработки, или использование для этих целей нетрадиционных источников энергии, в частности – солнечной [2,3,4].

Разработанные составы и технология производства высоконаполненных золоцементных материалов были внедрены в производство при строительстве сельских домов в Ферганской и Наманганской областях Республики Узбекистан [5,6].

Наружные и внутренние монолитные стены и перегородки изготавливались из литых золоцементных материалов марки М7,5 с добавками МПД-1, МПД-2 и МПД-3. Производственные составы приведены в табл. 1.

Расход золоцементного материала на строительство одного здания составлял 95 м³.

Для возведения домов использован комплект крупнощитовой опалубки системы «Гражданстрой» СУ, ОГ, КЩ, ОО, ОО с подборными элементами.

Приготовление золоцементного материала осуществлялось в передвижном циклическом гравитационном смесителе СБ-80А с объемом замеса 165 л. Учитывая передвижной характер работ, добавки растворяли в воде в подготовительной емкости объемом 100 л до плотности 1,065 г/см³

(30%-ная концентрация), которую вводили вместе с водой затворения [7,8,9].

Таблица 1

Производственные составы литых высоконаполненных
золоцементных материалов

№ пп	Расход материала на				Добавка ПАВ		Осадка конуса, см	В/Т	Плотность, кг/м ³	Прочность при сжатии, R _{ср} ²⁸ , МПа
	Ц	З	И	В	Тип	количество, % от массы Ц + З				
1	190	1005	50	465	МПД-2	0,30	18-20	0,376	1325	7,9
2	200	985	49	470	МПД-1	0,32	18-20	0,380	1335	8,0
3	220	950	47	462	МПД-3	0,28	18-20	0,380	1350	7,8

В работе [10,11] рекомендована следующая оптимальная последовательность загрузки составляющих в барабан бетоносмесителя при приготовлении золоцементных смесей. При влажности золы более 30% в первую очередь подается 20% воды, затем полностью портландцемент и известь. Состав перемешивается в течение 60 с. Затем в барабан загружается зола и оставшая вода, смесь перемешивают в течение 120 с. Если влажность золы менее 20-30%, то сначала загружается 100% золы и 80% воды, смесь перемешивается 60 с., затем подают цемент, известь и оставшая вода. Смесь перемешивается в течение 120 с [12,13].

Усложнение технологии перемешивания вызвано повышенной вязкостью золоцементной смеси, значительной адгезией к металлу лопастей, комкованием смеси в барабане [14,15].

Проведенные в АК «Узкурилишматериаллари опытнопроизводственные работы показали, что предложенная [16] последовательность должна соблюдаться лишь при приготовлении смесей без добавок ПАВ. При введении МПД-1, МПД-2 или МПД-3, оптимальная последовательность значительно упрощается - сразу загружаются вода с добавкой, зола, цемент, известь.

Продолжительность перемешивания модифицированной смеси составляет 90-100 с и обеспечивает получение однородной нерасслаиваемой массы с осадкой конуса 18-20 см. Сравнительные показатели прочности свойств золоцементных материалов в зависимости от последовательности перемешивания приведены в табл.2.

Прием готовой золоцементной смеси осуществляется в поворотные бадьи объемом 0,8 м³ и размерами 2820x1150x900 мм. Бетонирование начинали с наружных стен и проводили непрерывно слоями с высотой слоя 50-60 см с помощью растворонасоса С-10.

Отработана также более прогрессивная укладка золоцементных смесей. Приготовленная на полигоне смесь растворонасосом С-10 подавалась в самосвалы, перевозилась и также насосам СО-58 по

раствороводу укладывалась в опалубку. Объемная подача составляла около 6 м³/ч [17,18].

Съемка боковых щитов опалубки стен производилась через 3-4 суток в период с октября по апрель, а в летний период через одни сутки. В этот период золоцементный материал набирал прочность 2,0-2,5 МПа, что обеспечивало сохранность геометрической формы и поверхности стен.

В летний период открытые поверхности стен через 6-7 суток укрывали однослойной пленкой ПВХ согласно требованиям [19].

Монтаж опалубки, арматуры и укладка золоцементной смеси осуществлялись комплексной бригадой из 7 человек в 2 смены в следующем цикле: монтаж опалубки и арматуры - 3 дня, бетонирование стен и перегородок - 2 дня, демонтаж опалубки - 2 дня.

Таблица 2

Влияние последовательности перемешивания на прочность золоцементных материалов

Последовательность загрузки и перемешивания компонентов смеси	Прочность материала, $R_{ст}^{28}$, МПа, с добавками			
	МПД-1	МПД-2	МПД-3	без добавок
I этап: 20% воды + 100% цемент + 100% известь, перемешивание 60 с. II этап: 100% золы + 80% воды, перемешивание 120 с.	7,7	8,0	7,6	4,5
I этап: 100% воды + 100% цемент + 100% известь, перемешивание 60 с. II этап: 100% золы, перемешивание 120 с.	7,8	7,9	7,5	3,8
I этап: 100% золы + 100% воды + 100% известь, перемешивание 90 с. II этап: 100% цемента, перемешивание 120 с.	8,0	8,3	8,0	4,4
100% воды + 100% зола + 100% цемент + 100% известь, перемешивание 100 с.	7,9	8,1	7,6	3,5

Производственные процессы сооружения монолитных стен сельских домов из золоцементных материалов, технологическая схема приготовления и укладки смеси, варианты плана монолитных домов и спецификация элементов опалубки приведены в приложениях № 19-20.

Контроль качества бетонных работ осуществлялся работниками строительной лаборатории Намангонского Государственной инспекции по архитектуре и строительству, под авторским надзором специалистов НамИСИ.

Качество золоцементных материалов проверялось ежедневно у места укладки, расслоение определялось один раз в смену, объемная масса

уложенной смеси и подвижность - два раза в смену. Допустимые отклонения назначались в соответствии с [19] и составляли: осадка конуса ± 2 см; коэффициент расслаиваемости - $0,93 \pm 0,02$; объемная масса уплотненной смеси ± 50 кг/м³. При превышении допустимых показателей производилась корректировка состава золоцементного материала.

Отбор проб на прочность и плотность производился один раз в смену. При этом изготавливалось 3-6 кубов размером 15x15x15 см. Образцы твердели в условиях, аналогичных условиям твердения конструкций, и испытывались в возрасте 28 суток. Пробы на морозостойкость отбирались не реже 1 раза в месяц.

В процессе контроля был определен коэффициент вариации прочности золоцементного материала для 100 партий по 3 образца, согласно ГОСТ 10180-78, составивший 16,7%, что вполне удовлетворительно для сельского строительства. Таким, образом, золоцементный материал марки М75 соответствовал классу по прочности не ниже В5,0.

За период внедрения было приготовлено и уложено более 1,2 тыс. м³ высоконаполненных литых золоцементных смесей с добавками МПД-1, МПД-2 и МПД-3, построено 20 домов сельского типа.

На кирпичном заводе Бувайдинского МХП «Агрокоммустройремонт» построена технологическая линия, включающая комбинированную солнечную установку с аккумулятором тепла для сушки изделий из золоцементных материалов. Производительность кирпичного завода составила 3 млн. шт. в год, при поверхности гелионагревателя 300 м².

Технико-экономическое обоснование эффективности внедрения новой энерго- и ресурсосберегающей технологии

Приведенные прикладные и экономические аспекты разработанной энерго- и ресурсосберегающей технологии получения многокомпонентных золоцементных материалов и изделий из них методом гелиотеплохимической обработки показывают, что происходит сокращение продолжительности твердения, в результате чего получается экономический эффект по ресурсам.

Необходимо также отметить, что использование добавок МПД и естественно нагретой бетонной смеси при гелиотепловом воздействии позволяет существенно сократить продолжительность тепловой обработки изделия. Составлен восходящий ряд $\tau_1 < \tau_2 < \tau_3$, соответственно указывающий сокращение расхода энергии на 30; 34 и 38%.

Применение гелиотеплохимической обработки изделий из высоконаполненного золоцементного материала позволяет, прежде всего, получать такие положительные эффекты, как:

снижение температуры и периода изотерического прогрева изделий

на базе техногенных отходов;

улучшение однородности, связности и пористой структуры золоцементной системы;

сокращение продолжительности уплотнения смеси при формировании изделий;

сокращение расхода вяжущего компонента и повышение прочности изделий из золоцементных материалов.

На основе проведённых опытно-производственных испытаний новой энергоэффективной технологии (рис. 1) была установлена адекватность расчетно-теоретических и экспериментальных результатов с вероятностью $93 \div 95\%$.

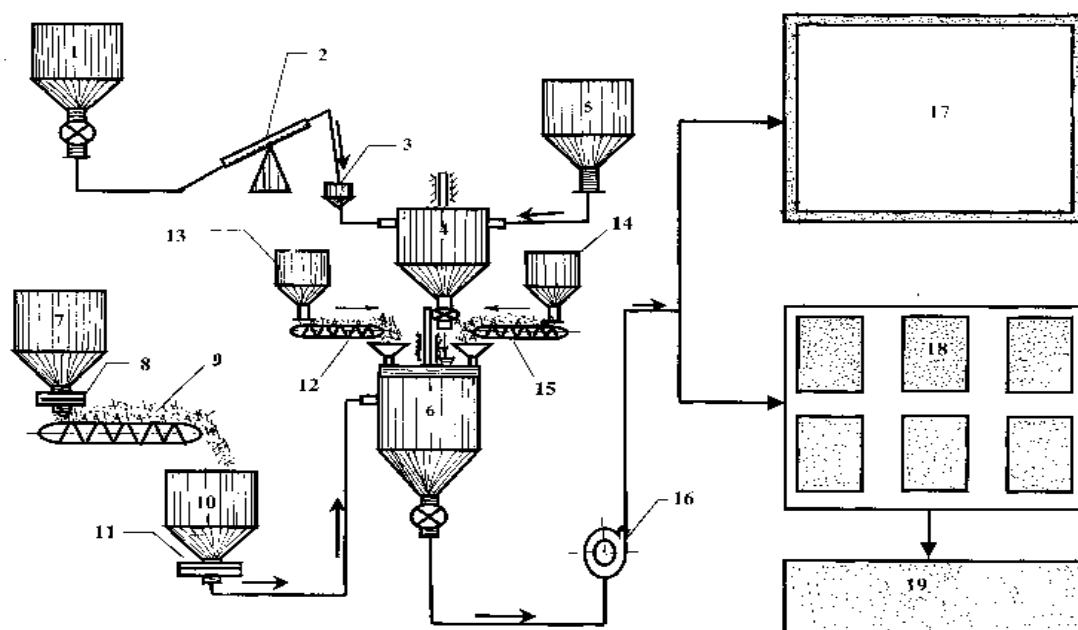


Рис. 1. Технологическая схема производства золоцементных материалов:

1 – мерник; 2 – гелиоколлектор; 3 – ороситель для теплообмена; 4 – дозатор для МПД; 5 – ёмкость для жидких целевых добавок; 6 – турбулентная растворомешалка; 7 – ёмкость для золы; 8 – дозатор; 9 – шнек; 10 – сито; 11 – дозатор для золы; 12 – шнек для цемента; 13 – ёмкость для цемента; 14 – ёмкость для дисперсных целевых добавок; 15 – шнек для извести; 16 – растворный насос; 17 – сплошная опалубка для стен; 18 – формы для готовых изделий; 19 – комбинированная гелиоустановка

Разработанная для производственных условий технология состоит из следующих стадий (рис. 1). Водопроводная вода через мерник 1 поступает в гелиоколлектор 2, где происходит ее нагрев до $38-41^{\circ}\text{C}$, после чего она попадает в ороситель для теплообменных аппаратов 3, где её температура доводится до оптимальной. Затем она направляется в дозатор 4, в который поступает также модифицированно-пластифицирующая добавка из ёмкости жидких целевых добавок 5. После перемешивания смесь (водный

раствор) поступает в растворомешалку 6. Зола из ёмкости 7, пройдя дозатор 8, при помощи шнека 9 подается в сито 10 для удаления шлаков крупной фракции. Затем зола в определенной дозе подается к дозатору 11 и направляется в растворомешалку 6, в которую также шнеком подается цемент из ёмкости 13 и известь из ёмкости для дисперсных целевых добавок 14 шнеком 15. После получения однородной массы приготовленный раствор насосом 16 перекачивается к формам для формовки изделий [20]. Полученные изделия направляются в комбинированную гелиоустановку 19, где в процессе тепловой обработки изделия достигают требуемой прочности.

В качестве базового варианта принят экспериментальный проект 181-149-Зс.85, серия 149, разработанный ТашЗНИИЭП. В проекте предусмотрено сооружение одноэтажного 2-х квартирного жилого дома усадебного типа с 3-х комнатными квартирами. Фундаменты - монолитные бутобетонные М75, цоколь из монолитного бетона М100. Стены наружные и внутренние толщиной 30 см предусмотрено возводить из монолитного керамзитобетона М75.

В качестве варианта по новой технике принят аналогичный вариант жилого дома со стенами из монолитного золоцементного материала М75.

Расчет фактической экономической эффективности от внедрения гелиотеплохимической технологии позволило домостроительному комбинату г. Намангана сэкономить энергоресурсы и дорогостоящий цемент, а также позволило использовать техногенные отходы, что улучшило экологическую обстановку в Ферганской долине.

В проекте предусмотрено сооружение одноэтажного 2-х квартирного жилого дома усадебного типа с 3-х комнатными квартирами. Фундаменты - монолитные бутобетонные М75, цоколь из монолитного бетона М100. Стены наружные и внутренние толщиной 30 см предусмотрено возводить из монолитного керамзитобетона М75.

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Расчет экономической эффективности произведен в соответствии с рекомендациями [21] на 1 дом.

Расход материалов на приготовление 1 м³ керамзитобетонной смеси М75 составляет:

- гравий керамзитовый фракции 20-40 - 173 кг/540 л;
- гравий керамзитовый фракции 5-10 - 222 кг/540 л;
- гравий керамзитовый $M_{кр} = 4,30$ - 172/360 л;
- портландцемент М400 - 180 кг.

Кроме того, при применении золоцементной смеси сокращение цикла перемешивания, подачи и укладки составляет 35-45%, при этом экономия себестоимости бетонных работ при возведении монолитных стен по данным АК «Узкурилишматериаллари составляет 40-50%.

Результатами лабораторных исследований подтверждены в производственных условиях новая энерго-и ресурсосберегающая

технология при устройстве монолитных стен приусадебных домов из золоцементных материалов в объеме более 1,2 тыс. м³.

В производственных условиях доказана высокая эффективность применения предельно наполненных золоцементных материалов, позволяющая экономить дефицитные легкие заполнители при незначительном перерасходе цемента, а также решить проблему утилизации крупнотоннажных отходов – зол тепловых электростанций и энергоцентралей.

Оптимизированы производственные составы высоконаполненных золоцементных материалов, выявлены особенности технологии приготовления, подачи, укладки и твердения смеси, составлена технологическая карта работ.

ЗАКЛЮЧЕНИЕ: на основе анализа мелкозернистых золоцементных материалов полиструктурного строения в качестве объекта гелиотеплохимической обработки и технологической переработки, впервые были обобщены принципы научных основ энерго- и ресурсосберегающей гелиотеплохимической технологии. Обоснована возможность и технико-экономическая эффективность применения в сельском строительстве высоконаполненных золоцементных материалов с модифицированно-пластифицирующими добавками полифункционального действия, что, в свою очередь, позволяет решить проблему утилизации крупнотоннажных отходов - золы гидроудаления ТЭС.

Комплексными физико-химическими исследованиями установлены основные закономерности влияния условий экзотермии на процесс структурообразования мелкозернистого золоцементного изделия при гелиотеплохимической обработке. Впервые показаны граничные, временные, интегральные и другие его показатели. Найдены оптимальные дозировки мелкозернистых золоцементных материалов при добавке извести и МПД. Было установлено, что применение добавок МПД совместно с известковой активацией позволяет получать на основе низкоактивной золы строительные материалы с прочностью 7,5-12,5 МПа в области “псевдооптимального” наполнения. Турбулентное перемешивание смеси приводит к механохимической активации смеси с образованием активных центров в структурообразующей среде, а регулируемое гелиотеплохимическое воздействие обеспечивает дополнительное увеличение прочности в среднем на марку.2. Результаты работы используются при разработке энерго- и ресурсосберегающей технологии получения золоцементных материалов и изделий методом гелиотеплохимической обработки. Концептуальные идеи, математические модели, разработанные методы и методики расчета и другие научно-технические результаты значительно расширят возможности технологов, гелиотехников и экспериментаторов при производстве строительных материалов полиструктурного строения, при проектировании и

строительстве гелиотеплохимтехнологических линий, комплексов турбулизации и механохимической активации в области энерго- и ресурсосбережения. Научные и теоретические результаты диссертации использованы при проведении занятий в ВУЗах республики при чтении лекций и проведении практических занятий по специальностям «Теплоэнергетика», «Строительство инженерных коммуникаций» и по дисциплине «Использование нетрадиционных источников энергии».

Производственная апробация разработок показала технико-экономическую эффективность применения гелиотеплохимтехнологии при производстве мелкозернистых золоцементных материалов полиструктурного строения. При этом, прежде всего, можно достичь существенной экономии энергии и ряда природных ресурсов, что, в конечном итоге, способствует также существенному улучшению экологической обстановки промышленных энергетических районов. Совокупный годовой экономический эффект от внедрения результатов работы на этих предприятиях составляет порядка 925 млн. 791 тыс. сумов в год (расчет на 2020 год). При использовании разработанной технологии только в областях Ферганской долины экономический эффект может составить свыше 500 млрд. сум в год (по ценам 2020 года).

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ТЕПЛОФИЗИЧЕСКИЕ СВОЙСТВА МНОГОКОМПОНЕНТНЫХ СТРОИТЕЛЬНЫХ МАТЕРИАЛОВ ПРИ ГЕЛИОТЕПЛОВОЙ ОБРАБОТКЕ

Аннотация. В статье рассмотрено теплофизические свойства строительных материалов и изделий на их основе при гелиотепловой обработки.

Ключевые слова: Солнечная радиация, солнечная установка, регулирование, теплоноситель, тепловой процесс, теплофизические свойства.

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THERMOPHYSICAL PROPERTIES OF MULTICOMPONENT BUILDING MATERIALS DURING SOLAR THERMAL TREATMENT

Annotation. The article considers the thermophysical properties of building materials and products based on them during solar thermal treatment.

Keywords: Solar radiation, solar installation, regulation, heat carrier, thermal process, thermophysical properties.

Актуальность. Теплофизические свойства многокомпонентных материалов зависят от многих факторов и в первую очередь от объёмной массы, поровой структуры, влажности и режима гелиотеплохимической обработки. Поэтому, управляя строением и структурными характеристиками, можно создавать эффективные материалы с улучшенными теплофизическими характеристиками [1].

Ограждающие конструкции, в частности материалы из золоцементных смесей на основе золошлаковых отходов ТЭС представляю собой мелкопористый материал, в котором сцепление зерен между собой осуществляется только в местах точечных контактов. В мелкозернистых многокомпонентных изделиях, благодаря малому размеру межзерновых пор, конвективный теплообмен сводится к минимуму, поэтому в таком материале логично ожидать оптимальное сочетание прочностных и теплофизических свойств.

Так как повышение температуры структурообразующей среды при гелиотеплохимическом воздействии ускоряет процесс твердения золоцементного изделия, то коэффициенты теплопереноса будут зависеть и от температурного режима [2].

Теплопроводность структурообразующего золоцементного материала зависит от физико-химической структуры, плотности твердой фазы, влагосодержания и внутреннего давления парогазовой среды и составляет $0,28 \dots 0,32$ Вт/м. ос.

При этом теплопроводность твердых фаз, в связи с фазовыми и структурными преобразованиями, происходящими в золоцементном изделии, при гидратации цемента, со временем увеличивается [3].

Перенос тепла внутри пор осуществляется конвекцией и теплопроводностью среды, заполняющие поры путём излучения. Влияние лучистого переноса тепла с развитием реакции гидратации и появлением контракционных пор, диаметр которых значительно меньше 2 мм, резко снижается, и им можно пренебречь. Теплопроводность заполняющей среды с течением времени из-за стока воды на гидратацию и преобразования в порах будет уменьшаться. Следовательно, на формирование величины коэффициента теплопроводности основополагающее влияние будут иметь теплопроводность твердеющего скелета и заполняющей среды и конвективная составляющая, а также перенос тепла за счёт перемещения масс.

Во время структурообразования при гелиотеплохимической обработке изменяется коэффициент теплопроводности, температуропроводности и теплоёмкости. В частности он будет зависеть от размера фракции ($S_{уд}$) заполнителя, марки цемента (m), водоцементного отношения (B/C), модифицированно пластифицирующих добавок (МПД), влияющего на состав и количество заполняющей среды в порах и от температуры воды затворения и воздух нагретых в гелиотеплогенерирующих агрегатах [4, 5, 6].

Удельная теплоёмкость структурообразующего З.Ц.К (золоцементная композиция) находятся в пределах $830 - 870$ ВТ/(кг. $^{\circ}$ К), т.е. удельная теплоёмкость является величиной слабочувствительной к структурным изменениям материала, наибольшие её изменения определяются в основном стоком влаги на реакцию гидратации, а ввиду

того, что на свободную воду приходится не более 7...8 % от объемной массы композиционного изделия, то и эти изменения можно считать незначительным. Результаты исследований за динамикой коэффициента теплопроводности λ приведён на рис. 1.

Обсуждение. В качестве исходных данных для получения значений коэффициента теплопроводности λ выбраны основные факторы эксперимента и их граничные значения осуществлены на основе априорной экспериментальной информации.

Установлено, что тенденция изменения λ при рассматриваемых режимах имеет одинаковый характер: незначительный рост значений λ сменяется значительным его падением, а затем увеличением и стабилизацией. Диапазон изменения теплопроводности при различных режимах гелиотеплохимической обработки почти тот же, что указывает в основном на влияния состава и марки мелкозернистого композиционного изделия полиструктурного строения.

Температура твердения композиционного изделия оказывает влияние на периоды наступления минимума λ и выход коэффициента на постоянное значение: при- t_{\max} минимум и стадия стабилизация λ наступает быстрее. При низких температурах - $T_{\text{сст}}$ стадия стабилизации λ наступает позднее и кривая изменение теплопроводности имеет более пологий характер и медленнее выходит на стадию стабилизации. А при структурообразовании золоцементных композиционных изделий в естественных условиях понижение и рост значений λ растянуто во времени.

Если сравнить ход кривых интенсивности тепловыделения q_3 и коэффициентов теплопроводности определяется интересная закономерность что периоды поступления минимума λ и максимума q_3 совпадают, что является следствием структурообразования полиструктурного мелкозернистого композиционного материалов при гелиотеплохимической обработке; влияние же температуры сказывается в ускорении или замедлении этих процессов.

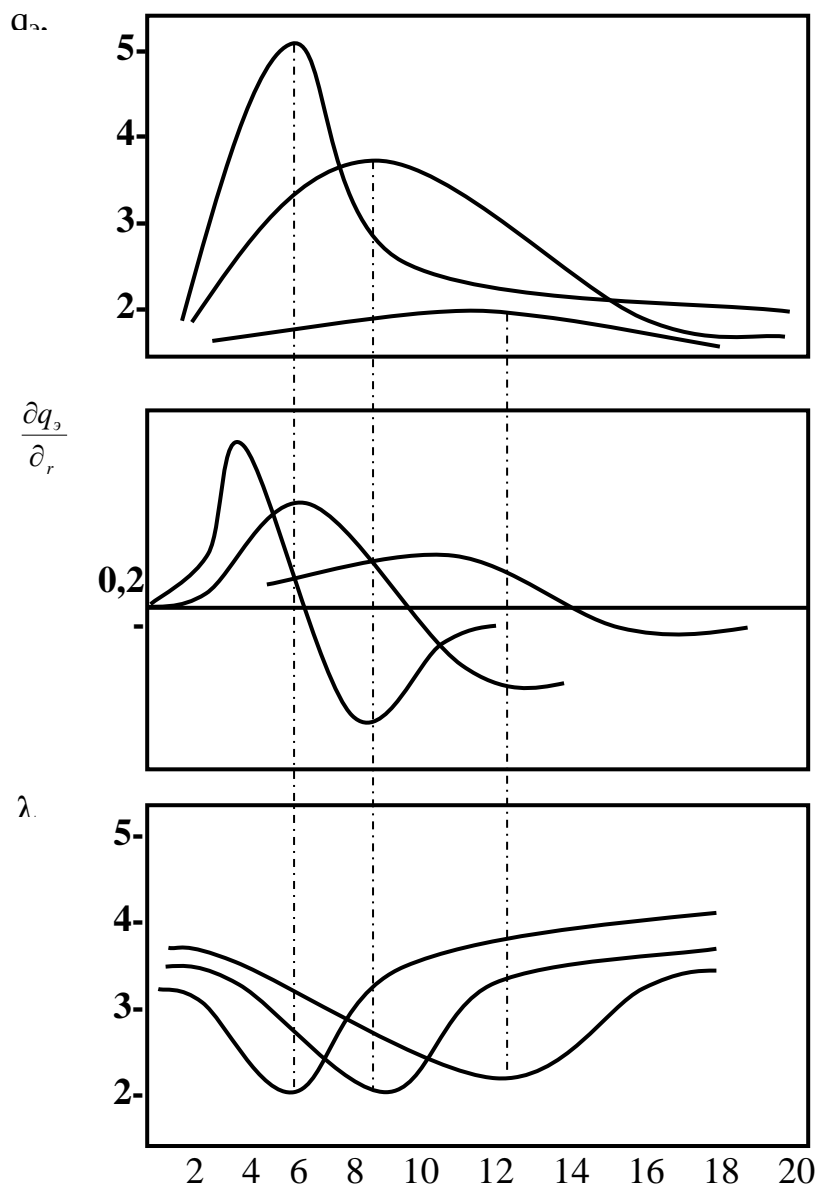


Рис. 1. Зависимость между интенсивностью тепловыделения, скоростью его изменения и теплопроводностью композиционного материала полиструктурного строения.

1- режим ГТХО без МПД; 2- режим ГТХО с МПД;
3- режим структурообразования в естественных условиях.

На рис. 1 показана зависимость между интенсивностью тепловыделения q_3 , теплопроводностью λ и скоростью изменения тепловыделения $\frac{\partial q_3}{\partial \tau}$ структурообразующего композиционного изделия. Анализ и сопоставление результатов дали мне предложить интересную взаимосвязь заключающейся в следующем: что поступление абсолютного минимума значений $\frac{\partial q_3}{\partial \tau}$ совпадает с началом периода стабилизации значений коэффициента теплопроводности, а абсолютному максимуму тепловыделения q_3 соответствует абсолютный минимум значения λ . Это означает о том, что если известен ход кривых q_3 , то, вычислив производную $\frac{\partial q_3}{\partial \tau}$, можно построить для данного режима гелиотеплохимической обработки прогнозную зависимость коэффициента

теплопроводности в процессе структурообразования высоконаполненных золоцементных композиционных материалов полиструктурного строения.

Таким образом, регулирования теплофизических свойств композиционных изделий путём гелиотеплохимического воздействия до и в период структурообразования возможно регулированием поровой структуры, влажности, дисперсности основного слагаемого вещества, режима температурного воздействия, от вида и количества модифицированно пластифицирующих добавок.

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НЕОБХОДИМОСТЬ СОЗДАНИЯ МЕДИЦИНСКИХ ИНФОРМАЦИОННЫХ СИСТЕМ ДЛЯ ПОВЫШЕНИЯ КАЧЕСТВА МЕДИЦИНСКИХ УСЛУГ

Создание крупных региональных и национальных медицинских информационных систем для обмена информацией о пациентах и специальных медицинских центрах является важным вопросом, который в настоящее время вошел в сферу программ системы электронного правительства.

Ключевые слова: Медицинские информационные системы, Интеграция информационных систем, медицинской информационной системы.

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THE NEED TO CREATE MEDICAL INFORMATION SYSTEMS TO IMPROVE THE QUALITY OF MEDICAL SERVICES

The creation of large regional and national medical information systems for the exchange of information about patients and special medical centers is an important issue that has now entered the scope of e-government programs.

Keywords: Medical information systems, Integration of information systems, medical information systems.

Интегрирует локальные информационные системы отдельных медицинских учреждений, которые требуют комплексного набора технических и программных решений. Этот спрос обусловлен проблемой

ограниченности программных продуктов, что удобно для интеграции. Чтобы найти ответ на вопрос о выборе функционального программного обеспечения для медицинских учреждений, было проанализировано доступное программное обеспечение. В процессе применения информационных технологий в сфере здравоохранения предпринимаются попытки создания крупных региональных и национальных медицинских информационных систем, предназначенных для обмена информацией о пациентах и медицинских центрах. Обмен этой информацией сократит время, затрачиваемое на лечение, и позволит вам при необходимости спасти жизнь человека. Во многих случаях такие решения реализуются в проектах, требующих значительных затрат в рамках государственных целевых программ в области здравоохранения. Ожидаемые результаты и первоначальные цели участников проекта от проекта можно найти в исключительных случаях. Кроме того, для обмена медицинскими данными в системах, расположенных и распространяемых, потребуется специальный программный продукт, созданный квалифицированными специалистами. Поэтому совместно с различными регионами и ведомствами предъявляются различные требования к таким медицинским системам, и создаваемый программный продукт должен обладать дополнительными возможностями для легкой гибкости и разработки в соответствии с новыми возникающими требованиями.

Интеграция местных медицинских информационных систем требует внедрения крупномасштабных технических и программных продуктов. В масштабах штата это достаточно большая проблема. Потому что естественно, что разработчики программных продуктов в регионах, внедряющих информационные системы в области медицины, предлагают разную архитектуру программных продуктов для отдельных медицинских учреждений и территориальных информационных систем. Естественно, что испытывает трудности с интеграцией Национальной медицинской информационной системы и базы данных. В настоящее время можно выделить группу факторов, которые существенно повлияют на разработку и внедрение медицинских информационных систем на местном и региональном уровнях в ближайшем будущем. Одним из таких факторов является государственная политика в области информации. В настоящее время эти группы факторов являются одними из наиболее сильно влияющих факторов при создании единого информационного пространства.

"Электронное здоровье" - это система управления региональной медициной, основанная на информационных технологиях и нормативно-методической базе. Это, в свою очередь, направлено на разработку и применение на практике информационной единой государственной системы аудиторного сегмента здравоохранения, которая включает в себя все виды оказания медицинской помощи населению. Проект "Электронное

здоровье" обеспечивает обмен информацией в единой медицинской информационной системе всех субъектов деятельности в медицине: медицинских учреждений, организаций территориального управления здравоохранением, аптечных учреждений, реализующих программу льготного лекарственного обеспечения. Данная система направлена на повышение качества медицинских услуг в сфере здравоохранения, статистический и финансовый контроль, консолидацию и ведение статистики в электронном виде.

Согласно плану, необходимо создать единую электронную медиакарту пациентов, которая охватывает процессы от рождения до смерти человека и интегрируется в систему электронного правительства. Интеграция системы с "электронным правительством" - это вторая сторона вопроса. Создание единой системы электронных медиакарт для пациентов оказывает огромное влияние на создание информационного пространства в медицинской сфере. Потому что большое внимание следует уделять защите персональных данных.

Обоснование этого требования обусловлено особенностями системы здравоохранения в нашем штате и тем, как разработчики программных продуктов адаптируют и понимают эти факторы. С другой стороны, отсутствие возможностей для выбора программных продуктов с относительно слабым зрением является важным аспектом при внедрении любого программного обеспечения. К сожалению, при ожидаемых результатах на государственном уровне в развитии медицинских информационных систем ожидания работников и пациентов медицинских учреждений отличаются друг от друга.

Вместе с возможностями, созданными в результате внедрения медицинских информационных систем в медицинские учреждения, существует единый реестр медицинских учреждений и центров, предоставляющих различные медицинские услуги. Медицинский портал с внедрением Реестра медицинских учреждений и центров, открытого для квалифицированных врачей и населения рынка медицинских услуг, предоставляет возможность реализовать концепции контактов "врач – пациент". Кроме того, медицинский портал имеет возможность проводить удаленные медицинские консультации по добровольному каналу связи и создавать системы *telemedesina* и *mobilmedesina*, обеспечивающие дистанционное обучение. Когда мы пытаемся систематизировать требования к медицинским информационным системам, мы сталкиваемся с проблемой, которую сложно решить.

В медицинском секторе недостаточно средств для внедрения медицинских информационных систем, а также таких проблем, как тот факт, что создаваемая система должна одновременно удовлетворять требованиям каждого сотрудника, соответствовать всей нормативной базе и, наконец, быть простой в использовании для врачей. Вышеупомянутые

проблемы требуют разработки конкретных этапов и рамок для создания медицинской базы данных. Могут быть выполнены следующие функции:

1) интеграция локальных медицинских информационных систем в единую Информационную сеть;

2) создание фразеологического портала пользователей медицинских услуг из числа потенциальных потребителей, медицинских учреждений, оказывающих профильные медицинские услуги. Предлагаемые согласные не отрицают друг друга, а наоборот дополняют друг друга. Основной целью является удовлетворение потребностей рынка медицинских услуг и предоставление населению полной, достоверной и объективной информации о медицинских учреждениях различных форм собственности, оказываемых в них услугах. Имеет возможность выбирать медицинские организации, которые удовлетворят как индивидуальных, так и корпоративных студентов-потребителей. Иными словами, будет создан центральный информационный ресурс, и этот медицинский информационный ресурс с помощью единого информационного пространства будет в равной степени отвечать требованиям правительства, бизнес-сектора, потребителей медицинских услуг, самого медицинского сектора. При решении задач создания единой информационной системы в области медицины важным является вопрос информатизации и создания баз данных отдельных медицинских учреждений.

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САМОСТОЯТЕЛЬНАЯ РАБОТА ОБУЧАЮЩЕГОСЯ В ПРОЦЕССЕ ИЗУЧЕНИЯ РУССКОГО ЯЗЫКА

Аннотация: В данной статье рассматривается роль самостоятельной работы при изучении русского языка

Ключевые слова: СРО, русский язык, навык, обучения, лексика, грамматика

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INDEPENDENT WORK OF A STUDENT IN THE PROCESS OF LEARNING THE RUSSIAN LANGUAGE

Annotation: This article discusses the role of independent work in the study of the Russian language.

Key words: IWS, Russian language, skill, learning, vocabulary, grammar.

В настоящее время одной из актуальных задач современности является подготовка специалиста, способного хорошо ориентироваться в постоянно меняющихся условиях глобализации человеческого общества. Профессиональный успех специалиста во многом зависит от свободного владения русским языком, знания его норм в профессиональной коммуникации. Владение языком предполагает формирование понятийно-терминологического аппарата, расширение информационного кругозора на материале текстов по специальности, умение интерпретировать полученные сведения.

Подход в изучении профессионального русского языка должен быть такой же, как говорит Е. В. Пиневиц: «Основная отличительная черта нефилологического профиля обучения — подход к изучению русского языка как к средству овладения избранной специальностью». Поэтому на каждом занятии должна проводиться работа по расширению информационного кругозора об избранной специальности, накоплению

словарного запаса студентов новыми терминами. Термин — слово или словосочетание, обозначающее понятие специальной области знания или деятельности. Он входит в общий лексический пласт языка посредством конкретной терминологической системы, обладающей специфическими особенностями: дефиниция (определение термина); однозначность в терминологическом поле; стилистическая нейтральность; отсутствие эмоции и экспрессивности. Терминология способствует созданию единого информационного пространства, так как именно она обеспечивает взаимопонимание на национальном и межнациональном уровнях, совместимость нормативно-правовых документов и т. д. Однако при этом следует учесть, что для передачи профессиональной информации значительна роль и нейтральной лексики, которая выступает необходимым атрибутом для оформления специальной речи — текста. Текст — связная и полная последовательность символов; человеческая мысль, зафиксированная на каком-либо материальном носителе. Он имеет коммуникативную направленность, которую Т. С. Серова определяет как интегративное качество и как обеспечение воздействующей функции языка. Отбор текста должен быть тщательным, так как он, во-первых, является важнейшей единицей языка; во-вторых, средством обучения различным видам речевой деятельности; в-третьих, мощным источником информации по избранной специальности и, наконец, побуждает к размышлению и вызывает вербальную и невербальную реакции. Е. И. Мотина отмечает, что «учебный текст предстает как единица, содержащая такое сообщение, в котором доказательно раскрывается содержание изучаемого объекта, дается совокупность его характеристик в определенном направлении...». Следовательно, на занятиях по профессиональному русскому языку необходимо активно использовать текстовый материал из учебников, учебных пособий по изучаемым специальным дисциплинам (научно-учебный подстиль), из журналов (научно-популярный подстиль) и газет (статья либо интервью, написанные в публицистическом стиле речи). Работа с текстом подразумевает выполнение видов заданий, как:

1) предтекстовые — например, определение лексических и грамматических ошибок; составление словосочетаний и предложений с новой терминологической лексикой;

2) послетекстовые — составление плана, диалога; тематическая беседа с целью контроля понимания содержания текста и т. д. Особо следует выделить работу над терминами в тексте: определение термина; фонетическое рассмотрение термина; перевод термина с русского языка на казахский, английский (двухязычное и трехязычное сопоставление); выявление этимологии узкоспециальной лексики (работа со словарем).

В качестве одной из составляющих процесса обучения является целенаправленная самостоятельная работа обучающегося (СРО), которая

способствует повышению профессионально-познавательной и творческой активности будущих специалистов. СРО становится необходимостью, так как выступает как важное условие формирования профессиональной компетенции, в том числе языковой. Специалист, обладающий компетенциями, предвидит изменения, устремлен в будущее и ориентирован на самообразование, которое является мощным мотивирующим фактором подготовки к эффективной профессиональной деятельности. По профессиональному русскому языку предлагаются различные виды заданий по СРО, например: дать комплексный анализ текста по специальности; выявить языковые средства, использованные в тексте; написать эссе на темы по специальности; подготовить устное тематическое сообщение. СРО, на наш взгляд, можно рассматривать как научно-исследовательскую работу, поскольку студенты выполняют задания следующего характера: презентация по темам «Сфера профессиональной деятельности (ПД)», «Объекты ПД», «Предметы ПД», «Виды ПД»; выступление-защита реферата, доклада по теме; составление логической схемы по теории вопроса; сбор материалов по КЛК из нескольких источников (конспектирование). Как видим, СРО — важная часть образовательного процесса в реализации учебных, развивающих и воспитательных задач, также ориентация на формирование умений и навыков оперативно решать нестандартные производственные вопросы и проблемы, то есть деятельностный подход (методологическая основа).

Таким образом можно прийти к выводу, что русский язык важно и необходимо изучать не только с точки зрения государственности. Русский язык поможет узнать и раскрыть предмет с новой для обучающихся стороны, со стороны культуры речи, восприятия, ценности богатств языка. Помимо русского языка следовало бы рассматривать историю языка, где обучающиеся могли бы узнавать о становлении и развитии, а также родного диалекта, который в современном ритме жизни утрачивается и его сохранение особенно актуально в отдельных регионах России.

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НАРУШЕНИЯ НУТРИЦИОННОГО СТАТУСА У ДЕТЕЙ С БОЛЕЗНЬЮ ПОЧЕК

Резюме: Нарушения нутритивного статуса (белково-энергетическая недостаточность) традиционно считали исключительно проблемой больных, находящихся на заместительной почечной терапии. Между тем в результате эпидемиологических исследований было установлено, что среди больных с терминальной стадией ХБП (ХБП стадии) у 5–15% перед началом лечения программным гемодиализом и постоянным амбулаторным перитонеальным диализом уже выявляются нарушения нутритивного статуса.

Ключевые слова: почка, нутритивная недостаточность.

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NUTRITIONAL STATUS DISORDERS IN CHILDREN WITH KIDNEY DISEASE

Resume: Nutritional status disorders (protein-energy deficiency) have traditionally been considered exclusively a problem of patients undergoing renal replacement therapy. Meanwhile, as a result of epidemiological studies, it was found that among patients with end-stage CKD (CKD stage), 5-15% already have nutritional status disorders before starting treatment with programmed hemodialysis and permanent outpatient peritoneal dialysis.

Key words: kidney, nutritional insufficiency.

Актуальность. Несмотря на то что внедрение методов заместительной почечной терапии (ЗПТ) способствовало увеличению продолжительности жизни больных ХБП, появился ряд новых проблем, в т. ч. связанных с частотой нарушений нутритивного статуса, белково-

энергетической недостаточности (БЭН), особенно для больных на регулярном гемодиализе (ГД)[2]. Нарушения нутритивного статуса имеют важное прогностическое значение, поскольку оказывают значительное влияние на выживаемость и уровень реабилитации этих групп больных [3]. Отмечено, что смертность больных в течение первого года диализной терапии составила 15 % среди больных с нормальным индексом массы тела — интегральным показателем оценки нутритивного статуса, и 39 % среди больных, индекс массы тела которых менее 19 кг/м².

В настоящее время простыми и доступными неинвазивными методами оценки степени нарушений нутритивного статуса, в т. ч. и у больных с наличием отеков, являются антропометрия и биоэлектрический импедансный анализ (БИА)[1]. Однако отсутствуют работы, в которых бы с помощью антропометрии и биоэлектрического импедансного анализа проводилась сравнительная оценка состояния нутритивного статуса больных ХБП на додиализных стадиях ХБП и во время лечения регулярным ГД, а также изучение факторов риска развития нутритивных нарушений у этих больных[4].

Частота выявления нарушений нутритивного статуса зависит от степени почечной недостаточности: среди больных ХБП с уровнем скорости клубочковой фильтрации (СКФ) 59–30 мл/мин/1,73 м² нарушения нутритивного статуса выявляют в среднем у 4,2% больных, в то время как среди больных ХБП с уровнем СКФ 29–15 мл/мин/1,73 м² – в среднем у 21,3% больных.

Нарушения нутритивного статуса на додиализном этапе БП встречаются главным образом при системных заболеваниях с сохраняющейся активностью у лиц с низкой калорийностью питания (30 ккал/кг/сут), тяжелой анемией (Hb 10 г/дл), высоким уровнем протеинурии (1,5 г/сут) и продолжительностью кортикостероидной терапии (6 мес). Одним из наиболее частых проявлений нарушения нутритивного статуса у больных ХБП на додиализном этапе является гипоальбуминемия (сывороточный альбумин 3,5 г/дл).

Цель исследования. Определение диагностических возможностей традиционной антропометрии и биоэлектрического импедансного анализа для ранней диагностики нарушений нутритивного статуса у детей хронической болезнью почек (ХБП).

Материалы и методы исследования. В исследование включены 60 детей с ПП, из них 40 – с ПП III–IV стадий, 20 – с ПП V стадии, из них 31 мальчик и 29 девочек; возраст – от 1 до 14 лет.

Результаты исследования. Среди всех 60 детей ПП III–VД-стадий нарушения нутритивного статуса (БЭН) выявлены у 33,9% по данным традиционного метода и у 34,4% с помощью монитора БИА. При этом частота нарушений нутритивного статуса зависела от степени почечной недостаточности: среди больных ПП с уровнем СКФ 59–30 мл/мин/1,73

м² нарушения нутритивного статуса были выявлены как по данным традиционного метода, так и с помощью БИА только у 3,1%, в то время как среди больных ПП с уровнем СКФ 29—15 мл/мин/1,73 м² они диагностированы уже у 14,5 и 18,7 % больных, а также у 51 и 54 % диализных больных соответственно.

Среди больных 2-й группы с ХБП в рамках системных заболеваний с высокой протеинурией (> 1,5 г/сут), лечением кортикостероидами в анамнезе (> 6 месяцев до включения в исследование) нутритивные нарушения отмечены уже при умеренном снижении СКФ (44—30 мл/мин/1,73 м²). В 1-й группе они выявлены только среди больных IV стадией ХБП по данным как антропометрии, так и БИА.

Результаты скрининга позволили выявить разное число больных с нарушениями нутритивного статуса в зависимости от используемого метода исследования: традиционного — для 59 больных (9 % на додиализных стадиях и 51 % на диализе), и биоимпедансного анализа (БИА) — для 64 больных (соответственно 10 и 64 %). При выяснении причины расхождения результатов выяснилось, что у 5 больных (все женщины), у которых при использовании традиционного метода не было выявлено нарушения нутритивного статуса, отмечены умеренные отеки туловища и конечностей, которые повлекли завышение результата антропометрических измерений и окончательного увеличения подсчета количества баллов.

Среди наблюдаемых нами больных 1-й и 2-й групп (n = 39), получавших МБД в сочетании с препаратом эссенциальных аминокислот и их кетоаналогов (ЭАК и КА) — Кетостерил® не менее чем 12 месяцев до начала исследования, ни у одного из них не регистрировались нарушения нутритивного статуса (метод БИА).

Вывод. Наряду со стандартной антропометрией состав тела определяли с помощью биоэлектрического импедансного анализа.

Соотношение тощей и жировой массы тела у больных БП с большей точностью можно определить с помощью биоэлектрического импедансного анализа. Более выраженные нарушения нутритивного статуса при ХБП ассоциированы в т.ч. с расчетной скоростью клубочковой фильтрации < 30 мл/мин/1,73 м², анемией, гипальбуминемией, а также депрессией и непереносимостью определенных пищевых продуктов. Нарушения нутритивного статуса при ХБП корректируются малобелковой диетой с применением кетоаналогов аминокислот.

Биоэлектрический импедансный анализ позволяет диагностировать у пациентов с ХБП нарушения нутритивного статуса.

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КИШЕЧНЫЕ ТОКСИКОЗЫ У ДЕТЕЙ РАННЕГО ВОЗРАСТА

Резюме: Кишечный токсикоз – один из наиболее частых вариантов токсикоза, развивающегося у детей раннего возраста (особенно 1-го года жизни) при острых кишечных инфекциях. Он возникает как результат первичного ответа на инфекционный агент и вследствие значительных потерь воды и электролитов с рвотой и жидким стулом. Эти потери усугубляют нарушения периферического кровообращения и приводят к прогрессирующим неврологическим расстройствам.

Большое значение для развития кишечного токсикоза имеют врожденные заболевания обмена веществ, наследственный и приобретенный иммунодефицит и связанная с ним сенсibilизация в результате повторных инфекционных заболеваний, хронические расстройства питания, дефекты вскармливания.

Ключевые слова: ранний детский возраст, кишечный токсикоз.

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INTESTINAL TOXICOSIS IN YOUNG CHILDREN

Resume: Intestinal toxicosis is one of the most frequent variants of toxicosis developing in young children (especially the 1st year of life) with acute intestinal infections. It occurs as a result of the primary response to an infectious agent and due to significant losses of water and electrolytes with vomiting and loose stools. These losses aggravate peripheral circulatory disorders and lead to progressive neurological disorders.

Of great importance for the development of intestinal toxicosis are congenital metabolic diseases, hereditary and acquired immunodeficiency and related sensitization as a result of repeated infectious diseases, chronic eating disorders, feeding defects.

Key words: early childhood, intestinal toxicosis.

Введение. По данным Всемирной Организации Здравоохранения (ВОЗ) в сотрудничестве с ЮНИСЕФ была разработана стратегия [4,6]. Данная стратегия сочетает улучшенное введение болезней детского возраста с аспектами питания, иммунизации и некоторыми другими важными факторами, оказывающими влияние на здоровье ребенка, включая здоровье матери. [2,7] Диарея (кишечные токсикозы) тяжелые нарушения питания до настоящего времени обуславливают высокий процент летальности у детей до 5 лет [1,5]. Проведенный в 1996 году анализ глобального бремени заболеваний указывает на то, что перечисленные заболевания будут продолжать оставаться основными причинами детской смертности до 2020 года, если для борьбы с ними не будут предприняты гораздо более значительные усилия. [3,8]

Цель исследования. Как показывает опыт, в общепринятые методики диагностики и лечения кишечных токсикозов у детей (при применении их в условиях жаркого климата) необходимо внесение некоторых уточнений, касающихся в первую очередь особенностей регидратационной терапии, а также ряда организационных моментов. Последние особенно важны, так как сочетание жаркого климата и заболеваемости кишечными инфекциями с некоторыми социальными факторами (высокая рождаемость, высокий удельный вес детей в возрастной структуре населения, проживание 2/3 детей в сельской местности) требуют конкретных рекомендаций как для практических врачей, так и для организаторов педиатрической службы.

Материалы и методы исследования. Наблюдения позволяют считать водodefицитную дегидратацию более распространенной, а в условиях жаркого климата - преобладающей.

Результаты исследования. Для быстрой дифференциации типа дегидратации при поступлении ребенка в стационар нами используется таблица основных симптомов, в которой на первом месте стоят температура тела и жажда. Таблица удобна и проста для запоминания (все параметры при водodefицитном типе повышены, а при солedefицитном - понижены).

Для дифференциации степени дегидратации и одновременного расчета объёма жидкости, необходимой для дегидратационной терапии, мы предлагаем таблицу, составленную по типу известной схемы Dennis (расчёты у новорожденных основаны на несколько измененных данных В.М. Балагина и соавт.). Все дети с обезвоживанием нуждаются дополнительной жидкости. Если есть у ребенка диарея: как долго? Если есть кровь в стуле. Для этого нужно осмотреть и ощутить:

общее состояние ребенка (летаргичен или без сознания), беспокойен или болезненно раздражён;

ищите естьли у ребенка запавшие глаза;
предложите ребенку жидкость - ребенок пьет плохо, пьет жадностью.
Идет процесс тяжелого обезвоживание.

В основу лечения входит употребление дополнительной жидкости (столько, сколько ребенок выпьет). Если ребенок вскармливается исключительно грудью дайте ему ОРС 5 мл/кг/час, в течении 3-4-х часов и наблюдать. Если не находится на грудном вскармливании: раствор ОРС, жидкости на основе пищевых продуктов (такие как суп, рисовый отвару кефир, биолакт, катык).

В дополнение к обычному количеству жидкости:

До 2-х лет - 50 - 100 мл после каждого жидкого стула;

2 года и старше - 100 - 200 мл после каждого жидкого стула.

Продолжать давать дополнительно жидкости до полного прекращения диареи [4,7]. Для дифференциации степени дегидратации в таблице использован только основной - потеря массы (в %) и как вспомогательный симптом диурез [1,3] (табл. 1).

Исходя из этого, нами введено правило, согласно которому участковый медицинский работник, направляя ребенка с кишечным токсикозом в стационар, обязательно указывает результат последнего взвешивания ребенка в поликлинике (до болезни) и его дату.

Благодаря этому исключаются ошибки в определении степени потери массы тела, связанные с тем или иным отклонением в нарастании весовой кривой у ребенка до болезни. После определения степени дегидратации по табл.2 производится расчёт объёма жидкости, необходимого в 1 -е сутки лечения. При повышении температуры тела или температуры окружающего воздуха (что особенно важно в условиях Средней Азии) добавляется определенная объём жидкости. Если на догоспитальном этапе детям уже проводилась регидратационная терапия, то в результате этого через несколько часов симптомы дефицита воды и гипертонии плазмы (при водodefицитном варианте) могут значительно уменьшиться, что даёт основание при госпитализации ребенка расценивать дегидратацию как изотоническую.

Вывод. Удельный вес водodefицитного обезвоживания в общей структуре кишечных токсикозов у детей раннего возраста в условиях жаркого климата колеблется от 65 до 75% и этот тип является преобладающий. Для достижения качественных новых результатов необходим более интегрированный подход к ведению больных детей. Программы по охране здоровье детей должны учитывать не только контроль заболевания но и состояния в целом, и благосостояние детей.

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ОСОБЕННОСТИ ТЕРАПИИ ЭПИЛЕПСИИ У ПОДРОСТКОВ С ЙОДОДЕФИЦИТНЫМ СОСТОЯНИЕМ

Аннотация. При недостаточности йода происходит снижение биосинтеза тиреоидных гормонов, которые играют важную роль в жизнедеятельности человека любого возраста. Проведенные нами исследования показали, что у детей на фоне недостаточности йода, наблюдается тенденция к ухудшению течения эпилепсии, выраженность и прогрессирующий характер психопатологических расстройств, а с добавлением к традиционному лечению L-тироксина прослеживается положительная динамика заболевания.

Ключевые слова: эпилепсия, йододдефицитное состояние, L-тироксин, дети.

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PECULIARITIES OF EPILEPSY THERAPY IN ADOLESCENTS WITH IODINE DEFICIENCY

Annotation. With iodine deficiency, there is a decrease in the biosynthesis of thyroid hormones, which play an important role in the life of a person of any age. Our studies have shown that in children against the background of iodine deficiency, there is a tendency to worsen the course of epilepsy, the severity and progressive nature of psychopathological disorders, and with the addition of L-thyroxine to the traditional treatment, positive dynamics of the disease can be traced.

Key words: epilepsy, iodine deficiency, L thyroxine, children.

Популяционные исследования проведенные в разных странах указывает, что эпилепсия ежегодно выявляется у 40-60 человек на 100 тыс. населения. Проблема эпилепсии является наиболее значимой в подростковом возрасте. Согласно эпидемиологическим данным, если частота эпилепсии в популяции у взрослых составляет 0,5-0,8%, у подростков эта цифра достигает 2% [2,4,5]. Остаются неизученными клиниконеврологические проявления эпилепсии на фоне йододефицита, в частности эндемического зоба. Клинический опыт показывает, что в период полового созревания значительно меняется, как клиническая структура эпилептических пароксизмов, так и характер межпароксизмальной психоневрологической симптоматики. Вместе с тем, вопросы клинической трансформации эпилептических припадков и патогенетической значимости психовегетативных сдвигов в период пубертатного развития у больных эпилепсией остаются недостаточным изученным. В связи с тем, что Узбекистан является йододефицитной зоной, эндемический зоб здесь встречается чаще. Клиника эпилепсии у подростков с йододефицитным состоянием отличается своеобразностью течения заболевания. Более 85% населения территории Узбекистана составляет наиболее склонный к поражению зобом контингент населения [1,3]. В связи с чем, оптимизация лечебной тактики эпилепсий на фоне йододефицита представляет практический интерес. Перед нами остается нерешенным вопрос о клинко-нейрофизиологическом и вегетологическом аспекте эпилепсий в подростковом периоде на фоне йоддефицита и определение путей оптимизации лечебной тактики. Цель исследования: изучение клинко-неврологических особенностей у подростков с йододефицитной недостаточности с разработкой тактики их лечения.

Материалы и методы исследования: под нашим наблюдением находилось 50 больных эпилепсией подростков в возрасте от 12 до 16 лет. Распределение обследованных больных по полу составило: 22 мальчиков и 28 девочек. Больные были разделены на две группы. 1 группу составили дети с эпилепсией на фоне дисфункции щитовидной железы, 2-ю группу - дети с идиопатической эпилепсией. Подростки в обеих группах были идентичны по возрасту и давности заболевания. Для выяснения

влияния L-тироксина на течение эпилепсии нами были обследованы две группы больных с эпилепсией: 22 составили основную группу, в которой применялся препарат в дозе 5-6 мг/кг массы тела, вторую группу составили 28 больных эпилепсией, которые получали традиционную терапию. Сбор анамнеза содержал в себе сведения о давности возникновения, характере течения эпилептических приступов, возраст их начала, зависимости от времени суток, частоте приступов, выраженности эмоциональных расстройств, нарушения поведения. Проводили эндокринологический осмотр и определяли экскрецию йода с мочой. Полученные данные подвергались статистической обработке. Изучение выявило, что одной из особенностей эпилепсии, протекающей с явлениями тиреоидной дисфункции является прогрессирующий характер психопатологических расстройств. Результаты. Нами были проанализированы некоторые неврологические особенности эпилепсии у детей обеих групп. Приступы у детей в группах отличались, как по частоте, так и по клинике. У детей с йододефицитом чаще встречаются психомоторные пароксизмы по типу вторично-генерализованных приступов, имеется тенденция к большой частоте сумеречных расстройств сознания и так называемых, абсансов. В этой группе достоверно больше больных с частотой приступа более 1 раза в месяц. У детей первой группы чаще наблюдаются дневные пароксизмы. У детей с истой эпилепсией преобладают ночные и дневные пароксизмы. Важными показателями особенности клинического течения эпилепсии является выраженность и характер эмоциональных расстройств, а также нарушения поведения. У 96% больных в первой группе отмечалось снижение памяти, у изменения личности по эпилептическому типу. Полученные нами данные показали о существенных клинических различиях эпилепсии у детей с эндемическим зобом и при его отсутствии. Эпилептический процесс протекает по-разному, что, вероятно, связано с одной стороны, с особенностями вегетативно - нейроэндокринной регуляции, а с другой, по-видимому, с особенностями системных церебральных нейрофизиологических механизмов, измененных под действием нарушения обмена йода. Также было обращено внимание на то, что у детей с эпилепсией нередко присутствуют клинические признаки, свойственные эндемическому зобу. У этих детей была выяснена эффективность препарата L-тироксина. Выбор более длительного применения L-тироксина обусловлен злокачественным течением эпилепсии при эндемическом зобе, а также тем, что терапия противосудорожными препаратами снижает уровень тиреоидных гормонов в крови.

Наиболее вероятной причиной этого снижения может быть влияние противосудорожных препаратов на печеночные ферменты, которые участвуют в биотрансформации тиреоидных гормонов. Во время лечения

L-тироксина отчетливо прослеживается связь между давностью заболевания и эффективностью применения L-тироксина, кроме того отмечалась положительная динамика: у больных купировались приступы, изменилось психоэмоциональное состояние.

Выводы. У всех пациентов, страдающих эпилепсией в пубертатном возрасте, в случае ухудшения течения заболевания следует обязательно проводить ЭЭГ, МРТ-исследования. Консультация эндокринолога и исследованием УЗИ щитовидной железы, йода в моче, тиреоидных гормонов должна войти в традицию. На этапе перехода из детского в подростковый период у большинства больных с эпилепсией происходит ухудшение течения заболевания такими клиническими проявлениями, как в виде учащения эпилептических приступов и клинической трансформации с тенденцией к приходу парциальных и парциально-генерализованных приступов в генерализованные формы. Перевод больных с фармакорезистентностью в пубертатном возрасте на фоне ухудшения течения эпилептического процесса на препараты депакин по нашим наблюдениям дало клиническое улучшение в виде купирования приступов и нормализацию йододефицитного состояния у подростков. У подростков с эпилепсией и эндемическим зобом имеются нейропсихические изменения, тем более выраженные, чем выше степень увеличения щитовидной железы. Особенности клиническое течение эпилепсии на фоне йододефицита более тяжелым и злокачественным течением, не поддающееся традиционному лечению. Оптимизирование тактики лечения с применением L-тироксина улучшило качество жизни у больных. При эпилепсии на фоне эндемического зоба отмечается умеренное повышение ТТГ. Таким образом, эпилепсия является сложным полифакторным заболеванием и помимо различных экзогенных факторов на течение заболевания оказывает влияние целый ряд эндогенных факторов, включая йододефицитное состояние.

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ЁШ АВЛОДНИНГ ЭКОЛОГИК МАДАНИЯТИНИ ОШИРИШ

Аннотация: Мақолада ёш авлоднинг экологик маданиятини ошириш. Экологик таълимнинг моҳияти, аҳолининг экологик маданиятини юксалтириш тўғрисида маълумотлар келтирилган.

Калит сўзлар: Экологик таълим, экологик маданият, табиат, табиий бойликлар.

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INCREASING THE ECOLOGICAL CULTURE OF THE YOUNG GENERATION

Annotation: The article aims to increase the ecological culture of the younger generation. There is information about the essence of environmental education, raising the environmental culture of the population.

Keywords: Ecological education, ecological culture, nature, natural resources.

Кириш: Табиат ер юзидаги жамики тирик мавжудот учун муқаддас гўшадир. Табиат уларни тўйдиради, кийдиради, иссиқ ва совукдан асрайди. Ўз навбатида тирик мавжудот ҳам табиатга меҳр қўяди. Бу меҳр табиатни асраш, унинг бойликларини кўпайтириш туйғуси билан уйғунлаша олсагина ҳақиқий саналади. Яқин ўтмишимизда биз «Табиатни севамиз» деб бонг урдигу, бироқ уни асраб-авайлаш ишига масъул эканлигимизни унутиб қўйдик. Ана шу масъулиятсизлигимиз экологияни бузилишига ва керак бўлса инсоният учун энг катта муаммолардан бирига айланиб қолди. Янги асрнинг баркамол кишииси ўзида экологик маданият унсурларини ҳам намоён эта олиши замон талаби эканлигини унутиб қўймоқдамиз.

Экологик маданият — бу атроф-муҳит тўғрисида чуқур билимга, табиатни асраш туйғусига эга бўлиш, ўсимликлар ҳамда ҳайвонларга нисбатан ғамхўрлик кўрсатишга, табиат захираларидан оқилона фойдаланиш, уларни кўпайтириш борасида қайғуришга қаратилган амалий фаолиятнинг юксак кўрсаткичидир. Ана шу хислатларни ўзида акс эттира олган инсонни экологик маданият эгаси, деб аташ мумкин.

Маълумки, табиатда ҳамма нарса бир-бирига уйғундир. Фан-техника ютуқларидан унумли фойдаланаётган инсон эса ана шу уйғунликни бузмокда, унга нисбатан шафқатсизларча муносабатда бўлмокда. Табиий бойликлардан: сувдан, ердан ўринсиз фойдаланиш экологияни ўзгартириб юборди. Қишлоқ хўжалиги экинларини нотўғри режалаштириш, кимёвий ўғитларни ҳаддан зиёд кўп қўллаш ер унумдорлиги ва инсон саломатлигига салбий таъсир кўрсатяпти. Корхоналардан оқиб чиқаётган захарли оқавалар сув хавзаларини ифлослантириши биринчи навбатда ҳайвонот олами ва ўсимликлар дунёсига офат келтирмокда. Транспорт воситаларидан чиқаётган тутун-газ ҳавонинг тозалигини бузаяпти. Бунинг барига биз ўзимиз сабабчи бўлиб қолмокдамиз ва бунинг оқибатида ҳам табиатга, ҳам ўз соҳлигимизга зарар етказмокдамиз.

Завод ва фабрикалар билан биргаликда автомобиллар ва бошқа турдаги транспорт воситалари ҳам ҳавони ифлослантириб, табиатга катта зарар етказмокда. Шундай экан, мен, сиз ва барчаамиз табиий ресурсларни сақлаб қолиш, келажак авлодлар тоза ҳавода нафас олишлари ва табиат совғаларининг мўл-кўллигидан баҳраманд бўлишни учун хозирданок уни асраб-авайламоғимиз керак бўлади. Бугун инсониятнинг табиатга нисбатан салбий муносабатлари оқибатларига гувоҳ бўлиб турибмиз. Дунёнинг бир бурчида сув тошқинлари, зилзилалар рўй бераётган бўлса, бошқа жойида ўрмон ёнғинлари кузатилаяпти. Бу каби глобал муаммолар табиат бойликларидан экологик омиллар ҳисобга олинмаган ҳолда фойдаланиш натижасида ўтган асрнинг иккинчи ярмида авж ола бошлаган эди.

Мавзунинг долзарблиги: Табиатга бўлган меҳр туйғуси бойиб, унга муносабат шахс маданиятининг ажралмас бир бўлагини ташкил этади. Ҳар бир инсон табиатдан баҳра олади. Аммо бу ҳали табиатга муҳаббат дегани эмас. Табиатга муҳаббат уни тушунишдан, унинг гўзалликларини англашдан, табиат билан муносабатга киришишдан бошланади. Ўз навбатида, табиат инсонда кузатувчанлик, сезгирлик, назокатлилик каби туйғуларни тарбиялайди. Бу — инсонда икки кўринишда: табиатга ва ўзига бўлган муносабатларда намоён бўлади. Инсон табиатдан фақат завқланишни эмас, балки уни яхши тушунишни ҳам ўрганади. Натижада, ўзлигини ҳис қилиб, табиатдан унга инсон бўлиш имконини берган яъни инсонга хос маданият ҳисларини топишга интилади. Демак, инсоний туйғулар табиатга ҳамда экологияга меҳр билан қарашдан озиқ олади.

Айни чоғда экологик муаммоларни ҳал этишда тежамкор, экологик тоза технологияларни жорий қилиш, табиатни муҳофаза қилиш тадбирларини изчил олиб бориш ёки соҳага оид қонунчиликни такомиллаштириш борасидаги саъй-ҳаракатлар уларни ҳал этишда етарли эмаслигини кўрсатмокда. Аҳолининг экологик маданиятини юксалтириш, атроф-муҳитга оқилона муносабатда бўлиш, табиат неъматларини келгуси авлодлар учун асраб-авайлаш ҳиссини шакллантириш антропоген таъсирларнинг олдини олишда асосий омиллардандир. Бунда экологик

таълим-тарбиянинг аҳамияти ҳам ниҳоятда юқори. Зеро, экологик таълим-тарбия табиат ва жамият ўртасидаги узвийликни таъминлаш ҳамда табиий барқарорликни сақлашда муҳим аҳамиятга эгадир. Шунингдек, экологик таълим-тарбия ёшларни табиатдан онгли равишда фойдаланиш ва улар қалбида табиатга меҳр-муҳаббат уйғотиш ҳамда тежамкорликка ўргатишда қўл келади.

Албатта, ёш авлод қалбида табиатга нисбатан ҳурмат ҳиссини шакллантириш ва ривожлантириш муҳим масалалардан саналади. Бу, ўз навбатида, педагог кадрлар зиммасига катта масъулият юклайди.

Мустақиллик йилларида мамлакатимизда барча жабҳалар қаторида экология, атроф-муҳитни муҳофаза қилиш ва табиий ресурслардан оқилона фойдаланиш соҳасида тўлақонли ҳукуқий-меъёрий база яратилди. Жумладан, Ўзбекистон Республикаси Конституцияси, “Табиатни муҳофаза қилиш тўғрисида”ги, “Таълим тўғрисида”ги қонунлар ҳамда Кадрлар тайёрлаш миллий дастури, шунингдек, бошқа қатор ҳужжатлар экологик таълим-тарбия тизимининг ҳукуқий асосини ташкил этади. Таъкидлаш жоизки, “Табиатни муҳофаза қилиш тўғрисида”ги Ўзбекистон Республикаси Қонунининг 4-моддасида табиатни муҳофаза қилиш мақсадларига эришиш учун барча турдаги таълим муассасаларида экология фанини ўқитишнинг мажбурийлигини таъминлаш мустаҳкамлаб қўйилган. Шубҳасиз, атроф-муҳит мусоффолигига эришиш ва экологик муаммоларнинг олдини олишда аҳолининг, айниқса, ўсиб келаётган ёш авлоднинг экологик маданиятини ошириш муҳим аҳамиятга эга.

Табиат бойликларидан унумли фойдаланиш, уларни муҳофаза қилиш масалаларини онгли равишда ҳал этиш учун оила, мактабгача таълим муассасаларидан бошлаб, ўқувчи ёшларда табиатга меҳр-муҳаббат руҳини шакллантириш, экологияга оид билимларни улар шуурига сингдириш даркор. Бу келажакда атроф-муҳитни муҳофаза қила оладиган ва табиатдан оқилона фойдаланадиган авлодни шакллантиришнинг муҳим шартидир. Зеро, ўсиб келаётган ёш авлод табиат ҳақидаги билимларни эгаллаб, теварак атрофнинг нозиклигини, унинг гўзалликларини қалбан ҳис қила олсагина, она-Ватанга, унинг табиатига муҳаббати ошади. Таълим муассасаларида ўқитиш жараёнида ўқувчи - ёшлар онгини ҳозирги экологик муаммолар моҳиятини очиб берувчи билимлар билан бойитиш ва шу билимларни уларнинг амалий фаолияти, ижтимоий меҳнати билан мустаҳкамлаб бориш мақсадга мувофиқ. Бундай масъулиятли вазифани ҳал қилиш учун ўқитувчидан шу соҳа бўйича билимга, педагогик маҳоратга, юксак экологик маданиятга эга бўлиш, шунингдек, тинимсиз изланиш, ўрганиш талаб қилинади. Бу борада, ўқув марказларида “Экологик марказ”, “Экологик тўғарак”ларни ташкил қилиш, мунтазам равишда экофестиваллар ёки танловлар ўтказиб туриш, ўқув-методик қўлланмалар, дарсликлар, кўргазмали материалларни нашр этиш яхши самара бериши, шубҳасиз.

Хулоса: Экологик таълим-тарбияни юзага келтирувчи масканлардан яна бири, бу — маҳалла. Дарҳақиқат, халқимизда табиатга бўлган эҳтиром тарих каби кўхнадир. Шу маънода, азалий қадриятларимиздан бўлмиш умумхалқ ҳашарларини ўтказиш ва уларга ёшларни кўпроқ жалб этиш айтиш муддао. Умуман олганда, ўқув юртлари, оила, фуқароларнинг ўзини ўзи бошқариш органларида ёшларнинг узлуксиз экологик таълим-тарбияси борасида самарали тизимни яратиш бугун зиммамиздаги энг муҳим вазифалардан биридир.

Бундан ташқари, оммавий ахборот воситаларида экология ва атроф-муҳитни муҳофаза қилишга бағишланган туркум кўрсатув, эшиттиришлар, ижтимоий- экологик роликларни мунтазам эфирга узатиб бориш, вақтли матбуот нашрларида мақолалар чоп этиш орқали тарғибот-ташвиқот ишларини кучайтириш ҳам аҳолининг экологик маданиятини оширишда муҳим аҳамиятга эга. Табиат инсонда ватан туйғусини уйғотади, уни меҳнат ва жасоратга ундайди, жуда кўп туйғуларни камол топтиради ҳамда кўп нарсаларни талаб этади. Маданиятли, маънавий камол топган инсон учун ўз Ватани табиатини муҳофаза қилиш ҳаёти ва фаолиятининг узвий қисмига айланиб қолади. Демак, экологияни муҳофаза қилишимда сен, мен ёки у жавобгар, деб эмас, балки ҳаммамиз масъулмиз шиори остида бирлашиб уни муҳофаза қилишимиз керак, ана шундагина кўзлаган мақсадимизга эришамиз.

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ОСОБЕННОСТИ ОРТОПЕДИЧЕСКОГО ЛЕЧЕНИЯ ПРИ ЧАСТИЧНОЙ БЕЗЗУБОСТИ

Резюме. При изменении целостности зубного ряда нарушается функция жевания, что приводит к заболеваниям желудочно-кишечного тракта. Не менее важными являются последствия частичного отсутствия зубов: нарушения артикуляции и дикции сказываются на коммуникационных способностях пациента, эти нарушения, одновременно с эстетическими изменениями вследствие утраты зубов и развивающейся атрофии жевательных мышц, могут создать ухудшения психоэмоционального состояния пациента.

Ключевые слова: адентии, ортопедической стоматологии, эстетический недостаток, протез.

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FEATURES OF ORTHOPEDIC TREATMENT FOR PARTIAL TOOTHLESS

Summary. When the integrity of the dentition changes, the function of chewing is disturbed, which leads to diseases of the gastrointestinal tract. No less important are the consequences of partial absence of teeth: articulation and diction disorders affect the patient's communication abilities, these disorders, along with aesthetic changes due to loss of teeth and developing atrophy of the masticatory muscles, can create a deterioration in the patient's psycho-emotional state.

Key words: adentia, orthopedic dentistry, aesthetic defect, prosthesis.

Актуальность. На сегодняшний день при частичной адентии протезирование – довольно распространенное и востребованное направление в ортопедической стоматологии. Основной проблемой данного вопроса является то что при частичной потере зубов зубной ряд подвергается немаловажным изменениям, нарушается биомеханика зубочелюстной системы, состояние пародонта и твердых тканей зуба,

появляется эстетический недостаток, а также общее состояние пациента [2].

Главной задачей является правильный подбор метода лечения пациента и выбор необходимой конструкции, которая удовлетворяет все требования врача и пациента [1].

Одним из самых распространённых заболеваний в стоматологии является частичная адентия. По данным ВОЗ, им страдают до 75 % населения. Утрата зубов это серьёзная медицинская и социальная проблема [4].

При изменении целостности зубного ряда нарушается функция жевания, что приводит к заболеваниям желудочно-кишечного тракта. Не менее важными являются последствия частичного отсутствия зубов: нарушения артикуляции и дикции сказываются на коммуникационных способностях пациента, эти нарушения, одновременно с эстетическими изменениями вследствие утраты зубов и развивающейся атрофии жевательных мышц, могут создать ухудшения психоэмоционального состояния пациента [3].

При полном отсутствии одного или нескольких зубов в зубном ряду, необходимо использование съёмных и несъёмных протезов. Это является одной из основных причин, однако довольно часто зубы остаются сохранёнными, но разрушены до такой степени, что они не способны выполнять жевательную и эстетическую функцию. Сохранённую часть зуба можно использовать в качестве опоры для протезов [1].

Цель исследования. Целью данной статьи является изучение особенностей протезирования при частичной адентии в ортопедической стоматологии.

Материалы и методы исследования. Всего в клинике ортопедической стоматологии и материаловедения было обследовано 578 человек. Для изучения результатов ортопедического лечения; съёмными конструкциями зубных протезов были анализированы истории болезни 485 пациентов с ПОЛной утратой зубов в возрасте от 43 до 82 лет (276 женщин и 209 мужчин, средний возраст $54 \pm 1,5$ года)

Результаты исследования и их обсуждение. На основании проведенного анализа качества лечения больных с полным отсутствием зубов установлено, что дизадаптация полных съёмных пластиночных протезов на различных сроках пользования составили 48,1%.

Разработан и внедрен новый способ определения центрального соотношения челюстей, основанный на использовании анатомо-физиологических свойств, топографии и функции жевательных мышц.

Разработан новый способ изготовления полного съёмного пластиночного протеза при сложных клинических условиях нижней челюсти и его обоснование, включающий армирующие элементы, выполненные в виде металлической цельнолитой дуги, повторяющей

форму альвеолярного гребня, и монолитно отлитых вместе с ней металлических клыков и моляров.

При использовании протезов при полной потере зубов нижней челюсти, изготовленных по авторскому способу, снижается интенсивность атрофических процессов под базисом протеза на 20%.

Адаптация больных к полным съемным пластиночным протезам, изготовленных способом автора наступает на 3,5 — 5 дней быстрее, по сравнению с протезами, изготовленными традиционным способом.

Вывод. Изучение особенностей протезирования при частичной потере зубов в современной ортопедической стоматологии позволяет врачу-ортопеду правильно подойти и рассмотреть со всех аспектов вопрос протезирования пациента, основываясь на индивидуальных особенностях больного.

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ЭКОЛОГИЧЕСКАЯ БЕЗОПАСНОСТЬ ЭКСПЛУАТАЦИИ И НОРМИРОВАНИЕ РАСХОДА ТОПЛИВА КАРЬЕРНЫХ АВТОСАМОСВАЛОВ

Аннотация: В данной статье приведены результаты проведенных исследований, связанных с нормированием расхода различных моторных топлив с учетом конструктивных особенностей, режимов и условий эксплуатации механических транспортных средств. Проведен анализ классификации норм расхода топлива, выявлены особенности нормирования расхода топлива на автомобильном транспорте в современных условиях, а также определены основополагающие подходы к нормированию расхода топлива механических транспортных средств. При выполнении научно-практических работ по нормированию расхода топлива для карьерных автосамосвалов учитывались обций пробег по маршруту, количество подъемов и спусков, ограничения скорости движения, загруженность. Разработана формула для расчёта нормы расходов топлива карьерных автосамосвалов. Сделан вывод что, нормы расхода топлив (энергии) предназначены для расчетов нормируемого значения их расходов, ведения статистической и оперативной отчетности, установления себестоимости выполненных работ, то следует не только установить научно обоснованные нормы расхода топлив (энергии), но и выполнять периодичности их установления.

Ключевые Слова: нормирование, расход топлива, классификация нормирования, методы нормирования.

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ENVIRONMENTAL SAFETY IN OPERATION AND FUEL CONSUMPTION REGULATION OF MINING DUMP TRUCKS

Abstract: This article presents the results of studies related to the regulation of the consumption of various motor fuels, taking into account the design features, modes and operating conditions of mechanical vehicles. An analysis of the classification of fuel consumption rates has been carried out, the features of fuel consumption rationing in road transport in modern conditions have been identified, and fundamental approaches to the rationing of fuel consumption of motor vehicles have been identified. When performing scientific and practical work on the regulation of fuel consumption for mining dump trucks, the total mileage along the route, the number of ascents and descents, speed limits, workload were taken into account. A formula has been developed for calculating the fuel consumption rate for mining dump trucks. It is concluded that the norms of fuel (energy) consumption are intended for calculating the normalized values of their costs, maintaining statistical and operational reporting, establishing the cost of work performed, then it is necessary not only to establish scientifically based fuel (energy) consumption norms, but also to comply with the frequency of their establishment.

Keywords: rationing, fuel consumption, rationing classification, rationing methods.

Введение

Известно, что нормирование расхода топлива (энергии) составляет основу рационального использования топливно-энергетических ресурсов и является действенным способом улучшения экологической безопасности эксплуатации механических транспортных средств [1, 2].

Хотя в условиях устойчивого развития, при котором должна обеспечиваться максимальная производительность труда при минимальных отрицательных воздействиях в окружающую среду, многие общепринятые подходы к нормированию расхода топлива (энергии) несколько необоснованно упрощены.

Кроме этого в настоящее время в сфере эксплуатации находятся новые конструкции механических транспортных средств, и имеется ряд составляющих режимов и условий их эксплуатации, которые не учтены в ранее принятых нормативных и руководящих документах.

Цель исследования. Нормирование расхода топлива карьерных автосамосвалов различных моторных топлив с учетом конструктивных особенностей, режимов и условий эксплуатации и провести анализ классификации норм расхода топлива, а также определены

основополагающие подходы к нормированию расхода топлива механических транспортных средств.

Методология исследования. К числу основных методов исследования и анализа, применяемых при выполнении статьи, относятся: метод регрессионного и корреляционного анализа, теоритический анализ эксплуатационных данных.

Результаты исследования

Особенность нормирования расхода топлива (энергии) в среде автомобильного транспорта в современных условиях. Известно, что в любой стране в области энергосбережения действуют различные правовые и нормативные документации, такие как, законы, кодексы, положения, инструкции, правила, порядки и другие, которые должны регулировать все вопросы в данной сфере. Но, несмотря на это в разных странах к вопросу нормирования топлива (энергия) имеются различные подходы.

Следует отметить, что существующее во многих странах положение по части налогооблагаемых затрат по топливу должны способствовать совершенствованию нормирования расхода топлива, однако на практике происходит обратное.

Зарубежные учёные Е.Аткинсон, Г.Валтон, О.С. Виллимсон, А.А. Кулешов, Э.В.Горшков изучали «теорию карьерного больше грузного автотранспорта, определение расхода топлива, оценка эффективности системы контроля карьерными автосамосвалами».

Например, в Республике Беларусь, где наблюдается обоснованный научно-технический подход к данному вопросу, установлено, что все расходующие виды топлива (энергии) должны нормироваться, и при этом нормы разрабатываются с периодичностью один раз в три года с ежегодным пересмотром [3].

В развитых странах, например в США, пользуются средним корпоративным показателем экономичности (CAFF), представляющий собой расчетную величину взвешенного по фактической структуре продажи на рынке автомобилей каждого производителя за год пробега на галлон (3,783 л) топлива с учетом их работы как в городских условиях (55%) и в магистральных дорогах (45%) и является мерой государственного регулирования повышение топливной экономичности выпускаемых автомобилей.

В некоторых других странах в руководящих документах по нормам расхода топлива имеют место рекомендации руководствоваться технической документацией, предоставляемой заводом-изготовителем, в отношении тех автомобилей, у которых отсутствуют нормы расхода топлива в действующих нормативах, что является неправомерной с точки зрения научной и технической обоснованности. Поскольку заводы-изготовители могут дать только контрольный расход топлива на определенной постоянной скорости или на специальных (городской,

магистральный, смешанный) циклах. Известно, что контрольный расход топлива автомобиля является показателем его технического состояния и никак не может заменить нормы расхода топлива в эксплуатационных условиях [4].

Не менее важным вопросам также является уточнение:

- функции системы контроля расхода топлива GPS и нормирование расхода;

- расход топлива на пуск или на пуск и прогрев двигателя газобаллонного автомобиля;

- транспортной нормы расхода топлива при работе грузовых автомобилей с грузом, установленной ранее;

- отдельных надбавочных коэффициентов (надбавок);

- возможных изменений в сфере нормирования при применении системы контроля GPS или бортового расходомера (компьютера) в процессе испытаний;

- сроков нормирования и профессиональный уровень водителя;

- подробная идентификация транспортных средств и вида перевозки при нормировании (наличие кондиционер/обогреватель, системы снижения токсичности и др.) ;

- преимущества существующих способов нормирования расхода топлива и возможность разработки мероприятий по улучшению топливной экономичности эксплуатируемой автотракторной техники;

- технологических (транспортных) и общепроизводственных (технических, гаражных и прочих) или временных (кратковременных до 3-х месяцев, годовых и трехгодичных) норм;

- особенности нормирования расхода топлива (энергии) карьерных автосамосвалов при изменении параметров перевозки породы или руды (глубина карьера, расстояние перевозки груза от края карьера до отвала и др.).

Анализ классификации норм расхода топлива (энергии).

Известно, что нормы расхода топлива (энергии) классифицируются по признакам: масштабу применения или по степени детализации (индивидуальные и групповые, дифференцированные и укрупненные), составу расхода (технологические и общепроизводственные) и времени действия (годовые и квартальные).

Базовая (другое название – линейная) норма расхода топлива – условный эксплуатационный расход топлива, полученный как средневзвешенная величина к магистральному и городскому ездовым циклам с учетом их коэффициентов весомости в условиях эксплуатации (O'zDst 1010:2001) или объем топлива (л, куб. м), потребляемый двигателем технически исправного автомобиля на 100 км пробега без учета повышений (понижений) и дополнительного расхода топлива [5].

В целом в сфере эксплуатации механических транспортных средств выделены базовые, транспортные и эксплуатационные нормы расхода топлива для автомобилей общего назначения. Кроме этого имеются нормы расхода топлива для специальных транспортных средств, а также маршрутные или дифференцированные маршрутные нормы расхода топлива для автобусных маршрутов или однотипных грузовых автомобилей, выполняющих транспортные работы (пассажи́рские (системы тяговые плечи, кольцевые маятниковые маршруты) или грузовые перевозки) по определенным, заранее запланированным маршрутам. Очень многое зависит от точности выполнения измерений показателей паспорта рассматриваемого маршрута движения. Групповые (средние для группы машин) нормы расхода топлива применяются для определенной группы техники, выполняющей одинаковые транспортные работы.

Таким образом установление технически обоснованного класса норм расхода топлива имеет и эконо́мо-экологический эффект и психологическое влияние, направленное на получение экономии топлива, что способствует всех причастных к этому вопросу активизировать свою деятельность в рациональном использовании топлив, повышению профессионального мастерства, улучшению технического состояния транспортных средств, изысканию возможностей снижения непроизводительных потерь топлива и др.

Основополагающие подходы к нормированию расхода топлива механических транспортных средств (МТС). Известно, что по сущности норма – это максимально допустимая величина абсолютного расхода топлива как средства производства, которая может определяться расчетно-аналитическим, опытным (экспериментальным) и расчетно-статистическим методами. На практике же наибольшее распространение нашел экспериментально-аналитический (исследовательский) метод определения расхода топлив.

Следует отметить еще одну техническую сторону вопроса: одна и та же модель механического транспортного средства (МТС) может иметь разные двигатели и систем питания (особенно двигатели газобаллонных автомобилей), трансмиссии (особенно КПП: механическая или автоматическая), нейтрализатор-катализатор, комплектность кузовов, что приводит к различным значениям расхода топлива в условиях эксплуатации, что не всегда находит свое отражение в существующих рекомендациях или других документациях.

Уравнение нормирования расхода топлива, предложенное А.М.Шейниным учитывает только три составляющие, а именно базовая норма расхода топлива, транспортная норма расхода топлива, суммарный нормативный коэффициент, который составляют основу ныне существующих методических рекомендаций по определению нормативных норм расхода топлива.

Однако исходя из конструктивных особенностей современной автотранспортной техники дополнительно следует учесть выше приведенные особенности нормирования расхода топлива(энергии).

Многие производители автомобилей устанавливают расходы топлива по ездовым циклам (городской, загородный, смешанный), которых трудно учитывать в реальных условиях эксплуатации. Особый подход требуется для нормирования расхода топлива для карьерных транспортных средств, горных оборудований и строительно-дорожных машин.

Кроме этого в процессе нормирования можно проводить корректировку пробега при испытаниях с данными спутниковой системы контроля (при наличии), где GPS-модуль позволяет получить данные о действительном и суммарном расходе топлива, расстоянии и скорости движения, а также пооперационных составляющих расходов топлива, а также измененные поправочные коэффициенты с учетом последних исследований и их конкретизация для определенных условий эксплуатации.

Нами при выполнении научно-практических работ по нормированию расхода топлива для карьерных автосамосвалов учитывались:

- общий пробег по маршруту;
- количество подъемов и спусков;
- ограничения скорости движения;
- загруженность (масса перевозимого породы или руды).

В процессе нормирования расхода топлива карьерных автосамосвалов расчетная формула имела следующий вид:

$$Q_H = 0,01 * H_S * S * (1 + 0,01 * D_{\Sigma}) + H_z * Z \quad (1)$$

где H_S - базисная или временная линейная норма расхода топлива карьерного самосвала;

H_z - дополнительный расход топлива на каждую езду с грузом;

S – пробег автомобиля;

Z - число ездов с грузом;

$D_{\Sigma}=D_1+D_2+D_3$ – суммарный нормативный коэффициент к норме;

D_1 - нормативный коэффициент прироста, учитывающий подъем груза от горизонта забоя до борта карьеры;

D_2 - нормативный коэффициент прироста, учитывающий плечо откатки груза, придвижении грузопотока «снизу-вверх»;

D_3 - нормативный коэффициент прироста, учитывающий расстояние от отметок борта карьера на отвалы.

Выводы

На основе выполненных исследований следует заключить:

1. Научно-техническое обоснование норм расхода топлив механическими транспортными средствами остается наиболее существенным фактором, влияющим на рациональное использование

топливно-энергетических ресурсов и на обеспечение их экологической безопасности при эксплуатации.

2. Существующие нормативно-руководящие документации по нормам расхода топлив и смазочных материалов содержат устаревшую информацию, носящую рекомендательный характер. Причем материалы, изложенные в этих документах зачастую вступают в противоречие с другими законодательными актами.

3. Поскольку нормы расхода топлив (энергии) предназначены для расчетов нормируемых значений их расходов, ведения статистической и оперативной отчетности, установления себестоимости выполненных работ, планирования потребности в нефтепродуктах, осуществления мероприятий по энергосбережению, а также осуществления расчетов по налогообложению, то следует не только установить научно обоснованные нормы расхода топлив (энергии), но и выполнять периодически их установления. Эти задачи только могут выполнять сторонние организации, имеющие соответствующий опыт работы и не имеющие корпоративный интерес.

4. Современные требования по рациональному использованию топливно-энергетических ресурсов и охраны окружающей среды ставят новые задачи по совершенствованию методов разработки норм расхода топлива, разработки конкретных мероприятий по уменьшению расхода топлив и отрицательных воздействий в окружающую среду и др.

5. Особенно следует внимание на расширенную базу данных (протокол испытаний) транспортных средств при испытаний и метрологической обеспеченности испытаний.

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СОЦИОКУЛЬТУРНАЯ ТЕМАТИКА УЧЕБНЫХ ТЕКСТОВ НА РУССКОМ ЯЗЫКЕ

Аннотация: Социокультурный компонент, формирующий вторичную языковую личность, отражает взаимосвязь языка и культуры, включает в себя культуру страны в самом широком смысле как объект обучения русскому языку.

Ключевые слова: лингвосоциокультурная компетенция, культивирование, общества, многозначностью, учебный текст.

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SOCIO-CULTURAL THEMES OF EDUCATIONAL TEXTS IN RUSSIAN LANGUAGE

Annotation: The sociocultural component that forms the secondary linguistic personality reflects the relationship between language and culture, includes the culture of the country in the broadest sense as an object of teaching the Russian language.

Key words: linguo-socio-cultural competence, cultivation, society, polysemy, educational text.

«Культура» является одним из основных понятий в истории развития современной мысли. Само слово восходит к латинскому *cultura*, которое означает обработку, «культивирование» земли. Однако уже древнеримский оратор Цицерон отметил, что наряду с культурой возделывания земли, есть также культура, означающая «возделывание души». Сегодня существует около 200 определений культуры. Это связано с многозначностью и богатством этого понятия. В самом широком смысле культура - это все созданное человеком, вся совокупность материальных и духовных ценностей, созданных человечеством за всю историю. Культура представляет собой сложное целое, включающее познание, язык, верования, искусство, мораль, право, обычаи, ценности и некоторые другие способности и привычки, присущие человеку как члену общества.

Язык и культура, языковая личность, межкультурная коммуникация, лингвосоциокультурная компетенция- это научные категории, которые тесно взаимосвязаны и взаимообусловлены. Появившись в лингвистике и

лингводидактике в 1980 годах. Они поставили ученика и его потребности в центр обучения. Антропоцентрический принцип стал ведущим при определении особенностей обучения иностранному языку. Язык теперь изучается не как система, а как средство достижения этой цели. Результатом изучения иностранного языка является «формирование» «вторичной языковой личности», способной и готовой реализовывать себя в рамках на культур, то есть участвовать в общении в условиях межкультурной коммуникации». Изучение иностранного языка способствует расширению социокультурного пространства студента. Как сказано в «Общеввропейских компетенциях владения русским языком». Изучающий второй язык или русский язык и вторую культуру или русскую не теряет компетенции, которой он обладает в своем родном языке и родной культуре.

А новая компетенция в ходе приобретения не является полностью независимой от предыдущей. Языковые и культурные компетенции, свойственные каждому языку, модифицируются. Они позволяют личности развиваться в более богатую и сложную индивидуальность.

Лингвосоциокультурную компетенцию можно представить в виде трех компонентов: 1) знание о национально культурных особенностях стран изучаемого языка, нормы речевого и неречевого поведения его носителей, умение строить свое поведение и коммуникацию с учетом этих особенностей и норм; 2) умение использовать разные коммуникационные роли, стратегии в условиях социального взаимодействия с людьми и окружающим миром; 3) способность осуществлять разные виды речевой деятельности и выбирать лингвистические средства в соответствии с местом, временем, сферой общения адекватно социальному статусу партнеру общения. Формирование лингвосоциокультурной компетенции одна из целей изучения русского языка, и поэтому тексты культурологической направленности широко представлены в современных учебных изданиях. Важнейшей характеристикой учебного текста является его полифункциональность. Текст хранит информацию, культурные коды, является носителем общих и профессиональных знаний, оказывает мотивационное воздействие на обучаемых и способствует развитию их креативных качеств. Учебный текст – это воплощение способов деятельности, в процессе, которой формируется сознание обучаемых.

Роббер Галиссон, автор многочисленных работ по лингвистике и лингводидактике представил «набросок» антропоцентрического деления мира на зоны, который он считал неполным, но который по нашему мнению, может помочь составить список социокультурных аспектов, представленных в учебниках русских языков. Галиссон Р. Выдели следующие зоны: зона человека и пространства 1) тело; 2) жизнь (интеллектуальная, моральная и чувственная); 3) ближайшее окружение (семья, животные, жилище и растения); 4) профессиональные занятия,

ремесла и досуг; 5) удаленное окружение, то есть физический мир (моря, горы и т.д.); 6) социальная, политическая, культурная и религиозная жизнь; 7) перемещения (средства коммуникации и транспорта); 8) государство (образования, армия, правосудие) и зоны человека и времени; 9) этапы существования, праздники, времена года, исторические ориентиры и персонажи.

Ванн дер Санден Н., рассматривая тематику текстов в учебниках русского языка, считает, что их можно разделить на 14 тем: новости (феномены удивляющие общество), искусство и средства массовой коммуникации, образование(образовательная система, предметы, расписание, каникулы, отношения между студентами и т.д.) география (пейзажи, фауна и флора, провинции, демография, города, регионы, карты и т.д.) правительство, формы государственного управления (выборы, Европа и страны Европы, государственные органы), жилище (дом, сад), история (города, страны), язык (языковые варианты, диалекты, история языка), магазины (рынки, супермаркеты и т.п.), менталитет и предрассудки (поведение, жесты, региональные специалитеты), туризм (кемпинги, отели, туристические достопримечательности), транспорт, общественная жизнь (жизнь, семьи, развлечения спорт, здоровые, работа, религия, традиции.).

Учебный текст, а особенно текст на иностранном языке выполняет разные учебно-познавательные задачи, поэтому можно говорить о разных способах представления социокультурных знаний в учебных текстах следующая классификация таких способов представлена в материалах Совета Европы.

1. Типизировано-имитационный способ. Характерен для текстов, имеющих общую для многих учебников тематику и отражающих типичные, наглядные явления и события жизни, как например: «Семья», «Жильё», «Покупки», «Свободное время» и другое.

2. Нормативно-документальный способ. Тексты сообщают объективную информацию об иноязычной среде. С этой целью привлекаются как документальные материалы, так и первоисточники, содержащие точные объективные факты, статистические данные.

3. Аффирмативно-экспламаторный способ презентации. В таких текстах раскрываются особые явления действительности, которые удивляют своей уникальностью.

4. Проблемно-ориентированный способ. Представлен в реальных обстоятельствах конкретных задач, стоящих перед обществом, которые побуждают обучаемых к принятию того или иного решения.

5. Критические-эмансипированный способ. Предполагает противопоставить взгляды общающихся сторон в различных сферах деятельности. Собеседники становятся участниками событий, которые затрагивают их интересы, вовлекают в дискуссию и заставляют давать критическую оценку происходящему.

Социокультурный компонент, формирующий вторичную языковую личность отражает взаимосвязь языка и культуры, включает в себя культуру страны в самом широком смысле как объект обучения русскому языку. Приведенные классификации учебных текстов показывают, что их необходимо рассматривать вместе с языковой картиной мира, так как она воссоздает тот образ действительности, который человек имеет в виду, когда говорит и общается.

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ОЦЕНКА ЭФФЕКТИВНОСТИ ЛЕКАРСТВЕННЫХ СРЕДСТВ ПРИ ЛЕЧЕНИИ АРТЕРИАЛЬНОЙ ГИПЕРТЕНЗИИ

Резюме. Одной из основных причин вторичной АГ, зачастую игнорируемой, поскольку врачи о ней практически не информированы, является медикаментозно-индуцированная (лекарственная) АГ, поскольку некоторые лекарственные средства (ЛС) в силу разных механизмов повышают АД. У лиц с изначально нормальным АД, без АГ, это может быть причиной развития вторичной АГ[3]. У пациентов же, страдающих эссенциальной АГ (гипертонической болезнью), они являются недооцениваемой причиной недостижения целевого уровня АД, снижения эффектов антигипертензивной терапии вплоть до развития рефрактерной АГ, провоцируют непредвиденное повышение АД [4].

Ключевые слова: артериальная гипертензия, артериальное давление, ишемическая болезнь сердца, лекарственные средства.

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EVALUATION OF THE EFFICACY OF DRUGS IN THE TREATMENT OF ARTERIAL HYPERTENSION

Summary. One of the main causes of secondary hypertension, often ignored because doctors are practically not informed about it, is drug-induced (drug) hypertension, since some drugs (drugs) increase blood pressure due to different mechanisms. In individuals with initially normal blood pressure,

without hypertension, this may be the cause of the development of secondary hypertension [3]. In patients suffering from essential hypertension (hypertension), they are an underestimated reason for not achieving the target level of blood pressure, reducing the effects of antihypertensive therapy up to the development of refractory hypertension, and provoke an unforeseen increase in blood pressure [4].

Key words: arterial hypertension. arterial pressure, ischemic heart disease, medicines.

Актуальность. Распространенность артериальной гипертонии (АГ) за последние годы заметно выросла, и в будущем ее рост продолжится, в первую очередь, благодаря увеличению средней продолжительности жизни, а также в связи с увеличением числа пациентов с ожирением, что является одним из главных факторов риска повышения артериального давления (АД) [2].

Одной из основных причин вторичной АГ, зачастую игнорируемой, поскольку врачи о ней практически не информированы, является медикаментозно-индуцированная (лекарственная) АГ, поскольку некоторые лекарственные средства (ЛС) в силу разных механизмов повышают АД. У лиц с изначально нормальным АД, без АГ, это может быть причиной развития вторичной АГ [3]. У пациентов же, страдающих эссенциальной АГ (гипертонической болезнью), они являются недооцениваемой причиной недостижения целевого уровня АД, снижения эффектов антигипертензивной терапии вплоть до развития рефрактерной АГ, провоцируют непредвиденное повышение АД [4].

Эти препараты могут быть как безрецептурными, т.е. свободно продаваться в аптеках, так и рецептурными, назначенными врачом для острых или хронических заболеваний. Наиболее часто лекарственно-индуцируемую АГ вызывают стероиды, нестероидные противовоспалительные препараты (НПВП), сим-патомиметические препараты, стимуляторы деятельности центральной нервной системы (ЦНС) - алкоголь, амфетамин, другие терапевтические препараты (сIBUTрамин, противорвотные препараты, физостигмин, леводопа, лефлуномид, гормон роста, гормоны щитовидной железы, рекомбинантный человеческий эритропоэтин), антидепрессанты, иммуносупрессоры, антиангиогенные препараты, анестетики, тяжелые металлы, токсины и даже некоторые пищевые добавки (женьшень, лакрица и др.) [1].

Цель исследования. Сравнительная оценка эффективности терапии фиксированными комбинированными препаратами фозид и лозап плюс и обоснование их применения у больных артериальной гипертонией 1-2 степени.

Материалы и методы исследования. Пролонгированная терапия фозидом и лозапом плюс у больных АГ 1-2 степени обеспечивает достоверный; равномерный гипотензивный эффект в течение 24 часов и оказывает многоплановое корригирующее влияние на динамику показателей суточного-мониторирования АД: среднесуточных значений систолического АД, среднесуточных значений диастолического АД, величины утреннего подъема АД, вариабельности АД, индекса времени: гипертензии- Лозап плюс более выражено; чем фозид снижает ЧОС. Оба препарата обладают хорошей переносимостью.

Длительное применение фозида и лозапа плюс оказывает положительное влияние на структурное состояние левого желудочка, улучшает систолическую, и диастолическую функции- сердца. Лозап; плюс по сравнению с фозидом более значительно уменьшает массу миокарда левого желудочка (ИММЛЖ).

Терапия фозидом в сравнении с лозапом плюс более существенно уменьшает проявления атеросклероза сонных артерий, способствуя регрессу величины комплекса интима-медиа общей сонной артерии.

Микроальбуминурия была выявлена у 82,2% исследуемых больных АГ 1-2 степени. Терапия-фозидом и лозапом? плюс; достоверно снижает уровень МАУ, исходно повышенную скорость клубочковой фильтрации и не ухудшает её при нормальных величинах. В отличие от лозапа плюс, фозид более значительно снижает уровень МАУ.

Приём фозида и лозапа плюс способствует улучшению показателей липидного спектра, не оказывая отрицательного влияния на параметры углеводного, электролитного обмена и уровень креатинина.

Длительная терапия обоими- препаратами положительно влияет на качество жизни больных АГ 1-2 степени, оказывая благоприятное воздействие на все субсферы и не приводя к ухудшению ни одной из них, что способствует большей приверженности к лечению.

Вывод. Результаты исследования обосновывают возможность дифференцированного применения фозида и лозапа плюс как препаратов патогенетической терапии у больных АГ с поражением органов-мишеней.

Для выявления поражения органов-мишеней и выбора: антигипертензивной терапии у больных АГ необходимо комплексное обследование больных: оценка исходных параметров суточного профиля АД, внутрисердечной гемодинамики, определение величины комплекса интима-медиа общей сонной артерии и уровня микроальбуминурии.

По данным сравнительного анализа предлагаются критерии назначения фозида и лозапа плюс больным АГ. При гипертрофии левого желудочка, склонности к тахикардии рекомендуется назначение лозапа плюс.

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ПРОБЛЕМЫ ЯТРОГЕНИИ В СОВРЕМЕННОЙ МЕДИЦИНЕ

Аннотация: Ятрогении – это плохие последствия медицинского вмешательства, особенно когда смерть наступает на основании неправильного диагноза.

Ключевые слова: ятрогения, медицина, смерть, диагноз, врач, боль, пациент.

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PROBLEMS OF IATROGENY IN MODERN MEDICINE

Abstract: Iatrogenism is a bad consequence of medical intervention, especially when death occurs on the basis of an incorrect diagnosis.

Keywords: iatrogeny, medicine, death, diagnosis, doctor, pain, patient.

Ятрогения – (jatos - врач, genesis-порождать), это появление у больного новых заболеваний вследствие неблагодарной беседы, неблагоприятного поведения, незнания или, одним словом, по вине врачей врача или медсестры. Важно помнить пословицу великого ученого Букрота: "не причиняй боль больному прежде всего". Ятрогенные заболевания составляют 10 процентов среди пациентов в современной медицинской практике.

Новые и прогрессивные методы диагностики и лечения (агрессивная медицина), ранее не выявленные, породили так называемую ятрогенную

патологию. Это плохие последствия медицинского вмешательства, особенно когда смерть наступает на основании неправильного диагноза. Пример: летальный исход операции без предполагаемого заболевания, смерть от переливания крови другой несовместимой группы, неправильное использование сильнодействующих лекарств, аллергические состояния, которые могут привести даже к летальному исходу при воздействии лекарств, смерть от неоправданно и неправильно установленной трубки в подкожных венах, смерть от различных диагностических вмешательств (эндоскопия, лапороскопия, ангиография и т. д.) в результате профилактических прививок может наступить летальный исход). В последние годы, после пересмотра IX - й Международной Классификации Болезней, указанные выше и другие подобные случаи были подняты до уровня основного заболевания. Группы ятрогений и причины их возникновения. Все случаи ятрогении можно разделить на несколько групп по характеру медицинского вмешательства и влиянию на течение заболевания и танатогенез.

1. Ятрогения в отношении пациентов, поступивших в стационар по поводу вторичных заболеваний, - это случаи, когда пациенты, ранее перенесшие операцию по поводу первого заболевания, выздоравливают, а через длительное время у них возникает второе заболевание, и эти пациенты возвращаются в стационар. Например, послеоперационные рубцы, синдром демпинга, или плохо прооперированная язвенная болезнь желудка, спайная непроходимость кишечника, анастомозная недостаточность и т.д. такие случаи, когда требуется повторная операция, приводят к смерти пациентов из - за различных осложнений, что означает, что основным заболеванием является вторичное заболевание (то есть не заболевание, которое привело к первой операции).

2. Смерть, наступившая в результате хирургической травмы, полученной при технических ошибках. Такие случаи, в свою очередь, можно разделить на 2 группы.

а) послеоперационная, наступившая в результате оперативного вмешательства смерть. Хирургическая травма в таких случаях заменяет основное заболевание.

б) смерть, наступившая после операции, но не перенесшая такого вмешательства (слишком тяжелое общее состояние, пропуск болезни) или вследствие инфекционных осложнений. Оперативное вмешательство в таких случаях занимает место среди осложнений основного заболевания.

3. Смерть от наркоза. Его причинами являются: невозможность (индивидуально) поднять наркоз (препарат), дать его больше, чем асфиксия (удушьё), поздняя интубация, ранняя экстубация, бронхоспазм и т. д. Такая смерть может наступить еще до начала операции. Следует особо отметить, что при наступлении смерти от наркоза, рассматривая ее на

месте основного заболевания, существующее заболевание рассматривается как фоновое.

4. Диагностические процедуры (ангиография, лапороскопия, пневмоэнцефалография, биопсия и т. д.) смерть, наступившая в результате. Проведенное диагностическое лечение считается основным, а предполагаемое заболевание относят к числу "фоновых" заболеваний.

5. Небезопасную опухоль ошибочно принимают за злокачественную, смерть от которой наступила в результате лечения химическими препаратами (или лучевой терапией). В этих случаях химиотерапия (или лучевая терапия) считается основной причиной смерти.

6. Смерть, вызванная гемотрансфузией. Это считается основным заболеванием. По разным данным из литературы, ятрогенная патология встречается от 3.1 до 40% случаев. Значит, стоит обратить внимание врачей на данную патологию. Терапевтические ятрогении возникают в основном в виде осложнений интенсивной терапии, таких как перелом ребра или ключицы, тромбоз, вызванный катетером, вставленным в подкожную вену, аллергия на лекарства. Кроме того, осложнения диагностических процедур включают фибробронхоскопию (бронхоспазм, остановка сердечной деятельности), ангиографию (анемия, вызванная шоком, кровотечение). Пример: пациент в возрасте 8 месяцев. Инфузионная терапия проводилась в течение 7 дней из подкожной вены после удаления гемангиомы языкового центра. Однако при вскрытии трупа после случившейся смерти в правой подкожной Вене и верхней полый вене был обнаружен образовавшийся тромб, который продолжался до правого желудочка сердца.

В результате возник венозный синдром верхнего века. Непосредственной причиной смерти является черепно-мозговая кома. Это осложнение не выявляется, пока пациент жив. Причина - недостаточный контроль за состоянием катетера и функционированием свертывающей системы крови. Хирургические ятрогении бывают разных типов, и часто они вызваны недостатками хирургических процедур. Пример: гнойные осложнения, послеоперационные тромбозы и тромбозэмболии, острая постгеморрагическая анемия, остановка сердца в результате травмы, возникновение перитонита вследствие общего поражения желчевыводящих путей и др. Ятрогенные заболевания можно разделить на три уровня (группы) в зависимости от течения, важности, последствий и места в танатогенезе. Первая степень ятрогений-патологические состояния, заболевания и неестественные смерти, при которых неправильное, ошибочное поведение является непосредственной причиной смерти. Сюда относятся гемотрансфузионные и анафилактические Шоки, травмы полых органов и крупных кровеносных сосудов медицинскими инструментами, смертельные кровотечения во время хирургических вмешательств, искусственно созданные воздушные эмболии в результате

медицинского вмешательства, сепсис, вызванный катетером, смерть от наркоза и др. входит. Данные показывают, что этот тип ятрогении составляет 0,41% от общей аутопсии. Ятрогении второй степени-это такие патологические состояния и заболевания, которые возникают в результате правильно поставленного диагноза и тщательно выполненных медицинских вмешательств, основанных на показаниях. Сюда относится гибель пациентов, которым показано "щадящее" оперативное вмешательство и медикаментозное лечение, применительно к больным с различными сопутствующими и фоновыми заболеваниями, в основном обусловленными старостью, иммунодефицитными состояниями. Эта ятрогения составляет 0,62% от общей аутопсии. Третья степень ятрогений - это патологические состояния и заболевания, не имеющие патогенетической связи с основным заболеванием и его осложнениями, практически не имеющие значения для смерти больного. К таким состояниям относятся абсцессы после инъекций, флегмоны и т.д. входит. Они встречаются в 0,16%.

Все ятрогении можно разделить на следующие рубрики.

1. Ятрогении в результате приема лекарств;
2. Диагностические-аппаратные ятрогении;
3. Хирургические ятрогении;
4. Ятрогения наркоза-анестезии;
5. Ятрогении, вызванные использованием технических устройств;
6. Трансфузионно-инфузионные ятрогении;
7. Септические ятрогении;
8. Ятрогении, вызванные лучами;
9. Реанимационные ятрогении;
- 10.Профилактические ятрогении;
- 11.Информационно-информационные ятрогении;

12.Другие наиболее распространенным видом ятрогении в практике является информационно - информационная ятрогения. Это своего рода ятрогения, которая в основном возникает из-за неправильного общения. Такие медикаментозные токсикодермии по своему внешнему виду, течению часто протекают так же, как и те или иные кожные заболевания. Среди вышеописанных патологических состояний именно токсический эпидермальный некролиз (синдром Лайеля) привлекает внимание врачей всех направлений.

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ТЕХНОЛОГИЯ ПРОБЛЕМНОГО ОБУЧЕНИЯ НА УРОКАХ ХИМИИ В ШКОЛЕ

Аннотация. В статье учащейся на уроках химии с помощью проблемного обучения описаны подходы к формированию практических навыков. Например, и на основе вопросов, как подойти к каждому проблемному процессу, показано в алгоритмической последовательности. На уроках химии в школе элементы проблемного обучения.

Ключевые слова: проблемное обучение, активизация учебного процесса, обучение, активизация деятельности, мыслительные операции, активное мышление.

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TECHNOLOGY OF PROBLEM LEARNING IN CHEMISTRY LESSONS AT SCHOOL

Abstract. The article examines approaches to the development of students' practical skills in chemistry lessons through problem-based learning based on examples. The algorithmic sequence shows how to approach each problematic process. Elements of problem-based learning have been introduced in chemistry lessons at school.

Keywords: problem-based learning, activation of the learning process, activation of learning activities, mental operations, active thinking.

Введение. Среди различных форм активизации учебного процесса и формирования компетентностных подходов, центральное место принадлежит проблемному обучению, цель которого «научить ученика мыслить».

Мышление начинается с вопроса, требующего разрешения. Поэтому, чтобы ученик начал, активно мыслить, перед ним следует поставить

познавательную задачу. Причём она должна быть осознана как действительно требующая выяснения. Этот процесс выяснения нового должен представлять для него личный интерес. Проблемное обучение как раз и предполагает последовательное и целенаправленное выдвигание перед учащимися познавательных задач, разрешая которые они под руководством учителя активно усваивают новые знания. Внутренняя мотивация – залог успеха образовательного процесса.

В педагогической литературе имеется ряд попыток дать определение проблемному обучению. С педагогической точки зрения – это такое обучение, при котором учащиеся систематически включаются в процесс решения проблем и проблемных задач, построенных на содержании программного материала[1].

Н.Г. Дайри, исследователь проблемного обучения, считал: «Обучение является проблемным, если оно всем своим содержанием и способом раскрытия ставит какой-то вопрос, требующий решения, но прямого решения не дает и побуждает учащихся искать ответ. В этом случае возникает проблемная ситуация». Проблемная ситуация является основой проблемного обучения.

В проблемном обучении знания «не передаются учащимся в готовом виде, а приобретаются ими в процессе самостоятельной познавательной деятельности в условиях проблемной ситуации» [2].

Проблемная ситуация характеризует определенное психическое состояние ученика, возникающее в процессе выполнения задания, которое помогает ему осознать противоречие между необходимостью выполнить задание и невозможностью осуществить это с помощью имеющихся знаний; осознание противоречия пробуждает у учащегося потребность в усвоении новых знаний о предмете, способе или условиях выполнения действий [3].

Проблемные ситуации позволяют, опираясь на непроизвольное внимание учеников, постепенно вырабатывать у них произвольное внимание к объекту изучения, стремление овладеть предметом, несмотря на имеющиеся трудности.

Следовательно, проблемная ситуация – центральное звено в проблемном обучении. От того, насколько удалось активизировать учащихся, возбудить их интерес, зависит эффективность проблемного обучения.

Осуществление проблемного обучения возможно при следующих условиях: – наличие проблемной ситуации; – готовность ученика к поиску решения; – возможность неоднозначного пути решения[4].

Использование проблемных ситуаций на уроках химии позволяет так организовать процесс усвоения основных понятий, законов, что эти знания становятся в дальнейшем инструментом познания, а не набором сложных непонятных слов.

Методы. Приемы создания и решения проблемных ситуаций на уроках химии. Для создания проблемной ситуации на уроке я использую следующие методические приёмы: – подвожу школьников к противоречию и предлагаю им самим найти способ его решения; – сталкиваю противоречия в практической деятельности[5]; – излагаю различные точки зрения на один и тот же вопрос; – предлагаю классу рассмотреть проблему с различных позиций, например, эколога, юриста, финансиста; – побуждаю школьников делать сравнения, обобщения, выводы из ситуаций, сопоставлять факты; – ставлю проблемные задачи (например, с недостаточными, избыточными или заведомо ошибочными данными, с неопределённостью в постановке вопроса, с ограниченным временем решения) [6].

Приведу несколько примеров создания проблемной ситуации.

Демонстрация или сообщение некоторых фактов, которые неизвестны учащимся и требуют для объяснения дополнительной информации, побуждают к поиску новых знаний. Например, я демонстрирую аллотропные видоизменения элементов и предлагаю объяснить, почему они возможны[7].

Использование противоречия между изучаемыми фактами и имеющимися знаниями, на основе которых учащиеся высказывают неправильные суждения. Например, я задаю вопрос: «может ли при пропускании углекислого газа через известковую воду получиться прозрачный раствор?». Учащиеся на основании предшествующего опыта отвечают отрицательно, и тогда я демонстрирую им образование гидрокарбоната кальция. Объяснение фактов на основе известной теории. Почему при электролизе сульфата натрия на катоде выделяется водород, а на аноде кислород? Учащиеся должны ответить, пользуясь справочными таблицами. Построение гипотезы на основе известной теории, а затем её проверка. Например, я задаю вопрос, будет ли уксусная кислота, как кислота органическая, проявлять общие свойства кислот? Учащиеся высказывают предположения, я ставлю эксперимент и даю теоретическое объяснение. Нахождение рационального пути решения, когда заданы условия и конечная цель. Например, решение экспериментальной задачи по определению веществ в трёх пробирках с наименьшим числом проб. Нахождение самостоятельного решения при заданных условиях. Это творческая задача, для решения которой необходимо использование дополнительной литературы, справочников. Использование принципа историзма. Например, поиск путей систематизации химических элементов, приведший, в конечном счете, Д. И. Менделеева к открытию периодического закона.

Обсуждения. В теории и практике проблемного обучения рассматривается несколько видов проблемных ситуаций, возникающих на уроке, но в моей практике наиболее результативны следующие ситуации:

1. Ситуация конфликта. Она возникает при наличии противоречий. Причём противоречия могут быть разных типов: между практически достигнутым результатом или известным фактом и недостаточностью знаний для его теоретического обоснования. Между жизненным опытом учащихся, их бытовыми понятиями и представлениями и научными знаниями. Опираясь на положение алюминия в электрохимическом ряду напряжений металлов, учащиеся относят его к активным металлам. Тогда я предлагаю ребятам объяснить широкое применение алюминиевой посуды в быту, в процессе беседы ребята выясняют, что алюминий покрыт оксидной плёнкой[8].

2. Ситуация опровержения. Создаётся, когда я предлагаю учащимся доказать несостоятельность какого либо предположения, идеи, вывода на основе всестороннего анализа. Рассматривая свойства гидроксидов алюминия и цинка, учащиеся указывают, что они реагируют с кислотами и разлагаются при нагревании. Так ребята обобщают свойства оснований и подтверждают выводы опытами. Затем они предлагают способ получения нерастворимых гидроксидов алюминия и цинка реакцией обмена между солью и щёлочью. При этом я демонстрирую взаимодействие соли цинка и щёлочи. Ребята наблюдают выпадение осадка гидроксида и его последующее растворение в избытке щёлочи. Теперь они должны опровергнуть своё утверждение о невозможности реакции между двумя основаниями. В процессе проблемной беседы я подвожу их к пониманию того, что в данной реакции гидроксид цинка проявляет кислотные свойства. Делаем вывод: амфотерность – проявление двойственности свойств веществ[9].

3. Ситуация предположения. Создаётся, когда требуется доказать справедливость какого-то предположения или предполагается существование какого-либо явления или закона, расходящегося с полученными ранее знаниями.

– Анализируя структуру бензола, учащиеся проводят аналогию с алкенами, предполагают, что он способен к реакциям присоединения. Однако знакомство с особенностями ароматической связи подводит их к предположению о других свойствах бензола.

В практике моей работы я часто использую постановку межпредметной проблемы, для решения которой необходимы знания из системы наук. Например, при изучении темы «Спирты» очень интересно проходит интегрированный с биологией урок «Спирты, их влияние на здоровье человека». Яд, который действует не сразу, становится менее опасным.

Тип урока: Применение имеющихся знаний в новой проблемной ситуации.

Цель урока: Провести исследование с целью выявления причин токсичности этилового спирта, рассмотреть механизм действия спирта на

клетки, органы и системы органов человека, спрогнозировать последствия токсического действия этанола. Создать ситуацию для осознания учащимися вредного употребления алкоголя. При любом приеме последняя реплика учителя должна быть: Так какой будет вопрос? Какая будет тема урока?

И вопрос и тема идут от ученика!

Заключение. Учебное исследование всегда проводится под руководством учителя. При этом ребята должны быть убеждены в том, что самостоятельно достигли цели. Учебное исследование не является универсальным методом. В деятельность учащихся я стараюсь включать лишь элементы исследований, применять исследования лишь при изучении отдельных тем и вопросов.

Исследовательские задания предполагают, как правило, сначала выполнение практической работы по сбору фактов (эксперимент, наблюдение, работа с книгой) и лишь затем их теоретический анализ и обобщение. При этом проблема часто выявляется не сразу, а в ходе обнаружения несоответствия, противоречия между выявленными фактами.

Так, при изучении свойств щелочных металлов я даю ребятам следующее задание: «Выявить роль воды в реакциях взаимодействия щелочных металлов с растворами различных солей». Для создания проблемной ситуации я предлагаю проблемный вопрос: «Каким образом будет происходить реакция между литием и раствором сульфата меди(II)?». Это приводит к тому, что при проведении эксперимента и дальнейшем анализе его результатов учащиеся приходят к пониманию сущности протекающих процессов.

При исследовательском методе обучения познавательная деятельность школьников по своей структуре приближается к исследовательской деятельности учёного, открывающего новые научные истины. Таким образом, использование исследовательского метода обучения, как одного из самых эффективных способов организации проблемного обучения позволяет добиваться наиболее высокого уровня познавательной самостоятельности учащихся.

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ПРОЕКТЫ ГОСУДАРСТВЕННО-ЧАСТНОГО ПАРТНЕРСТВА (СРАВНИТЕЛЬНЫЙ МЕЖСТРАНОВЫЙ АНАЛИЗ)

Аннотация: в данной статье проводится сравнительный межстрановой анализ проектов государственно-частного партнерства, в т.ч. по сформулированным автором критериям.

Ключевые слова: государственно-частное партнерство (ГЧП), муниципально-частное партнерство (МЧП), формы реализации проектов государственно-частного партнерства.

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PUBLIC-PRIVATE PARTNERSHIP PROJECTS (COMPARATIVE CROSS-COUNTRY ANALYSIS)

Abstract: this article provides a comparative cross-country analysis of public-private partnership projects, including according to the criteria formulated by the author.

Keywords: public-private partnership (PPP), municipal-private partnership (MPP), forms of implementation of public-private partnership projects.

Государственно-частное партнерство (далее ГЧП) – один из способов развития общественной инфраструктуры, основанный на долгосрочном

взаимодействии государства и бизнеса, при котором частная сторона участвует не только в проектировании, финансировании, строительстве или реконструкции объекта инфраструктуры, но и в его последующей эксплуатации или техническом обслуживании.

Целью ГЧП с экономической точки зрения является стимулирование привлечения частных инвестиций в производство услуг, работ и потребительских товаров, которые должны быть обеспечены публично-правовыми образованиями за счет средств соответствующих бюджетов, а также сокращение участия государства в экономическом обороте, когда те же задачи могут быть эффективнее выполнены бизнесом.

Управление проектами ГЧП должно осуществляться на критериях достижимости целей проектов, обеспечения эффективности проектов (экономической, социальной и иной) и т.п. Проекты могут осуществляться по ряду причин, в числе которых можно назвать: дефицит бюджетных средств, недостаточность ресурсов для эффективного управления государственным или муниципальным имуществом, необходимость обновления имущественного фонда, рост потребностей населения в части обеспеченности требуемого уровня качества жизни и комфортной среды, необходимость привлечения долгосрочных инвестиций.

В настоящее время в мире отсутствуют общепринятые для всех стран формы государственно-частного партнерства. Количество и суть данных форм ГЧП зависят от стран, в которых они реализуются. Однако, можно выделить основные формы реализации проектов государственно-частного партнерства, которые очень похожи в различных странах (используем англоязычную терминологию):

«1. ВТО (Build-Transfer-Operate): Частная сторона осуществляет строительство/реконструкцию объекта, передает объект в собственность публичного партнера, осуществляет эксплуатацию объекта и получает доход от эксплуатации.

2. BOT/DBOT (Design/Build-Own-Transfer): Частная сторона осуществляет строительство/реконструкцию объекта, получает право собственности на объект, осуществляет эксплуатацию объекта и получает доход от эксплуатации, передает в собственность публичного партнера по окончании соглашения.

3. BOO/DBOO (Design/Build-Own-Operate): Частная сторона осуществляет проектирование и/или строительство/ реконструкцию объекта, осуществляет эксплуатацию объекта в течение согласованного с публичной стороной срока и получает доход от эксплуатации, сохраняя право собственности по истечении срока соглашения.

4. BOOT/DBOOT (Design/Build-Own-Operate-Transfer): Частная сторона осуществляет проектирование и/или строительство/ реконструкцию объекта, осуществляет эксплуатацию объекта в течение согласованного с публичной стороной срока и получает доход от

эксплуатации, а затем передает объект в собственность публичной стороны.

5. DBFO/PFI (Design-Build-Finance-Operate): Частная сторона осуществляет проектирование и/или строительство/ реконструкцию объекта, который передается в собственность публичной стороны за вознаграждение.» [2.С.13]

Федеральный закон от 13.07.2015 № 224-ФЗ «О государственно-частном партнерстве, муниципально-частном партнерстве в Российской Федерации» четко определяет объекты соглашений о ГЧП/МЧП.

Мировая практика также относит к форме государственно-частного партнерства юридически оформленные правоотношения государства и бизнеса, включающие в себя контракты на оказание услуг, управление имуществом, приватизацию, проектирование и строительство. Аналогичные правоотношения на территории РФ регулируются Федеральными законами от 18 июля 2011 г. № 223-ФЗ и № 44-ФЗ в сфере закупок товаров и услуг, концессионные соглашения регулируются Федеральным законом № 115-ФЗ от 21.07.2005, а приватизация Федеральным законом №178-ФЗ от 21.12.2001.

«По классификации ООН, существует три группы стран по уровню развития ГЧП:

1) находящиеся на первом этапе (отсутствует законодательство, органы управления и институты развития, отсутствуют или недостаточно эффективны проекты ГЧП). К данной группе относится ряд стран Африки, Латинской Америки и Азии;

2) находящиеся на втором этапе (создаются органы управления законы, развиваются финансовые инструменты, увеличивается число проектов и форм реализации ГЧП). К данной группе относится большинство развитых стран мира, включая Россию;

3) находящиеся на третьем этапе (стабильный поток проектов в различных отраслях, большой объем внебюджетных средств, развитая институциональная среда, опыт перенимают другие страны). В этой группе Великобритания, Ирландия, Австралия.» [5.С.191]

В связи с чем был проведен анализ стран, по критериям: наличия проектов ГЧП, необходимости его применения, законодательной базы, расширение сфер или увеличение количества проектов или увеличение объема инвестирования, существование уполномоченного государственного органа власти. По результатам анализа представлена Таблица 1.

Таблица 1

Общая оценка степени развития механизма государственно-частного партнерства в ряде стран мира

Страна	Оценка, комментарии
Российская Федерация	Высокая. Механизм ГЧП закреплён законодательно и методологически. Осуществляется практическая наработка опыта в различных сферах.
Великобритания	Высокая. Механизм ГЧП закреплён законодательно и методологически. Продолжительное время реализуется в различных сферах.
Германия	Высокая. Механизм ГЧП закреплён законодательно и методологически. Продолжительное время реализуется в различных сферах.
Швеция	Низкая. Механизм ГЧП закреплён законодательно. Задействована одна сфера. Для данной территории может отсутствовать необходимость в применении ГЧП.
Испания	Средняя. Механизм ГЧП закреплён законодательно. Осуществляется практическое применение в небольшом количестве сфер.
США	Низкая. Механизм ГЧП не закреплён законодательно и методологически. Отсутствует единый подход ГЧП. Осуществляется практическое применение в небольшом количестве сфер.
Канада	Средняя. Механизм ГЧП закреплён законодательно и методологически. Осуществляется практическое применение в небольшом количестве сфер.
Австралия	Высокая. Механизм ГЧП закреплён законодательно и методологически. Осуществляется практическое применение в различных сферах.
Япония	Высокая. Механизм ГЧП закреплён законодательно и методологически. Осуществляется практическое применение в различных сферах.
Китай	Средняя. Существует единый методологический подход к ГЧП, без специального законодательства. Осуществляется практическое применение в различных сферах.

Интерес к проектам государственно-частного партнерства в России с каждым годом увеличивается. В период с 2018 по 2020 год количество проектов увеличилось кратно, что говорит о популяризации данного механизма и возможном потенциальном росте количества проектов ГЧП и объемах их инвестирования.

Учитывая узконаправленные виды деятельности по объектам, в отношении которых могут заключаться соглашения о государственно-частном партнерстве, необходимо обозначить вопрос об обеспечении уполномоченных органов власти РФ системой управления проектами, позволяющей производить операции в отношении объектов ГЧП.

Такая система управления проектами должна обладать возможностью интеграции со специальными системами, используемыми в

органах власти по видам деятельности, с целью обеспечения пользователей достаточным объемом информации.

Система управления проектами в сфере государственно-частного партнерства должна обеспечивать сбор, учет, обработку и анализ данных, содержащихся в интегрированных системах, аналитических данных, а также иных сведениях, необходимых для обеспечения поддержки принятия управленческих решений в сфере ГЧП.

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ЭТАПЫ ЖИЗНЕННЫХ ЦИКЛОВ ПРОЕКТОВ ГОСУДАРСТВЕННО- ЧАСТНОГО ПАРТНЕРСТВА

Аннотация: в данной статье рассмотрены основные этапы жизненных циклов проектов государственно-частного партнерства, их характеристики и способы оптимизации (на примере Российской Федерации).

Ключевые слова: государственно-частное партнерство (ГЧП), муниципально-частное партнерство (МЧП), этапы жизненных циклов проектов государственно-частного партнерства.

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STAGES OF LIFE CYCLES OF PUBLIC-PRIVATE PARTNERSHIP PROJECTS

Abstract: this article discusses the main stages of the life cycles of public-private partnership projects, their characteristics and optimization methods (on the example of the Russian Federation).

Keywords: public-private partnership (PPP), municipal-private partnership (MPP), stages of the life cycles of public-private partnership projects.

Взаимоотношения государства и бизнеса, осуществляемые по принципу государственно-частного партнерства, регламентируются Федеральным законом от 13.07.2015 N 224-ФЗ (ред. от 30.12.2021) «О государственно-частном партнерстве, муниципально-частном партнерстве в Российской Федерации и внесении изменений в отдельные законодательные акты Российской Федерации».

Статьей 7 Федерального закона от 13.07.2015 N 224-ФЗ закреплён перечень объектов, в отношении которых могут быть заключены соглашения о государственно-частном партнерстве. В данный перечень входят объекты, в отношении которых необходимо разрабатывать поэтапный план реализации. Помимо разработки поэтапного плана выполнения самого проекта, необходимо обеспечить соблюдение требований Федерального закона от 13.07.2015 N 224-ФЗ, для его реализации по принципу и условиям государственно-частного партнерства.

Жизненные циклы проектов государственно-частного партнерства отличаются некоторым своеобразием, в том числе и по этапам.

Согласно Федеральному закону от 13.07.2015 N 224-ФЗ можно выделить 5 основных этапов типичных жизненных циклов проектов ГЧП:

1. Разработка предложения о реализации проекта;
2. Рассмотрение и принятие решения о реализации проекта;
3. Проведение конкурса по определению частного партнера;
4. Заключение соглашения с победителем конкурсных процедур и сопутствующие действия, необходимые для реализации проекта (передача данных, имущества и т.д.);
5. Реализация проекта.

Рекомендациями по реализации проектов государственно-частного партнерства, разработанными Министерством экономического развития РФ, предлагается более расширенная версия этапов жизненных циклов проектов ГЧП:

1. Разработка проекта (частный партнер);
2. Разработка/рассмотрение проекта (публичный партнер);
3. Оценка проекта (уполномоченный орган);
4. Принятие решения о реализации проекта (Правительство РФ, Правительство субъекта РФ, Глава МО);
5. Публикация частной инициативы (публичный партнер);
6. Разработка и согласование конкурсной документации, проведение конкурса, заключение соглашения (публичный партнер);
7. Создание и эксплуатация объекта (частный партнер);
8. Контроль и мониторинг хода реализации проекта (публичный партнер).» [3.С.39]

«Идентификация» большего количества жизненных циклов проектов Минэкономразвития РФ обусловлена прикладным подходом к вопросу

реализации проектов государственно-частного партнерства, так как Министерство экономического развития РФ является Федеральным органом исполнительной власти Российской Федерации, осуществляющим функции по выработке государственной политики и нормативно-правовому регулированию в сфере государственно-частного партнерства. Другими словами Минэкономразвития РФ рассматривает жизненные циклы проектов, основываясь на практическом опыте.

С целью более достоверного описания этапов жизненных циклов проектов ГЧП необходимо рассмотреть данные с платформы «РОСИНФРА». «РОСИНФРА» – это цифровое решение, созданное для повышения качества подготовки инфраструктурных проектов и выстраивания эффективного взаимодействия между участниками рынка ГЧП. Платформа «РОСИНФРА» является рабочим инструментом, позволяющим автоматизировать ряд процессов, повысить эффективность, сократить трудозатраты и сэкономить время на начальных этапах жизненных циклов проектов.

Платформа «РОСИНФРА» выделяет следующие этапы жизненных циклов проектов ГЧП:

1. Проектная идея;
2. Сбор данных и основных условий;
3. Анализ данных и структурирование;
4. Оценка и решение публичной стороны;
5. Конкурс и (или) подписание соглашения с частной стороной;
6. Прединвестиционные мероприятия;
7. Инвестиционные мероприятия;
8. Эксплуатация;
9. Завершение.

В рамках каждого цикла необходимы контроль, автоматизация и систематизация каждого цикла.

Структура жизненных циклов проектов государственно-частного партнерства для Федерального закона от 13.07.2015 N 224-ФЗ выглядит следующим образом:



Рис.1. Структура жизненных циклов проектов ГЧП по ФЗ

Если взять за основу структуру этапов жизненных циклов проектов государственно-частного партнерства для Федерального закона от 13.07.2015 N 224-ФЗ и внести в нее корректировки, для проецирования жизненных циклов, отраженных в рекомендациях по реализации проектов ГЧП Минэкономразвития РФ то получим следующее:

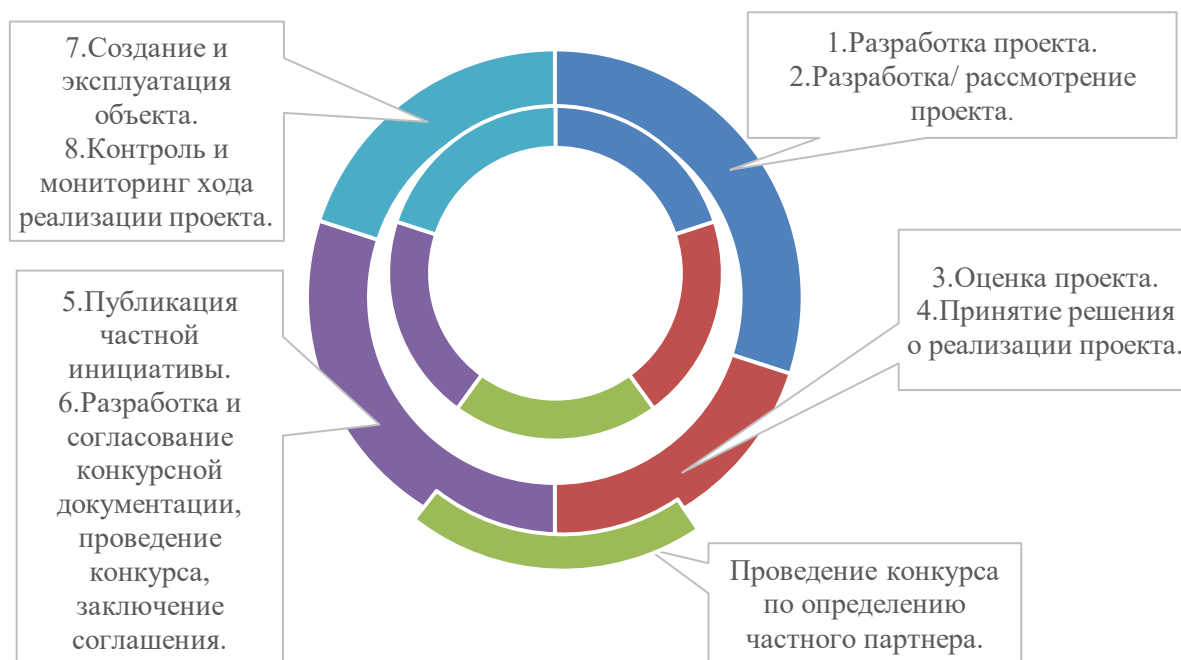


Рис. 2. Структура жизненных циклов проектов ГЧП (согласно рекомендациям Минэкономразвития РФ)

Как мы видим, при наложении структурного вида жизненных циклов проектов ГЧП по рекомендациям Минэкономразвития РФ на структурный вид, в соответствии с Федеральным законом от 13.07.2015 N 224-ФЗ, на 1 сектор стало меньше. Это связано с наложением функций жизненных циклов проектов и расширения влияния их за пределами рамок, как на

Диаграмме 1, для удобства сравнения схематично изображенной внутри большого круга. Исчезнувший на диаграмме сектор отсутствует лишь визуально. Функционально он разделен границей 4-ой и 5-ой позиций. Данное сравнение ни в коем случае не говорит о противоречии закону. Оно указывает на то, что при практическом подходе границы этапов жизненных циклов проектов могут менять свое положение.

Если же сравнить жизненные циклы проектов государственно-частного партнерства на платформе «РОСИНФРА» с Федеральным законом от 13.07.2015 N 224-ФЗ, то данная сравнительная структура будет выглядеть как на Рисунке 3.

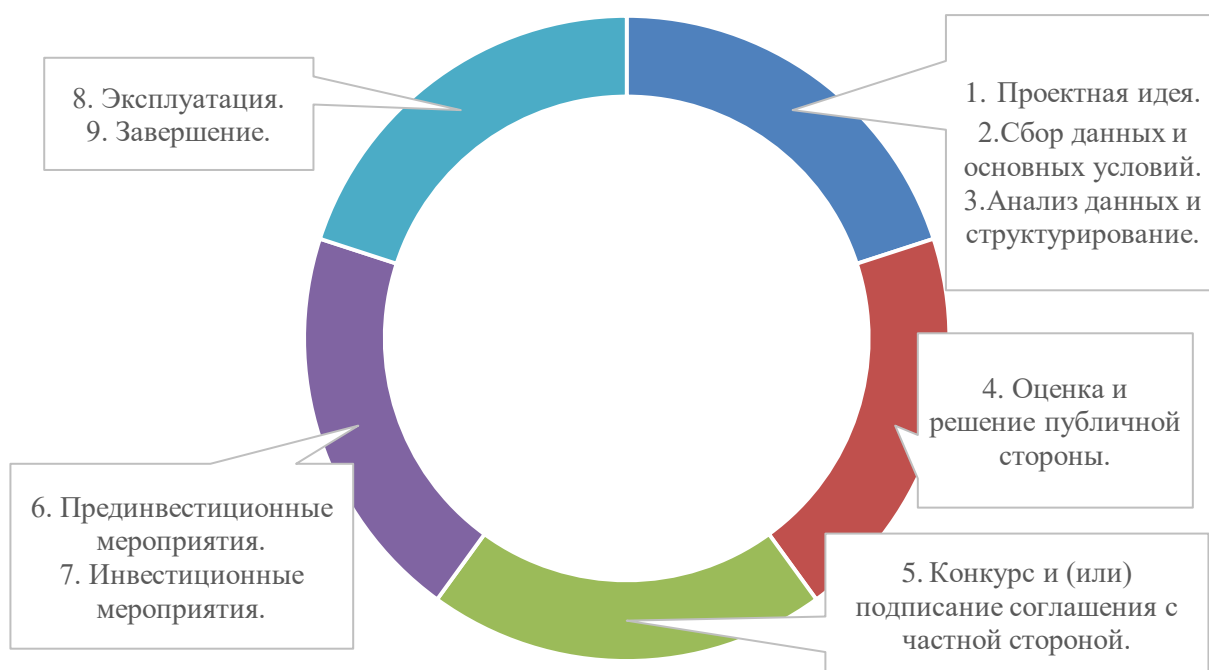


Рис. 3. Структура жизненных циклов проектов ГЧП «РОСИНФРА»

Как мы видим, на Рисунке 3 основные вехи жизненных циклов проектов государственно-частного партнерства на платформе «РОСИНФРА» совпадают с Федеральным законом от 13.07.2015 N 224-ФЗ. Дополнительного внимания заслуживает первый жизненный цикл проектов ГЧП – «Разработка предложения о реализации проекта.», который разделен на платформе «РОСИНФРА» на 3 этапа и включает в себя: Проектную идею; Сбор данных и основных условий; Анализ данных и структурирование.

Исходя из полученных данных следует вывод о том, что при практическом подходе к реализации проектов ГЧП, а также при их автоматизации, количество этапов жизненных циклов будет разным.

Отсутствие эффекта дробления на мелкие этапы в мероприятиях, в которых основная задача возложена на публичного партнера, обусловлено

регламентными действиями и сроками, определенными законодательством РФ. В связи с данными факторами увеличение числа этапов жизненных циклов проектов ГЧП на этапе «Рассмотрения и принятие решения о реализации проекта» и «Проведения конкурса по определению частного партнера» является нецелесообразным.

Увеличение количества этапов жизненных циклов проектов государственно-частного партнерства обусловлено потребностью оперативного решения задач, что при автоматизации процессов и цифровизации позволит достичь максимальной эффективности в сфере ГЧП.

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СТАНДАРТИЗИРОВАННОЕ ИСПЫТАНИЕ

Аннотация: В этой статье представлены стандартизированные тесты на знание английского языка, разработанные на основе конкретных конструкций. Тестовая конструкция — это определение способностей целевого языка, которые деконструируются таким образом, чтобы их можно было измерить. То есть он включает в себя конкретные навыки и знания, которые тест призван оценить.

Ключевые слова: Тестирование, общение, оценка, способность, цель, фон, языковые навыки, лингвокультурный фон, оценка, EIL (английский международный язык).

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STANDARDIZED TESTING

Annotation: In this article that is standardized tests of English proficiency what are designed around specific constructs. The test construct is the definition of target language abilities, which are deconstructed in such a way that they can be measured. That is, it comprises the specific skills and knowledge that the test aims to assess.

Key words: Testing, communication, score, ability, target, background, linguistic skills, lingua-cultural background, assessment, EIL (english international language).

Конструкции тестирования лежат в основе дизайна тестирования, и каждое последующее решение основано на том, что определяется как тестируемая конструкция (Elder & Davies, 2006). Ответы испытуемого на тестовые задания, предназначенные для проверки этой конкретной конструкции, интерпретируются как определенный балл. Эта оценка, в свою очередь, считается репрезентативной для уровня владения английским языком тестируемым, то есть его способности успешно

использовать английский язык в общении в конкретной реальной целевой обстановке или области использования целевого языка (Bachmann & Palmer, 2010). Следовательно, тестовая конструкция владения английским языком должна отражать эту целевую область использования.

В глобальном контексте EIL целевой областью является международное сообщество, использующее английский язык, поэтому успешное общение в этой области зависит от множества языковых навыков и коммуникативных стратегий, а также от межкультурных компетенций, которые должны быть отражены в определении конструкции и дизайне теста.. Тест, конструкция которого определяется исключительно с точки зрения языковых навыков и оценивается на основе близости испытуемого к предписывающим стандартам, не учитывает жизненно важную часть области целевого использования и, следовательно, не может считаться репрезентативной. Другими словами, конструкция чрезмерно упрощена и недостаточно представлена, и выводы, основанные на результатах этого теста, не будут иметь смысла или неуместны в отношении использования EIL.

Устный тест на глобальный EIL может определить мастерство с точки зрения эффективности говорящего в общении с собеседниками из разных лингвокультурных слоев. Уровень владения может варьироваться от «неэффективного» до того, кто может эффективно использовать EIL на глобальном, международном уровне (McKay & Brown, 2015). Таким образом, владение языком понимается не с точки зрения способности испытуемого приблизиться к заданному стандарту, а с точки зрения его способности эффективно использовать язык с максимальным разнообразием собеседников. Такой тест должен быть основан на производительности, чтобы испытуемый мог показать их навыки приспособления и общения с различными носителями английского языка на уровне L1 и L2, а также с разным уровнем владения языком.

При разработке теста основным аспектом является определение дескрипторов, которые определяют отдельные категории, в которых измеряется производительность тестируемого. В IELTS, например, способность к разговорной речи описывается с точки зрения «беглости и связности», «лексического ресурса», «грамматического диапазона и точности» и «произношения». Тест глобального EIL может по-прежнему включать такие аспекты, как беглость и связность, а также «скорость речи» и «разборчивость» (McKay & Brown, 2015), а также «использование коммуникативных стратегий для преодоления языковых пробелов» или «разрешение недопонимания» и «гибкость испытуемого по отношению к разным собеседникам» (Elder & Davies, 2006). В настоящее время такой тест не используется, и особенности точного характера владения EIL, того, как включить лингвистическую точность, с одной стороны, и стратегические компетенции, с другой стороны, являются одними из

самых обсуждаемых областей в оценке EIL. Наконец, межкультурные коммуникативные компетенции были подчеркнуты для EIL, но обычно не включаются в оценку квалификации.

Оценка или тест, направленный на измерение мастерства в описанных здесь терминах, вероятно, будет использовать интерактивный подход — коммуникативные задания кажутся наиболее подходящими для оценки фактической производительности. Эти задачи, естественно, должны быть разработаны так, чтобы они максимально напоминали задачи, которые пользователи EIL выполняют в целевом домене, чтобы максимизировать достоверность (Hu, 2012). Например, это могут быть «переговоры о коммерческой сделке» или «академические дебаты» (Elder & Davies, 2006). Независимо от специфики, задания будут коммуникативными в том смысле, что они имеют цель, достижение которой считается успехом общения.

В заключение отметим, что в оценке успеваемости есть несколько элементов: успешное завершение, баллы на основе дескрипторов и оценка коллег, которые также могут быть полезным источником. Естественно, конкретные задачи, которые кому-то придется выполнять в целевой области, или собеседники, с которыми он или она столкнется, разнообразны, учитывая обширные лингвокультурные контексты, в которых используется EIL. Эта проблема особенно сложна для стандартизированного тестирования, целью которого является предоставление надежного измерительного инструмента для использования английского языка в целом, поскольку становится все труднее представить это разнообразие при выборке заданий и контента.

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АНЕМИЯ И САХАРНЫЙ ДИАБЕТ: ПРИЧИНЫ ВОЗНИКНОВЕНИЯ И ПРИНЦИПЫ ЛЕЧЕНИЯ

Резюме. Анемия представляет собой особо значимую проблему именно у пациентов с диабетической нефропатией, поскольку в случае поражений почек другой природы (например, у больных хроническим гломерулонефритом) при сопоставимых показателях креатинина крови и суточной потери белка с мочой снижение уровня гемоглобина наблюдается значительно реже. Вероятно, это в большой степени обусловлено особенностями морфологических и патофизиологических изменений в почках при диабетической нефропатии, в том числе нередко обнаруживаемым тубулоинтерстициальным поражением, ведущим к раннему нарушению секреции эритропоэтина (ЭПО).

Ключевые слова: эритропоэтин, тубулоинтерстициаль, креатинин, гломерулонефритом, диабетической нефропатией.

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ANEMIA AND DIABETES MELLITUS: CAUSES AND PRINCIPLES OF TREATMENT

Summary. Anemia is a particularly significant problem in patients with diabetic nephropathy, since in the case of kidney damage of a different nature (for example, in patients with chronic glomerulonephritis), with comparable indicators of blood creatinine and daily loss of protein in the urine, a decrease in hemoglobin level is observed much less frequently. Probably, this is largely due to the peculiarities of morphological and pathophysiological changes in the kidneys in diabetic nephropathy, including the often detected tubulointerstitial lesion leading to an early impairment of erythropoietin (EPO) secretion.

Key words: erythropoietin, tubulointerstitial, creatinine, glomerulonephritis, diabetic nephropathy.

Актуальность. Анемия является распространенным и зачастую несвоевременно диагностируемым осложнением сахарного диабета 1 и 2 типа, которое не только ухудшает качество жизни пациентов и снижает их толерантность к физическим нагрузкам, но также оказывает влияние на развитие хронических осложнений сахарного диабета и сердечно-сосудистой патологии [3]. При сахарном диабете, как и при других заболеваниях, в соответствии с критериями Всемирной организации здравоохранения анемия определяется как уровень гемоглобина менее 120 г/л у женщин и менее 130 г/л у мужчин.

Существует немало факторов, способных приводить к развитию анемического синдрома у пациентов с сахарным диабетом, однако с учетом ведущей роли поражения почек анемию у этих больных традиционно рассматривают как проявление диабетической нефропатии, выраженность которой нарастает по мере прогрессирования хронической болезни почек (ХБП) [1].

Анемия представляет собой особо значимую проблему именно у пациентов с диабетической нефропатией, поскольку в случае поражений почек другой природы (например, у больных хроническим гломерулонефритом) при сопоставимых показателях креатинина крови и суточной потери белка с мочой снижение уровня гемоглобина наблюдается значительно реже [2]. Вероятно, это в большой степени обусловлено особенностями морфологических и патофизиологических изменений в почках при диабетической нефропатии, в том числе нередко обнаруживаемым тубулоинтерстициальным поражением, ведущим к раннему нарушению секреции эритропоэтина (ЭПО) [4].

Цель исследования. Изучить особенности анемического синдрома у больных сахарным диабетом 1 типа с диабетической нефропатией для оптимизации лечения.

Материалы и методы исследования. Было обследовано 63 человека, в г. Чистополь - 112 человек, в г. Набережные Челны - 140 человек. Все, у кого был выявлен сниженный уровень гемоглобина, были обследованы с целью выяснения причины анемического синдрома. Всего в группу было отобрано 93 пациента. Для оценки влияния анемического синдрома на парциальные функции почек было проведено лабораторное обследование парциальных функций почек у 141 пациента, из них 93 - больные сахарным диабетом 1 типа с анемией. Группу сравнения составили 32 пациента с сахарным диабетом 1 типа без анемии. Контрольную группу составили 16 практически здоровых добровольцев

Результаты исследования и их обсуждение. Сниженный уровень гемоглобина был выявлен у 19% больных СД 1 типа проживающих в Республике Узбекистан, что не отличается от распространенности среди больных СД 1 типа по данным других исследований в целом по Андижанской области (20%). Анемия у больных СД 1 типа в 86% случаев

легкой степени тяжести, носит в 63% нормохромный, в 56% нормоцитарный и в 86% норморегенераторный характер.

У больных СД 1 типа в 54,8% всех случаев анемического синдрома составляет железодефицитная анемия, в 23,6% - анемия хронических заболеваний. Дефицит фолиевой кислоты встречается у 37,7% больных СД 1 типа независимо от стадии диабетической нефропатии. Дефицит витамина В12 выявляется чаще (4,3%), чем в популяции (0,1%). У 32,2% больных имеется сочетание различных причин анемического синдрома.

У больных СД 1 типа с анемией хронических заболеваний уровень СКФ ниже, чем у больных СД 1 типа с железодефицитной анемией. У больных СД 1 типа с анемией хронических заболеваний имеются нарушения реабсорбционной функции канальцев почек с признаками деструкции почечных цитомембран в отличие от больных железодефицитной анемией.

У больных СД 1 типа снижение СКФ по мере увеличения продолжительности СД при наличии анемии более значительное и быстрое, чем у больных СД 1 типа с нормальным уровнем гемоглобина. У больных СД 1 типа с анемией имеются признаки нарушения реабсорбционной функции канальцевого аппарата почек при любой длительности СД и даже при отсутствии клинических признаков диабетической нефропатии.

Вывод. Таким образом, развитие анемии у пациентов с сахарным диабетом 1 и 2-го типа обусловлено большим количеством механизмов, ведущим из которых является относительный или абсолютный дефицит ЭПО. Для повышения эффективности антианемической терапии необходима тщательная индивидуальная оценка патогенетических факторов развития анемии, в том числе учет возможных влияний кровопотерь, гемолиза, инфекционных и аутоиммунных процессов, лекарственных воздействий, нарушений обмена железа, витамина В12, фолиевой кислоты и т.д.

Вышеизложенные факты свидетельствуют о том, что анемия тесно связана с целым рядом патологических процессов, и не только является их осложнением, но и оказывает активное влияние на их прогрессирование. Это позволяет включить анемию в круг основных патофизиологических нарушений при сахарном диабете наряду с гипергликемией, системным воспалением, нейропатией, макро- и микроангиопатией.

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КАРТА ВА ГЛОБУСЛАРДА МАСОФАЛАРНИ АНИҚЛАШ УСУЛЛАРИ

Аннотация: Ушбу мақолада География таълимида амалий машғулотларни бажаришда юзага келаётган муаммоли вазиятлар, хусусан харита ва глобусларда икки нуқта орасидаги масофани аниқлаш мисолида ёритилган, ҳамда унинг мукамал ечимига оид тавсиялар берилган.

Таянч сўзлар: харита, глобус, ернинг диаметри, меридиан ва параллеллар, 1^0 ёй узунлиги, масофани ўлчаш, методик ечим.

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METHODS FOR DETERMINING DISTANCE ON A MAP AND GLOBE

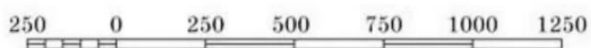
Abstract: This article highlights the problematic situations that arise when performing practical exercises in geography, in particular by the example of determining the distance between two points on a map and a globe, and also provides recommendations for its ideal solution.

Keywords: map, globe, diameter of the Earth, Meridian and parallels, arc length 1^0 , distance measurement, methodical solution.

Глобус ернинг кичрайтирилган модели бўлса, карта ер шари ва бошқа сайёраларнинг ёки унинг бирор қисмини юқоридан кўринишини математик ҳисоблар ва масштаб ёрдамида кичрайтириб, умумлаштирилиб шартли белгилар билан текис юзага туширилган тасвири ҳисобланади. Инсонларни аксарият вақтларда жойдаги икки нуқта орасидаги масофа қизиқтиради, шу боис харита ва глобус билан ишлаган вақтда масофалар кўзчама таққосланганда, одамларнинг ички ҳиссиёти жойдаги ҳақиқий масофани билишга интилади. Географик маълумотга эга инсонлар жойдаги масофани аниқлашда масштабдан фойдаланадилар. Жойнинг плани ва хариталар ишланганда ер устида ўлчанган масофаларнинг горизонтал проекциялари бир хил даражада кичрайтирилади. Горизонтал

проекцияларининг қоғозда бир неча марта кичрайтирилганлигига ёки бошқача айтганда, картадаги маълум чизиқ (масофа) узунлигининг шу масофанинг узунлик нисбатига масштаб дейилади [1]. Масалан: 1:100000, 1:25000 мос равишда харитадаги воқеа ҳодиса 1 бирликда 100000 марта ва 25000 марта кичрайтирилганлигини билдиради. Бу эса карта масштабининг назарий жиҳатдан ўлчаш аниқлиги ҳисобланади: 1:10000 масштабни картада 1 м, 1:25000 масштабни картада 2,5 мга тенг бўлади. Топографик карталарида масштаб асоси қилиб 1 см олинади. Глобус картадек хоҳлаган масштабда ясалмайди. Мактаблар учун глобус одатда 4 хил масштабда ясалади (1:30 000 000, 1:4000 000, 1:50 000 000 ва 1:83 000 000). Булардан ташқари масштаби йирикроқ глобуслар ҳам бор бўлиб, улар илмий-тадқиқот ишларда қўлланилади.

Масштаб уч хил, булар: сонли, номли ва чизиқли масштаб. 1: 2500 000 -сонли масштаб, 1 см да 250 км - номли масштаб ва



чизиқли масштаб кўринишда

бўлади.

Демак харита ва глобусларда масофаларни масштаб орқали аниқлаш унча қийин вазифа эмас, сонли масштабни номли масштабга ўгиришни билиш методик ечимдир. Юқорида келтирилганидек масштаблар мос равишда берилади, соддароқ айтиладиган бўлса, 1: 100000, 1смда 100000 см бор дегани, қулайлик учун энг мақбул бирликка келтириб оламиз. Бошланғич математик билимлардан 1метр = 100 см.га, 1 км = 1000 метрга тенг эканлиги барчага маълум. Соддароқ айтганда кўп рақамли см. бирлигини км.га келтириш учун 5та (00000) нол, метрга келтириш учун 2та (00)нолдан воз кечилади. Мисолларда кўрамиз:

- 1:1000 масштаб номли масштабга ўтирилганда 1 см. = 10 метр
- 1:10000 масштаб, 1 см. = 100 метр
- 1:50000 масштаб, 1см. =500 метр
- 1:100000 маштаб, 1 см. = 1 км
- 1:20 00000 масштаб, 1см.да =20 км
- 1:400 00000 масштаб, 1см.да=400 км каби бўлади.

1-машқ. Берилган 1: 2250000, 1:200000, 1:1500000 сонли масштабларини номли масштабга ўгилинг.

Ечим:

1) **1:2250000**

1:2250000 = 1смда 22,5 км. бор

2) **1:200000**

1:200000 = 1см.да 2 км. бор

3) **1:1500000**

1:1500000 = 1см.да 15 км. бор

2-машқ. 1: 50 00000 масштабни харитада 2 та шаҳар орасидаги масофа 10 см, 1: 400 00000 масштабни харитада шу шаҳарлар орасидаги масофа қанчага тенг?

Ечим:

1) 1: 50 00000 масштабни номли масштабга ўтирилса 1 см.да 50 км бўлади. $50 \times 10 = 500$ км бўлади.

Жавоб: 2та шаҳар орасидаги масофа 500 км

2) 500 км.ли масофа 1:400 00000 масштабни харитада қандай ораликда жойлашганлиги аниқлаймиз.

1:400 00000 масштаб номли масштабга ўтирилса 1 см.да 400 км. бўлади.

$$500 \text{ км} : 400 \text{ км} = 1,25 \text{ см}$$

Жавоб: Харитада 2 та шаҳар 1,25 см. масофада жойлашади.

3-машқ. Масштаби 1:5500000 харитадан фойдаланиб Ўзбекистоннинг ғарбдан шарққа қанча масофага чўзилганлигини аниқланг?

Ечим:

1) $1:5500000 = 1$ см.да 55 км

2) Харитада икки чекка нуқта ўлчанади бу 26,6 см

3) $55 \times 26,6 = 1463$ км

Жавоб: 1463 км.

Масштаб ёрдамида масофаларни аниқлаш содда ва қулай усул, лекин географик координаталар орқали масофаларни аниқлаш учун хос методик ечимга эга бўлиш керак.

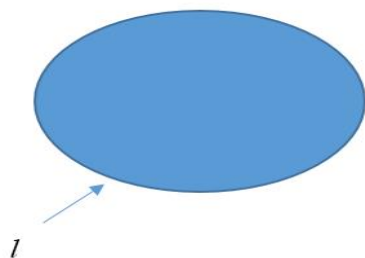
Харита ва глобусларда масофаларни аниқлашнинг яна бир усули **географик координаталар** орқали амалга оширилиб, бу усулнинг афзаллиги масофалар аниқлик даражаси 100 фоизга тенг. Географик координаталар - географик координата системасида ер юзидаги нуқтанинг ўрни унинг географик кенглиги ва узоқлиги билан аниқланади. Кенгликлар меридиан бўйлаб экваторнинг ҳар икки томонига экваторга параллел ўтказилган айлана чизиклар билан 0° дан 90° гача ҳисобланади ва экватордан шимолидаги кенгликлар шимолий, жанубидагилари — жанубий кенгликлар деб аталади, узунликлар бошланғич меридиан 0° дан 360° гача, икки қутбни туташтирувчи ярим айлана чизиклар билан шарққа 180° (шарқий узунлик), ҳамда ғарбга 180° (ғарбий узунлик) ҳисобланади. Бирор географик объектнинг географик нуқтаси қандай кенглик ва узоқлик чизигида жойлашганлигини билдиради. Тошкент шаҳри координатаси 41° шимолий кенглик, 69° шарқий узоқлик, Андижон шаҳри $40^\circ 30'$ шимолий кенглик ва $72^\circ 22'$ шарқий узоқликда жойлашган. Нуқталар орасидаги масофаларни географик координаталари орқали аниқлашда Ер шари шакли хусусиятидан келиб чиқилади. Ер шарининг меридионал айланаси умумий узунлиги 40008 км, 1° меридиан ёйининг узунлиги $40008:360=111,1$ км.ни, экватор айланасининг умумий узунлиги 40075 км, 1° экватор ёйининг

узушлиги эса $40075:360= 111,3$ км. ташкил этади. Эътиборли томони 1^0 меридиан ёйининг узушлик қиймати ўзгармасдан қолиб, 1^0 параллел ёйининг узушлик қиймати кутбларга томон камайиб боради. Бу ҳолатга Ф.Н. Красовский раҳбарлигида аниқланган бошланғич маълумотларга асосан тузилган жадвалда аниқлик киритилган [2].

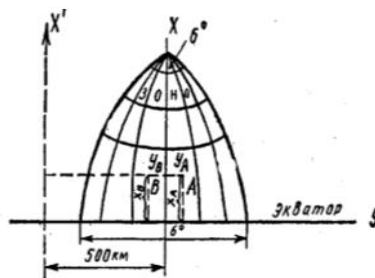
М.Т.Миракмалов, М.М.Авезов, Э.Й.Назаралиевалар ҳаммуаллифлигида чоп этилган “Табиий географиядан амалий машғулотлар” ўқув-услубий қўлланмасида муаммонинг ечими берилган. Унинг 30-бетига, “Турли географик кенгликлардаги 1^0 параллел чизиқларининг узушликлари $l=111,3\cos\alpha$ (Бу ерда: α -жойининг географик кенглиги) формула ёрдамида аниқланиши кўрсатиб ўтилган [3]. Биз бераётган методик ечим муқобил вариант ҳисобланиб аниқлик даражаси юқорилиги билан характерланади.

Ер шарсимонлиги унинг исталган параллелдан қирқим олинганда ҳалқа ҳосил бўлади, вазифамиз исталган параллелдаги 1^0 параллел ёйининг узушлиги - икки меридиан ўртасидаги масофани аниқлаш. Экваторда ҳосил бўлган ҳалқа узуниги $l=2\pi R$ формулада аниқ яъни биз билган экватор ёйининг узушлиги (1-а расм). Ҳалқанинг бир қисмини оламиз ва унда юзага келган исталган параллелдаги меридианларнинг сектор узушлигини аниқлаймиз (2-а,б расм).

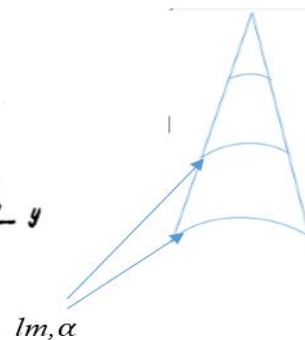
$$l = 2\pi R = 40075 \text{ км}$$



1- а расм.



2-а расм



2-б расм

$lm, \alpha = \frac{2\pi R}{360} \cos\alpha = \frac{\pi D}{360} \cos\alpha = \frac{\pi 12756}{360} \cos\alpha$ бу ерда $2\pi R = \pi D$ демак якуний қуйидаги формулага эга бўламиз.

$$lm, \alpha = \frac{\pi 12756}{360} \cos\alpha$$

Бу исталган кенгликда 1^0 параллел ёйининг узушлигини аниқлашга оид методик ечим, **бу ерда:**

lm, α - исталган параллелда 1^0 параллел ёйининг узушлиги (меридианлар орасидаги сектор узушлиги)

π -3,14

α - параллел даражаси (0,1...90 гача)

12756 -ер диаметри яъни 2R

Юқорида ҳосил қилинган формула натижаларини Красовский жадвалида берилган маълумотларга мослигини мисолларда кўриб чиқамиз:

4-машқ.

10⁰,30⁰,50⁰ параллелда 1⁰ параллел ёйининг узунлигини аниқланг?

Ечим:

$$lm, = \frac{\pi D}{360} \cos \alpha = lm, \alpha = \frac{\pi 12756}{360} \cos \alpha$$

$$1) lm, = \frac{\pi D}{360} \cos \alpha = lm, = \frac{3.14 \times 12756}{360} \times \cos 10^0 = 109,6 \text{ km (bu yerda } \cos 10^0 = 0,9848)$$

$$2) lm, = \frac{\pi D}{360} \cos \alpha = lm, = \frac{3.14 \times 12756}{360} \times \cos 30^0 = 96,4 \text{ km (bu yerda } \cos 30^0 = 0,866)$$

$$3) lm, = \frac{\pi D}{360} \cos \alpha = lm, = \frac{3.14 \times 12756}{360} \times \cos 50^0 = 71,55 \text{ (bu yerda } \cos 50^0 = 0,6427)$$

Бу мисолларни ўрганиш кейинги босқичда икки нуқта орасидаги масофаларни координаталаридаги фарқлар билан аниқлаш имконини беради.

5-машқ. Ўзбекистон Республикасининг энг чекка ғарбий ва шарқий нуқталари (ёки Ўзбекистон ғарбдан шарққа) қанча масофага чўзилганлигини аниқланг.

Ўзбекистон Республикасининг энг ғарбий нуқтаси 56⁰ шарқий узокликда, шарқий нуқтаси эса 73⁰10¹ шарқий узокликда жойлашган. Шимолий ва жанубий нуқталари 42⁰ шимолий кенгликда (37⁰11¹ ва 45⁰31¹ шимолий кенглик) жойлашганлиги, учун уларнинг ўрта қисмидаги 42⁰ параллел қийматларидан фойдаланамиз.

Ечим:

$$1) lm, = \frac{\pi D}{360} \cos \alpha = lm, = \frac{3.14 \times 12756}{360} \times \cos 42 = 82,72 \text{ km}$$

$$2) \text{ eng chekka g'arbiy va sharqiy nuqtalar orasidagi meridianlar farqi } 73^0 10^1 - 56^0 00^1 = 17^0 10^1$$

$$3) 17^0 10^1 \times 82,72 = 1420 \text{ km bu yerda } 10^1 = 0,166$$

Жавоб: 1420 км

Хулоса шуки, харита ва глобусларда икки нуқта орасидаги масофани аниқлашнинг бир нечта усуллари бўлсада, масштаб ёрадамида масофаларни аниқлаш ҳамма учун тушунарли, иқтидорли ўқувчиларни тарбиялашда, “Билимлар беллашуви”, “Фан олимпиадалари” ва бошқа тадбирларни ўтказишда ўз ишига талабчан географ устозларга харита ва глобусларда икки нуқта орасидаги масофани географик координаталари орқали аниқлашга доир масалаларда исталган кенгликда 1⁰ параллел ёйи узунлигини топишда, биз томонимиздан таклиф этилаётган:

$$lm, \alpha = \frac{\pi 12756}{360} \cos \alpha$$

формуласидан фойдаланишларини тавсия этамиз.

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ЗНАКОМСТВО С ПЕЧАТНОЙ И ПИСЬМЕННОЙ ЦИФРОЙ

Аннотация: в статье авторам рассматриваются знакомство с печатной и письменной цифрой. Так же различие между числом и цифрой и арифметические действия над числами и цифрами

Ключевые слова: число, цифра, сложение, вычитание, арифметика, сравнение, много, один, больше, меньше.

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INTRODUCTION TO PRINTED AND WRITTEN NUMERALS

Annotation: in the article, the authors consider the acquaintance with printed and written figures. Also, the difference between a number and a digit and arithmetic operations on numbers and digits

Keywords: number, digit, addition, subtraction, arithmetic, comparison, many, one, more, less.

В нашей стране математика определена в качестве одного из приоритетных направлений развития науки в 2020 году. За прошедший период осуществлена системная работа, направленная на выведение математической науки и образования на качественно новый уровень. В частности, для ученых-математиков созданы условия, налажена система их поощрения. Эффективная работа проделана также и в других направлениях.

Несмотря на это в сфере немало проблем, ожидающих своего решения. Постановление Президента страны "О мерах по повышению качества образования и развитию научных исследований в области математики" от 7 мая 2020 года значимо направлено на устранение этих недостатков и развитие сферы. Постановление охватывает каждый этап образования. То есть, определены поэтапные решения вопросов, начиная от школьного образования до научных изысканий.

Среди целей преподавания математики в среднем учебном заведении,

возможно, отметить одну из самых важных - формирование у учеников

представлений о математике как части общечеловеческой культуры.

Ученики не просто должны понимать способы вычислений и закономерных суждений, которые обязаны составить базу их математических

знаний, но и знать общий исторический путь, следуя которому наследия добывало математические знания.

Одним из первых математических понятий, с которым ребёнок знакомится в своей жизни являются понятие "число" (натуральное) и "цифра". Причём с числом ребёнок встречается когда учиться считать, а вот с цифрой когда учиться читать (номера домов, номера квартир, номера автобусов и т.д.) и писать. Такое раннее знакомство с указанными понятиями и соответствующей терминологии, а оно по времени может опережать знакомство с буквами и приобретение первых навыков чтения слов неминуемо сопряжено с некоторыми особенностями.

Одна из таких особенностей состоит в том, что период жизни ребёнка о которой идёт речь является дошкольным. Это обуславливает два основных пути получения ребёнком информации, а именно в семье или в детском учреждении. По этим каналам как правило ребёнок получить по данному вопросу неточную информацию. Это связано главным образом с тем, что в обыденной жизни постоянно допускается путаница в употреблении соответствующей терминологии.

Одновременно со знакомством с числом дети учатся обозначать число цифрой, как печатной, так и письменной. Цифры – это знаки для записи чисел. В десятичной системе счисления цифр всего десять. С их помощью можно записать бесчисленное множество чисел.

Уже на начальном этапе следует тщательно следить за правильностью применения терминов «число» и «цифра».

Там, где речь идет о количестве элементов множества, стоит вопрос: «Сколько?» – речь идет о числе. Например, на наборном полотне уточки. Учитель: «Посчитайте уточек, покажите число уточек с помощью карточки. Запишем число уточек цифрой 7».

Последовательность письма цифр соблюдается на каждом уроке:

1) показ печатной и письменной цифры, выяснение, на что она похожа, выделение и название элементов письма;

2) показ учителем письма цифры на доске с приговором, в котором обращается внимание на направление движения мела;

3) обводка (пальцем, указкой) модели цифры;

4) воздушное письмо (всей рукой) можно превратить в физ. минутку, «прописывая» цифру головой, носиком, плечом, глазками...;

5) письмо цифр в тетрадах по образцу, обвод пунктира, письмо строчки до конца.

При проверке работ учащихся психологи рекомендуют выделять наиболее удавшиеся цифры, не обостряя внимания на ошибки письма.

Знание числовой последовательности является основой счета предметов.

Дети должны уметь воспроизводить числовой ряд в прямом и обратном порядке, научиться называть сразу место любого числа, не воспроизводя всего ряда чисел, начиная с единицы. Поэтому устный счет каждого урока начинается с математического диктанта.

1) назовем числовой ряд в прямом порядке, в обратном порядке.

2) какое число называют перед числом 3, какое число стоит после числа 3.

3) какое число находится при счете между числами 7 и 9.

4) назови число больше 6.

5) к какому числу нужно прибавить 1, чтобы получить 4; отнять 1, чтобы получить 4.

6) 5 это 3 и сколько? и т.п.

Составляя рассказы по рисункам, учитель вводит понятие «действие».

Действие – это любое изменение. Каждому действию можно дать название. Навели порядок на столе, полили цветок, вскопали землю вокруг него, цветок ожил – это уход за растениями. Человек был грустным – стал веселым, развеселили человека. Действия, в которых изменяется количество предметов, называются *арифметическими*. Действия, в которых предметов становится больше, называется *сложением* и записывается с помощью знака + (плюс). Действия, в которых предметов становится меньше называется *вычитанием* и записывается – (минус).

Составление рассказов по рисункам, запись их, составлением примеров, способствует закреплению понятия «действие», подготавливает детей к пониманию конкретного смысла сложения и вычитания, является подготовительной работой к понятию «задача».

Образование каждого числа из других чисел, отношение между числами можно раскрыть только в том случае, если рассматривать одновременно несколько последовательных чисел. Поэтому следует рассматривать не отдельные числа, а отрезки натурального ряда от единицы до вводимого числа: 1,2,3; 1,2,3,4,5,6,7;... и т.д.

Особое место в нумерации чисел в пределах 10 занимает число 1. Число 1, ни за каким числом не следует, оно самое маленькое в натуральном ряду, образование его по формуле: $a + 1$ показать невозможно. В теории чисел, число 1 вводится аксиоматически: существует число 1, которое ни за каким числом не следует (аксиома Пеано).

Тема урока: раскрывающая смысл числа, называется – «**много и один**».

Цель урока: раскрыть множественный смысл числа 1. Научить выделять один предмет из множества предметов по его отличительным свойствам, познакомить с печатной и письменной цифрой 1.

Изложение темы: сегодня мы уделим особое внимание числу 1. Достаньте палочки из счетного пенала. Я задам вопросы, для ответа можно пользоваться только словами: «много» или «один».

1. Возьмите в правую руку палочку, остальные в левую руку. Сколько палочек в правой руке? (одна), а в левой? (много).

2. Сколько тетрадей я взяла? (много), а ручек? – одну.

3. Поднимите правые руки все девочки. Сколько поднято рук? (много). Света поднимет левую руку. Сколько поднято левых рук? (одна).

4. Я поставила фигуру на доске. Положите перед собой столько же треугольников, под ним столько же квадратов. Чем отличаются предметы, которые мы положили? (цветом, формой, размером). Есть ли у них общее свойство? (есть, мы клали столько же предметов, т.е. одинаковое количество). Это общее свойство называется «один».

5. Сделаем физ. минутку, которую назовем «один». Кивните головой один раз, наклонитесь вперед, назад, т.п. столько же раз.

6. А теперь игра: «Много и один». Я задаю вопрос, а вы отвечаете громко, если надо сказать: «Один», и тихо, если предметов много.

• Сколько детей в школе? А директор?...

• Сколько звезд на небе? А Луна?...

• Сколько волос на голове? А голова?...

7. Возьмите один кружок и много палочек. Составьте какую-нибудь фигуру.

8. Письмо цифры 1.

Знакомство с числом 0 (ноль) осуществляется после уяснения детьми образования числа $a \pm 1$. Дети должны уяснить, что 0 – это тоже число, оно может быть получено, если вычесть из какого-то числа его единицы, что 0 меньше любого из натуральных чисел натурального ряда, оно меньше 1 на 1, поэтому должно стоять в ряду перед числом 1.

Объяснение нового материала лучше всего начать с практической работы. «Положите 4 треугольника. Уберите 1. Сколько осталось? (3). Уберите еще 1. Сколько треугольников? (2). Уберем еще 1. Сколько стало? (1). Заберем последний треугольник. Сколько осталось треугольников? Отвечая на этот вопрос надо назвать число, но такого у нас нет. Тогда математики придумали это число – «ноль», что значит «нисколько», «ничего нет».

С введением числа 0 представляется возможность ввести понятия «натуральное число», «натуральный ряд чисел», «числовой луч». Числа, которые используют для счета, называются натуральными.

Число 0 для счета не используют, значит, 0 не является натуральным числом.

В концентре «десяток» рассматриваются действия, основанные на образовании чисел: $5 + 1 = 6$; $5 - 1 = 4$; $5 + 0 = 5$; $5 - 0 = 5$.

В целях подготовки к понятиям сложение и вычитание следует показать, что прибавлять и вычитать можно разные числа, а не только единицу.

Заучивание состава и применение его продолжается в теме «Сложение и вычитание в пределах 10».

Обучение письму цифр – важный процесс. Правильное, четкое написание цифр является залогом правильных вычислений при решении примеров и задач. Для учащихся, у которых процесс письма затруднен, необходимо заранее приготовить дополнительные пособия.

Использованные источники:

1. Постановление Президента республики Узбекистан «О мерах по повышению качества образования и развитию научных исследований в области математики».
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**СОВЕРШЕНСТВОВАНИЕ ОРГАНИЗАЦИИ УЧЕТА
ВНУТРИПРОИЗВОДСТВЕННЫХ ПОДРАЗДЕЛЕНИЙ
ПРЕДПРИЯТИЙ**

Аннотация: В статье рассматриваются проблема внедрения управленческого учета в отечественную практику. Которое приобретает первостепенное значение, связанного необходимостью проведения глубоких исследований экономической природы, сущности и содержания управленческого учета, его фундаментальных теоретических основ, для принятия обоснованных управленческих решений.

Ключевые слова: управленческий учет, финансовый учет, затраты, анализ, этапы, информация, модель, управление.

**IMPROVING THE ORGANIZATION OF ACCOUNTING FOR
INTERNAL PRODUCTION UNITS OF ENTERPRISES**

Annotation: The article deals with the problem of introducing management accounting into domestic practice. Which is of paramount importance, associated with the need to conduct in-depth studies of the economic nature, essence and content of management accounting, its fundamental theoretical foundations, for making informed management decisions.

Key words: management accounting, financial accounting, costs, analysis, stages, information, model, management.

В условиях модернизации, технического и технологического оснащения предприятия и ее отраслей особое внимание уделяется управлению его подразделениями. Это обусловлено тем, что именно здесь сосредоточены основные материальные, трудовые и финансовые ресурсы предприятия.

Управленческий учет дает возможность объективно оценивать финансовые результаты структурных подразделений предприятия, выявлять внутренние резервы производства, а также закономерности развития внутрипроизводственных подразделений с целью

распространения прогрессивного опыта и предотвращения незначительного использования средств предприятия.

Управленческий учет в реальности отражает синергию бизнес-процессов отдельно взятого предприятия, что в конечном итоге и дает возможность внутренним пользователям предприятия повышать эффективность своей работы. Поэтому система управленческого учета на современном предприятии не может рассматриваться как отдельно взятый инструмент или набор каких-то специфических функций

Управленческий учет – это тот же учет затрат на производство и калькуляция себестоимости продукции в системе бухгалтерского учета. При этом термин «управленческий учет» следует понимать как «учет для управления» предприятием. Такой точки зрения придерживаются – П.С.Безруких, С.А.Стуков¹⁹, так и зарубежные авторы Ч.Т.Хорнгрен, Дж.Фостер²⁰.

С точки зрения А. Ибрагимова, И. Очилова, И. Кузиева, Н. Ризаева: «Основной задачей управленческого учета и отчетности в системе корпоративного управления является обеспечение сбора, анализа и предоставление информации менеджменту предприятия для принятия наиболее рациональных решений»²¹.

Х. А. Ортиков дает следующее определение управленческому учету: «Управленческий учет - это есть внутривладельческий учет, система ведения учета направленная на повышение эффективности хозяйственной деятельности предприятия, на изучение прошлого, настоящего и будущего процессов снабженческо-заготовительных, производственных и реализационных процессов, разработка управленческих решений и их претворение в жизнь в целях решения тактических и стратегических задач целом по предприятию и его структурным подразделениям»²².

Р.Д. Дусмуратов и Д.У.Мамадияров считают, что «Управленческий учет-это новая трактовка внутривладельческого учета приспособленная к требованиям рыночной экономики в условиях углубления экономических реформ и либерализации экономики»²³.

«Управленческий учет представляет собой подсистему бухгалтерского учета, информация которой в рамках одного предприятия используется для управления и контроля за деятельностью». Такой точки

¹⁹ С.М. Стуков И все-таки производственный учет, а не «управленческий» учет // Бухгалтерский учет. – 1997 № 21 с. 64

²⁰ Ч.Т.Хорнгрен, Дж.Фостер Бухгалтерский учет: управленческий аспект: Пер. с англ./ Главный редактор серии Я.В.Соколов.- М.:Финансы и статистика с. 8

²¹ Молиявий ва бошқарув ҳисоби: укув кулланма/ А. Ибрагимов, И. Очилов, И. Кузиев, Н. Ризаев. – Т.: Iqtisod-Moliya, 2008. с 31

²²Ортиков Х.А. Тўқимачилик саноати корхоналарида ишлаб чиқариш ҳисоби ва уни такомиллаштириш йўллари. И.ф.н... диссертация.-Т.:2000,21-б.

²³ Дўсмуратов Р.Д., Мамадияров Д.У. Қишлоқ хўжалигида бошқарув ҳисоби: услубий ва амалиёт.-Т.: “Молия”-2008, 42-б.

зрения придерживаются А.Д. Шеремет, Н.П.Кондраков и С.М.Шапигузов.²⁴

Как пишет А.Х.Пардаев:«Целью управленческого учета является обеспечение необходимой информацией руководство предприятия и менеджеров для принятия обоснованных решений». ²⁵

М.А.Вахрушина, С.А.Николаева считают: «Организация подсистему бухгалтерского учета, как управленческий учет – внутреннее дело данного предприятия». ²⁶

Обобщая вышесказанные мнения, применительно к современным условиям отечественной методологии бухгалтерского учета и предприятия бухгалтерской работы, управленческий учет, на наш взгляд, нужно рассматривать как самостоятельную функцию системы управления предприятием в совокупности его подразделениями с помощью прогнозирования, планирования, бюджетирования, учета и анализа деятельности предприятия.

Итогом выполнения всех этапов постановки управленческого учета станет система, которая будет: отражать в отчетах показатели, понятные руководителям и собственникам; учет будет вестись удобно и непрерывно; информация из разных отчетов системы будет сопоставима между собой; количество отчетов будет достаточное для формирования стратегии управления компанией.

Для организации и внедрения управленческого учета, необходимо четко следовать этапам постановки и внедрения управленческого учета (рис 1).

²⁴ Управленческий учет :Учеб. Пособие/ Под ред. А.Д.Шеремета/ серия «Академия бухгалтера и менеджера».-М.:ФБК-Пресс, 1999 г.,с.25

²⁵ Пардаев А.Х. Бошқарув ҳисоби. Ўқув қўлланма. Т.: “Академия” нашриёти. 2002 йил. с. 26

²⁶ Вахрушина М.А. Бухгалтерский управленческий учет –М.:Финстатинформ,2000 г.с. 35



Рис 1. Этапы организации ведения управленческого учета

Применение определенных методик позволяет повысить скорость внедрения систем автоматизации управленческого учета и значительно оптимизировать бизнес-процессы управления.

По результатам изучения внешних и внутренних факторов, определяющих потенциал развития проекта предприятию также рекомендуется проведение экспертной оценки и сделать SWOT-анализ перспектив проекта и возможных стратегий развития предприятия.

Для SWOT-анализа экспертной группой необходимо отобрать наиболее важные и критичные факторы, привести ранжирование оценки важности отобранных факторов. Каждый параметр внутри поля «Сильные стороны», «Слабые стороны», «Возможности», «Угрозы» оценивается по пятибалльной шкале.

В таблице 1 приведены средние оценки сильных и слабых сторон, возможностей и угроз внешней среды в рамках деятельности предприятия и планируемой реализации проекта.

Таблица 1

Оценка факторов SWOT-анализа

Сильные стороны
Механизм расчета полной себестоимости
Механизм распределения затрат на каждый процесс
Слабые стороны
Сопrotивление персонала изменениям
Высокие трудности внедрения
Угрозы
Превышение затрачиваемых усилий над полезностью
Отсутствие необходимых навыков сотрудников для выполнения задач
Кратковременный эффект от внедрения, необходимость поддерживания внедряемых изменений на протяжении существования компании
Резкая смена производственных процессов в связи с изменением производственной деятельности
Возможности
Возможность принимать взвешенные управленческие решения на основе анализа управленческой отчетности
Поиск путей снижения себестоимости

Согласно оценке, важным преимуществом процессно-ориентированного бюджетирования служит механизм расчета полной себестоимости, на основе выстроенного учета информации, которая учитывает не только прямые затраты (сырье и материалы, сдельная оплата труда работников и т.д.), но и косвенные, которые направлены на обслуживание производства.

Наиболее критичной слабой стороной проекта могут быть высокие трудности при внедрении изменений существующего управленческого учета. В данном случае, имеются ввиду только технологические и организационные проблемы, которые требуют длительной настройки программного обеспечения, введение унифицированных необходимых учетных форм. Помимо этого, требуется построение учетного механизма, который бы решил несоответствие номенклатурных позиций в базе компании с фактическим наличием. Выстраивание единой учетной системы на всех подразделениях требует длительного времени.

Проблема активного сопротивления сотрудников любым изменениям в существующей системе учета, по нашему мнению недостаточно

актуальна в силу того, что предприятия на сегодняшний день осуществляет переход на международный стандарты учета.

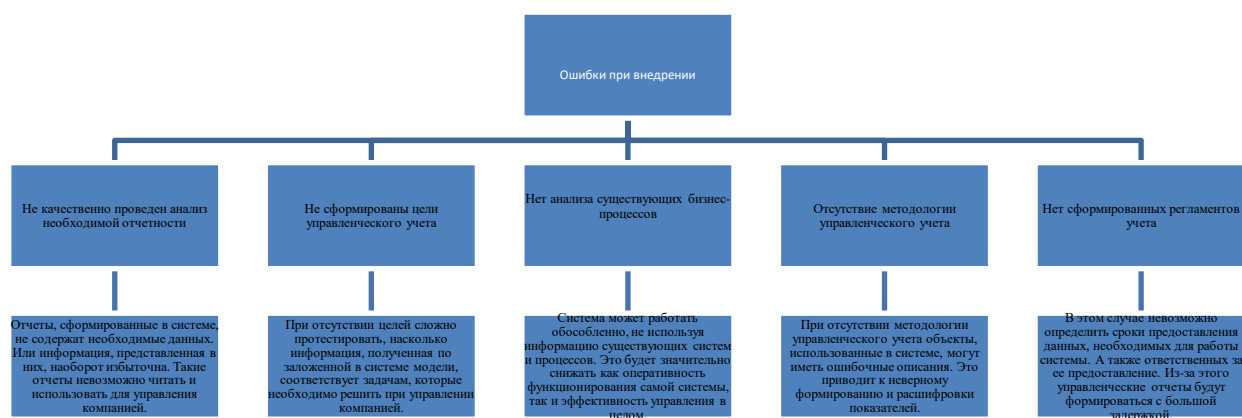


Рис. 3 Возможные ошибки при внедрении управленческого учета

Возможности и угрозы рассмотрены на основании анализа тенденций и практического опыта применения разными предприятиями данный метод для совершенствования системы управленческого учета.

Даже при выборе описанных выше методик могут возникнуть неточности при внедрении. Это происходит из-за недостаточной проработки и анализа текущей системы управления или отсутствия сформированных требований к системе. Такие ошибки могут повлечь за собой проблемы при формировании управленческой отчетности, а также существенно затруднить ее анализ. Возможные ошибки при внедрении и их влияние на работу системы представлены на рис.3.

Помимо перечисленных ошибок при внедрении системы, необходимо учитывать, что со временем в компании могут меняться приоритеты в стратегическом управлении. Меняться цели управленческого учета. Чтобы избежать этих ошибок и получить объективную информации о финансовом положении компании, необходимо тщательно прорабатывать каждый этап внедрения управленческого учета, особенно анализ текущего состояния. Тогда система учета будет максимально соответствовать потребностям руководителей и целям стратегического управления.

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ВЛИЯНИЕ ВОЗМЕЩЕНИЯ БАКТОФЕРТА НА РОСТ И РАЗВИТИЕ СОЕВЫХ БОБОВ В АНДИЖАНСКОЙ ОБЛАСТИ

Аннотация: В проведенных экспериментах урожайность, полученная по возвратам, составила в контрольном варианте среднюю урожайность 28,3 ц/га, в экспериментальном варианте Бактоферта средняя урожайность составила 31,2 ц/га, по сравнению с контролем была получена дополнительная урожайность 2,9 ц/га. Средняя урожайность, полученная в варианте обработки 500 кг с гектара препаратом Бактоферт в эксперименте, составила 31,2 ц/га.

Ключевые слова: Бактоферт, модернизация, Гумин, фульво, органические кислоты, микроэлемент, хлопчатник, Луговая ледяная почва, перегной, минеральное удобрение, калий, азот, фосфор.

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IMPACT OF REFUNDING BAKTOFERT ON THE GROWTH AND DEVELOPMENT OF SOYBEANS IN THE ANDIJAN REGION

Abstract: In the experiments carried out, the yield obtained from returns in the control variant amounted to an average yield of 28.3 c/ha, in the experimental version of Baktoferta, the average yield was 31.2 c/ha, compared with the control, an additional yield of 2.9 c/ha was obtained. The average yield obtained in the treatment variant of 500 kg per hectare with the Bactofert preparation in the experiment was 31.2 c/ha.

Keywords: Baktofert, modernization, Humin, fulvo, organic acids, trace element, cotton, Meadow ice soil, humus, mineral fertilizer, potassium, nitrogen, phosphorus.

Введение. В аграрной сфере республики осуществляются системные и целевые меры по расширению масштабов реформ, либерализации и

модернизации экономики, социально-экономическому развитию сельских территорий, удовлетворению потребности страны в продовольственной продукции, обеспечению эффективной деятельности фермерских хозяйств в качестве приоритетных форм хозяйствования и другим направлениям.

Для предотвращения таких случаев необходимо не только кардинально изменить сельское хозяйство с помощью необходимых минеральных удобрений, химических средств защиты растений, но и повысить требовательность к строгому соблюдению агрохимических правил, повысить культуру их применения. Действительно, данное указание главы нашего государства говорит о том, что при повышении урожайности сельскохозяйственных культур целесообразно использовать экологически чистые химические средства, контролирующие процесс роста растений.

Основная часть. Наиболее эффективным из таких химических средств считается удобрение Бактоферт, относящееся к торфогуминовой классификации, состоящее из комплекса высокоэффективных и экологически безопасных природных торфогуминовых соединений. В нем содержатся биологически активные вещества, имеющие исключительно важное значение для жизнедеятельности растений; гуминовая, фульво и другие органические кислоты, NPC, Ca, S, Mg, Fe, Zn, Cu, Mn, Co, V, B, Cl и различные микроэлементы.

По словам М.Джурева (2021 г.), 100 мл озимой пшеницы следует опрыскивать перед посевом стимулятором Тумат. На 1 т семян всхожесть увеличивалась на 10,4-10,6% при обработке растения на этапах уборки урожая. В фазах развития удалось повысить морозоустойчивость обработанных культур, ускорить обмен веществ в растении и обеспечить рост и развитие растения, а также получить дополнительный урожай зерна в среднем 2,6 центнера с гектара при урожайности 57 центнеров с гектара по сравнению с контрольным вариантом.

По словам М.Джурева (2021 г.), когда годовая норма калия для осени была определена в 150 кг/га, урожайность зерна составляла 633 ц/га, в то время как дополнительная урожайность, полученная от него, была известна равной 6,2 ц/га. Калийные удобрения также показали свое влияние на развитие роста осенних культур, а также на урожайность зерна. В проведенных опытах была достигнута урожайность калийного огуза в срок и норму до 6,2 ц/га. вплоть до дополнительного урожая зерна.

При повторном многолетнем выращивании хлопчатника содержание гумуса на участке с ледниковой почвой снизилось на 0,20%, азота на 3,2 мг/кг, фосфора на 19,5 мг/кг и калия на 62 мг/кг, а при чередовании хлопчатника с пшеницей вышеуказанные показатели снизились на 0,07%, 4,20 мг/кг и 32 мг/кг соответственно с понижением содержания фосфора на 11,6 мг/кг, калия на 28 мг/кг, после хлопчатника в почве на участках, засеянных промежуточно-питательными культурами (тритикале, овес,

ячмень, горох), содержание гумуса увеличилось на 0,33%, азота на 1,4 мг/кг, фосфора на 0,01 мг/кг, калия на 54 мг/кг.

Почвы Андиганской области расположены на высоте 430-460 метров над уровнем моря и представляют собой в основном орошаемые земли. Полевые эксперименты проводились на поле фермерского хозяйства “Миришкор” Андиганского района в условиях луговых почв.

Площадь участка, на котором проводился эксперимент, представляет собой умеренно окультуренную орошаемую луговую рыхлую почву, механический состав которой чрезвычайно грубый, почвообразующие коренные породы состоят из аллювиально-пролювиальных отложений, вода сизот пресная, гумус (А+V) по данным Тами, расположен на 1,5-2,0 метра, слой хорошо обеспечен питательными веществами на 0-50 см.

Следует отметить, что в контрольном варианте эксперимента хлопок применялся на основе общепринятых агротехнических мероприятий в соответствии с обычной агротехникой и с годовой нормой минеральных удобрений 200 кг, фосфора 140 кг и калия 100 кг в чистом виде, в то время как в Варианте 2 была изучена норма препарата Бомс 600 кг/га и вариант минеральных удобрений N-200, P-140, K-100 кг/га. Препарат Тевевит Бомс 300; 600 и 1000 кг. В 3-5 вариантах минеральные удобрения не вносили. Система эксперимента приведена в таблице 1 ниже.

Результаты эксперимента. В эксперименте препарат Батофит показал большое положительное влияние на рост и развитие соевого растения. В проведенных экспериментах сорт “теневое благословение” был высажен на опытном участке 21 апреля, в экспериментальных вариантах период прорастания наблюдался на день 02 мая, а период листопада 3 Талика на день 08 мая.

После проведенных экспериментов было отмечено, что фазы развития фазы теневого шунтирования переключились на контрольный вариант 22 мая, в опыте Бактоферт 500 кг/га вариант 20 мая.

Было замечено, что период цветения перешел в контроле К 02 июньским дням, а полное цветение в варианте Бактоферта 500 кг/га к 01 июня.

Период созревания наблюдался на 07 июня в контрольном варианте и на 06 июня в варианте Бактоферта.

Период созревания наблюдался в день 20 августа в контроле, на варианте Бактоферт 500 кг/га 19 августа.

Вегетационный период в контрольном варианте составил 110 дней, в варианте опыта Бактоферт 500 кг/га составил 108 дней. (Таблица-1)

Заключение. Влияние препарата Бактоферт на урожайность растения соя. В экспериментах урожайность, полученная по возвратам, составила в контрольном варианте среднюю урожайность 28,3 ц/га, в экспериментальном варианте Бактоферта среднюю урожайность 31,2 ц/га, по сравнению с контрольной была получена дополнительная урожайность 2,9 ц/га. Средняя урожайность, полученная в варианте обработки 500 кг с гектара препаратом Бактоферт в эксперименте, составила 31,2 ц/га.

Влияние препарата биоугит “Бактоферт” на рост и развитие соевого растения

Таблица 1

№	Варианты названия	Норма применения	Сроки посева	Дата прорастания	3 образование слоевища	Шоначаш	Цветение	Стелиться	Созревание	Период роста, дней
1	Контроль	Не обрабатывается	21.04.21	02.05.21	08.05.21	22.05.21	02.06.21	07.06.21	20.08.21	110
2	Бактоферт	500 кг/га	21.04.21	02.05.21	08.05.21	20.05.21	01.06.21	06.06.21	19.08.21	108

По результатам наблюдений было установлено, что биоудобрения “Бактоферт” эффективно воздействовали на 500 кг/га в примененном варианте, то есть с экспериментального варианта было собрано 2,9 центнера дополнительного урожая.

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ПУТИ УЛУЧШЕНИЯ ПЛАТЕЖЕСПОСОБНОСТИ ПРЕДПРИЯТИЯ МАЛОГО БИЗНЕСА В УСЛОВИЯХ ПОВЫШЕННЫХ РИСКОВ УХУДШЕНИЯ РЫНОЧНОЙ КОНЪЮНКТУРЫ

Аннотация: В статье рассматривается вопрос о направлениях улучшения финансового состояния предприятия малого бизнеса хлебопекарной отрасли Республики Мордовии, в качестве которого рассматриваются проект расширения географии реализации хлебобулочной продукции.

Ключевые слова: хлебобулочная продукция, постоянные расходы, переменные расходы, инвестиционный проект чистый дисконтированный доход, дисконтированный срок окупаемости.

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WAYS TO IMPROVE THE SOLVING CAPABILITY OF A SMALL BUSINESS ENTERPRISE IN CONDITIONS OF INCREASED RISKS OF MARKET CONDITIONS WORSE

Annotation: The article discusses the issue of ways to improve the financial condition of a small business enterprise in the bakery industry of the Republic of Mordovia, which is considered a project to expand the geography of the sale of bakery products.

Keywords: bakery products, fixed costs, variable costs, investment project net present value, discounted payback period.

Миссией ООО «Хлебозавод» является удовлетворение потребности населения рабочего поселка Зубова Поляна в хлебобулочных изделиях как значимого продукта в их рационе питания. Качество хлебобулочной продукции завода является традиционно высоким. Руководство завода, осознавая социальную значимость продукции стремится использовать только качественное сырье (мука, растительное масло, сахар, сливки и

т.д.), не допуская использования менее качественных и более дешевых заменителей.

Поэтому снижение себестоимости на единицу продукции для завода приемлемо получить за счет эффекта масштаба, предполагающего рост объемов производства и реализации продукции [1].

Зубово-Полянский район является территориально самым большим в Республике Мордовия. На основе проведенного нами исследования установлено, что производство хлебобулочных изделий представлено в районном центре, а так же в двух селах осуществляется их производство маломощными пекарнями. Основная часть спроса удовлетворяется путем завоза изделий из соседнего района и продажи автолавками. Обычный режим завоза продуктов автолавками – 2–3 раза в неделю летом и 1–2 раза в остальные времена года. Вместе с тем, завозная хлебобулочная продукция по качеству уступает таковой ООО «Хлебозавод» по причине содержания специальных добавок, продлевающих ее срок годности [2].

Создание производственно-торговой площадки, ориентированной на западную часть Зубово-Полянского, возможно в селе Ширингуши, на территории которой располагается нефункционирующее здание столовой фабрики декоративных тканей, максимально подходящее для создания цеха по производству хлебобулочной продукции (минимальные расходы на ремонт).

Годовой объем продаж на западной территории Зубово-Полянского района, включающей 20 сельских поселений с общей численностью населения около 30 тыс. чел), может составить 28,5 тыс. кг хлебобулочных изделий.

Рассмотрим возможность производства хлебобулочных изделий на данном предприятии. При этом основными мероприятиями должны явиться:

- ремонт и дооборудование здания цеха;
- набор персонала и его обучение;
- приобретение, установка и пуск оборудования.

Для осуществления производственной деятельности предприятию необходимо закупить следующие виды оборудования (таблица 1).

При этом некоторым оборудованием ООО «Хлебозавод» располагает (тестомесительная машина, расстоечный шкаф, тестораскатыватель и мукопросеиватель).

Таблица 1 – Перечень оборудования

Наименование оборудования	Рыночная цена, руб.	Количество, ед.	Общая стоимость, руб.
Печь конвекционная хлебопекарная	51000	2	102000
Комплект хлебопекарного инвентаря	5000	2	10000
Мебель, хоз. инвентарь	10000	1	10000

Итого	122000
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Необходимые расходы на ремонт производственных и хозяйственных помещений, а также установку, наладку и пуск оборудования приведены в таблице 2.

Таблица 2 – Сводный сметно-финансовый план затрат на запуск цеха

Статья затрат	Стоимость, руб.
Ремонт здания	400000
Пуско-наладочные работы	5000
Итого	405000

При реализации проекта общая численность штатного персонала цеха предприятия составит 9 чел.: начальник цеха, 8 пекарей-кондитеров.

Для оценки эффективности данного проекта воспользуемся показателями чистого дисконтированного дохода, внутренней нормы доходности и дисконтированного срока окупаемости.

По мнению руководства организации, ООО «Хлебозавод» как социально значимое для Zubovo-Полянского района Республики Мордовия предприятие может претендовать на получение целевого финансирования в рамках Подпрограммы «Развитие малого и среднего предпринимательства на 2017 - 2024 годы». ООО «Хлебозавод» как малое предприятие, функционирование которого способствует улучшению качества жизни в Zubovo-Полянском муниципальном районе, в соответствии с указанным программным документом после предоставления пакета документов может получить целевое финансирование на расширение деятельности на его территории в объеме 500000 руб.

Результаты предварительного анализа эффективности рекомендаций приведены в таблице 3.

Таблица 3 – Анализ эффективности рекомендаций на основе оценки дисконтированных денежных потоков

Показатель	2022	2023	2024	2025	2026	2027
Годовые притоки, руб.	2958000	2987580	3017456	3047630	3078107	3201231
Суммарные годовые оттоки, руб.	2499224	2811990	2911026	3013888	3069594	3192378
Ставка дисконтирования, %	6,25	6,25	6,25	6,25	6,25	6,25
Чистый дисконтированный поток, руб.	431788,8	155539,9	88731,59	26476,43	6286,42	6153,296
Чистый дисконтированный поток нарастающим итогом, руб.	-95211,2	60328,68	149060,3	175536,7	181823,1	187976,4

Совокупные первоначальные вложения, руб.	527000
Сумма чистых дисконтированных потоков, руб.	714976,4
Чистый дисконтированный доход за период, руб.	187976,4
Внутренняя норма рентабельности, %	29,0366
Индекс доходности	1,29
Дисконтированный срок окупаемости, лет	1 год 221 день

Расчет данных показателей позволил сделать выводы о том, что проект является прибыльным, поскольку сумма чистых дисконтированных потоков за 6 лет реализации проекта будет больше суммы первоначальных вложений на 187976,4 руб. Дисконтированный срок окупаемости составит 1,614 года.

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РОЛЬ ПОЧЕК В РЕГУЛИРОВАНИИ АРТЕРИАЛЬНОГО ДАВЛЕНИЯ

Аннотация: Артериальное давление-это давление крови на стенку сосудов, артериальное давление зависит от количества крови, вытекающей из сердца, кровотока, общего сопротивления периферических сосудов, эластичности стенки сосудов. В данной статье освещено роль почек в регулировании артериального давления.

Ключевые слова: давления, почка, артерия, медицина.

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THE ROLE OF THE KIDNEYS IN REGULATING BLOOD PRESSURE

Abstract: Arterial pressure is the pressure of blood on the vascular wall, arterial pressure depends on the amount of blood flowing from the heart, blood flow, total resistance of peripheral vessels, elasticity of the vascular wall. This article highlights the role of the kidneys in regulating blood pressure.

Keywords: pressure, kidney, artery, medicine.

Артериальное давление-это давление крови на стенку сосудов, артериальное давление зависит от количества крови, вытекающей из сердца, кровотока, общего сопротивления периферических сосудов, эластичности стенки сосудов. Различают систолическое (максимальное), диастолическое (минимальное) и пульсовое артериальное давление. Систолическое давление-давление в артериальной системе в момент максимального подъема пульсовой волны, возникающей после систолы левого желудочка. Диастолическое давление, с другой стороны, возникает в конце диастолы сердца, когда пульсовая волна падает. Разница между систолическим и диастолическим давлением называется пульсовым давлением.

Артериальное давление измеряют в определенные часы, желательно утром, до обеда, при максимально равномерной температуре воздуха. На артериальное давление влияют различные факторы. Регистрируются суточные, сезонные и климатические колебания давления. Давление

немного увеличивается в конце дня, а зимой и весной оно выше, чем летом и осенью. У детей, живущих в северных регионах, артериальное давление будет выше, чем у детей, живущих на юге.

Нет ни одного органа в теле, в отношении которого наши представления о функции так тесно зависели бы от ознакомления со структурой, как в отношении почек. Почки являются основным органом выделения (экскреции) конечных продуктов азотистого обмена, и органом, охраняющим постоянство физико-химических условий, осмотического давления и щелочно-кислотного равновесия в организме. Эта основная роль почек не может быть заменима никакими другими экстракренальными системами выделения. Выпадение или резкое нарушение функций общих почек у человека при некоторых патологических состояниях ведет к смертельному исходу в результате уремии.

Почки, выделяя продукты обмена всех органов и тканей связаны своей экскреторной работой со всем организмом, но особенно выступает связь почек с основными органами экстракренального выделения: желудочно-кишечным трактом, печенью, кожей (потовыми железами) и органами дыхания. Кроме того, почки выполняют и эндокринные функции организма. Почки участвуют в регуляции артериального давления благодаря нескольким механизмам.

1. В почках образуется ренин, являющийся частью ренин-ангиотензин-альдостероновой системы (РААС), которая обеспечивает регуляцию тонуса кровеносных сосудов, поддержание баланса натрия в организме и объема циркулирующей крови, активацию адренергических механизмов регуляции насосной функции сердца и сосудистого тонуса. Уменьшение уровня давления крови в приносящей артериоле клубочка, повышение симпатического тонуса и концентрации натрия в моче дистального канальца активирует секрецию ренина, что с помощью ангиотензина-Н и альдостерона способствует нормализации сниженной величины артериального давления.

2. В почке образуются вещества депрессорного действия, т. е. снижающие тонус сосудов и артериальное давление. Их образование получило название «антигипертензивной» функции почек, поскольку ее нарушение может приводить к артериальной гипертензии. (рис)

Антигипертензивные гуморальные факторы почек представлены несколькими соединениями, образующимися в основном интерстициальными клетками мозгового вещества:

- 1) простагландинами -- ПГА, ПГЕ, ПГД, ПГІ;
- 2) алкиловыми эфирами фосфатидилхолина (активирующий тромбоциты фактор);
- 3) нейтральным липидом мозгового вещества; а также образующимися в корковом веществе кининами.

Активация синтеза почечных простагландинов происходит при артериальной гипертензии, после ишемизации почки, под влиянием норадреналина, вазопрессина, ангиотензина-II, почечных кининов и стимуляции почечных симпатических нервов. Противогипертензивное действие простагландинов заключается как в вазодилатирующем эффекте, так и в стимуляции почечной экскреции ионов натрия и воды. Большая часть поступающих в кровь простагландинов разрушается в легких, поэтому в артериальные сосуды не попадает, за исключением ПГI2, почти не деградирующего в малом круге и обладающего мощным системным вазодилатирующим эффектом.

Алкиловые эфиры фосфатидилхолина и нейтральный липид мозгового вещества почек в отличие от большинства простагландинов оказывают, в основном, системное вазодилатирующее действие и являются поэтому основными гемодинамическими антигипертензивными факторами почек. Кининовая система почек проявляет антигипертензивное действие как за счет системного вазодилатирующего эффекта, так и, в большей мере, благодаря внутрпочечной вазодилатации, повышению почечного кровотока, диуретическому и натрийуретическому эффектам.

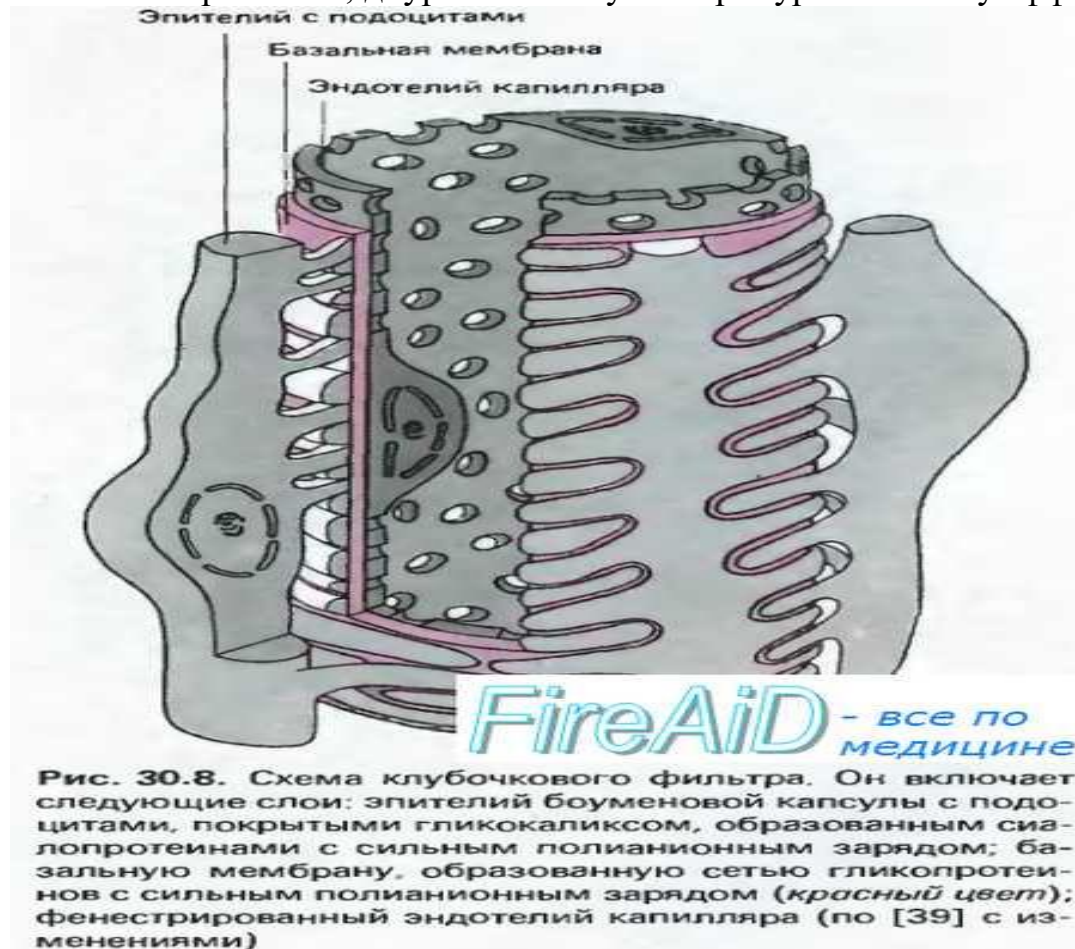


Рис. 30.8. Схема клубочкового фильтра. Он включает следующие слои: эпителий боуменовой капсулы с подоцитами, покрытыми гликокаликсом, образованным сиалопротеинами с сильным полианионным зарядом; базальную мембрану, образованную сетью гликопротеинов с сильным полианионным зарядом (красный цвет); фенестрированный эндотелий капилляра (по [39] с изменениями)

3. Почки экскретируют воду и электролиты, а их содержание в крови, вне- и внутриклеточной среде является важным для поддержания

уровня артериального давления. Задержка ионов натрия и воды во внутренней среде обеспечивает прирост объема циркулирующей крови. Однако большую роль играет содержание ионов натрия, калия и кальция во вне- и внутриклеточной среде, поскольку оно определяет сократимость миокарда и сосудистый тонус, а также реактивность сердца и сосудов к регуляторным нейрогуморальным влияниям.

4. Почки участвуют в регуляции артериального давления с помощью феномена «давление--натрийурез--диурез», суть которого заключается в том, что повышение артериального давления вызывает увеличение экскреции с мочой ионов натрия, возрастание объема диуреза и, в итоге, восстановление уровня артериального давления. Четыре основных механизма лежат в его основе.

Итак, почки являются органами выделения, имея довольно сложное строение. Также почки - это своеобразная железа внутренней секреции. Почки выполняют работу с интенсивной нагрузкой в течение всей жизни человека и поэтому являются одними из важнейших органов.

Кроме того почки выполняют очень много функций в организме. Среди них следует выделить выделительную (экскреторная), регуляцию водного баланса, регуляция кислотно-основного состояния, регуляция уровня артериального давления, защитная и другие функции.

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ПРОМЫШЛЕННОЕ ПРОИЗВОДСТВО НАМАНГАНСКОЙ ОБЛАСТИ ОСОБЕННОСТИ РАЗВИТИЯ

Аннотация: В статье описаны особенности развития промышленного производства в Наманганской области.

Ключевые слова: Инновационная, трудовая, премиальная, динамичная конкурентоспособность, бюджетное развитие.

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INDUSTRIAL PRODUCTION OF NAMANGAN REGION DEVELOPMENT FEATURES

Abstract: The article describes the features of the development of industrial production in the Namangan region.

Key words: Innovation, labor, efficiency, dynamics, competitiveness, budget, development.

Радикальная либерализация экономики и в экономике в период перелома произошло дальнейшее углубление, и на этой основе материальное и духовное благополучие членов общества в обеспечении статуса отрасли, которая является одной из ведущих отраслей экономики, занимает особое место.

Итогом всего трудового инновационного процесса руководителя на выставке по его внедрению является инновационный процесс. В свою очередь суть их инновационной деятельности, в соответствии с конкретным предприятием, в рамках реализации инновационного процесса в различных инновациялар боскишларидаги представляет деятельность организации. Сегодняшний технический уровень производства и инновационная деятельность в будущем, эффективность определяется направлениями внедрения natijadorligi. Также позволяют укрепить позиции предприятия на рынке инновационной деятельности, обеспечивая развитие и сохранение динамики стабильных условий и является основным фактором повышения его конкурентоспособности. Без системного анализа инновационной деятельности предприятия достижение поставленных целей реализовано не будет. Важными аспектами в этом процессе является обеспечение бизнеса предприятия научно-техническими достижениями и

непрерывным развитием с использованием высокоэффективного механизма, способного создавать инновационные активные, позволяющие наращивать научно-методическое взаимодействие.

Регион Наманган там же вам понадобится показатель по экономической активности в производстве промышленной продукции.

Результаты и обсуждения

Показатели промышленного производства продукции регулярно с этого времени и до 2000 года в регионе растут.

Проанализируйте структуру промышленного производства, долю регионов в регионе, когда мы увидим, что наибольшая доля приходится на город Наманган. В других районах области в производстве промышленной продукции практически нет эришильмаяпти к успеху. Только в производстве продуктов питания Учкурганского района (18,6 процента), Наманганского района, в производстве напитков (25,5 процента), а также в производстве текстильных изделий Уйчинского и Туракурганского районов, в производстве химической продукции Уйчинского района (39,2 процента) и достигнуты значительные результаты в области по некоторым другим направлениям. То есть, что есть в организации промышленного производства в регионе таркоклик.

Большая часть города Наманган в структуре общего объема промышленного производства (доля объема промышленного производства в регионе 38,2%), Туракурган (14,3 %), Наманган (8,6 %), Учкурганский район (7,7 %), Уйчи (6,6 %), Чуст (5,4 %) района имеет право вносить свой вклад.

1-таблица

Доля регионов в объеме общего промышленного производства региона (джамига, чем в процентах)

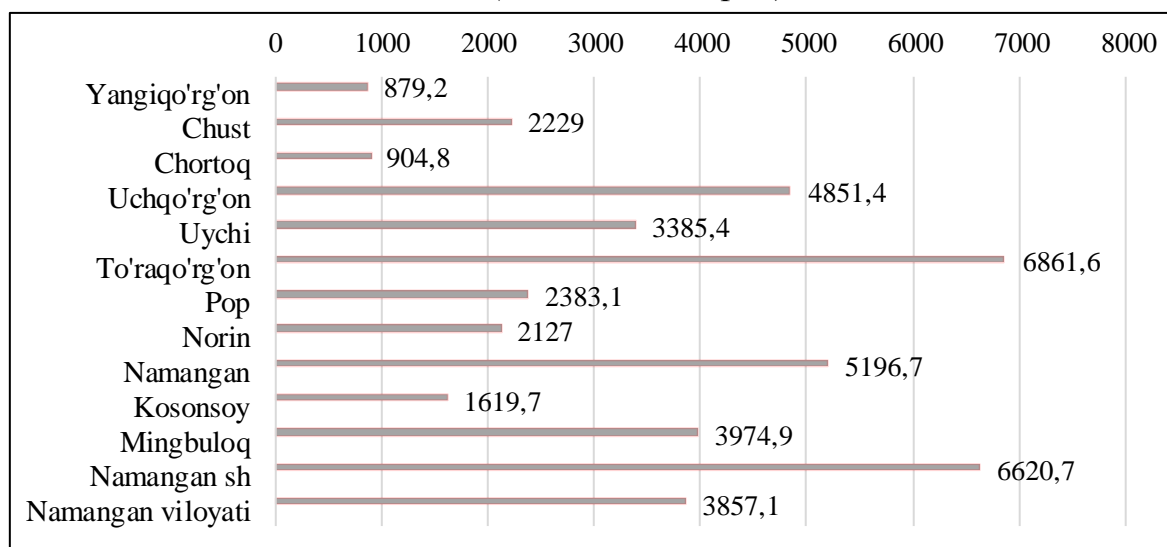
	2016	2017	2018	2019	2020
Наманганской области	100	100	100	100	100
Наманган города	49,4	45,6	47,0	45,1	38,3
<i>район:</i>					
Мингбулакского	2,5	На 1,7	И 2,1	1,6	4,6
Касан	3,6	3,5	В 3,7	4,1	3.1 Инструкции
Наманган	8,9	До 9,5	10,5	9,2	8,6
Нарын	2,7	2,5	2,0	4,2	3,2
Поп	4,3	4,4	4,6	4,5	4,8
Туракурган	В Сравне	8,9	7,4	9,7	14,3

	нии С 6,1				
Уйчи	На 7,2	7,4	6,5	7,4	6,6
Учкурган	7,0	9,1	10,0	7,1	7,7
Чартак	2,4	Составил 1,7	1,2	1,5	1,7 Был
Чуст	3,7	4,0	3,7	Реконструкция-3,8	5,4
Янгикурган	2,2	Был 1,7	1,3 Показатель	Составил 1,7	До 1,8

Однако производство промышленной продукции на душу населения по отношению к территории государства проявляется при 861,6 в Туракурганском районе 6 тыс. долл., тыс. долларов 620,7 6 в городе Наманган, Наманганский Р-5 196,7 тыс. долл. тыс. долл. тыс. долл. тыс. 974,9 мингбулакского район учкурганский район 3 и 4 851,4 в сумме до высокой по сравнению с другими регионами продолжается.

1-диаграмма

Промышленность произвела продукцию на душу населения (2020 год)
(тысяча долларов)



Район (город) в среднем по объему промышленного производства на душу населения в мире разрезы в Чустском районе высокие темпы роста (2019 год с января по декабрь месяцев по сравнению с 117,5 %), Учкургане (114,5 %), Янгикургане (114,4 %), Нарынском районе (111,0 %) наблюдались в районе. В то же время в Уйчи (98,4 %) и Касане (100,4 %) наблюдались низкие темпы роста в районе.

Темпы роста производства промышленной продукции на душу населения (в процентах по сравнению с прошлым годом)

	2017	2018	2019	2020
Наманганской области	112,6	111,7	108,2	113,4
Наманган города	111,4	117,9	112,0	100,6
<i>район:</i>				
Мингбулакского	85,2	130,5	79,4	103,8
Казань	103,3	119,6	101,8	100,4
Наманган	123,8	138,4	96,7	102,5
Норин	Увеличился с 90,3	95,0	75,2	111,0
Поп	107,1	123,8	106,0	106,8
Туракурган	142,3	99,2	101,7	104,0
Уйчи	114,5	99,0	94,8	98,4
Учкурган	124,6	116,5	112,5	114,5
Чартак	92,5	106,0	120,4	106,8
Чуст	97,1	110,2	94,8	117,5
Янгикурган	91,3	116,5	103,1	114,4

Как можно отметить, *bugungi day* идут по пути интенсивного развития во многих странах, при быстрых темпах развития своей экономики за счет производства инновационных разработок стремятся к достижению устойчивого развития. Комплексные реформы во всех секторах экономики, проведенные в последние годы, чтобы донести этот вопрос до Узбекистана, также невероятно важны.

В этом контексте, когда мы говорим, что наша страна находится в особом состоянии, в министерстве инновационного развития была создана государственная программа по науке и инновациям, основанная на современных принципах, из них ведется новая работа в ряде важных научно-технических проектов. При этом выделяемые из государственного бюджета средства на такие мероприятия неуклонно увеличиваются из года в год. Применяйте с достаточными знаниями и навыками практические разработки в инновационной экономике, запущена система квалифицированных кадров. Расширение международного сотрудничества в области инноваций, реализация совместных программ и проектов с рядом развивающихся стран являются взаимовыгодными.

Выводы и предложения

Сформулирован вывод, который я сделал, повышая эффективность экономической деятельности промышленных предприятий как наиболее

важных критериев "инновационности" и "инновационной активности", связанных с авторским правом определения категории. Инновации - это новые продукты или услуги, методы их производства, организационные, финансовые, научные исследования и другие текущие обновления в кругах, производящие расходы-возможность создания экономии затрат, жизненного цикла нового продукта на рынке, поскольку процесс реализации продажи, успешное использование новых продуктов и потребителей для получения дохода производителем на этапе шоу является результатом деятельности исполнительного органа. Инновационный бизнес - организация инновационных идей и разработок, производственная и внедренческая деятельность в области их применения, предложение.

Показатели инновационной активности промышленных предприятий в эффективности системы, представляющие интегрированный эффект рентабельности инновационной деятельности, затрат, затрат на представление потребителей инноваций на основе показателей, были улучшены.

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ПЕДАГОГИЧЕСКИЙ ПРОЦЕСС ОПРЕДЕЛЯЕТСЯ И ЯВЛЯЕТСЯ ПРИЕМОМ ОБУЧЕНИЯ

Аннотация: Поиск адекватных компетенций как интегрированный результат образования – это попытка «бунтовать» против процесса делокализации, удерживать человека в тяжести его равной ответственности перед собой и обществом, «ближним» и дальним, смягчать фрустрацию, травм, вероятность которых во много раз выше в условиях быстрого (спонтанного) нарастания динамичности и неопределенности.

Ключевые слова: технология; технология обучения; технологический подход к обучению; признаки обучения технологии; обобщенные педагогические технологии: назначение, сущность, механизм технологии обучения; признаки обучения технологии; модульное обучение; модуль; модульная программа; маршрутизация; проектное обучение; ограничения проектного обучения; обучение дебатам; тематическое исследование.

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PEDAGOGICAL PROCESS IS DETERMINED AND BE TEACHING TECHNIQUES

Annotation: The search for adequate competencies as an integrated result of education is an attempt to “rebel” against the process of delocalization, to keep the person in gravity of his equal responsibility to himself and society, “near” and distant, to mitigate frustration injuries, the likelihood of which is many times higher in conditions of rapid (spontaneous) increasing dynamism and uncertainty.

Key words: technology; learning technology; technological approach to training; signs of learning technology; generalized pedagogical technologies: purpose, essence, mechanism of teaching technology; signs of learning technology; modular training; module; modular program; routing; project training; limitations of project training; debate training; case study.

Целью технологии обучения в условиях перехода к гуманитарной парадигме образования являются личные достижения обучающегося, под которыми понимается:

а) степень прогресса личности по отношению к предшествующим ее проявлениям в учебной деятельности (Л. С. Ильюшин);

б) личное продвижение студента по лестнице достижений в процессе овладения знаниями, умениями, развитием психических процессов, личностных качеств (А. Н. Майоров).

Личные достижения сегодня связаны с уровнем компетентности студента в образовательном процессе.

Сравнение педагогических технологий с цветовым спектром, возникающим при разложении видимого оптического излучения призмой, не случайно. Аналогия не лишена смысла: подобно свету, проходящему сквозь призму, весь процесс воспитания разлагается технологиями на множество подсистем и содержащихся в нем направлений - от гуманистического к авторитарному, от щадящего к напряженному, от глубокого к поверхностному, от полезного к бесполезным и невостребованным, от опредмеченных до волюнтаристских, от идеальных до реальных и сотни других, которые мы можем только обозначить и как-то обозначить. Чем сложнее явление, тем большее число составляющих его можно разложить. В процессах воспитания, развития и обучения изначально заложены миллионы возможных способов и потенциальных способов их реализации, но мы еще очень мало знаем, в том числе и о наиболее рациональных из них. Мы еще очень далеки от оптимальных схем реализации процесса, поэтому любая попытка повернуть его новым лицом, посмотреть на процесс под необычным углом, облегчить, ускорить процесс становления человека может вылиться в интересную технологию. Нужно только научиться находить рациональное зерно в каждой новой попытке, бережно нести его в закрома науки и школьной практики.

Понятие педагогической технологии используется повсеместно: и для характеристики крупных преобразований, и для описания мелких нововведений. При таком "безразмерном" применении оно неизбежно теряет смысл, нивелируется, ибо от теоретического размывания до практической дискредитации один шаг. Что это за техника, если «гиганты» и «карлики» в них равны, одного роста, значимости и силы? Например, комплексную технологию проблемного обучения и технологию подготовки урока нельзя сравнивать по объему и значимости, они не равнозначны. Именно поэтому следует вводить понятие важности техники с учетом ширины захвата, масштаба целей, количества применяемых средств и ресурсов. Или можно подразделить технологии, как это уже пытаются делать, на общеотраслевые, специфические (частные).

В принципе любое отклонение процесса индукции от ранее известных или существующих образцов, даже самое незначительное,

может быть выделено в отдельную технологию. Поскольку есть много сотен частей процесса, которые можно варьировать, количество технологий можно сравнить с ними. Необходимо установить предел, ниже которого можно говорить только об улучшениях, но не о технологиях. Критерии могут включать значимость, объем преобразований. Например, если новшество касается лишь изменения цвета доски или тембра голоса учителя, использования одинарных или стоячих парт вместо обычных, то вряд ли имеет смысл говорить о новых технологиях. Расхожее мнение о том, что в воспитании не бывает мелочей, позволяет любую мелочь объявлять принципиально значимой. Современная теория, ранжирующая педагогические факторы и условия, но их значение, до сих пор сложна для понимания. Чтобы хоть как-то систематизировать технологию, предложены десятки классификаций, и одно это подтверждает неоднозначность подходов. Как всегда, они затерялись в иерархиях, определениях, терминах и признаках. Но нет согласия в главном: одних и тех же технологий А. И. о днях авторы называют учебными, других — учебными, третьих — учебными.

Между тем этот вопрос решается легче других. Установлена иерархия составных частей, составляющих педагогический процесс. Соответственно, они должны определять и педагогические технологии. Нижний ярус займут образовательные технологии, выше - образовательно-воспитательные технологии, а еще выше - общепедагогические, развивающие и формирующие технологии.

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МОДЕЛИРОВАНИЕ УГРОЗ БЕЗОПАСНОСТИ ПРИ ЗАЩИТЕ ОБЪЕКТОВ КРИТИЧЕСКИ ВАЖНОЙ ИНФОРМАЦИОННОЙ ИНФРАСТРУКТУРЫ

Аннотация. Основной целью представленной статьи является изучение моделирования угроз безопасности при защите объектов критически важной информационной инфраструктуры. Автором приводится определение построения моделирования угроз безопасности, а также этапы данного моделирования.

Ключевые слова. Моделирование, безопасность, информация.

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MODELING SECURITY THREATS. PROTECTING CRITICAL FACILITIES. INFORMATION INFRASTRUCTURE

Annotation. The main purpose of the present article is to study the simulation of security threats in the protection of critical information infrastructure. The author gives the definition of the security threat simulation as well as the phases of the given simulation.

Keywords. Simulation, security, information.

Отрасль энергетики России имеет ключевое значение для современного бизнеса, инфраструктуры, промышленности, а также повседневной и бытовой деятельности в жизни людей. Энергетические компании являются основной мишенью для совершения кибератак со стороны других государств и иных киберпреступников, которые желают использовать этот сектор в своих политических или экономических целях.

Инновации и инновационная деятельность представляют из себя основной инструмент, обеспечивающий конкурентные преимущества энергетической отрасли. Помимо этого, на основе интеграции информационных технологий значительно повышается эффективность развития производства и экономической ситуации предприятия. Данный факт подтверждается множеством экспертных оценок, которые указывают то, что треть экономического роста компании обеспечивается на основе инновационной деятельности. Разработка и интеграция инновационных технологий в энергетическом комплексе основана на направленных на это действиях, которые, в свою очередь, основаны на создании инновационной или же усовершенствовании уже существующей и функционирующей в энергетике техники.

Таким образом, современная сфера энергетики претерпела быструю цифровизацию, предоставив новые возможности киберпреступникам. Атаки спровоцированы высокой стоимостью активов и данных энергетической отрасли, а также сильно автоматизированными и слабо защищенными процессами и сетями. Хотя атаки в этом секторе зеркально отражают атаки в других отраслях, ставки значительно выше. Обеспечение и поддержание стабильной работы систем по обеспечению информационной безопасности является актуальным вопросом для корпораций, имеющих сложную, территориально-распределенную, многоуровневую структуру.

Моделирование угроз безопасности при защите объектов критически важной информационной инфраструктуры (КИИ) подразумевает описание свойств или характеристик угроз безопасности информации, а под угрозой безопасности - совокупность условий и факторов, создающих потенциальную или реально существующую опасность нарушения безопасности информации (т.е. базовых свойств информации, о которых мы уже говорили) [1].

Основная цель моделирования угроз КИИ заключается в нахождении всех условий и факторов, проводящих к нарушению безопасности информации и работы ИТ-систем. Модель угроз может строиться на основе следующего классического подхода: актуальная угроза информационной безопасности возникает при наличии источника угрозы (внешний/внутренний нарушитель или третьи силы), уязвимости актива, способа реализации угрозы, объекта воздействия и самого вредоносного воздействия [2].

Также необходимо отметить, что совсем недавно ФСТЭК России выпустил проект новой методики моделирования угроз безопасности информации, которую можно применять для моделирования угроз в критической информационной инфраструктуре. В соответствии с данной Методикой, угроза безопасности информации является актуальной, если существует источник угрозы, условия и сценарий для её реализации, а воздействие на активы приведет к негативным последствиям. В Методике сказано, что процесс моделирования угроз ИБ состоит из следующих этапов (рис. 1):

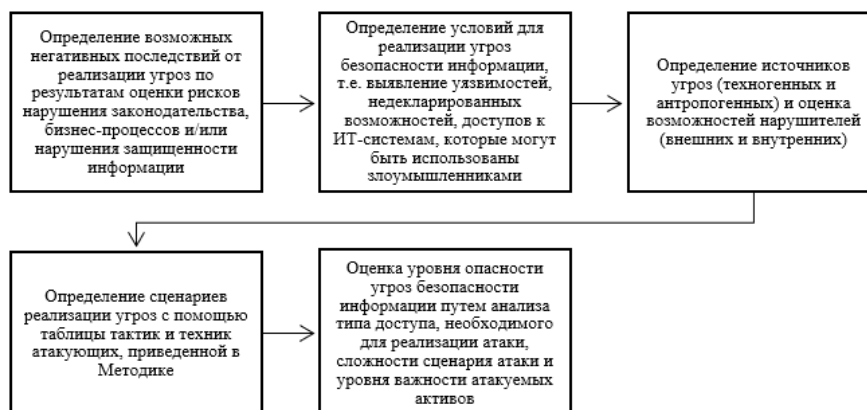


Рис. 1. Этапы моделирования угроз информационной безопасности

Также необходимо отметить, что разработка мер защиты информации значимого объекта критической информационной инфраструктуры и, как следствие, моделирование должно включать в себя анализ угроз безопасности и разработку модели угроз безопасности КИИ.

Анализ угроз включает выявление источников угроз, оценку возможностей нарушителей (т.е. создание модели нарушителя), анализ уязвимостей используемых систем, определение возможных способов реализации угроз и их последствий. Модель нарушителя строится на основе предположений о потенциале атакующих, т.е. о мере усилий, затрачиваемых нарушителем при реализации угроз безопасности информации в информационной системе (при этом потенциалы нарушителей можно условно разделить на высокий, средний и низкий).

Также необходимо отметить и аспект анализа уязвимостей, который производится посредством тестов на проникновение - пентестов (англ. PenTest, сокращение от Penetration Test). При проведении пентестов проверяющие определяют слабые места инфраструктуры компании, выявляют уязвимости в системах защиты, проводят контролируемую эмуляцию настоящей хакерской атаки - в общем, наглядно показывают, что компания - заказчик этого тестирования может быть взломана. Далее заказчик получает рекомендации по устранению выявленных в ходе пентеста недочетов, и через какое-то время пентест повторяется.

Под построением модели угроз безопасности КИИ при защите КИИ подразумевается описание свойств или характеристик угроз безопасности информации, а под угрозой безопасности - совокупность условий и факторов, создающих потенциальную или реально существующую опасность нарушения безопасности информации (т.е. базовых свойств информации, о которых мы уже говорили). Целью моделирования угроз КИИ является нахождение всех условий и факторов, проводящих к нарушению безопасности информации и работы ИТ-систем [3].

Таким образом, выяснено, что моделирование угроз информационной безопасности при защите объектов критически важной информационной инфраструктуры имеет пять основных и необходимых этапов. При разработке средств по защите информации необходимо руководствоваться приведенными в статье данными, а также основываться на материалы новой методики моделирования угроз безопасности информации, разработанной ФСТЭК Российской Федерации. Необходимо отметить, что, основываясь на приведенной системе моделирования, можно разработать многоуровневую систему защиты информации, которая позволит более эффективно справляться с потенциальными угрозами, а также вычислять и производить операции, связанные с защитой информационных ресурсов более быстро относительно существующих на сегодняшний день программных решений.

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НЕТРАДИЦИОННЫЕ СПОСОБЫ ЗАИНТЕРЕСОВАТЬ МОЛОДЕЖЬ НАУКОЙ И ИННОВАЦИЯМИ

Аннотация. В данной статье освещены методы обучения молодежи креативному мышлению и анализу нетрадиционными методами в эпоху глобализации, стимулирования ее интереса к науке, инновациям, в этом направлении в нашей стране осуществляются бурные реформы.

Ключевые слова: наука, Ренессанс, креатив, молодежь, гражданское общество, технологии, инновационная деятельность.

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UNCONVENTIONAL WAYS TO INTEREST YOUNG PEOPLE IN SCIENCE AND INNOVATION

Annotation. This article highlights the methods of teaching young people creative thinking and analysis by non-traditional methods in the era of globalization, stimulating their interest in science, innovation, in this direction, rapid reforms are being carried out in our country.

Keywords: science, Renaissance, creativity, youth, civil society, technology, innovation.

Сегодня на повестке дня стоит поддержка молодежи, являющейся самой большой частью населения в мире, защита ее от негативных идей и угроз.

Более широкое вовлечение будущего поколения в науку и инновации-одна из важнейших тенденций современного развития. Поэтому тот факт, что вопросы молодежи подняты на уровень государственной политики, является фактом. Первый Ренессанс в IX-XII веках, второй Ренессанс в XIV-XV веках, то есть третий Ренессанс как преемник наших великих предков, внесших свой неопределимый вклад в общечеловеческую цивилизацию, на земле Узбекистана, стремящейся к своему новому историческому развитию, - в глазах молодежи. Даже в современную эпоху, когда наука и техника развиты, наука остается такой же кропотливой работой, как копанье скважин иглой. Следовательно, в эпоху глобализации, где усилилась конкуренция, возрос спрос на научные

новшества, в нашей стране уделяется особое внимание поддержке научно-инновационной деятельности, созданию необходимых условий и возможностей для получения талантливой молодежью значимых результатов на престижных национальных и международных олимпиадах, соревнованиях, конкурсах. Одним из важнейших направлений обновляющегося Узбекистана в этом направлении является обучение молодежи от традиционного мышления к креативному анализу, изменение ее отношения к науке и инновациям, адаптация к современным требованиям и поддержка молодых ученых.

Необходимо внедрять в жизнь общества и систему образования нетрадиционные методы стимулирования интереса молодежи к науке и инновациям. Например, обеспечение интеграции между наукой и производством, совмещение теории с практикой, внедрение современных технологий в преподавание наук во всех образовательных учреждениях, создание платформ, направленных на поддержку стартап-проектов молодежи, еще больше повысят энтузиазм будущих владельцев и повысят их интерес к науке. Повышение научного потенциала научных учреждений и организаций, сотрудничество с зарубежными авторитетными научными организациями, более широкое осуществление обмена молодыми учеными и научными исследователями показывают, что мы смело движемся к третьему Ренессансу. Усилия, предпринимаемые с первого взгляда, значительны, но что касается результатов, то говорить об этом пока рано. Есть также некоторые недостатки в том, что установленные законом льготы достигают своей цели, а также в рациональном использовании возможностей, создаваемых для молодежи. Это означает, что проблем все еще достаточно. Поиск решения проблемы Роль молодежи в дальнейшем развитии науки в стране неопределима. Узбекистан, насчитывающий около 20 миллионов молодых людей, находится на грани закладки краеугольного камня нового ренессанса с таким большим и новым поколением.

Сегодня ни одна отрасль в мире не может развиваться без инновационной идеи, достижений науки. В этом смысле не будет преувеличением сказать, что Бог дал нашим трудолюбивым, самоотверженным ученым. Их нельзя ставить на один уровень с другими. Таких людей рождается одна тысяча, одна миллионная, их надо беречь, всячески поддерживать. Сегодня мы идем по пути инновационного развития, направленного на кардинальное обновление всех сфер жизни государства и общества. Это не случайно, конечно. В новый период нашего национального развития формирование у нашего народа нового мировоззрения, особенно молодежи, будет служить программой и практическим руководством в формировании сильного гражданского общества путем объединения молодежи вокруг идеи национального подъема, вооружения ее достижениями науки и цифровыми технологиями.

Молодые люди, с другой стороны, также должны уметь сами находить источники мотивации для своего личностного развития - будь то чтение книг или просмотр фильмов, спорт и путешествия. Вся нация должна быть ответственна за расширение числа наших юношей и девушек, которые, если будет предоставлена возможность, будут учиться, а не пытаться учиться и развиваться в любой ситуации. Создаются необходимые условия для реализации творческого, интеллектуального и предпринимательского потенциала молодежи, внедрения в производство инновационных проектов и современных технологий, стимулирования инновационной деятельности одаренных студентов, молодых ученых и предпринимателей.

Известно, что в последний раз Республика Узбекистан занимала 122 место среди более чем 140 стран в этом международном рейтинге в 2015 году. В 2020 году Узбекистан занял 93 место среди более чем 130 стран мира. В рейтинге Глобального инновационного индекса, составленном в 2020 году из 80 показателей, Узбекистан показал положительные результаты в таких индикаторах, как институциональное развитие (Institutions), человеческий капитал и научно-исследовательская деятельность (Human capital & research), инфраструктура (Infrastructure), результативность знаний и технологий (Knowledge & technology outputs) и креативная результативность (Creative outputs) среди стран мира. В этой связи приведем результаты, достигнутые в 2020 году странами, лидирующими в рейтинге Глобального инновационного индекса, соседними с нашей республикой экономиками и некоторыми другими. Швейцария-1 место, Россия - 47 место, Казахстан-77 место, Кыргызстан - 94 место, Таджикистан-109 место.

Требуется внедрение высоких технологий в производственную сферу и привлечение молодежи к научным исследованиям. Все это служит механизмом более широкого вовлечения молодежи в науку и инновации с помощью нетрадиционных методов. Президент Н.М. Как отметил Мирзиёев, "с сырьем и его переработкой далеко не уедешь. Кроме того, инновации также необходимы для получения добавленной стоимости в производстве. Поэтому наука станет важным направлением, опорой нашего развития".

Молодежь, составляющая значительную часть населения страны, должна вырасти зрелыми специалистами в своих областях, знание иностранных языков, глубокое знание информационных технологий еще больше повысят ответственность молодежи за достойное участие в принимаемых законодательных актах и государственных программах, процессах осуществляемых реформ и активную гражданскую позицию.

Предложения:

1. В целях дальнейшего повышения информационной и компьютерной грамотности студенческой молодежи, повышения их

интереса к инновациям в каждом высшем учебном заведении проводятся научно-исследовательские и опытно-конструкторские работы, направленные на инновационное развитие молодежи, внедрение передовых идей и создание инновационного центра, специально оборудованного современными технологиями для поддержки стартап-проектов;

2. Более широкий охват молодежи наукой, создание пространства для поддержки будущих молодых ученых, где молодые люди могут высказать свое мнение, самостоятельно мыслить и творчески анализировать вопросы, связанные с наукой, то есть создать студенческий научный совет;

3. Создание механизма практического опыта один день в неделю для закрепления теоретических знаний, полученных студентами социально-гуманитарных наук по специальности, с практическими навыками с целью гармонизации теории с практикой.

4. Разработка действенного механизма формирования творческих и исследовательских способностей учащихся-воспитанников в процессе обучения и их внедрение в национальную образовательную систему.

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САМАРҚАНД ВИЛОЯТИ АҲОЛИСИНИНГ ТАБИИЙ ВА МЕХАНИК ЎСИШИ

Аннотация: Мақолада Самарқанд вилояти аҳолисининг тугилиши, ўлими ва табиий ўсиши 1979, 1989, 1994, 2020 йиллар маълумоти асосида шаҳар аҳоли пунктлари ҳамда қишлоқ туманлари бўйича алоҳида кўриб чиқилган. Шунингдек, вилоят аҳолисининг механик харакати ҳам ўрганилган, тахлиллар ва хулосалар келтирилган

Калит сўзлар: тугилиш, ўлим даражаси, табиий ўсиш, табиий харакат, механик харакат, механик ўсиш, миграция сальдоси, шаҳар аҳоли пунктлари, қишлоқ туманлари

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NATURAL AND MECHANICAL POPULATION GROWTH IN SAMARKAND REGION

Annotation: The article discusses the birth rate, mortality rate and natural increase in the population of the Samarkand region according to the data of 1979, 1989, 1994, 2020. At the same time, the mechanical movement of the population is studied, analyzed and conclusions are given.

Key words: birth rate, mortality rate, natural movement, mechanical movement, mechanical increase, migration balance, urban settlement, rural areas.

Кириш

Мамлакатни ижтимоий-иқтисодий ривожланишида худудлардаги демографик ҳолатини ҳар томонлама ўрганиш катта аҳамиятга эга. Аҳолининг ижтимоий-иқтисодий ривожланишини географик жиҳатдан ўрганиш, уни табиий ва механик ҳаракатини тадқиқ қилиш муҳим ҳисобланиб, бу ҳаракатлар ҳар бир мамлакатнинг аҳоли сонини ўзгариб боришига ҳамда келажак истиқболларини белгилаб беришга бевосита таъсир кўрсатади.

Маълумки, **аҳолининг табиий ҳаракати – туғилиш, ўлим ва авлодлар алмашинуви натижасидир**. Аҳолининг табиий ва механик ҳаракатига кўп омилларнинг таъсири юқори. Айниқса, ҳар бир мамлакатда ҳуқмрон бўлган ижтимоий-иқтисодий вазиятнинг ўзгариб бориши мамлакатдаги демографик вазиятга ҳам ўз таъсирини кўрсатади. Бундан ташқари, туғилиш ва ўлим нисбати табиий ўсишга, аҳолининг турмуш тарзи, эрта никоҳга кириш, аёлларнинг ишсизлиги, уларнинг ижтимоий меҳнат билан кам шуғулланиши, тиббий хизматнинг пастлиги, миллий урф-одатлар, эркакларнинг спиртли ичимликлар ва гиёҳванд моддаларни истеъмол қилиши, бахтсиз ҳодисалар, турли хил касалликлар ва бошқа омиллар билан ҳам боғлиқдир [6].

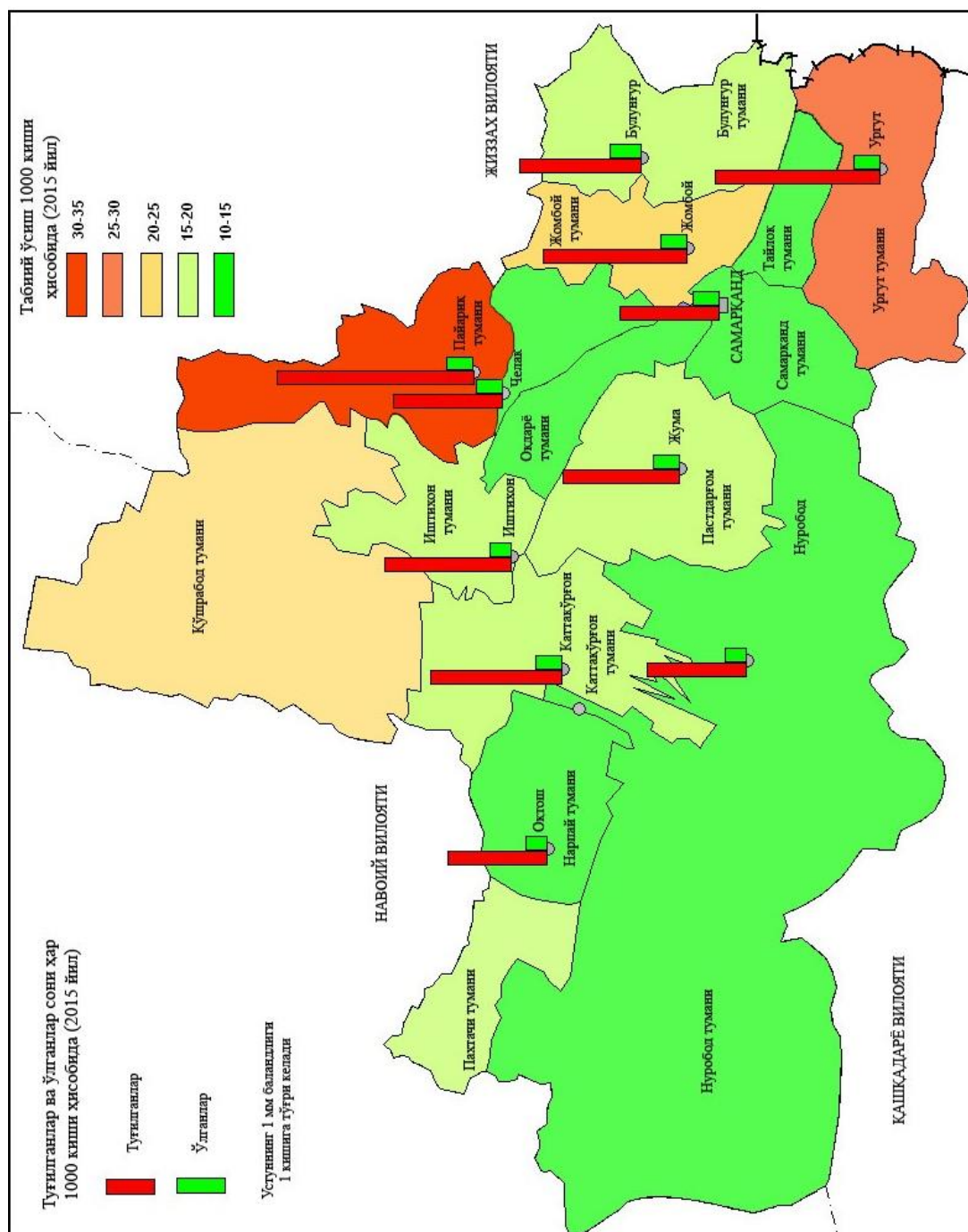
Асосий қисм.

Республикаимиз мустақилликка эришгандан сўнг ижтимоий-иқтисодий вазият тубдан ўзгарди. Жумладан, Самарқанд вилоятида ўрганилаётган худудда ҳам баъзи ўзгаришлар кўзга ташланади. Айниқса вилоятдаги демографик вазият ўзига хос бўлиб, у республиканинг бошқа вилоятлари орасида аҳолисининг табиий ўсиши жиҳатдан етакчи ўринда туради. Ўзбекистондаги вилоятлар ичида Самарқанд вилояти 1998 йилдан ҳозирги кунга қадар аҳоли сони жиҳатдан энг юқори бўлиб, жумладан 2020 йил маълумотига кўра вилоятда 3892,5 минг киши истиқомат қилади, шундан 1442,7 минг киши ёки 37.1 % шаҳар аҳолиси ҳисобланади.

Аҳолининг умумий сони жиҳатидан кейинги ўринларни Фарғона, Қашқадарё ва Андижон вилоятлари эгаллайди. Вилоят аҳолисининг тез суръатлар билан ўсиши, аввало табиий ўсишнинг юқорилиги билан боғлиқдир. Минтақадаги туғилиш коэффициентининг юқорилиги ва нисбатан ўлим даражасининг пастлиги аҳоли сонининг тез ўсишини таъминлайди. Кузатишлар шундан далолат берадики, вилоятда 1992

йилдан бошлаб аҳоли сони доимий ўсиб борган, лекин бу кўрсаткич 2001 йилдан бошлаб сезиларли даражада пасая бошлаган. Бунга асосий сабаб туғилишнинг пасайиши билан изоҳланади.

Шу ўринда бевосита статистик маълумотларга эътибор қаратадиган бўлсак, 1991 йилда вилоятда 84 минг бола туғилган, 1992 йилда 85 минг,



1-расм. Самарқанд вилояти шаҳар аҳолисининг табиий ўсиши. Карта схема Кадиров М.А. томонидан тузилган.

1993-1994 йилларда ўртача 80 минг, 2001-2004 йилларда 61 минг,

2016-2019 йилларда ўртача 82 мингдан ортиқ бола туғилган бўлиб, бу кўрсаткич сўнгги йилларда яна кўпайганлигини статистик таҳлиллардан кўриш мумкин. Вилоятда туғилиш кўрсаткичи республиканинг бошқа минтақаларида бўлганидек, қишлоқ жойлари аҳолиси шаҳар аҳоли манзилгоҳларига нисбатан сезиларли даражада юқори ҳисобланади. Бунга асосий сабаб, аҳоли пунктларининг функционал типлари, аҳолининг меҳнат таркиби ва бошқа бир қанча омиллар билан боғлиқ. Самарқанд шаҳрида вилоятнинг бошқа шаҳарларига нисбатан табиий ўсиши пастроқ бўлиб, Каттақўрғон шаҳрида ўртача, кичик шаҳарчаларда эса юқорироқдир. Шу билан бирга аҳолининг умумий сонида ҳам худди шундай кўрсаткичлар кузатилади.

Вилоятда аҳолининг табиий ўсиши 1994 йил маълумотларига кўра 29 % ни, 2020 йилда эса, 20,0 % ни ташкил этади. Вилоят шаҳарлари аҳолисининг табиий ўсишини 3 даражага: паст – 15 % гача, ўртача – 15% дан 20 % гача ва юқори – 20 % дан 37 % гача гуруҳларига бўлиш мумкин. Шаҳарлар ичида аҳоли ўсишининг паст гуруҳига Самарқанд, Оқтош, Нуробод ва Челақ шаҳарлари киради. Бу ерда шаҳарлар аҳолисининг 70 % дан кўп қисми яшайди. Табиий ўсишининг ўрта даражасига Жума, Булунғур, Иштихон, Каттақурғон шаҳарлари кириб, вилоят шаҳарлари аҳолисининг қарийиб 150 минг кишиси бу шаҳарларда истиқомат қилади. Табиий ўсишининг юқори кўрсаткичлари билан Пайариқ, Ургут ва Жомбой шаҳарлари ажралиб туради. Вилоят шаҳарлари орасида табиий ўсишининг энг юқори кўрсаткичи бўйича Пайариқ шаҳри 37,1 % билан етакчилик қилади. Энг паст табиий ўсиш эса Самарқанд шаҳрида тўғри келади. Бу ерда табиий ўсиш кўрсаткичи ўртача 13,3 % га тенг.

Самарқанд вилояти қишлоқ аҳолиси табиий ўсишни гуруҳларга бўлиб ўрганиш ҳам мақсадга мувофиқдир. Қишлоқ аҳолисининг 42,6 % да табиий ўсиш юқори бўлиб, бу гуруҳда Ургут, Пастдарғом, Пайариқ ва бошқа туманлар киради [10].

Табиий ўсишининг паст кўрсаткичлари вилоятдаги энг йирик Самарқанд шаҳри ва Каттақўрғон шаҳри атрофидаги қишлоқ туманларида (Тайлоқ, Пахтачи ва бошқалар) ҳиссасига тўғри келади. Табиий ўсишининг ўртача гуруҳига Оқдарё, Булунғур, Қўшработ, Нарпай ва Нуробод киради. Бу ерда қишлоқ аҳолисининг 26,4%и тўғри келади. Қишлоқ туманларида табиий ўсишининг энг юқори кўрсаткичи билан эса Ургут тумани ажралиб туради, бу ерда табиий ўсиш 27,5⁰/₀₀ га тенг, энг паст табиий ўсиш эса Самарқанд туманида бўлиб, 18,5⁰/₀₀ ни ташкил этади. Самарқанд вилояти қишлоқ туманларида табиий ўсиш ўртача 23,1⁰/₀₀ ҳисобланади.

Маълумки, аҳолининг табиий ўсишида биринчи навбатда аҳоли туғилиши даражаси, шунингдек аҳолининг ўлим даражаси ҳам таъсир кўрсатади. Аҳолининг туғилиш даражаси 2020 йил маълумотида кўра вилоятда 24,7⁰/₀₀, ўлим даражаси эса, 4,4⁰/₀₀ га тенг. Бу кўрсаткич шаҳар аҳоли пунктларида ўртача туғилиш 19,7⁰/₀₀, ўлим 3,9⁰/₀₀ ни ташкил этади.

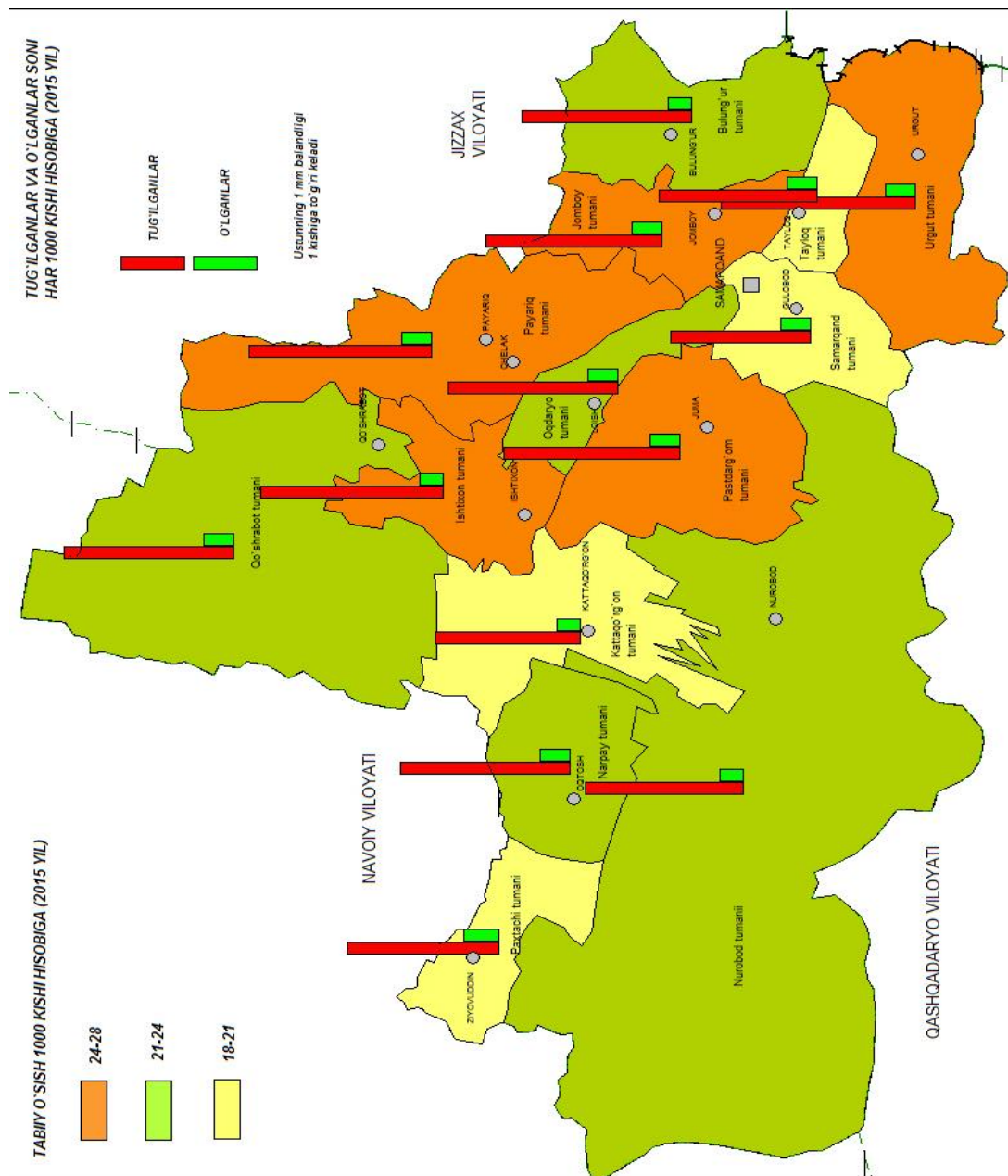
Вилоят шаҳарлари ичида энг юқори туғилиш даражаси Пайариқ шаҳрида бўлиб, 42,6⁰/₀₀, ўлим 5,5⁰/₀₀, шу билан бирга туғилишнинг юқорилиги билан Ургут 29,9⁰/₀₀, Жомбой 26⁰/₀₀ кўрсаткичлари билан ажралиб туради. Шаҳарлар ичида туғилишнинг паст даражасига Нуробод, Оқтош ва Самарқанд шаҳарлари киради, бу ерда туғилиш ўртача 18⁰/₀₀ га тенг, ўлим даражасининг энг юқори кўрсаткичига Булунғур шаҳри киради ва 6⁰/₀₀ ни ташкил этади.

1-жадвал

**Самарқанд вилояти шаҳарлари аҳолисининг табиий ўсиши
(промилле ҳисобида)**

Шаҳарлар номи	1979	1989	1994	2020
Шаҳар аҳолиси	16,6	20,2	21,1	15,8
Шаҳарлар:				
Самарқанд	11,7	14,9	14,9	13,3
Каттақўрғон	22,7	24,9	25,7	18,8
Булунғур	28,7	20,6	27,3	16,1
Жомбой	24,2	21,2	21,6	20,8
Иштихон	7,7	32,6	32,3	19,6
Оқтош	20,7	15,0	23,0	13,7
Пайариқ	-	-	-	37,1
Челак	22,0	28,5	34,1	14,9
Жума	28,2	22,7	22,9	15,7
Нуробод	11,9	17,6	15,6	13,7
Ургут	24,8	31,1	31,8	25,2

Жадвал Вилоят статистика бошқармаси маълумотлари асосида муаллиф томонидан тузилган.



2-расм. Самарқанд вилояти қишлоқ аҳолиснинг табиий ўсиши.
Карта схема Кадиров М.А. томонидан тузилган.

Самарқанд вилояти қишлоқ туманларида аҳолининг туғилиш даражаси ўртача 27,8⁰/₀₀. Туманлар ичида туғилишнинг энг юкори даражаси Ургутда 32,3⁰/₀₀ бўлиб, ўлим 4,8⁰/₀₀ га тенг. Пайарик, Пастдарғом, Иштихон ва Жомбой туманларида ҳам туғилиш юкори ҳисобланади. Туғилиш даражасининг пастлиги билан Самарқанд, Каттакўрғон, Пахтачи ажралиб туради, бу туманларда туғилиш ўртача 25⁰/₀₀ ни ташкил қилади.

1-жадвалда вилоят шаҳарлари аҳолисининг табиий ўсиши 1979, 1989, 1994, 2020 йиллар маълумотлари асосида тузилган. Бу йиллар мобайнида вилоят шаҳар аҳолиси бўйича ҳам шаҳар аҳолисининг табиий

ўсиши бўйича ҳам ўзгаришлар мавжуд. Вилоят шаҳарларида 1979 йилда аҳоли табиий ўсиши нисбатан паст бўлган ва ўртача 16,6⁰/₀₀ ни ташкил этган. Бу йили фақатгина Ургут, Жума ва Булунғурда нисбатан юқори бўлиб, ўртача 27⁰/₀₀ га тенг бўлган, 1989, 1994 йилларда вилоят шаҳарларида табиий ўсиш 1979 йилга нисбатан анча ўсган. Шаҳар аҳолиси ўртача бу йилларда табиий ўсиш 20⁰/₀₀ - 21⁰/₀₀ ни ташкил этган. Нуробод ва Самарқанд шаҳарлардан ташқари қолган шаҳарларнинг ҳаммасида табиий ўсиш юқори бўлган. 2020 йилга келиб эса аҳолининг табиий ўсиши шаҳарларда яна пасайиб кетди. (2-жадвалга қаранг). Бу йилда фақатгина Пайариқ ва Ургут шаҳарларида табиий ўсиш юқори бўлди.

2-жадвал

Самарқанд вилояти қишлоқ аҳолисининг табиий ўсиши (⁰/₀₀ ҳисобида).

Туманлар номи	1979 йил	1989 йил	1994 йил	2020 йил
Оқдарё	32,0	41,7	37,2	23,4
Булунғур	34,7	43,6	39,5	23,9
Жомбой	32,1	38,6	34,5	24,2
Иштихон	34,2	48,6	36,6	25,4
Каттакўрғон	38,2	32,8	34,5	20,7
Қўшрабат	30,8	17,3	38,7	22,8
Нарпай	36,2	28,7	32,9	22,6
Нуробод	11,9	17,6	15,6	22,2
Пайариқ	31,8	41,3	50,7	24,8
Пастдарғом	36,0	36,5	34,5	24,3
Пахтачи	33,1	35,2	32,6	19,5
Самарқанд	28,4	32,4	39,0	18,5
Тайлоқ	-	29,3	38,1	21,1
Ургут	38,4	39,4	40,7	27,5
Қишлоқ аҳолиси	39,1	35,2	36,6	23,1
Вилоят аҳолиси	27,2	27,4	29,2	20,3

Жадвал вилоят статистика бошқармаси маълумотлари асосида муаллиф томонидан тузилган.

2-жадвалда кўрсатилганидек, Самарқанд вилояти қишлоқ аҳолисининг табиий ўсиши 1979 йилга нисбатан 1989, 1994 йилларда анча ўсган. Бу йиллар давомида Ургут, Пайариқ ва Пастдарғом туманларида табиий ўсиш юқори бўлган ва ўртача 40% ни ташкил этган. Табиий ўсишнинг паст кўрсаткичлари билан Нуробод тумани ажралиб туради. 2020 йилга келиб, вилоят туманлари қишлоқ аҳолисининг табиий ўсиши кўрсатилган 1979, 1989, 1994 йилларга нисбатан анча пасайган. Табиий ўсиш фақатгина Ургут туманларида 27⁰/₀₀, Иштихонда 25⁰/₀₀, қолган ҳамма туманларда 19, 22, 24⁰/₀₀ га тенг бўлган. Умуман, вилоят қишлоқ аҳолисининг табиий ўсиши 1979, 1989, 1994 йилларда ўртача 28⁰/₀₀ га, 2020 йилга келиб, бу кўрсаткич 20,3⁰/₀₀ ни ташкил этади [8].

Ўрганишлар шундан далолат берадики, бутун вилоят шаҳарлари ва туманлари бўйича аҳоли ўртасида ўлим даражаси йилдан-йилга пасайиб борган. Масалан, 1979 йилда вилоятда ўлим даражаси 6,6⁰/₀₀, 1989 йилда 5,7⁰/₀₀, 1994 йилда 5,5⁰/₀₀, 2020 йилда 4,4⁰/₀₀ ни ташкил этган. Шаҳарлар ичида ўлим даражаси Пайариқ, Булунғур, Жумада юқори, Иштихон, Оқтош ва Нурободда эса пастроқ. Туманлар миқёсида Пайариқ, Пастдарғом ва Пахтачида ўлим даражаси юқори, Нуробод, Каттакўрғон ва Булунғурда ўлим даражаси нисбатан паст ҳисобланади.

Вилоят аҳолиси сонининг ўсишига фақатгина аҳолининг туғилиши ва табиий ўсиши таъсир этмасдан балки, аҳолининг механик ҳаракати, яшаш жойини ўзгариши ҳам таъсир кўрсатади. Аҳоли миграцияси бу ижтимоий жараён бўлиб, у ишлаб чиқариш кучларининг жойлашиши ва аҳоли сонининг ўсиши билан бевосита боғлиқ. Миграция аҳолининг жойлашуви ва унинг ҳудудий таркибига катта таъсир кўрсатади. Шу билан бирга, аҳоли миграцияси асосий географик жараён ҳисобланиб, минтақаларни ижтимоий-иқтисодий ривожланиши шароитида ички тафовутларни ифодалайди. Миграция ишлаб чиқаришнинг ҳудудий таркиби ва аҳоли жойлашуви ўртасидаги муносабатларга қулай шароит яратишга катта таъсир кўрсатади.

Самарқанд вилояти ўзига хос хусусиятга эга бўлган демографик ҳудуд ҳисобланади. Юқорида айтилгандек, вилоят аҳоли сонининг ўсиши асосан табиий ўсишнинг юқорилиги билан белгиланади. Тадқиқотлар шуни кўрсатадики, 1979-1993 йилларда келувчилар сонига нисбатан кетувчилар сони кўп бўлган. Вилоятда 1991-2004 йиллар мобайнида кўчиб кетганлар сони кўчиб келганларга нисбатан 90% дан юқори бўлган. 2005-2011 йилларда эса кўчиб келганлар сони пасайиб, кўчиб кетганлар сони 40% дан ошди. Охириги 20-30 йил давомида аҳоли миграцияси вилоят аҳолисининг умумий сонига жиддий таъсир кўрсатган. Масалан, 1991 йил вилоятда 27,8 минг киши, 1992 йилда 20,6 минг киши келган бўлса, шу йилларда кетганлар сони 36,5 ва 32,7 минг кишини ташкил этган. 2010-2011 йилларда эса келганлар сони ўртача 12,6 минг кишини, кетганлар сони ўртача 16,1 минг кишига тенг бўлган. Кўриниб турибдики, 1991-1992 йилларга қараганда 2010-2011 йилларда келувчилар сони камайиб кетган.

**Самарқанд вилояти аҳолисининг миграция интенсивлиги (‰
хисобида).**

Туманлар номи	1979		1991		2020	
	келганлар	кетганлар	келганлар	кетганлар	келганлар	кетганлар
Самарқанд вилоятда	6,0	7,3	9,5	11,6	3,0	4,0
Самарқанд ш.	23,0	24,8	21,0	33,7	4,5	6,8
Каттақўрғон ш.	34,5	39,0	27,9	41,5	6,1	7,8
<u>Туманлар:</u> Оқдарё	7,0	12,6	14,4	15,2	4,6	3,7
Булунғур	10,0	12,4	6,2	9,2	4,8	5,3
Жомбой	0,1	0,2	20,3	20,7	4,4	3,5
Иштихон	0,1	0,4	3,8	6,5	3,1	4,5
Каттақўрғон	8,2	10,5	8,9	7,8	3,6	3,9
Кўшрабат	1,0	1,7	4,3	6,4	4,8	4,5
Нарпай	2,7	0,4	9,3	7,2	2,9	3,1
Нуробод	5,1	2,9	8,2	10,2	0,4	2,7
Пайарик	0,7	1,1	4,3	6,3	0,2	4,8
Пастдарғом	2,3	6,1	10,0	9,5	1,3	2,2
Пахтачи	0,2	3,2	4,6	4,9	2,1	6,1
Самарқанд	1,8	1,7	4,8	5,0	4,0	4,6
Тайлоқ	-	-	-	-	3,8	2,3
Ургут	0,4	1,0	3,4	3,6	0,9	1,6

Жадвал вилоят статистика бошқармаси маълумотлари асосида муаллиф томонидан тузилган.

3-жадвалда Самарқанд вилояти аҳолисининг миграция интенсивлиги советлар даври, мустақилликнинг дастлабки йиллари ва ҳозирги вақтда келганлар ва кетганлар промилле ҳисобида кўриб чиқилган. Тадқиқот натижаси шуни кўрсатадики, 1979 йилда Самарқанд вилояти ва туманларида аҳоли миграцияси кўрсаткичлари юқори эмас, биргина Самарқанд ва Каттақўрғонда миграцион тебраниш бошқа туманларга нисбатан юқори бўлган. 1991 йилга келиб, вилоятнинг барча шаҳар ва туманларида механик ҳаракат кучайган. Масалан, Самарқанд вилоятида келганлар 9,5‰, кетганлар 11,6‰, Самарқанд шаҳрида 21‰ ва 33,7‰ ни ташкил этади. Туманлар ичида келганлар салмоғи Жомбой, Оқдарё ва Пастдарғомда нисбатан юқори бўлиб, Иштихон ва Ургут туманларида бу кўрсаткич анча паст бўлган. Бу йили қайси туманларда келганлар салмоғи юқори бўлса, кетганлар салмоғи ҳам шу туманларда юқоридир. 2020 йилга келиб, бутун вилоятимиз шаҳар ва туманларида аҳоли механик ҳаракати интенсивлиги, олдинги йилларга қараганда анча пасайган.

Шундай қилиб, 3-жадвал таҳлили шундан далолат берадики, 1979, 1991, 2020 йиллар давомида бутун вилоятимиз ҳудудида бўлган аҳоли миграция сальдоси манфий бўлган. Аҳолининг механик ҳаракатини

Ўрганишда миллатлар бўйича ҳам бу жараёни таҳлил қилиш муҳимдир. Ҳисоб-китобларга асосланиб шуни айтиш мумкинки, аҳоли миграциясида асосан туб жой аҳолиси қатнашади. Вилоятимиз аҳоли миграциясида асосан ўзбеклар фаол қатнашади. Масалан, 1995 йилда 7,1 минг киши келган бўлса, шундан 5 минг киши ўзбеклардир, кетганларнинг ҳам асосий қисмини ўзбеклар ташкил этади. 2020 йил маълумоти бўйича ҳам аҳолининг механик ҳаракати асосан ўзбеклар ҳиссасига тўғри келади. Ҳозирги вақтда вилоятимиз аҳолиси фақатгина ички миграцияга қатнашмасдан, балки ташқи миграцияга ҳам фаол қатнашади. Республикамиздан мустақиллик йилларининг бошларида руслар, татарлар, тожиклар, озарбайжонлар ва бошқа миллат вакиллари ташқи миграцияда фаол иштирок этган [9].

Ўзбекистон аҳоли миграциясида Тошкент, Самарқанд, Фарғона вилоятлари аҳолиси 1991-2020 йиллар давомида нисбатан фаол қатнашган. Масалан, 1991 йилда Тошкент вилоятида 56,7 минг киши, Фарғона 40 минг, Самарқандда 28 минг киши келган, 2013 йилда эса, бу кўрсаткич Тошкентда 18 минг, Самарқанд ва Фарғонада 13 минг кишини ташкил этади. Кетганлар сони бўйича ҳам шу вилоятлар олдинги ўринларни эгаллайди. Ўзбекистонда жумладан Тошкент, Самарқанд ва Фарғона вилоятларида 1991-2013 йиллар давомида миграция сальдоси манфий бўлган.

Самарқанд вилояти аҳолисининг табиий ва механик ўсишини ўрганишдан келиб чиқиб, қуйидагича хулоса қилиш мумкин:

- Самарқанд вилоятида аҳоли сони йилдан йилга туғилиш ва табиий ўсиш туфайли ошиб бормоқда;

- Самарқанд вилоятининг Пастдарғом, Иштихон, Оқдарё, Ургут ва Қўшрабат туманларида аҳолининг ўсиши юқори ҳисобланади;

- Самарқанд вилоятининг Самарқанд, Пахтачи, Нуруюод ва Тайлоқ туманларида аҳолининг ўсиши нисбатан пастдир;

- Самарқанд вилоятида аҳоли миграция сальдоси доимо манфий кўрсаткичга ега бўлиб келмоқда;

- Самарқанд вилояти аҳолиси тез суръатларда ўсишини ҳисобга олиб, аҳолини ижтимоий-иқтисодий турмуш даражасини оширишни ва ташкил этишни такомиллаштириш;

- Самарқанд вилояти аҳолисини иш билан таъминлаш ва аҳолига хизмат кўрсатиш соҳаларини янада ривожлантириш ва х.к.

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ИННОВАЦИОННЫЕ ПОДХОДЫ К ПРЕПОДАВАНИЮ РУССКОГО ЯЗЫКА

Аннотация: Инновационное обучение - новый подход к обучению, включающий в себя личностный подход, фундаментальность образования, творческое начало, профессионализм, использование новейших технологий.

Ключевые слова: инновация, русский язык, образования, качества урока, современные методы, знания.

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INNOVATIVE APPROACHES TO TEACHING RUSSIAN

Abstract: Innovative learning is a new approach to learning that includes a personal approach, fundamental education, creativity, professionalism, and the use of the latest technologies.

Keywords: innovation, Russian language, education, lesson quality, modern methods, knowledge.

Инновационные подходы к преподаванию русского языка требуют не только четкой организации самостоятельной исследовательской деятельности учащихся. Одной из форм исследовательской деятельности учащихся на уроке можно считать сопоставительный лингвистический анализ текстового материала на русском и на родном языке. Особенно эффективны такие работы при изучении лексики, фонетики, морфологии, стилистики, при редактировании собственных текстов.

Во время проведения уроков русского языка к числу эффективных технологий можно отнести технологии работы в группах (пары, группы сменного состава и т. д.) Технология обучения в группах позволяет создавать на уроке определенные речевые ситуации, привлекать к организации работы в группе учащихся, для которых русский язык родной, что способствует формированию коммуникативной компетенции учеников.

Одним из важных факторов, создающих предпосылки для успешного обучения одаренных детей с использованием средств информационных компьютерных технологий является то, что таких детей характеризует высокая самостоятельность в процессе познания. Разработка специальных компьютерных обучающих программ, расширяющих возможности реализации новых способов и форм самообучения и саморазвития, а также компьютеризация контроля знаний будут способствовать реализации принципа индивидуализации обучения, столь необходимого для одаренных учащихся. В работе с одаренными учащимися нужно использовать информационные технологии по следующим направлениям:

1. Проведение медиа-уроков. От того, насколько грамотно методически и технологически изготовлен, произведен, сконструирован урок зависит обеспечение развития академических, интеллектуальных, творческих и личностных способностей детей. Современный урок не может обойтись без использования информационных технологий, что в свою очередь привлекает внимание детей, развивает у них наглядно—образное мышление, формирует стойкий интерес к предмету.

2. Организация дистанционного обучения. Потенциальными пользователями такой системы являются дети, проявляющие повышенные интеллектуальные способности в каком—то из научных направлений, но не имеющие опытного наставника; дети, родителям которых приходится часто менять место жительства; школы, где существует проблема нехватки кадров; дети с ограниченными возможностями. Наконец, дистанционное обучение помогает решить вопросы организации элективного и профильного обучения.

3. Организация и проведение интернет—олимпиад по предметам. Онлайн олимпиады по предметам — это олимпиады, которые проходят в режиме реального времени. Участвовать в такой олимпиаде может любой учащийся, имеющий доступ к сети Интернет. Такого рода соревнование имеет ряд преимуществ. Во-первых, проверка алгоритмов, составленных учениками, возложена на компьютер. Человек к этому процессу отношения не имеет, поэтому субъективизм оценивания полностью исключен. Во-вторых, за ходом олимпиады можно наблюдать во время выполнения заданий, а результаты увидеть сразу после её окончания. В-третьих, можно попробовать свои силы в решении задач высокого уровня сложности, встречающихся на олимпиадах Всероссийского уровня.

4. Проведение интернет-тестирования. Это очень удобный метод оценки знаний, а также самооценки своих способностей.

5. Проведение интерактивных недель. С использованием цифровых образовательных ресурсов происходит погружение в какую-то одну тему или раздел курса. Особенно актуально проведение таких недель для старшеклассников, позволяющее проводить тренинги по подготовке. При использовании информационных технологий с одаренными учащимися

следует ориентироваться на следующие приоритетные направления, которые легко просматриваются при анализе существующих на данный момент в сети Интернет ресурсов для одаренных детей, родителей и педагогов, работающих с ними:

- использование сети Интернет для распространения информации о специфике обучения одаренных детей, методике, психологии и т. д.;

- выход на различные целевые группы заинтересованных читателей; создание сетевых сообществ пользователей Интернета, занимающихся одаренностью;

- поиск и выявление одаренных детей, онлайн-тестирование;

- психологическая и методическая консультационная помощь семьям, в которых одаренные дети получают домашнее воспитание;

- дистанционное обучение одаренных детей, проведение различных курсов, отдельных занятий, факультативов, исследовательских проектов и программ;

- дистанционная индивидуальная поддержка одаренных учащихся и т. д. Важным направлением работы с одаренными учащимися средствами информационных технологий является создание сети специализированных сайтов и порталов, рассказывающих о научных исследованиях, методологии организации и проведения самостоятельного и группового научного исследования. Таким образом, использование инновационных технологий с одаренными учащимися позволяет не только осуществлять эффективное их обучение, но и поддерживать деятельность учителей образовательных учреждений в рамках учебного процесса. Это имеет достаточно большое значение, так как позволяет повысить комфортность и эффективность обучения с одной стороны, а также естественным способом ввести инновационные компоненты в культуру преподавания предметов, мотивировав преподавателя на новые формы и технологии учебного процесса.

Инновационный подход к обучению позволяет так организовать учебный процесс, что ребёнку урок ив радость, и приносит пользу, не превращаясь просто в забаву или игру. И, может быть, именно на таком уроке, как говорил Цицерон, «зажгутся глаза слушающего о глаза говорящего». Что же такое «инновационное обучение» ив чём его особенности? Определение «инновация» как педагогический критерий встречается часто и сводится, как правило, к понятию «новшество», «новизна». Между тем инновация в точном переводе с латинского языка обозначает не «новое», а «в новое». Именно эту смысловую нагрузку вложил в термин «инновационное» в конце прошлого века Дж. Боткин. Он и наметил основные черты «дидактического портрета» этого метода, направленного на развитие способности ученика самосовершенствованию, самостоятельному поиску решений, к совместной деятельности в новой ситуации.

При использовании инновационных технологий в обучении русскому языку и литературе успешно применяются следующие приемы:

– ИНСЕРТ (интерактивная система записи для эффективного чтения и размышления);

- мозговая атака;
- групповая дискуссия;
- чтение с остановками и Вопросы Блума;
- кластеры;
- синквейн;
- эссе;
- ключевые термины;
- перепутанные логические цепочки;
- медиапроектные проекты;
- дидактическая игра;
- лингвистические карты;
- лингвистическая аллюзия (намек);
- работа с тестами;
- нетрадиционные формы домашнего задания.

Одним из современных требований к уроку русского языка является работа с текстом. В связи с этим я использую в своей работе такую форму урока, как исследование. В самом названии «урок - исследование» просматривается основная задача - исследование языкового материала на основе текстов.

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ОСНОВНЫЕ ПРОБЛЕМЫ ПРИ ЛЕЧЕНИИ ПАРОДОНТАЛЬНЫХ ЗАБОЛЕВАНИЙ

Резюме. Общее лечение предусматривает использование нестероидных препаратов: салицилатов, препараты пиразолона, производных ряда органических кислот: индолуксусной (индометацин, сулиндак), фенилуксусной (вольтарен), пропионовой (мефенаминовая кислота, понстан, опири, клотам), которые оказывают сочетанное противовоспалительное, болеутоляющее и жаропонижающее действие.

Ключевые слова: пародонт, индометацин, сулиндак, свищ, лечения, профилактики.

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MAIN PROBLEMS IN THE TREATMENT OF PERIODONTAL DISEASES

Summary. General treatment involves the use of non-steroidal drugs: salicylates, pyrazolone preparations, derivatives of a number of organic acids: indolacetic (indomethacin, sulindac), phenylacetic (voltaren), propionic (mefenamic acid, ponstan, opiri, clotam), which have a combined anti-inflammatory, analgesic and antipyretic action.

Keywords: periodontium, indomethacin, sulindac, fistula, treatment, prevention.

Актуальность. В общем лечении воспалительных заболеваний пародонта для подавления стойких субгингивальных патогенов применяют антибиотики [1,4]. Эти препараты применяют по строгим показаниям: гноетечение из пародонтальных карманов, абсцедирование, свищи, прогрессирующая деструкция костной ткани альвеолярного отростка, интоксикация, состояние до и после хирургического вмешательства[6]. Доказано, что назначение антибактериальных препаратов изменяет микрофлору над- и поддесневой зубной бляшки, меняет клиническую картину пародонтита в сторону стабилизации процесса, замедляет

воспалительную резорбцию костной ткани, однако приводит к формированию устойчивых к ним форм микрофлоры полости рта[2]

Цель исследования. Повышение качества диагностики, эффективности лечения и профилактики заболеваний пародонта, с последующей разработкой и патогенетическим обоснованием лечебно — профилактического комплекса при заболеваниях пародонта.

Материалы и методы исследования. В основу работы положены клинические исследования у 35 больных хроническим генерализованным пародонтитом средней степени тяжести с давностью заболевания от 3 до 15 лет.

Результаты исследования и их обсуждение. Проведённая в лечебных стоматологических учреждениях г. Краснодара и Краснодарского края экспертная оценка традиционных методов и технологий диагностики, лечения и профилактики заболеваний пародонта показала высокую ($97,3 \pm 3,15\%$) распространённость заболеваний пародонта среди населения в возрастном интервале 16-59 лет и очень низкий охват нуждающихся ($31,7 \pm 2,78\%$) лечением, среди которого современные комплексные методы применялись только в $18,6 \pm 2,43\%$ случаев.

Применение усовершенствованного способа рентгенологической диагностики и математического способа определения суммарных разрушений в пародонте позволяет повысить качество диагностики заболеваний пародонта и оценить эффективность применяемых методов лечения.

Устройство для удержания торца световода лазера в области лица и полости рта при использовании лазерной доплеровской флоуметрии позволяет повысить качество диагностики заболеваний пародонта, получить объективную информацию о состоянии микроциркуляции в пародонте, прогнозировать степень нарушений и тяжесть течения патологического процесса.

Эффективность применения препаратов увеличивается, при введении их с помощью эластичных капш и приспособлений для введения медикаментов в ткани пародонта. Повышение эффективности лечения достигается при введении препаратов в ткани пародонта с подогревом до 40°C , что также позволяет значительно снизить стоимость курса лечения за счет снижения доз препаратов, без уменьшения лечебного эффекта.

Применение современных методов лечения больных с сочетанной эндодонтично — пародонтальной патологией способствуют повышению эффективности лечения. При выполнении только пародонтологического или эндодонтического лечения можно ожидать лишь частичного и временного восстановления дефекта.

Применение современных методов восстановления зубов с помощью усовершенствованных комбинированных коронок, перфорированных и

овальных анкерных штифтов, комбинированных вкладок, специальной матрицы для пломбирования комбинированных дефектов, усовершенствованного способа восстановления зубов композитными материалами позволяет эффективно производить введение зубов в функцию, предотвратить вероятные пародонтальные осложнения.

Применение устройства для оценки эффективности дентальных реставраций позволяет получить максимально достоверные данные об изучаемом объекте исследования в эксперименте.

Анализ эффективности, лечения воспалительных заболеваний пародонта показал наивысшую клиническую эффективность индивидуализированного лечебно - профилактического комплекса в сравнении с традиционными методами лечения, которая определялась уменьшением стоимости курса лечения, сокращению сроков лечения в 1,5-2 раза, увеличением длительности ремиссии. Анализ объективных факторов и субъективной оценки больными уровня качества их жизни показал его значительное повышение с $37,4 \pm 2,6$ до $73,4 \pm 3,7$ баллов.

Показатели стабилизации процесса после применения индивидуализированного лечебно - профилактического комплекса у больных с воспалительными заболеваниями пародонта улучшились после лечения гингивита на 14,3%, пародонтита легкой степени тяжести на 14,1%, пародонтита средней степени тяжести на 8,8%. Показатели микроциркуляции в тканях пародонта после лечения гингивита изменились с $23,1 \pm 1,12$ до $18,5 \pm 0,02$ усл.ед., после лечения пародонтита легкой степени с $17,1 \pm 0,76$ до $19,0 \pm 1,40$ усл.ед., после лечения пародонтита средней степени с $15,2 \pm 0,60$ до $18,3 \pm 0,80$ усл.ед., что приближалось к значениям интактного пародонта.

Вывод. В комплексном лечении заболеваний пародонта большое значение придается физиотерапевтическим методам лечения. Общеизвестны устройства для введения лекарственных веществ постоянным электрическим током, широко применяется переменное магнитное поле, лазеротерапия гелийнеоновым лазером, вакуум-электрофорез, комбинированная КВЧ-лазерная терапия и др. [3].

Таким образом, анализ литературы свидетельствует о неудовлетворенности стоматологов существующими методами лечения пародонтита, обширном поиске новых, более эффективных способов лечения данной патологии, позволяющих получить наиболее эффективное, патогенетически обоснованное лечебное воздействие на ткани пародонта.

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ПРОФИЛАКТИКА АЛКОГОЛИЗМА СРЕДИ НЕСОВЕРШЕННОЛЕТНИХ

Резюме: Личность человека начинает формироваться уже в раннем возрасте. Именно поэтому профилактика алкоголизма среди несовершеннолетних должна начинаться как можно раньше. Важно уделить внимание формированию здоровой и высоконравственной личности. С раннего детства показать человеку верные ориентиры в жизни.

На данный момент профилактика алкоголизма среди несовершеннолетних крайне не эффективна. Очень низкое внимание уделяется профилактическим программам. Средства массовой информации почти не задействованы в профилактической и просветительной работе. Общественные и государственные программы, которые направлены на борьбу с алкоголизмом, а также на профилактику алкоголизма, слабо работают.

Для того чтобы профилактика алкоголизма среди несовершеннолетних возымела свои действия, нужно проводить её на различных уровнях.

Ключевые слова: несовершеннолетняя возраст, наркомания, алкоголизм, профилактика, лечения.

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PREVENTION OF ALCOHOLISM AMONG MINORS

Resume: A person's personality begins to form at an early age. That is why the prevention of alcoholism among minors should begin as early as possible. It is important to pay attention to the formation of a healthy and highly moral personality. From early childhood to show a person the right guidelines in life.

At the moment, the prevention of alcoholism among minors is extremely ineffective. Very little attention is paid to preventive programs. The mass media are almost not involved in preventive and educational work. Public and state

programs aimed at combating alcoholism, as well as the prevention of alcoholism, do not work well.

In order for the prevention of alcoholism among minors to have its effects, it is necessary to carry it out at various levels.

Keywords: non-adulthood, drug addiction, alcoholism, prevention, treatment.

Введение. Алкоголизм – это очень распространенный вид наркомании. В широком смысле, болезнь алкоголизма это совокупность вредных привычек, связанных с злоупотреблением алкоголя, которые влияют на здоровье и образ жизни человека[6]. Происходит нарушение нормального функционирования организма, умственные и физические отклонения.

Своевременная профилактика алкоголизма и помощь специалистов просто необходима в этой ситуации[3].

Проблема алкоголизма существовала с начала возникновения человечества, и уже тогда болезнь была свойственна не только так называемым маргиналам, но и высшему свету.

Правители государств время от времени пытались принимать жесткие меры относительно контроля за трезвостью общества, но чаще всего такие меры воспринимались как репрессии.

Негативные явления, вызванные употреблением алкогольных напитков, таят в себе огромную опасность для молодежи. Потребление спиртного в первую очередь негативно влияет на здоровье подростков. Злоупотребление алкоголем способствует развитию психических заболеваний, а также одна из причин смертности подростков (отравление не качественной продукцией). Токсическое воздействие алкоголя, прежде всего, сказывается на деятельности нервной системы. Даже небольшие дозы алкоголя влияют на обмен в нервной системе[2].

Однократные употребления спиртного могут иметь самые серьезные последствия. Неоднократное или частое употребление алкоголя оказывает буквально опустошающее воздействие на психику подростка. При этом задерживается не только развитие высших форм мышления, выработка этических и нравственных категорий и эстетических понятий, но и утрачиваются уже резвившиеся способности[1].

Профилактика зависимости от алкоголя - одно из важнейших и эффективных направлений профилактики неинфекционной патологии.

Комплексность профилактики проявляется во взаимной заинтересованности и согласованной противо-алкогольной работе различных ведомств, министерств и специалистов. Профилактика пьянства и алкоголизма - общегосударственная задача, и успешное ее решение возможно только при совместных координированных усилиях врачей,

педагогов, юристов, социологов, психологов, а также всей широкой сети государственных и общественных организаций[5].

Профилактика пьянства и алкоголизма должна проводиться дифференцированно в отношении подростков и взрослых, родителей и учащихся. При выборе мер профилактики следует отличать алкоголизм как заболевание от пьянства как проявления моральной распушенности, а также учитывать, направлены ли эти меры на здоровых людей или на лиц, неустойчивых в нервно-психическом отношении[4].

Под профилактикой алкоголизма понимают такие способы, которые направлены на формирование нейтрального отношения к спиртному. Главной задачей является формирование такого образа жизни у человека, в которой у него не будет тяги к алкоголю.

Цель исследования. Определение эффективности занятий по профилактике алкогольной зависимости в подростковом возрасте.

Материалы и методы исследования. Объект исследования: процесс профилактики алкоголизма среди подростков.

Предмет исследования: педагогические условия эффективности профилактики алкоголизма среди подростков

Результаты исследования. Полученные нами данные показывают, что стремление к личностному самоутверждению в ближайшем социальном окружении выступает как значимый мотив, определяющий склонность к такой форме девиантного поведения, как употребление алкоголя. При этом следует учитывать, что группа сверстников является для подростка более значимой в плане совершаемых им поступков, чем те ценности, которые диктуют ему взрослые. Анализ результатов опроса показал, что большинство учащихся (76,5%) не считают употребление своими одноклассниками алкоголя негативным проявлением, 55,7 % заявили, что систематическое употребление спиртных напитков не является основанием для прекращения дружбы, и лишь 13,4 % считают для себя неприемлемым дружеское общение со сверстниками, употребляющими алкоголь.

При этом результаты опроса родителей показывают, что при общей озабоченности родителей проблемой употребления несовершеннолетними алкоголя отмечается их недостаточная осведомленность о вовлеченности в эту проблему собственного ребенка, а также неадекватное ситуации осознание роли семьи в процессе предотвращения ранней алкоголизации подрастающего поколения.

Проанализировав существующие определения профилактики, в своем исследовании под профилактикой алкоголизма среди подростков мы понимаем процесс целенаправленного воздействия на личность, направленный на формирование системы ценностей, взглядов и установок, препятствующих алкоголизации подростка.

На основе рассмотренных нами подходов (в отечественной и зарубежной педагогической практике) сложились собственные модели профилактики употребления психоактивных веществ, в том числе и алкоголя, разработаны многочисленные профилактические программы.

Комплексность разрабатываемого нами подхода к определению содержания профилактики алкоголизации молодежной среды заключается в двух аспектах

- во-первых, она обуславливается стремлением к всестороннему учету многообразия причин и факторов риска, способствующих приобщению к употреблению алкоголя,

- во-вторых, комплексность заключается также в организации профилактического процесса, реализуемого на различных уровнях личностном и средовом

В то же время интегративность рассматривается нами как процесс и результат не столько достижения целостности профилактического процесса за счет установления внутри- и междисциплинарных связей, сколько взаимодействия между различными этапами профилактики (их ценностными ориентирами, основными идеями содержания, адекватными формами, методами и средствами). Такой подход дает возможность ребенку пересмотреть свои ценности, осознать свою уникальность и самооценку как человека, что ведет его к пониманию необходимости заботы о своем здоровье и благополучии

В контексте современной педагогической теории и практики индивидуализация предполагает создание таких воспитательных условий, которые стимулируют проявление задатков и будущих способностей ребенка и помогают ему успешно адаптироваться в среде. Индивидуализация призвана помочь «прорисовыванию» зарождающейся личности, становлению и раскрытию индивидуальности, что возможно лишь на основе тщательного изучения и анализа не только возрастно-половых, но и индивидуально-типических различий

Индивидуализация как принцип педагогической деятельности позволяет эффективно вскрыть и потенциальные возможности детей риска адаптационные нарушения в развитии, выявить их «позитивные» стороны, на которые можно опираться в ходе воспитательно-образовательной работы. Ведь неблагополучие биологических и социальных предпосылок в развитии в определенной - и значительной - степени может быть сглажено, нивелировано при создании соответствующих педагогических условий

Поэтому на первом этапе опытно-экспериментальной работы - исследования психологических особенностей личности и социального взаимодействия подростков мы использовали методику А.Н. Орла по определению склонности к отклоняющемуся поведению (СОП), а также метод личностных конструкторов Дж. Келли

По проведенной методике диагностики склонности к отклоняющемуся поведению (СОП) в целом отмечена настороженность к ситуации исследования, выявлены конформные установки испытуемых, склонность следовать стереотипам и общепринятым нормам поведения (48,8 балла), высокий уровень социального контроля; низкая ценность собственной жизни, склонность к риску, выраженная потребность в острых ощущениях (52,3 балла), наличие агрессивных тенденций у испытуемых (52,8 балла), слабость волевого контроля эмоциональной сферы, нежелание или неспособность контролировать поведенческие проявления эмоциональных реакций (53,1 балла) Что касается женской части выборки, то по шкале «принятие женской социальной роли» выявлено непринятие женской социальной роли (средний балл составил 49,5 балла), что свидетельствует об отвержении традиционно женских ценностей и готовности к реализации мужских поведенческих стереотипов

Исследование половых различий показало, что у женской части подвыборки выявлен более высокий балл (40,0 балла) по шкале «склонность к аддиктивному поведению», чем у мужской (42,6 балла) Это свидетельствует о том, что у женского пола социальный контроль поведенческих реакций выше, чем у мужского

Полученные данные по методике Дж Келли позволили сделать вывод о наличии у исследуемой группы подростков установок на употребление алкоголя, склонности связывать алкоголь с удовольствием, радостью, дружеским общением и недооценивать степень его вреда для организма

Полученные в ходе исследования особенностей личности подростков и их социальных установок результаты легли в основу профилактической работы в лагере

С этой целью мы разработали программу профилактики алкоголизма среди подростков в условиях летнего оздоровительно-образовательного центра «Дисперадо», это стало решением второго условия

Разрабатывая проблему вторичной профилактики алкоголизма среди несовершеннолетних, мы выделили в качестве основной проблему толерантного отношения подрастающего поколения к употреблению алкоголя, можно даже говорить об определенной моде на спиртные напитки среди молодежи Поэтому центральной идеей организации профилактического воздействия мы выделяем субъектную позицию подростка при включении его в процесс профилактики

Информационный блок предполагает взаимодействие социального педагога, организатора работы с молодежью, врача-нарколога с целью подготовки подростков к включению в профилактический процесс Психологический блок включает тренинги и упражнения, направленные на выработку у подростков проалкогольных установок, умений и навыков противостояния стрессовым и негативным влияниям среды, формированию социально значимых ценностей, выработку

альтернативного поведения и тд при комплексном взаимодействии психолога, социального педагога, специально обученных помощников Социально-педагогический блок предполагает проработку навыков и их ежедневное формирование на основе участия в различных мероприятиях и занятиях, направленных на субъективное включение каждого ребенка в общий комплексный процесс На это направлена деятельность организатора работы с молодежью, физкультурного работника, руководителей кружков, приглашенных специалистов (тренеров спортивных секций, инструкторов военно-патриотических объединений и т п)

После включения подростков в профилактическую программу и ее реализации мы провели оценку полученных результатов на основе повторного изучения личных конструкторов по методу Дж Келли и метода экспертных оценок.

Повысилось количество опрашиваемых, выбирающих конструктор «алкоголь - болезнь», в то же время половина подростков продолжает связывать алкоголь не с пагубными последствиями, а с удовольствием и Пятая триада «Свадьба - радость - шампанское» также осталась без изменения Это можно объяснить силой и устойчивостью проалкогольных установок в обществе, что свидетельствует о необходимости расширения профилактической работы

Повысилось количество подростков, выбравших конструктор «друзья — ответственность», что является значимым, на наш взгляд, результатом работы

Подавляющее большинство участников опытной работы по ее окончанию выбрали конструктор «здоровье - трезвость», что свидетельствует о прогрессе установки на здоровый образ жизни

Трактовка триады «Алкоголь - друзья - враги» также претерпела некоторое изменение в сторону снижения выборов конструктора «алкоголь - друзья», что тоже важно.

Вывод. Таким образом, анализ результатов повторного исследования личных конструкторов испытуемых показал, что почти по всем триадам предпочтения изменились в сторону алкоголь-осуждающих конструкторов

Динамика результатов по методике Дж Келли свидетельствует об эффективности влияния проведенной работы на формирование антиалкогольных установок у подростков

Таким образом, динамика полученных результатов свидетельствовала о положительных изменениях по основным выделенным показателям и подтвердила выдвинутую нами гипотезу

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ПРОБЛЕМЫ ПРИ ИЗУЧЕНИИ РУССКОГО ЯЗЫКА

Аннотация: В данной статье рассматриваются особенности преподавания русского языка как иностранного

Ключевые слова: Русский язык, иностранный язык, трудности, грамматика, произношение, ударение.

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PROBLEMS IN LEARNING THE RUSSIAN LANGUAGE

Annotation: This article discusses the features of teaching Russian as a foreign language

Key words: Russian language, foreign language, difficulties, grammar, pronunciation, stress.

Русский язык — один из величайших языков, на котором разговаривает огромное количество людей. Русский язык — самый распространенный славянский язык, также это самый распространенный язык в Европе.

Русский язык — государственный язык Российской Федерации, один из двух государственных языков Белоруссии, один из официальных языков некоторых стран, один из шести рабочих языков ООН и ЮНЕСКО и других международных организаций. В России русским языком владеют более 146 млн человек, в мире около 215 млн. Русский язык настолько велик и разнообразен, что его изучают по всему миру. Многие ученые занимались и занимаются изучением русского языка, который подобно живому организму не стоит на месте, а постоянно развивается и изменяется.

Русский язык является одним из самых сложных языков в мире, поэтому при его изучении у иностранных обучающихся возникают некоторые трудности. Для того чтобы обучение иностранцев русскому

языку было эффективным, преподаватель должен грамотно организовать учебные занятия, учитывая типичные сложности, возникающие в ходе образовательного процесса. Обучение русскому языку как иностранному (далее — РКИ) является очень сложным, но в то же время интересным процессом как для обучающихся, так и для преподавателя. Для успешного преподавания необходимо подробно изучить различные методики преподавания РКИ, а также учесть личностные и культурные особенности обучающихся. Важно отметить, что преподаватель иностранного языка особое внимание должен уделять именно коммуникативно-обучающей функции, что определяет важность построения учебного занятия на коммуникативно-речевой основе и позволяет ему лучше взаимодействовать с обучающимися.

У учащихся часто возникают различные проблемы при изучении русского языка, обусловленные сложностью изучаемого материала. Однако данный вопрос также становится проблемой преподавателя, поскольку ему необходимо найти наилучший способ объяснения сложных, проблемных языковых явлений. Проблемы в изучении русского языка могут начаться на самом раннем этапе при изучении алфавита и фонетики. Обучающимся необходимо запомнить, как произносится каждая буква и каждый звук. Важно разъяснить особенности твердого и мягкого знаков, потому что они не имеют звука, а являются знаками разделительными и указывают на твердость или мягкость впереди стоящего согласного звука. Особенности русской фонетики представляют собой большую трудность для иностранцев, поэтому преподаватель должен уделять внимание данному аспекту и регулярно проводить фонетические зарядки, фонетические диктанты, отрабатывать различные упражнения для тренировки и постановки звуков. Обучающимся необходимо научиться различать звуки на слух, поскольку существуют определенные трудности в распознавании слова по звучанию. При изучении фонетики преподаватель должен руководствоваться репродуктивным методом обучения, он должен стать образцом правильного произношения звуков, проговаривания слов.

Особые трудности у иностранных обучающихся вызывает система падежей русского языка. Как считает методист по РКИ Власова Н. С., последовательное введение грамматики зависит от частотности употребления в языке тех или иных грамматических форм. В данном случае, последовательность введения и изучения падежей продиктована тем, какие из падежных значений встречаются в языке чаще. Иностранцам предлагается изучение модели с субъектом, выраженным тем или иным падежом существительного или личного местоимения: Вот стол, он здесь. Где книга? Она там. После этого целесообразно вводить сначала непереходные глаголы на -ать (играть, обедать и др.), затем даются прилагательные для выражения определительных отношений, так как уже на моделях освоены притяжательные местоимения (мой, моя, мое, твой...).

После изучения модели с именительным падежом существительного (в значении субъекта) и личных местоимений вводится модель с предложным падежом (в значении места — где?), обозначающая место нахождения предмета: Книга на столе. Задание в книге. Это соответствует частотности употребления предложного падежа именно в этом значении. Введение для изучения глаголов в конструкцию определяется тем, какое из падежных значений изучается на данном этапе.

Особенно трудным для усвоения являются акцентологические нормы спрягаемых глаголов, так как глагол обладает многочисленными категориями, большая часть которых тесно связана с его семантикой и принадлежит только ему, в том числе с категориями вида и рода, отсутствующими в узбекском языке, многообразием глагольных парадигм, непостоянным местом ударения у целого ряда словоформ. Ударение в русском языке представляет собой определенную систему, которая наиболее подробно представлена в «Грамматике -80». Для глагола, как для других изменяемых частей речи, основной единицей классификации по ударению является акцентный тип. «Акцентный тип — это общая схема размещения ударений в словоформах определенного множества слов, относящихся к данной части речи». В спрягаемых формах глагола выделяются акцентные типы А, В, С, D. Акцентные типы А и D характеризуются неподвижным ударением: акцентный тип А — на одном и том же слого основы во всех словоформах, акцентный тип D — на флексии во всех словоформах: начинать — начинаю, начинаешь, начинаем, начинаете, начинаем, начинал, начинала, начинали. Акцентные типы В и С характеризуются подвижным ударением. Акцентный тип В характеризуется ударением на последнем слого основы в прошедшем времени и на флексии во всех формах настоящего времени и в повелительном наклонении: звонить — звоню, звонишь, звонит, звоним, звонят, звонил, звонила, звонила, звонили. Акцентный тип С характеризуется ударением на флексии в 1 л. ед. числа настоящего времени, на основе в других формах (причем в формах прошедшего времени — на последнем слого основы). Например: писать-пишу, пишешь, пишет, пишем, пишете, пишут, писало, писали.

Таким образом, интенсивное и качественное изучение русского языка как иностранного невозможно без определенных барьеров общения, что и представляет особую трудность в процессе обучения. Однако, при подробном изучении сходств и различий культур, данная проблема становится вполне разрешимой. При организации учебного процесса преподаватель должен учитывать вероятные трудности усвоения учебного материала иностранцами и уделять каждой проблеме особое внимание, чтобы иностранные обучающиеся могли в полной мере использовать усвоенный материал в коммуникативной сфере.

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МЕВА САБЗАВОТЛАРНИ ҚАЙТА ИШЛАШ САНОАТИНИНГ ИШЛАБ ЧИҚАРИШ ПОТЕНЦИАЛИДАН САМАРАЛИ ФОЙДАЛАНИШ ИСТИҚБОЛЛАРИ

Аннотация: Мақолада Ўзбекистон Республикасида мева ва сабзавот маҳсулотларини етиштириш ва ишлаб чиқариш салоҳияти тадқиқ этилган. Мамлакатимизда етиштириладиган мева ва сабзавот маҳсулотлари таҳлил қилиниб, бугунги кундаги қайта ишлаб чиқариш даражаси ва бунинг натижасида экспорт салоҳиятидаги қайта ишланган тайёр маҳсулотнинг улуши ёритиб берилган.

Таянч иборалар: мева сабзавот маҳсулотлари, совутиш камералари, хом ашё, қайта ишлаш ва ишлаб чиқариш технологиялари.

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PROSPECTS FOR THE EFFECTIVE USE OF THE PRODUCTION POTENTIAL OF THE FRUIT AND VEGETABLE INDUSTRY

Annotation: The article considers the possibilities of growing and producing vegetables and fruits in the Republic of Uzbekistan. The analysis of fruit and vegetable products grown in our country, the current level of processing and, as a result, the share of processed finished products in the export potential are highlighted.

Keywords: fruits and vegetables, refrigerators, raw materials, processing and production technologies.

Бугунги кунда мамлакатимизда мева сабзавот етиштириш ва уни қайта ишлаш соҳасида кенг кўламли ишлар амалга оширилмоқда. Айниқса мамлакатимизда пахта ва ғалла ер майдонларининг ҳамда ўзлаштирилмаган ерларнинг мева сабзавотликка ихтисослаштирилиши маҳсулотларни қайта ишлаш соҳасининг ривожланишида муҳим омил бўлиб хизмат қилмоқда.

Мамлакатимизда олиб борилаётган кенг кўламли ислоҳатлар доирасида Мева сабзавотларни қайта ишлаш саноатининг ишлаб чиқариш

потенциалидан самарали фойдаланиш масалалари ҳам долзарб масалалар сифатида илгари сурилмоқда.

Ушбу йўналишни жадал суратларда ривожлантиришда агрофирмалар ва қишлоқ хўжалиги маҳсулотларини қайта ишловчи корхоналарининг ўрни бекиёсдир.

Агрофирмалар ҳам қишлоқ хўжалиги ҳам саноатга мос ресурслардан фойдаланиб, истеъмолга тайёр бўлган маҳсулот яратади. Республикамизда бу соҳани жадал ривожлантириш мақсадида бир қанча қарор ва норматив ҳужжатлар ишлаб чиқилган бўлиб, Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2018 йил 20 ноябрдаги “Республикада 2019-2020 йилларда мева-сабзавот маҳсулотларини қайта ишлаш ҳажмларини кўпайтиришга доир қўшимча чора-тадбирлар тўғрисида” ги 935-сон қарорига кўра, мевасабзавот маҳсулотларини қуритиш корхоналарини ташкил этишнинг манзилли дастури ишлаб чиқилган.

Мазкур қарорга асосан, Республикамизнинг вилоятларида мевасабзавотларни қайта ишловчи корхоналар ташкил этилиб, фаолияти йўлга қўйилди. Бу ўз навбатида мевасабзавот маҳсулотларининг қайта ишлаш саноатининг ривожланаётганлиги ва уларнинг иқтисодий ўсишдаги ўрни ошаётганлигидан далолат бермоқда.

Мамлакатимизда истеъмолчининг янги ва қайта ишланган мева ва сабзавот маҳсулотларига бўлган эҳтиёжини қондириш учун хом ашё базасини ва уларни қайта ишлаш соҳаларининг қай даражада ривожлантирилишини ўрганиш талаб этилади.

Статистик маълумотларга кўра, 2018 йилга нисбатан 2021 йил бошига қадар мамлакатимиз қишлоқ хўжалигида етиштирилган мева сабзавотларнинг айрим турларига қарайдиган бўлсак, уларда йил сайин ўсиш кузатилган.

(1жадвал)

Мева сабзавотларнинг айрим турлари бўйича статистик маълумотларга кўра таҳлиллар²⁷.

(тоннада)

Мева сабзавотларнинг турлари	2018 йилда	2019 йилда	2020 йилда	2020 йилда 2018 йилга нисбатан ўсиш %	2020 йилда 2019 йилга нисбатан ўсиш %
Сабзавотлар	9 635 118	9 945 499	10 459 483	109%	105%
Картошка	2 750 144	2 950 903	3 143 515	114%	107%
Мева ва резаворлар	2 589 653	2 739 617	2 863 983	111%	105%
Узум	1 564 473	1 595 221	1 639 194	105%	103%
Полиз экинлари	1 904 900	1 922 221	2 134 378	112%	111%

²⁷ маълумот: Ўзбекистон Республикаси Давлат Статистика қўмитасидан олинган.

Ушбу таҳлиллардан кўришимиз мумкинки, охириги 3 йил давомида салкам ҳар бир маҳсулот тури бўйича уларнинг ҳосилдорлиги билан боғлиқ ҳолда маҳсулот етиштирилиши ошиб бормоқда. Бу эса ўз навбатида янги мевасабзавот маҳсулотлари истеъмолчининг меъеридан ортиғини мавсум тугаган фаслларда совутгичларда сақлаб ва қайта ишлаш корхоналарида қайта ишланган тайёр маҳсулот сифатида ички ва ташқи бозорда истеъмолчиларга етказиб бериш имкониятининг кенгайганлигини кўрсатмоқда.

(2-жадвал)

Мева сабзавотларнинг айрим турлари бўйича статистик маълумотларга кўра, қишлоқ хўжалиги тармоқлари кесимида таҳлиллар²⁸.

(тоннада)

Дехкон (шахсий ёрдамчи) хўжаликлари					
	2018 йилда	2019 йилда	2020 йилда	2020 йилда 2018 йилга нисбатан ўсиш %	2020 йилда 2019 йилга нисбатан ўсиш %
Сабзавотлар	7 161 960	7 032 902	6 940 606	96,9%	98,7%
Картошка	2 432 330	2 472 354	2 581 274	106,1%	104,4%
Мева ва резаворлар	1 620 060	1 643 505	1 630 910	100,7%	99,2%
Узум	860 943	897 680	898 616	104,4%	100,1%
Полиэ экинлари	1 158 703	1 148 342	1 159 659	100,1%	101,0%
Фермер хўжаликлари					
	2018 йилда	2019 йилда	2020 йилда	2020 йилда 2018 йилга нисбатан ўсиш %	2020 йилда 2019 йилга нисбатан ўсиш %
Сабзавотлар	2 328 127	2 797 369	3 260 534	140,0%	116,6%
Картошка	299 954	443 441	505 971	168,7%	114,1%
Мева ва резаворлар	911 569	1 033 814	1 144 797	125,6%	110,7%
Узум	677 584	665 766	704 807	104,0%	105,9%
Полиэ экинлари	728 654	754 277	939 931	129,0%	124,6%
Қишлоқ хўжалиги фаолиятини амалга оширувчи ташкилотлар					
	2018 йилда	2019 йилда	2020 йилда	2020 йилда 2018 йилга нисбатан ўсиш %	2020 йилда 2019 йилга нисбатан ўсиш %
Сабзавотлар	145 031	115 228	258 343	178,1%	224,2%
Картошка	17 860	35 108	56 270	315,1%	160,3%
Мева ва резаворлар	58 024	62 298	88 276	152,1%	141,7%
Узум	25 946	31 775	35 771	137,9%	112,6%
Полиэ экинлари	17 543	19 602	34 788	198,3%	177,5%

Қишлоқ хўжалиги мамлакат иқтисодиётининг муҳим соҳаси бўлиб, у мамлакатнинг озиқ-овқат ишлаб чиқариш соҳаси ва минтақавий ривожланишини боғлаб туради. Ана шу сабабдан, мева сабзавотларни

²⁸ маълумот: Ўзбекистон Республикаси Давлат Статистика қўмитасидан олинган.

ишлаб чиқариш ва уни қайта ишлаш самарадорлигини ошириш ҳамда мева сабзавотларни сақлаш ва сотиш жараёнлари муҳим тенденция ҳисобланади.

Энди юқоридаги мевасабзавотларни етиштирувчи корхоналарнинг ушбу мева сабзавотларнинг айрим турларини етиштириш бўйича улушига қарайдиган бўлсак, Сабзавотлар етиштириш фақатгина деҳқон хўжаликларида етиштирилиши камайганлигини, бироқ қолган барча мева сабзавотлар барча соҳа корхоналарида йил сайин ўсиши кузатилган.

Бу таҳлиллар шуни кўрсатадики, мева сабзавот экинларининг асосий ҳосили деҳқон хўжаликлари улушига тўғри келмоқда. Ўз навбатида Фермер хўжаликлари ва қишлоқ хўжалиги фаолиятини амалга оширувчи корхоналарга тегишли ерларнинг асосий қисми пахта хом ашёси ва ғалла етиштиришга мўлжалланганлигидир.

Мазкур масалаларни ҳал қилиш қишлоқ хўжалиги ерлардан унумли фойдаланиш ўзлаштирилмаган ерларни қайта ўзлаштириш ва фойдаланишга қайта киритиш бўйича мамлакатимизда қатор қарорлар ва мазкур қарорларга кўра тартиблар ишлаб чиқилган. Биргина мисол тариқасида мамлакатимиз Президенти томонидан 2019 йил 17 июндаги “Қишлоқ хўжалигида ер ва сув ресурсларидан самарали фойдаланиш чоратадбирлари тўғрисида”ги ПФ-5742-сонли фармонга мувофиқ, “Қишлоқ хўжалигида ер ва сув ресурсларидан самарали фойдаланиш концепцияси” тасдиқланган бўлиб, мазкур концепцияга кўра, узоқ вақтлардан буён фойдаланишдан чиқиб кетган 1,1 млн гектар майдонни 2020-2030 йилларда босқичма-босқич фойдаланишга киритиш белгиланганлигини кўришимиз мумкин. Ва шунингдек, ер ости сувлари мавжуд лалми ва яйлов ерларда сув тежовчи технологияларни (томчилатиб суғориш технологияларини) кенг жорий этиш орқали уларни ўзлаштириш режалаштирилган²⁹.

Таҳлилларга кўра, 1 гектар майдонда етиштирилган пахта хомашёсига нисбатан узумдан 7 баробар кўп даромад олиш мумкин экан. Бу дегани пахта хом ашёсини етиштирадиган ерларни узумчилик йўналишига ихтисослаштириш мамлакат иқтисодиёти учун 7 баробар кўп даромад эканлигини кўрсатмоқда. Бу биргина узум мисолида айтилмоқда халос. Худди шундай бошқа мевасабзавотларни етиштириш ҳам пахта хом ашёсига нисбатан кўпроқ даромад келтириши мумкинлигидан келиб чиқиб, мазкур концепция амалиётга тадбиқ қилинган бўлиб, натижада мамлакатда мевасабзавот етиштириладиган ерларнинг кенгайтирилишида асосий омил бўлиб хизмат қилмоқда.

Мисол тариқасида, 2016-2020 йилларда жами 330,5 минг гектар паст рентабелли пахта ва ғалла майдонлари қисқартирилиб, ушбу майдонларда юқори даромадли ва экспортбоп маҳсулотлар етиштириш йўлга

²⁹ Ўзбекистон Республикаси Президентининг 2019 йил 17 июндаги “Қишлоқ хўжалигида ер ва сув ресурсларидан самарали фойдаланиш чора-тадбирлари тўғрисида”ги ПФ-5742-сонли фармони

кўйилганлигини ва бунинг натижасида 2016-2020 йилларда сабзавот ишлаб чиқариш ҳосили 103%, картошка - 114%, полиз экинлари - 110%, мева - 107,4% ва узум - 106%га ўсганлигини кўришимиз мумкин.

Ўзлаштирилган ва лалми, пахта ва ғалладан қисқартирилган ерларга ҳамда яроқсиз боғ-токзорлар ўрнига 2016-2020 йиллар давомида жами 69,6 минг гектар майдонда интенсив мевали боғлар ва 57 минг гектар токзорлар барпо этилди.

Юқоридагиларга кўра, 2022 йилгача жами 422,3 минг гектар ерлар шундан, 133,9 минг гектари боғдорчиликка, 113 минг гектари узумчиликка, 49,9 минг гектари сабзавотчиликка, 24,5 минг гектари полизчиликка, 15,8 минг гектар картошкачиликка, 56,1 минг гектари дуккакли ва доривор ўсимликларга, 6,1 минг гектари иссиқхона хўжаликларига ва 22,9 минг гектар майдонларни озуқа ва мойли экинлар етиштиришга ихтисослаштирилиши белгиланди³⁰.

2021 йилнинг баҳор мавсумида 63,8 минг гектар (2016 йилга нисб. 11 баробар кўп) мевали боғлар ва 37,5 минг гектар токзорлар (7 баробар кўп) барпо этилган.

Мевасабзавот маҳсулотлари етиштириш ҳажмининг ошиб бориши ўз навбатида уларни сақлаш ва қайта ишлаб истеъмолчига етказишни талаб қилади. Бу эса ҳудудларни сақлаш учун совутгичлар билан таъминлаш, қайта ишлаб чиқариш учун янги инновацион технологияларни жорий қилиш, илғор тажрибали инновацион технологияларни юритишни биладиган малакали мутахассислар тайёрлаш каби бир қатор муаммо ва вазифаларни юзага чиқаради.

Аҳолини мева сабзавот маҳсулотлари ва улардан қайта ишлаш йўли билан тайёрланган маҳсулотлар билан таъминлаб бориш учун авваломбор уларни етиштиришнинг инновацион йўллари кўллаш яъни ҳар бир қарич ердан унумли фойдаланиб экишни режалаштириш янги ҳосилдор навларни танлаб экиш ва етиштирилган ҳосилни сақлаш ҳамда уни қайта ишлаш устивор вазифа ҳисобланади.

Бугунги кунга қадар мамлакатимизда 2 484,1 млрд. сумлик 134 та лойиха, шундан 17 та замонавий агрологистика, 103 та замонавий талабларга жавоб берадиган қишлоқ хўжалик маҳсулотларини қайта ишловчи ва 14 та импорт ўрнини босувчи корхоналар фаолият юритмоқда. Ушбу қайта ишлаш корхоналарнинг йиллик ишлаб чиқариш қуввати 675,2 минг тонна га тенг бўлиб, 2020 йилда умумий ишлаб чиқариш ҳажмига нисбатан меванинг 18,9% фоизи, сабзавот ва полиз маҳсулотларининг 5,6 фоизи, узумнинг 9,5 фоизи қайта ишлаш корхоналарида тайёр маҳсулот сифатида қайта ишлаб чиқилган ва истеъмолга йўналтирилган.

³⁰ “Экономическое обозрение” журналы 2021 йил №8 (260)

Мевасабзавотларни қайта ишлаш жараёни қуйидаги кетма-кетликни ўзи ичига олади.

- Етарлича хом ашё базаси билан таъминланганлик;
- Ишлаб чиқарилаётган маҳсулотга нисбатан бозор талаби;
- Юқори даражадаги инфратузилмани шакллантириш;
- Малакали ишчи кучи билан таъминланиш даражаси;
- Замоनावий ишлаб чиқариш технологиялари билан таъминланганлик;

- Қайта ишлаб чиқариш корхоналарида харажатларни қоплаш учун молиявий аҳолининг етарлилиги даражаси.

Мазкур кетма кетликни таъминлай олган қайта ишловчи корхоналарнинг ишлаб чиқариш потенциални юқори деб баҳолашимиз мумкин.

Шу баробарида қайта ишлаб чиқарилаётган мевасабзавот маҳсулотларининг жаҳон стандартларига мос равишда ишлаб чиқарилиши ҳам мақсадга мувофиқ ҳисобланади. Чунки, мевасабзавотларни етиштириш ва қайта ишлаш самарадорлигини ошириш ва уларни ташқи бозорда истеъмолга чиқариш, мамлакатимиз экспорт салоҳиятини оширишга ҳам ўз ҳиссасини қўшиб, ўз навбатида шу орқали иқтисодийтимизнинг самарали ривожланишида муҳим омил бўлиб хизмат қилиши лозим.

Шу борада давлатимиз раҳбарининг 2019 йил 23 октябрдаги “Ўзбекистон Республикаси қишлоқ хўжалигини ривожлантиришнинг 2020 — 2030 йилларга мўлжалланган стратегиясини тасдиқлаш тўғрисида” ги фармони қабул қилиниб, мазкур фармонга кўра мамлакатимизда мева сабзавотчилик кластерлари барпо этилмоқда.

2020 йил давомида бутун Республика миқёсида 150 дан ортиқ мева сабзавотчилик кластерлари ташкил этилган бўлиб, ушбу кластерлар ихтиёрида қуввати 1 миллион тоннани ташкил этган 75 та қайта ишлаш корхонаси ташкил этилган. Уларнинг тасарруфида 1200 тага яқин замонавий қишлоқ хўжалиги техникалари мавжуд. Ушбу ташкил этилган кластерлар фаолияти мобайнида 2020 йилда қайта ишлаб чиқарилган 1,5 миллион тонна ёки қиймати 1,1 миллиард долларга тенг бўлган 60 турдан ортиқ мева-сабзавот маҳсулотлари дунёнинг 65 та мамлакатига экспорт қилинган. Мамлакат бўйича 2020 йилда жами экспорт айланмаси 15 127,7 млн АҚШ долларини ташкил этган бўлиб, шундан 1 008,6 млн АҚШ доллари мева сабзавот улушига тўғри келиб жами экспортнинг 6,7 фоизини ташкил этган³¹.

Таҳлиллардан кўриб турибмизки, мева сабзавот маҳсулотларини қайта ишлаш, етиштирилаётган маҳсулотларнинг исрофини камайтириш билан бир қаторда улардан мамлакат иқтисодийтининг ривожланишига

³¹ маълумот: Ўзбекистон Республикаси Давлат Статистика қўмитасидан олинган

муносиб ҳисса қўшиб жаҳон бозорига халқаро стандартларга жавоб бера оладиган маҳсулотлар билан кириб боришга муҳим дебоча бўлиб хизмат қилмоқда.

Хулоса қилиб айтадиган бўлсак, ушбу тармоқни жадал ривожлантириш учун қўшимча имкониятларни сафарбар этиш, мева сабзавотни етиштириш ва уларни нес нобуд қилмай териб олиш, сақлаш ҳамда уларни қайта ишлаш орқали тайёр маҳсулот ишлаб чиқариш бўйича узвий боғлиқликни таъминлаш, бу мамлакат иқтисодиётининг ривожланишида ҳамда озиқ овқат захирасининг кўпайишида муҳим омил бўлиб хизмат қилади.

Адабиётлар рўйхати:

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ОРГАНИЗАЦИЯ ВОСПИТАТЕЛЬНОЙ РАБОТЫ В ШКОЛЕ ПО ОБУЧЕНИЮ ГЕОГРАФИИ

Аннотация: В данной статье представлена информация о формировании географического мировоззрения у учащихся при обучении географии и развитие умственных, нравственных, физических и экологических навыков, которые играют важную роль в процессе образования.

Ключевые слова: географическое образование, умственное воспитание, эстетическое воспитание, нравственное воспитание, физическое воспитание, экологическое воспитание.

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ORGANIZATION OF EDUCATIONAL WORK IN GEOGRAPHY EDUCATION

Annotation: This article provides information about the formation of geographical worldview among students in geography education and the types of education that play an important role in it.

Key words: Geography education, mental education, aesthetic education, morel education, physical education, environmental education.

В Узбекистане создаются большие возможности для всестороннего развития молодежи, физически и духовно здорового поколения, а также современных знаний. Как отметил Президент Республики Узбекистан, «Новый Узбекистан начинается с порога школы, системы образования»³². Поэтому большое внимание уделяется внедрению наукоемких инноваций в образовательные учреждения, развитию образования и воспитания.

Практическая работа, проводимая в системе высшего образования республики, находит свое отражение и в сфере обучения и организации процесса преподавания географии в школе.

Преподаватели географии высших учебных заведений уделяют большое внимание подготовке конкурентоспособных кадров на

³² Мирзиёев Ш.М. Обращение Президента Республики Узбекистан Шавката Мирзиёева к Олий Мажлису. - Ташкент, Узбекистан, 2021. – С.12.

внутреннем и внешнем рынках на основе международных стандартов. Вводятся новые дисциплины, основанные на требованиях рынка и потребителей. На уроках внедряются передовые педагогические и современные инновационные технологии, большое внимание уделяется их эффективному использованию и повышению практической значимости науки. Теоретическое и практическое обучение проводится на основе общественных и современных требований.

Многие виды образования, применяемые в педагогике, широко используются в обучении географии. Следовательно, виды воспитания логически дополняют друг друга и развиваются в органической взаимосвязи. Образование и воспитание, свойственные менталитету узбекского народа, осуществляются вместе.

Известно, что мировоззрение учеников начинается формироваться в школе. Поэтому необходимо воспитывать их в духе любви к Родине, делая их физически крепкими и духовно зрелыми. На уроках географии таким видам обучения также уделяется пристальное внимание.

В учебно-методической литературе выделяют следующие виды обучения навыкам:

1. Интеллектуальное воспитание;
2. Эстетическое воспитание;
3. Нравственное воспитание;
4. Физическое воспитание;
5. Экологическое воспитание.

1. Умственное воспитание.

Умственное воспитание играет важную роль в формировании географического мировоззрения учащихся.

Ознакомив учащихся с природой и обществом, важно получить четкое представление об окружающем мире. Без знаний об окружающей среде, о природе и обществе у школьников могут возникнуть неправильные представления о науке географии. Знакомство учащихся с географическими объектами, по нашему мнению, следует начинать с выставки. В процессе преподавания географии в школе учащиеся узнают о природных и антропогенных ландшафтах таких как, равнины, холмы, горы и каньоны. А также о ручьях, реках, растениях, каналах и хлопковых полях. Изучают о погоде, климате и о дикой природе, а также формируется знания о науке Солнца, Луны и звездах.

2. Эстетическое воспитание. Эстетическое воспитание учащихся – это формирование эстетического идеала гармонично развитого молодого поколения, способности к восприятию окружающего мира, всестороннее развитие знаний о природе. В школе ученики учатся опрятно одеваться, правильно ходить в общественных местах, разговаривать с взрослыми, общаться с этикетом, содержать в чистоте книги и тетради, вести себя правильно перед публикой работать усердно.

В частности, учит любить природу и наслаждаться ею, то есть понимать чудеса природы. Прекрасные природные ландшафты, такие как равнины, холмы, горы, реки, долины и живая природа – все они позволяют учащимся представить себе явления природы и служат материалом для их эстетического и эмоционального воспитания. Рост таких эстетических чувств у учащихся, в свою очередь, приводит к любви к Матери-природе, её сохранению, пониманию и изучению компонентов природы.

Учащиеся должны понимать красоту природы планеты, различные формы рельефа, объекты гидрографии, растительный и животный мир. Для этого большую роль играют выезды на природу, экскурсии и походы.

3. Нравственное воспитание. Нравственное воспитание играет важную роль в обучении гармонично развитой молодежи в духе любви к Родине, людям, дружбы между сверстниками, миролюбия, позитивной личности, нравственных качеств, чистоты, честности и смирения, одним словом интеграции благородных качеств.

Это можно сделать в процессе образования в школе, преобразования природного ландшафта в антропогенный ландшафт с помощью человеческого фактора. В итоге, под воздействием антропогенных факторов природные ландшафты изменяются, например, уход за почвой, сохранение плодородности, рыхление, полив, прополка, формирование гумуса, посадка цветов и деревьев в школьном саду. Они понимают особенности распределения почвы, флоры и фауны по регионам под влиянием приспособления к природным условиям, т. е. адаптации. Ученики учатся чувствовать ответственность и трудолюбие, сажая, ухаживая и поливая плодовые и декоративные деревья, которые давно сформировались и стали национальной традицией узбекского народа.

4. Физическое воспитание. Физическое воспитание играет большую роль в жизни каждого человека. Физическая культура помогает учащимся быть в хорошей физической форме, быть устойчивым к капризам природы, быть духовно зрелым и здоровым. Как отмечал профессор А.А.Каюмов, человек при жизни переживает детство, отрочество, зрелость и старость³³. Известно, что школьники физиологически развиваются очень быстро. Учитель географии должен следовать школьной программе по физическому воспитанию учащихся.

В частности, большую роль в физическом воспитании учащихся играют прогулки на природе, поездки в предгорья, долины рек, парки, на заводы, знакомство с флорой и фауной, посещение зоопарков. Через общественную работу в школьном дворе учащиеся становятся трудолюбивыми, благодаря ей вырастают физически здоровыми.

³³ Каюмов А.А., Абдурахмонов Б. Методологические вопросы (демографические основы реструктуризации трудовых ресурсов) // Экономика и отчетность. 1997. №7-8. - С.68-69.

Наличие географического или метеорологического поля наряду со школьным двором также играет важную роль в физическом воспитании школьников. На этих площадках учащиеся наблюдают за погодой в разные сезоны, определяют виды осадков, измеряют температуру воздуха и почвы, определяют углы захода солнца, скорость и направление ветра.

5. Экологическое воспитание. Экологическое воспитание новое направление, появившееся в последнее время в педагогике, в том числе и в географии. Вид воспитания, при котором подрастающему поколению отводится важная роль в изучении природы, окружающей среды, природных ландшафтов, законов природы и общества. Этот вид образования возник в результате научно-практических исследований. Главная задача сегодняшнего дня – охрана природы, поддержание цепной реакции между природными компонентами в географической коре Земли и сохранение непрерывности жизни в целом мире. Актуальность этих проблем характеризуется нерациональным использованием природных ресурсов без учета географических, экологических и биологических закономерностей, быстрым ростом промышленного производства, возникновением экологических угроз в природе под воздействием антропогенных факторов.

На основе анализа взаимодействия природы и общества ученые пришли к выводу, что в современных условиях необходимо обеспечить переход к новому типу природы и общества. Ноосфера – одна из таких доктрин.

Ноосфера (греч. *noos* – разум и *sphaira* – сфера) – новая оболочка биосферы, в которой доминирует человеческий разум. В ней основным фактором, определяющим развитие биосферы, является человек. Концепция ноосферы впервые была разработана французскими учеными Э. Лерунва П. и представлена в науке в 1927 году Титъяром де Шарденом. По мнению русского ученого В.И.Вернадского, ноосфера – это качественно новое, реорганизованное эволюционное состояние биосферы, сформировавшееся в результате взаимодействия социума³⁴.

Значит, экологическое воспитание учащихся имеет преимущественное значение в процессе обучения. Формирование экологического воспитания учащихся на уроках географии является целенаправленным педагогическим процессом, ведущим к формированию таких общечеловеческих ценностей, как экологическое воспитание личности, уважительное отношение к охране природы, рациональное отношение к деятельности, связанной с природой и обществом. Экологическая культура учащихся является результатом экологического воспитания.

³⁴ Национальная энциклопедия Узбекистана. - Б.228. www.ziyouz.comбиблиотека.

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ИЖТИМОЙ СИЁСИЙ ҲАЁТНИ МОДЕРНИЗАЦИЯЛАШ ВА ТАНҚИДИЙ ТАҲЛИЛНИНГ ДЕМОКРАТИК ХУСУСИЯТЛАРИ

Аннотация: Жаҳондаги сиёсий жараёнлар ривожни иқтисодий тараққиёт билан чамбарчас боғлиқ. Модернизациялашнинг кўндан-кўн концепциялари ва назарияларининг пайдо бўлиши турли ижтимоий-маданий асосга эга бўлган давлатларнинг ижтимоий-иқтисодий тараққиёти жараёнларининг объектив инъикосига айланди. Анъанавий жамиятдан замонавий демократик жамиятга ўтиш барча давлатлар учун уларнинг ижтимоий-маданий асосидан қатъий назар, ривожланишининг умумий қонуний тадрижий йўлидир.

Калит сўзлар: Сиёсий тизим, модернизация, демократик жамият, иккиламчи модернизация, сиёсий институтлар, пост – индустриал ахборот жамияти, сиёсий модернизация, миллий-анъанавий жамият, эндоген, экзоген.

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MODERNIZATION OF SOCIO-POLITICAL LIFE AND DEMOCRATIC FEATURES OF CRITICAL ANALYSIS

Annotation: The development of political processes in the world is closely linked with economic development. The emergence of many concepts and theories of modernization is diverse socio-economic development of states with socio-cultural basis became an objective reflection of the processes. From a traditional society to a modern democracy transition to society for all states, regardless of their socio-cultural background, is a common legitimate evolutionary path of development.

Keywords: Political system, modernization, democratic society, secondary modernization, political institutions, post-industrial information society, political modernization, national-traditional society, endogenous, exogenous.

Жаҳонда жамиятни модернизациялашга доир етакчи мамлакатлар тараққитининг замонавий моделлари мавжуд. Хусусан “Америка модели” ҳар жабҳада тадбиркорлик тизимини кенгайтириш аҳоли фаол қисмини бойишига хизмат қилади ва аҳолининг индивидуализмга ишлаб чиқаришнинг юқори самардорлигига таянади.

Япон модели аҳоли турмуш тарзининг меҳнат унумдорлиги даражасидан орқада қолиш билан ажралиб туради. Шунинг ҳисобига маҳсулот таннархи пасаяди ва жаҳон бозорида таннарх оширишга эришилади. Бу модель миллий онг юқори даражада шаклланган ва мамлакат манфаатлари шахсий манфаатдан устунлигига таяниб ишлайди.

Швед модели мулкӣ тенгликни камайитириш давлат даромади маълум қисмини аҳолининг яхши таъминланган фойдасига ўтказиш асосида шаклланган кучли ижтимоӣ сиёсат юритади. Ушбу моделнинг илдизида иқтисодӣ ва сиёсий ҳаётни ҳамкорликда қуриш орқали жамиятни жадал ривожлантириш ётади.

Илмий таҳлилларга кўра “америка моделида” эркин бозор муносабатлари етакчилик қилса, “япон ва француз моделида” хўжалик фаолиятини ташкил қилишда давлат иштироки юқори, Немис ва Швед моделида ижтимоӣ йўналиш, “Польша моделида” “фалаж терапия” (шок холати) орқали бозор иқтисодиётига ўтиш устунлик қилади. Аммо Ғарбда жамиятни модернизациялашга доир, концепция ва моделларни тарғиб қилиш ҳамон тўхтамаган.

Глобаллашув, давлатлар ўртасидаги ўзаро алоқалар ва ўзаро боғлиқликнинг кучайиши, уларнинг иқтисодиётидаги интеграция, ижтимоӣ ҳаёт барча соҳаларининг байналмилаллашуви замонамизнинг энг хусусиятли жиҳатларидан биридир. Айнан мана шу омил миллий-анъанавий жамиятлардаги ўзгариш жараёнлари ва уларнинг сиёсий институтлари модернизацияси асосида турибди.

Сиёсий тизим ва институтларнинг ривожланиши иқтисодӣ, ижтимоӣ, этник ва маданий омилларга боғлиқ эканлиги ХХ–ХХІ асрлар ихтироси эмас, у Платон, Аристотель, Макиавелли ва бошқа мутафаккирларнинг асарларида учрайди. Давлатнинг ижтимоӣ ўзгаришларга бой хусусиятини Платон ва Аристотел таъкидлаб ўтганидек, “давлатнинг ҳар бир шаклига фуқаро тушунчасига ўз таърифини бериш, кишиларнинг у ёки бу гуруҳига фуқаролик ҳуқуқлари мажмуини тақдим этишда ўз асосларига эга бўлиш мос тушади. Фуқаро ва бинобарин, давлат меъёрлари тушунчаларининг ўзгариши билан бирга давлатнинг ўзи ҳам ўзгаради”¹, деб ҳисоблаганлар. Ахир фуқаролик ҳуқуқлари – бу инсоннинг иқтисодӣ, ижтимоӣ ва маданий ҳаётдаги ўрнини ифода этади ва уларнинг моҳиятини акс эттиради.

¹ История политических и правовых учений. Учебник. –М.: Изд. НОРМА-ИНФРА. М.: 1999. –С. 60.

Ҳозирги маърифий дунёда қарор топган ахлоқий-маданий қадриятларни умумбашарий инсоний меъёрларини халқимизнинг миллий маданияти ва маънавияти категориялари билан оқилона уйғунлаштириши бугунги демократик тамойилларининг асл мағзини ташкил этади. Умумбашарий маърифий тараққётнинг ва жаҳон маданиятининг умумэътироф этилган принципларидан бири – гуманизм, яъни инсонпарварликдир. Шунинг учун ҳам бутун дунё маданиятининг негизи устувор қадриятини инсон ташкил этади. Жамиятни модернизациялаш эса инсонларни умуминсоний қадриятлар томон бошлайди.

Шу нуқтаи назардан фикр юритганда жамият ва унинг сиёсий институтлари модернизациясининг дастлабки назариялари, илмий асосланган тамойиллари ўтган XX асрнинг ўрталарида пайдо бўлди. Кейинчалик “сиёсий модернизация назарияси” ёки “сиёсий ривожланиш назарияси” деб ном олган мазкур назарияларда анъанавий сиёсий тизимларнинг замонавий шаклга ўтишидаги муайян тарихий жараён кўриб чиқилади, модернизацияга олиб келадиган жамият, унинг сиёсий институтлари бўйсунушга мажбур бўлган ижтимоий-сиёсий ўзгаришларнинг ички (эндоген) ва ташқи (экзоген) механизмлари очиб берилади. Таъкидлаш лозимки, бу назарияларда кўпинча замонавий ва анъанавий жамиятлар, демократик ва нодемократик сиёсий институтлар чекланади ёки бир-бирига қарама-қарши қўйилади.

70-80-йилларда модернизация назарияси инсон жамияти ва тамаддунининг ривожини умумий моделини асослашга айланиб кетдики, бунинг моҳияти анъанавий жамиятдан рационал-техник замонавий жамиятга ўтишни ўрганишдир. Ўша даврда Г.Алмонд, А.Пауэлл, Д.Антер, С.Верба, Л.Пай, С.Эйзенштад, С.Хантингтонларнинг ишлари пайдо бўлдики, уларда модернизациянинг икки назарияси ўз ифодасини топган эди: 1) ўзига хос модернизация ва 2) иккиламчи модернизация. Ўзига хос модернизацияга АҚШ ва Ғарбий Европада иккинчи жаҳон урушидан кейин узок; давом этган ички ривожланиш натижаси сифатидаги ижтимоий-сиёсий ўзгаришларга тегишлидир. Иккиламчи модернизация ўз ривожига орқада қолган, илғор мамлакатларнинг ижтимоий-сиёсий ва иқтисодий тажрибасидан фойдаланиш ҳисобига янада жадалроқ усул билан уларни қувиб етишга уринаётган мамлакатлар учун хосдир. Модернизацияни ўзгалар тажрибасини ўзлаштириш жараёни сифатида ўрганиш етарли бўлмай қолиб, замонавийлашаётган жамиятлар ва уларнинг тизимларидаги ички хусусиятларни ҳисобга олиш зарур эди. Шунинг учун сўнгги йилларда қатор назарий-таҳлилий ишлар пайдо бўлдики, уларда тадқиқотчилар: 1) модернизация объектларини ўрганиш географиясини кенгайтirdилар; 2) объектив келиб чиқиш муаммолари, сиёсий ўзгаришлар бўҳронлари, уларни бартараф этиш йўллари ва шакллари ўрганишга ургу бера бошладилар; 3) сиёсий жараёнлар уларнинг миллий, маданий мазмун-моҳиятини ҳисобга олган ҳолда тадқиқ

этила бошланди. Айрим давлатларнинг тажрибаси модернизация маданиятнинг анъанавий модели заифлашганда эмас, ҳатто улар кучайганда ҳам бўлиши мумкинлигини кўрсатди². Шу боис, табиийки, модернизацияни жамиятнинг иқтисодий, ижтимоий, маданий ва сиёсий ривож мазмунидан келиб чиққан ҳолда кўриб чиқиш ҳамда маданиятнинг анъанавий шакли, ижтимоий-сиёсий институтлар фаолиятининг миллий ўзига хослигини ҳисобга олиш зарур эди³.

Мамлакатимизда модернизация тузилмасининг шаклланиши ва ривожланиши 1991–2016 йиллар оралиғида ўзига хос йўли билан олиб борилди. 1991 йилда мустақилликка эришгандан кейин Ўзбекистонда вужудга келган иқтисодий вазият бозор иқтисодиётига ўтишда “фалаж қилиб даволаш” моделининг мақбул эмаслигини кўрсатди. Бозор иқтисодиётига басқичма – босқич ўтишга асосланган Ўзбек модели 1992 йилда ишлаб чиқилди ва амалиётга киритилди. Мамлакатимизда жамиятни модернизациялаш босқичларида қуйидаги вазифалар амалга оширилди:

биринчидан, тоталитар бошқарувидан воз кечиш ва демократик бошқарув тизимига ўтиш учун ҳуқуқий сиёсий асослар (конституция, қонунлар, қарорлар, фармонлар ва бошқа ҳуқуқий ҳужжатлар) яратилди;

иккинчидан, ҳалқимизнинг онгида озодлик, эрк, хусусий мулкга рағбат, миллий кадриятларни асраш, миллий ғурур, ватанга муҳаббат, унга содиқ қолиш каби тушунчалар сингдирилди;

учинчидан, сиёсий ва иқтисодий, маънавий-маърифий соҳаларда ислоҳотлар уйғун равишда олиб борилди;

тўртинчидан миллий маънавият, миллий ўзлик, ахлоқнинг тикланиши (куръони карим, ҳадислар, алломаларимизнинг тарихий адабий мерослари) учун етарли шароитлар яратилди; бешинчидан, чекланган тафаккур, мафкуравий қарамлик, боқимондолик каби иллатлар ўтмишга айланиб фуқароларимизда мамлакат ички ва ташқарисида содир бўлаётган воқеа – ҳодисаларга даҳлдорлик туйғуси кучайди.

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КЛИНИКА ГЕПАТИТА А С ГЕМИНОЛЕПИДОЗОМ И ЭНТЕРОБИОЗОМ

Резюме. Давно установлено, что наиболее распространенными среди детей повсеместно в мире являются кишечные паразитозы. Несмотря на огромные усилия, прилагаемые для борьбы с ними, достижения далеки от желаемого. Одновременно с этим раскрываются новые стороны социально-экономической значимости кишечных паразитозов, в частности, их воздействие на физическое и психическое развитие детей, на повышение среди них различной заболеваемости. Ухудшению ситуации по кишечным гельминтозам в мире способствует ряд транснациональных явлений.

Ключевые слова: гепатит А, энтеробиоз, гименолепидоз, клиника.

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HEPATITIS A CLINIC WITH HYMENOLEPIDOSIS AND ENTEROBIOSIS

Resume. It has long been established that intestinal parasitoses are the most common among children everywhere in the world. Despite the enormous efforts made to combat them, the achievements are far from the desired. At the same time, new aspects of the socio-economic significance of intestinal parasitoses are revealed, in particular, their impact on the physical and mental development of children, on the increase in various morbidity among them. A number of transnational phenomena contribute to the deterioration of the situation of intestinal helminthiasis in the world.

Key words: hepatitis A, enterobiosis, hymenolepidosis, clinic.

Актуальность. Проблема вирусных гепатитов, несмотря на крупные достижения в ее изучении, в современный период остается традиционно

актуальной для мирового и отечественного здравоохранения. Ежегодно в мире более 50 миллионов человек заражаются гепатитом В, который входит в первую десятку причин смертности населения, унося ежегодно жизни около 1,5 миллионов человек, и относится наряду с ГС к заболеваниям с высоким хроническим и онкогенным потенциалом [2,9].

Внимание специалистов по-прежнему привлекает вирусный гепатит А. В последнее десятилетие эпидемический процесс ГА в мире приобрел принципиально новую характеристику, что в первую очередь выразилось в снижении его интенсивности, смещении заболеваемости на старшие возрастные группы детей, подростков и взрослых. Значительно сократилась доля иммунного населения среди взрослых, так в возрастной группе 20-29 лет антитела к вирусу ГА обнаруживаются лишь у 26,3% лиц [5,7,11]. Несмотря на такие преобразования, ГА является ведущим в этиологии заболеваний печени у детей.

Группой высокого риска заражения кишечными паразитами являются дети. Нередко инвазии наслаиваются на инфекционный процесс, обусловленный вирусами гепатитов. Вирусные гепатиты в 11% случаев протекали в сочетании с лямблиозом и гельминтозами [5,9,10].

Цель исследования. На основе анализа эпидемиологических закономерностей и изучения клинико-лабораторных особенностей вирусных гепатитов в сочетании с энтеробиозом и геминолепидозом у больных разработать предложения по оптимизации эпидемиологической диагностики и профилактики микст (вирусно-паразитарной) патологии.

Материалы и методы исследования. Сопоставление данных эпидемиологического анамнеза у 85 детей основной группы, переносящих ГА на фоне лямблиоза, и у 90 детей страдающих моногепатитом А (группа сравнения) показало, что эпиданамнез в основной группе был более насыщенным и свидетельствовал о вероятности сочетанного заражения ГА и энтеробиозом и геминолепидозом.

Результаты исследования. В современных условиях преобразования эпидемического процесса вирусных гепатитов в Андигане ведущие позиции, как в этиологической структуре, так и по интенсивности занимает ГА. Группой риска ГА по-прежнему являются дети, однако в эпидемический процесс более активно вовлечены организованные дети 7—14 лет.

Распространенность энтеробиоза и геминолепидоза как сопутствующего заболевания у детей, не зависела от этиологии ВГ и колебалась от 17 на 100 случаев ГА до 20 на 100 случаев ГВ и ГС. Частота выявления энтеробиоза и геминолепидоза у больных ОВГ превышала в среднем в 10 раз таковую в популяции практически здоровых детей Андиганской области.

Частота сопутствующего энтеробиоза и геминолепидоза у больных ГА определялась влиянием биологического и социального факторов.

Сочетанная пораженность энтеробиозом и геминолепидозом и ГА была наиболее высока ($p < 0,05$) у мальчиков, детей 11—14 лет. Установлена тенденция к росту показателей сопутствующего лямблиоза с увеличением возраста детей: с 14 на 100 больных ГА (1-6 лет) до 18 на 100 больных (7-14 лет). Гепатит А и сопутствующий ему энтеробиоз и геминолепидоз характеризовались синхронными колебаниями по месяцам с пиками, приходящимися на сентябрь и январь.

Дети, больные ГА в сочетании с лямблиозом чаще регистрировались в семейных очагах микстинфекции, проживали в неудовлетворительных санитарно-бытовых условиях или за городом.

ГА в сочетании с лямблиозом характеризуется своеобразием клинической картины: более длительным инкубационным и продромальным периодом, большей частотой интоксикационного и диспепсического синдромов в желтушном периоде, замедлением нормализации биохимических показателей в периоде выздоровления, увеличением частоты рецидивов в периоде реконвалесценции.

В период реконвалесценции необходимо наблюдение пациентов специалистами и лабораторное обследование с целью профилактики рецидивов и контроля противопаразитарного лечения.

Вывод. Изучение тенденций и особенностей эпидемического и инфекционного процессов ВГА в сочетании с кишечными паразитарными заболеваниями у больных позволило определить структуру сопутствующих инвазий, тенденции формирования микст-патологии, группы риска, разработать алгоритм эпидемиологической диагностики и оптимизировать тактику лечебно-профилактических мероприятий.

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ОСОБЕННОСТИ ТЕЧЕНИЯ ВИРУСНОЙ ИНФЕКЦИИ COVID-19 ПРИ БЕРЕМЕННОСТИ

Резюме: Физиологические изменения в иммунной, сердечно-сосудистой и дыхательной системах при беременности позволяют сделать предположение о том, что беременные женщины особенно уязвимы к воздействию патогенных инфекционных агентов и развитию тяжелой инфекции, что, в свою очередь, может привести к более высокой заболеваемости и смертности матери и плода.

У беременных с пневмонией чаще происходят преждевременные роды, рождаются недоношенные дети с низкой массой тела, выше частота проведения кесарева сечения. Кроме того, во время беременности повышается предрасположенность к развитию гипертензии и гестационного сахарного диабета, которые в настоящее время являются признанными факторами риска развития тяжелого острого респираторного синдрома, вызываемого коронавирусами, в том числе и SARS-CoV-2. Однако до сих пор нет достаточных данных для оценки воздействия инфекции SARS-CoV-2 на здоровье беременных и новорожденных.

Ключевые слова: беременность, COVID-19, пневмония, иммунная система.

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FEATURES OF THE COURSE OF COVID-19 VIRAL INFECTION DURING PREGNANCY

Resume: Physiological changes in the immune, cardiovascular and respiratory systems during pregnancy suggest that pregnant women are particularly vulnerable to the effects of pathogenic infectious agents and the development of severe infection, which, in turn, can lead to higher morbidity and mortality of the mother and fetus.

Pregnant women with pneumonia are more likely to have premature births, premature babies with low body weight are born, and the frequency of cesarean section is higher. In addition, during pregnancy, the predisposition to the development of hypertension and gestational diabetes mellitus increases, which are currently recognized risk factors for the development of severe acute respiratory syndrome caused by coronaviruses, including SARS-CoV-2. However, there is still insufficient data to assess the impact of SARS-CoV-2 infection on the health of pregnant women and newborns.

Keywords: pregnancy, COVID-19, pneumonia, immune system.

Введение. В 2019 г. появилась новая коронавирусная инфекция, вирус 2019-nCoV впервые выявлен по результатам исследования нуклеиновой кислоты у пациента с пневмонией [5,12]. Описаны случаи легкого течения коронавирусной инфекции в виде простудных явлений. В семейство коронавирусов входят и такие вирусы, как HYPERLINK «<https://ru.wikipedia.org/wiki/SARS-CoV>» SARS-CoV и MERS-CoV. Вирус SARS-CoV вызывает острый респираторный синдром, MERS-CoV — ближневосточный респираторный синдром. Все они протекают в тяжелой форме. COVID-19 относится к линии Beta-CoV В [1,4,8].

Группу высокого риска по развитию тяжелых форм COVID-19 составляют лица пожилого возраста, с хроническими заболеваниями легких, к которым относится бронхиальная астма средней и тяжелой степени тяжести, заболеваниями сердечно-сосудистой системы, артериальной гипертензией, сахарным диабетом, иммуносупрессией, в том числе на фоне лечения онкологических заболеваний, ожирением (ИМТ > 40), хроническими заболеваниями почек, болезнями печени, АФС [2,9]. Появление COVID-19 поставило перед акушерами-гинекологами новые задачи, связанные с изучением клинических особенностей течения заболевания с целью оказания необходимой медицинской помощи беременным.

В настоящее время описаны случаи тяжелого течения коронавирусной инфекции у беременных, что зачастую требует госпитализации и лечения беременных в условиях реанимационного отделения с проведением искусственной вентиляции легких. Имеются сведения о том, что COVID-19 при беременности приводит к почечной недостаточности и смерти [4]. Смертность от вирусной инфекции SARS-CoV у беременных, по данным разных авторов, колеблется от 1 до 22,5%

[6,10]. По данным ВОЗ, RCOG и RANZCOG, FIGO, (2020) установлено, что беременные больше восприимчивы к коронавирусной инфекции в результате физиологических изменений в органах дыхательной и иммунной систем [3,11]. Однако до настоящего времени специфические факторы риска, которые определяют повышенную угрозу возникновения тяжелого заболевания у беременных, пока что полностью не изучены. Кроме того, остаются дискуссионными вопросы о влиянии вируса COVID-19 на течение беременности и ее исход. Также недостаточно освещены особенности клинического течения заболевания COVID-19 у беременных с учетом гестации.

Цель исследования. Изучение особенностей клинического течения вирусной инфекции COVID-19 у беременных в зависимости от срока гестации.

Материал и методы исследования. В исследование вошли 67 беременных, которые перенесли COVID-19 в разные сроки гестации. Возраст женщин находился в пределах от 16 лет до 41 года.

Все беременные были госпитализированы в инфекционные отделения больниц г. Андижана. В период госпитализации проводилось обследование согласно методическим рекомендациям МЗ РУз при коронавирусной инфекции у беременных.

При вирусологическом обследовании слизи из зева и носа методом полимеразной цепной реакции с обратной транскрипцией у всех беременных обнаружена РНК вируса COVID-19.

Результаты исследования. Все беременные были разделены на 3 группы в зависимости от срока гестации. В первую группу вошли 26 беременных, которые переболели COVID-19 в I триместре беременности. Вторую группу составили 24 беременных, перенесших COVID-19 во II триместре гестации. В третью группу были включены 17 женщин, заболевших COVID-19 в III триместре беременности.

Для статистического анализа использованы программы Excel MS Office и Statistica 6.0. Проверка гипотезы на нормальность исходных данных выполнена с помощью критерия Колмогорова — Смирнова. Результаты представляли в виде средних значений (M) и стандартного отклонения (SD). При оценке качественных показателей вычислялись абсолютные и относительные частоты наблюдений (n, %). Различия между двумя средними значениями параметров оценивали по t-критерию Стьюдента, качественными — по критерию χ^2 Фишера (статистически значимыми считали отличия при $p < 0,05$).

Под наблюдением находилось 67 беременных. Средний возраст составил $25,8 \pm 6,8$ лет. У беременных при COVID-19 соматическая патология была выявлена в 40 (59,7%) случаях (артериальная гипертензия встречалась в 12 (17,9%) случаях, сахарный диабет — в 12 (17,9%) случаях, экзогенно-конституциональное ожирение — в 9 (13,4%) случаях,

бронхиальная астма — в 7 (10,4%) случаях, отягощенный акушерско-гинекологический анамнез отмечался у 49 (73,1%) женщины. Среди переболевших COVID-19 первородящие встречались в 38 (56,7%) случаях, повторнородящие — в 29 (43,3%).

В первой группе больных COVID-19 сопутствующая патология диагностировалась в 14 (58,3%) случаях, осложненный акушерско-гинекологический анамнез — в 25 (96,1%) случаях. Во второй группе больных вирусной инфекции осложненный акушерско-гинекологический анамнез встречался у 14 (58,3%) беременных, сопутствующая патология — у 10 (41,6%) женщин. Наиболее часто фоновые заболевания встречались у третьей группы обследованных — 16 (94,1%) беременных, осложненный акушерско-гинекологический анамнез — у 10 (58,8%) беременных.

При COVID-19 поражение верхних дыхательных путей проявлялось в виде ринита в 44 (65,7%) случаях, фарингита — в 57 (85,1%) случаях, тонзиллита — у 1 (1,5%) беременной. Поражение нижних дыхательных путей характеризовалось ларингитом у 1 (1,5%) беременной, трахеитом — у 6 (9%) пациенток, чаще встречался бронхит — у 43 (64,2%) и пневмония — у 39 (58,2%) беременных. При пневмонии на 4–5 день болезни развивалась дыхательная недостаточность I–II степени.

Бронхиты и пневмонии наблюдались во всех сроках гестации. Во II триместре бронхит отмечался в 13 (54,1%) случаях, пневмония — в 9 (37,5%). В III триместре бронхит был выявлен в 12 (70,5%) случаях, пневмония — в 5 (29,4%) случаях. В I триместре диагностировался бронхит у 14 (53,8%) беременных, пневмония — у 4 (15,3%). Реже пневмонии диагностировались в I триместре.

Среди всех беременных, находящихся под нашим наблюдением, COVID-19 протекал в легкой форме в 21 (31,3%) случаях, в среднетяжелой форме — в 32 (47,8%) случаях, в тяжелой форме — в 14 (20,9%) случаях (табл. 1). В I триместре у 15 беременных вирусная инфекция протекала в среднетяжелой форме и у 10 беременных — в легкой форме, тяжелая форма выявлена у 1 (3,8%) беременной. Во II триместре беременности COVID-19 переболели в легкой форме 8 (33,3%) женщин, в среднетяжелой форме — 14 (58,3%) женщин, в тяжелой форме — 2 (8,3%) женщин. В III триместре беременности среднетяжелая форма встречалась у 3 (17,6%) беременных, тяжелая — у 11 (64,7%) обследованных, больные легкой формой — 3 (17,6%) беременных.

Вывод. На основании полученных данных установлено, что инфицированию COVID-19 в большей степени подвержены первородящие в I (61,6%) и III (70,6%) триместрах беременности и повторнородящие во II (62,5%) триместре гестации с отягощенным акушерско-гинекологическим анамнезом (58,3%) и сопутствующей патологией (41,5%).

У беременных с COVID-19 преобладали легкие и среднетяжелые формы болезни (31,3 и 47,8% соответственно). Частота вирусной инфекции

в I (38,8%) и II (35,8%) триместрах гестации превышает частоту в III (25,3%) триместре. Из клинических симптомов вирусной инфекции COVID-19 общими для всех сроков гестации являются снижение обоняния и вкуса — 98,5%, боль в горле — 85%, повышение температуры тела — 90,9%. Бронхиты и пневмонии наблюдались во всех сроках гестации, реже пневмонии диагностировались в I триместре.

Во всех случаях течение COVID-19 у беременных имело благоприятный исход, летальностью не завершилось. В настоящее время продолжается наблюдение за исходами гестации у пациенток, перенесших COVID-19.

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АНАЛИЗ ИННОВАЦИОННОГО ПОТЕНЦИАЛА КОМПАНИИ И УПРАВЛЕНИЯ НА БАЗЕ ЕВРОПЕЙСКОЙ МОДЕЛИ

Аннотация: В данной статье раскрывается сущность инновационного потенциала. Раскрываются идеи необходимости развития инноваций у компаний. Выявляются методы проверки компаний-конкурентов для развития бизнеса и инновационного потенциала для российских компаний, на базе европейской модели анализа.

Ключевые слова: инновационный потенциал, инновации.

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ANALYSIS OF COMPANY'S INNOVATIVE POTENTIAL AND ITS MANAGEMENT BASED ON THE EUROPEAN MODEL

Annotation: This article reveals the essence of innovative potential. It reveals the ideas of necessity as well to develop company's innovation. It opens the methods for checking competitive companies to develop the business and innovative potential for Russian companies based on European analysis model

Key words: innovative potential, innovation.

Есть одна знаменитая фраза «Хорошо там, где нас нет». Мы живём в России, но улетаем в отпуск за границу. Мы привыкли сравнивать, что у нас плохие дороги, слабая экономика, бесплатная медицина даст рекомендации, но более детальное обследование можно получить в частной клинике и лучше в Израиле, Германии. Не важно, где, главное не в России. Нас русских не устраивает практически все, мы завидуем европейцам и мечтаем, чтобы и у нас так было, хотя бы не много. А что мы для этого делаем, кроме как мечтаем о лучшем будущем и довольствуемся настоящим? Для того, чтобы что-то изменить, нужно всего-то отказаться от старого и принять новое. Многие люди боятся выбрасывать старые вещи, но ведь именно вклад во что-то новое, в развитие инноваций или нововведений – откроют двери к той европейской мечте, о которой мы так мечтаем. Более того у нас есть такой хороший пример, как Европа.

Термин «инновация» происходит от латинского «novatio», что означает «обновление» (или «изменение»). Инновация не может представлять только новое произведение или нововведение, которое раньше не входила в текущую деятельность. Инновация, однако, в первую очередь повышает эффективность жизнедеятельности и приносит изменение в действующую систему, с целью ее улучшения. Опять же, инновация – это процесс реализации новой идеи в любой сфере жизнедеятельности человека, способствующей удовлетворению существующей потребности на рынке и приносящий экономический эффект [1-3].

Главным звеном в любой организации является выбор разумной стратегии инновационного капитала, которая позволяет выбрать наиболее эффективный способ достижения целей. Эффективное управление экономическим субъектом характеризуется повышением прибыли, где прибыль в свою очередь является конечным результатом любой деятельности организации. Любые инновации следует чётко прогнозировать на будущее. Смогут ли те или иные инновации улучшить финансовое здоровье компании, вывести на мировой рынок или же инновация принесёт только убытки и непредвиденные расходы.

В самом начале своего пути организация устанавливает для себя цель в виде получения дохода в долгосрочной перспективе. Для организации важно придерживаться задуманной миссии и брать в расчёт другие организации – конкуренты, с точностью похожей целью. Цель любого производства – получение прибыли от производимой продукции. Поскольку в одном деле могут выступать минимум два игрока на рынке, имеет место быть конкуренции. Если организация продаёт товар «А» на протяжении десяти лет, и спустя какое-то время продажи упали, следует рассмотреть вариант инноваций и внести новую идею для своего товара. Цель инновации заключается в достижении задуманного результата в деятельности компании, в виде развития хозяйственной деятельности организации, получении прибыли в ограниченные сроки и ограниченными ресурсами [4-5]. Полученный в течение года доход от внедрения инноваций или нововведений определяется как результат краткосрочных инвестиций.

Рыночные взаимоотношения, где Заказчик продаёт товар, а Поставщик предлагает услуги, всегда связаны с денежным вознаграждением. Улучшить продажи товара «А» можно путём его видоизменения. Например, заменить «начинку» производителя, сменить маркировку, цвет, размер или добавить мощности. Когда все нововведения не может сделать одна компания, следует искать посредников через другие компании. Главные посыл – это никогда не бояться обращаться к иностранным поставщикам, так как скорее всего у крупной европейской компании больше опыта и идей, которые смогут помочь реализовать ваши нововведения.

Но как понять, достойная ли та компания, с которой Продавец будет иметь бизнес или она может принести финансовые риски и потери? В таких вопросах хорошо разбираются тендерные торги. Когда Заказчик выдаёт техническое задание на закупку товара «Б», специалист по закупкам начинает тендерную процедуру по выбору поставщика услуг. Основное, чем пользуется специалист по закупкам при номинации поставщика – это низкая цена. Второй немаловажный критерий выбора является соответствие техническому заданию и сроками проекта. Третий критерий – это соотношение цены и качества продукта. Однако при условии, если все критерии совпали, поставщик предлагает наименьшую стоимость, соответствует требованиям технического задания, может выполнить работу в заявленные заказчиком сроки, а качество продукта наивысшее, финальным критерием выступает финансовый рейтинг поставщика.

Понятие финансового рейтинга приходит в Россию также из-за рубежа. Любая крупная многомиллионная компания работает за данным критерием оценки. Финансовый рейтинг — это индикатор, который помогает понять, насколько безопасно доверять организации свои деньги. Финансовый рейтинг компании можно разделить на условные обозначения «А», «В», «С», «D», «ND», где «А» – наивысший и лучший рейтинг компании, «В» – хороший показатель по компании, «С» – не удовлетворительный показатель компании, «D» – Негативный показатель компании, «ND» – Анализ по данной компании провести невозможно.

Ещё одним способом выявления благоприятного поставщика услуг является проверка его финансово-хозяйственной деятельности. Порядок проверки потенциальных контрагентов применяется для изучения всех контрагентов, с которыми предприятие планирует заключить договорные отношения. Данный подход помогает минимизировать негативные экономические последствия в инновациях. Проверка финансово-хозяйственной деятельности поставщика услуг осуществляется путём предоставления пакета документов. Базовый список документов для экономического анализа должен включать бухгалтерский отчёт на последнюю отчётную дату и за истекший финансовый год, предшествующий текущему. После проверки экономического анализа по предоставленным документам, контрагент может быть допущен к сотрудничеству и бизнесу с предприятием, при условии наличия положительного заключения в ходе анализа.

Таким образом, для того, чтобы выйти на новый уровень продаж, необходимо довериться грамотному планированию инноваций. Не стоит бояться сотрудничать с опытными организациями, которые смогут посоветовать, поделиться опытом. Однако, следует помнить об экономических рисках и проверять любую компанию на предмет финансово хозяйственной деятельности. Работа с иностранными

специалистами, внедрение базы европейских моделей помогут российской компании увидеть пробелы в своём деле и победить страх принимать новое. Может тогда и нас будут ставить в пример и мечтать, как когда-то мечтали мы.

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ОПТИМИЗАЦИЯ ОРТОПЕДИЧЕСКОГО ЛЕЧЕНИЯ БОЛЬНЫХ С ПОЛНЫМ ОТСУТСТВИЕМ ЗУБОВ

Резюме. В последние годы активно ведется разработка новых конструкций зубных протезов при резкой атрофии альвеолярного отростка и усовершенствование технологии их изготовления.

Вместе с тем наличие большого количества работ по усовершенствованию клинических и лабораторных этапов изготовления полных съемных протезов свидетельствует о нерешенности данной проблемы в полном объеме. Мало уделяется внимания получению дифференцированных слепков, определению и проверке правильности определения центрального соотношения челюстей.

Ключевые слова: резкой атрофии, протез, дизадаптация, полным отсутствием зубов.

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OPTIMIZATION OF ORTHOPEDIC TREATMENT OF PATIENTS WITH TOTAL ABSENCE OF TOOTH

Summary. In recent years, the development of new designs of dentures with a sharp atrophy of the alveolar process and the improvement of their manufacturing technology have been actively carried out.

At the same time, the presence of a large number of works to improve the clinical and laboratory stages of the manufacture of complete removable dentures indicates that this problem has not been fully resolved. Little attention is paid to obtaining differentiated casts, determining and verifying the correctness of determining the central ratio of the jaws.

Key words: severe atrophy, prosthesis, disadaptation, complete absence of teeth.

Актуальность. До настоящего времени остро стоит проблема восстановления утраченных функций зубочелюстной системы при полном отсутствии зубов [3], особенно при протезировании беззубой нижней челюсти [1]. По результатам эпидемиологического стоматологического

обследования населения России, проведенного в 2007 -2008 гг. — 8% россиян имеют полную потерю зубов на обеих челюстях и 6% на одной челюсти (Кузьмина Э.М., 2009). Функциональные особенности, сложные клинические условия беззубой нижней челюсти при значительной атрофии альвеолярного отростка резко ухудшают фиксацию и стабилизацию полного съемного пластиночного протеза, изготовленного из акриловых и пластмасс традиционными методами.

В последние годы активно ведется разработка новых конструкций зубных протезов при резкой атрофии альвеолярного отростка и усовершенствование технологии их изготовления [2].

Вместе с тем наличие большого количества работ по усовершенствованию клинических и лабораторных этапов изготовления полных съемных протезов свидетельствует о нерешенности данной проблемы в полном объеме. Мало уделяется внимания получению дифференцированных слепков, определению и проверке правильности определения центрального соотношения челюстей [4].

Цель исследования. Повышение эффективности ортопедического лечения больных с полным отсутствием зубов на нижней челюсти с помощью авторского метода изготовления пластиночного протеза.

Материалы и методы исследования. Всего в клинике ортопедической стоматологии и материаловедения было обследовано 578 человек. Для изучения результатов ортопедического лечения; съемными конструкциями зубных протезов были анализированы истории болезни 485 пациентов с ПОЛной утратой зубов в возрасте от 43 до 82 лет (276 женщин и 209 мужчин, средний возраст $54 \pm 1,5$ года)

Результаты исследования и их обсуждение. На основании проведенного анализа качества лечения больных с полным отсутствием зубов установлено, что дизадаптация полных съемных пластиночных протезов на различных сроках пользования составили 48,1%.

Разработан и внедрен новый способ определения центрального соотношения челюстей, основанный на использовании анатомо-физиологических свойств, топографии и функции жевательных мышц.

Разработан новый способ изготовления полного съемного пластиночного протеза при сложных клинических условиях нижней челюсти и его обоснование, включающий армирующие элементы, выполненные в виде металлической цельнолитой дуги, повторяющей форму альвеолярного гребня, и монолитно отлитых вместе с ней металлических клыков и моляров.

При использовании протезов при полной потере зубов нижней челюсти, изготовленных по авторскому способу, снижается интенсивность атрофических процессов под базисом протеза на 20%.

Адаптация больных к полным съемным пластиночным протезам, изготовленных способом автора наступает на 3,5 — 5 дней быстрее, по сравнению с протезами, изготовленными традиционным способом.

Вывод. Разработан и внедрен в клиническую практику полный съемный пластиночный протез на нижнюю челюсть, позволяющий улучшить фиксацию, стабилизацию и прочность при резкой атрофии альвеолярного отростка.

Разработан новый способ определения центрального соотношения челюстей при полном отсутствии зубов, позволяющий врачу повысить точность фиксации за счет использования анатомо-физиологических свойств, топографии и функции мышц.

Использование в протезе эластичной подкладки позволяет равномерно перераспределить жевательное давление на слизистую оболочку и кость альвеолярного отростка нижней челюсти, тем самым замедлить процессы прогрессирующей атрофии.

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ДЕЛОПРОИЗВОДСТВО НА ГОСУДАРСТВЕННОМ ЯЗЫКЕ: НАЦИОНАЛЬНЫЙ И ЗАРУБЕЖНЫЙ ОПЫТ

Аннотация: В данной статье освещено делопроизводство на государственном языке: национальный и зарубежный опыт, а так же, значения закона «О государственном языке».

Ключевые слова: государства, язык, родной язык, делопроизводство.

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OFFICE WORK IN THE STATE LANGUAGE: NATIONAL AND FOREIGN EXPERIENCE

Abstract: This article highlights office work in the state language: national and foreign experience, as well as the meaning of the law "On the State language".

Keywords: states, language, native language, office work.

Наш народ хорошо знает и то, что принятие закона “О государственном языке“ было для нас непростым, и ряд мер, предпринятых в годы независимости по превращению узбекского языка в государственный язык. Но действительно ли за эти годы узбекский язык достиг уровня государственного и народного? Этот вопрос остается актуальным и сегодня.

21 октября 2019 года глава нашего государства подписал указ “О мерах по коренному повышению престижа и статуса узбекского языка в качестве государственного языка”. В соответствии с ним 21 октября в нашей стране отмечается как “день узбекского языка”. В структуре Кабинета министров создан департамент по развитию государственного языка. Также при Кабинете Министров создана комиссия по введению в официальное употребление новых слов и терминов, осуществляющая свою деятельность на общественных началах. Принятие этого важного документа стало логическим продолжением работы, направленной на развитие государственного языка, был сделан еще один важный шаг в этой области. Так как в Узбекистане до сих пор не было единой, независимой и

централизованной структуры, осуществляющей мониторинг за соблюдением законодательства о государственном языке.

Однако перед нами стоит ряд проблем, которые ждут своего решения. В связи с тем, что ряд норм закона “О государственном языке” носят декларативный и общий характер, полностью достичь намеченной цели не представляется возможным.

В частности, некоторые сферы услуг (коммунальные услуги, интернет-услуги и т. д.) часто можно увидеть, что такие документы, как договор, акт, письмо-предупреждение, не оформляются на государственном языке. Также можно встретить случаи использования иностранных терминов (термин, штат, комиссия и другие подобные слова) в документах органов государственной власти и управления без использования слов, имеющих место на узбекском языке. Наличие таких обстоятельств, в свою очередь, свидетельствует о необходимости совершенствования законодательства о государственном языке и, тем самым, дальнейшего повышения и укрепления его места и значения в жизни общества.

Зарубежный опыт.

Закон Тубона, принятый во Франции в 1994 году, строго устанавливает, что делопроизводство государственными организациями без исключения ведется на французском языке, в то время как французская альтернатива терминам запрещает использование на другом языке. Также установлено полное соблюдение правил французского языка в средствах массовой информации, показах фильмов в кинотеатрах и рекламе.

Согласно закону “О польском языке”, в случаях, когда одной из сторон трудовых отношений является лицо, постоянно проживающее на территории Польши, делопроизводство ведется на польском языке. То есть, если на иностранных предприятиях, действующих в стране, работает только один гражданин Польши или лицо, постоянно проживающее в Польше, то на этом предприятии должны соблюдаться требования закона о государственном языке.

Закон “О государственном языке в Азербайджанской Республике” от 30 сентября 2002 года предусматривает, что каждый гражданин Азербайджанской Республики обязан владеть государственным языком, азербайджанский язык используется во всех сферах политической, социальной, экономической, научной и культурной жизни страны в качестве государственного языка.

Государственный язык используется в сфере услуг, в рекламе и рекламе. При работе, связанной с оказанием услуг гражданам иностранного государства, наряду с государственным языком могут использоваться и другие языки. При этом указывается, что площадь, занимаемая рекламой или объявлением на иностранном языке, не может быть больше площади, предоставляемой на государственном языке, и

такие объявления должны размещаться после их формы на азербайджанском языке.

Также в настоящем Законе указано, что наименование продукции, производимой в Азербайджанской Республике, и надписи на ней, а также другие надписи должны быть на государственном языке наряду с соответствующим иностранным языком, наименование продукции, ввозимой на территорию страны, и надписи на ней, инструкции по применению должны иметь перевод на азербайджанский язык.

Установлено, что правила орфографии и орфоэпии азербайджанского языка должны утверждаться соответствующим органом исполнительной власти, юридические, физические и должностные лица должны строго следовать этим правилам, один раз в пять лет ответственным органом издается словарь (орфографический словарь), содержащий правила письменного языка.

В законе “О государственном языке”, принятом правительством Грузии 22 июля 2015 года, указано, что государственные служащие (то есть государственные служащие, как и депутаты, руководители общественных и иных организаций) обязаны владеть государственным языком.

Законопроекты и предложения, вносимые в парламент Грузии по законодательной инициативе, представляются на грузинском языке. Все граждане обязаны взаимодействовать с государственными органами, органами местного самоуправления и иными организациями на государственном языке. То есть обращения и переписка граждан должны быть на государственном языке. Также в законе выделена отдельная глава, направленная на гарантии охраны государственного языка, в которой прописано, что государство должно защищать грузинский язык, что все государственные органы и органы местного самоуправления несут ответственность за развитие и чистоту государственного языка.

В соответствии с законодательством о государственном языке Республики Казахстан государственным языком является казахский язык, а государственным языком – язык государственного управления, законов, судопроизводства, делопроизводства, который действует на территории всего государства во всех сферах общественных отношений, указано, что знание государственного языка является обязанностью и обязанностью каждого гражданина Республики Казахстан.

В целях совершенствования государственного языка с учетом опыта зарубежных стран предлагается следующее:

1. Знание государственного языка законодательно закрепить обязательность владения государственным языком для государственных служащих, депутатов, работников массовых и ряда других профессий, а также внедрить практику проведения экзаменов на знание государственного языка государственных служащих;

2. Строго установить запрет на использование при подготовке проектов нормативно-правовых актов органами государственного и хозяйственного управления, органами государственной власти на местах терминов на узбекском языке;

3. Ведение делопроизводства в органах государственной власти и управления, на предприятиях, в учреждениях, организациях и общественных объединениях, обязательное ведение бухгалтерской, статистической и финансовой документации на государственном языке с переводом на другие языки по мере необходимости;

4. Указание на то, что реклама или объявления, представленные на иностранном языке, должны быть размещены после их формы на узбекском языке;

5. Предусмотреть обязательное знание государственным служащими государственного языка. Реализация этих изменений приведет к повышению роли и значения государственного языка в нашей жизни, к тому, что делопроизводство в государственных органах и организациях будет осуществляться полностью на государственном языке.

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МОНИТОРИНГ ПЕРСОНАЛИЗИРОВАННОГО ПОДХОДА ПРИЁМА ПРЕПАРАТОВ ВАЛЬПРОЕВОЙ КИСЛОТЫ У ПАЦИЕНТОВ С ФОКАЛЬНОЙ ЭПИЛЕПСИЕЙ

Резюме: Эпилепсия – это одно из наиболее распространённых неврологических расстройств головного мозга, которое характеризуется предрасположенностью к периодически повторяющимся, неожиданным и непредсказуемым эпилептическим приступам (припадкам). Проявляется нейробиологическими, когнитивными, психологическими и социальными изменениями. Определение эпилепсии требует наличия хотя бы одного эпилептического приступа. Распространенность эпилепсии в популяции по разным данным составляет 0,8%, а с учётом детского населения эта цифра доходит до 2%. В Узбекистане численность больных эпилепсией составляет 250 тысяч.

Ключевые слова: фокальная эпилепсия, вальпроевая кислота, мониторинг, лечения, профилактика.

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MONITORING OF A PERSONALIZED APPROACH TO TAKING VALPROIC ACID DRUGS IN PATIENTS WITH FOCAL EPILEPSY

Resume: Epilepsy is one of the most common neurological disorders of the brain, which is characterized by a predisposition to recurrent, unexpected and unpredictable epileptic seizures. It is manifested by neurobiological, cognitive, psychological and social changes. The definition of epilepsy requires the presence of at least one epileptic seizure. The prevalence of epilepsy in the population according to various data is 0.8%, and taking into account the child population, this figure reaches 2%. In Uzbekistan, the number of patients with epilepsy is 250 thousand.

Keywords: focal epilepsy, valproic acid, monitoring, treatment, prevention.

Актуальность. Базисными ПЭП широкого спектра действия, которые могут использоваться при различных формах эпилепсии и практически всех типах припадков, остаются препараты на основе вальпроевой кислоты (ВК). Однако имеющиеся у них побочные эффекты, усиливающиеся при длительном применении антиконвульсантов этой группы, требуют уменьшения дозы препарата, что снижает эффективность лечения. [1]

Продуктивным подходом к повышению эффективности и снижению побочного действия антиконвульсантов является их комбинированное использование с антиоксидантами, что обосновывается данными Г.Г. Авакян и соавторов о важной роли свободно-радикальных процессов в патогенезе эпилепсии. Они выявили статистически достоверную тенденцию к большему контролю над приступами в группе пациентов, которым проводилось сочетанное лечение антиоксидантом Мексидол и антиконвульсантом Депакин Хроносфера, что полностью коррелировало с результатами клинического обследования больных и достоверным снижением частоты и тяжести приступов. [2] Возможности применения такой терапии для оптимизации лечения больных эпилепсией еще недостаточно изучены и этой проблеме посвящены лишь единичные работы.

Согласно алгоритма лечения по Т.Ю.Носковой и соавтора ВК обладает целым рядом существенных преимуществ в частности, широкий спектр действия, высокие показатели эффективности и хорошая переносимость у подавляющего большинства пациентов, эффективность при биполярно-аффективных расстройствах, применение в профилактике мигрени, наличие инъекционных форм. Но вместе с тем существуют и недостатки в числе которых, появление избыточного веса, тремор, нарушение менструального цикла у женщин, негативное влияние на функции печени. Ввиду более чем полувекового, эффективного применения ВК в мировой практике, их можно смело охарактеризовать как «оплот современной терапии эпилепсии». Являясь самым назначаемым ПЭП, ВК занимает ведущее место в лечении больных эпилепсией составляя около 25%. Успешность применения ВК в клинической практике обусловлена высокой эффективностью (70-90% ремиссии при монотерапии), широким полем применения (эффективность применения при всех формах эпилепсии и типах приступов), хорошей переносимостью и положительным взаимодействием с другими препаратами.

Возможность терапии суточной дозы в два, и даже в один прием позволяют формы препаратов длительного, то есть пролонгированного действия. Обеспечивая тем самым стабильную концентрацию ВК в крови, небольшой риск побочных реакций и минимализацию фармацевтической зависимости пациента. При терапии эпилепсии, инъекционные формы ВК

выгодно доминируют над барбитуратами, бензодиазепинами и фенитоинами, так как, сочетая в себе высокую эффективность, значительно меньше подавляют сознание и жизненно важные функции пациента, а также значительно минимализируют риски токсических реакций, тем самым открывая новые просторы для методов лечения. Наряду с этим, преимуществом терапии эпилепсии препаратами ВК выступает отсутствие либо редкость и прогнозируемость интолерантности, а также отсутствие усугубления приступов. [4]

Р.М. Шаймарданова в своём исследовании установила большую эффективность ВК и карбамазепина. При этом в терапии фокальных форм эпилепсии, как у взрослых, так и у детей была достигнута непрерывная клиническая ремиссия в течение пяти лет по сравнению с препаратами относительно нового поколения (окскарбазепин, топирамат и леветирацетам). Были использованы критерии эффективности с абсолютным отсутствием приступов при долгосрочном наблюдении пациентов. Наряду с этим было установлено, что ВК и карбамазепин чаще вызывают проявления нежелательных реакций со стороны нервной системы, желудочно-кишечного тракта, системы крови и нарушения обмена веществ по сравнению с окскарбазепином, топираматом и леветирацетамом частоту. Отмечено что проявление НР вследствие приема ПЭП у женщин выше, чем у мужчин, вне зависимости от вида ПЭП, а также при терапии карбамазепином и топираматом. НР в виде появления избыточной массы тела и алопеции как следствие приема препаратов ВК чаще подвержены также женщины, чем мужчины. В свою очередь впервые выявлено, что терапия препаратами ВК приводит к повышению активности печеночных аминотрансфераз у пациентов мужского пола чаще, чем у женщин. [5]

Бочанова Е.Н. и соавторы в сравнительном рандомизированном исследовании разработали графическую визуализацию алгоритма фармакотерапии эпилепсии на основе персонализированного подхода к оценке риска развития нежелательных реакций на препараты ВК. Исследователи сравнивали частоту и характер НР на препараты ВК. При этом они провели фармакотерапию препаратами ВК у детей и взрослых. Пациенты были разделены на две группы. Контрольной группе препараты ВК были назначены по стандартной схеме без проведения терапевтического лекарственного мониторинга (ТЛМ) и фармакогенетического тестирования. У данных пациентов были зарегистрированы ВК индуцированные НР, доза ВК корректировалась эмпирически. Основная же группа пациентов была обследована на носительство однонуклеотидных полиморфизмов генов, ассоциированных с замедлением метаболизма ВК в печени. У этой группы пациентов сравнивали частоту и характер НР на препараты ВК, а также провели ТЛМ. Было установлено, что у пациентов основной группы с ВК

индуцированными НР медленные и сверхмедленные метаболизаторы были выявлены чаще экстенсивных. Число пациентов с токсической концентрацией ВК в крови регистрировалось больше числа пациентов с концентрацией ВК в рамках терапевтического коридора. У больных без НР токсические концентрации ВК регистрировались значительно реже, чем у пациентов с НР. Было выявлено, что наличие токсической концентрации ВК в крови, а также принадлежность пациента к группе медленных и сверхмедленных метаболизаторов имеет прямо пропорциональную связь с вероятностью развития НР. На основании данных ТЛМ был проведен подбор доз ВК, что привело к тому, что средняя доза ВК у экстенсивных метаболизаторов почти в два раза превышала таковую в сравнении с сверхмедленными. Тогда как в контрольной группе пациенты в среднем получали дозу экстенсивных метаболизаторов. При оценке частоты НР в течении года от начала исследования в основной группе НР сократились почти в шесть раз, а в контрольной в два с половиной раза. Полученные данные говорят о более высокой безопасности ведения больных эпилепсией с использованием результатов фармакогенетического тестирования и ТЛМ. [6]

Актуальные подходы клинической и лабораторной диагностики, а также корректировки уровня токсинов при лечении ВК в доклиническом, клиническом, реабилитационном периодах терапии были представлены Н.А. Шнайдер и соавторами. Также была отмечена необходимость индивидуального подхода к дозированию и предупреждению НР связанных с терапией ВК. Важнейшим методом обнаружения хронической интоксикации по мнению авторов является ТЛМ уровня ВК в крови пациента. Кроме этого авторы рекомендуют проводить клинические анализы и биохимические исследования крови на предмет выявления НР при приеме ВК. Рекомендуется провести биохимический скрининг статус ферментативной функции печени. Продуктивен также будет контроль гемостаза, а также изучение уровня растворимых фибрин-мономерных комплексов (РФМК), протромбинового времени и международного нормализованного отношения, исследование газов крови, уровня липазы, гормонального статуса и тестов на беременность (у женщин детородного возраста). В ряде случаев используется оценка осмолярности крови. Один из основных методов обнаружения токсинов ВК – является ЭЭГ. Данный нейрофизиологический метод позволяет регистрировать увеличение эпилептоформной активности и учащение эпилептических приступов, а также изменение ритмов свидетельствующих о развитии энцефалопатии, когнитивных нарушений, отека мозга. Назначение индивидуальной дозы препаратов ВК на основе исследования фармакогенетических и фармакокинетических характеристик пациента, готовность к выявлению ВК-индуцированных НР и своевременная коррекция хронической

интоксикации являются особенностями противоэпилептической терапии способствующими ее эффективности и безопасности. [7]

Я.Н. Маджидова и соавторы в целях повышения эффективности противоэпилептической терапии, считают рациональным применение комбинации ВК и карбамазепина, и обоснованным включение в комплекс терапии полипептидных регуляторов с биологической активностью и гопантеновой кислоты. [8]

В своем исследовании, проведенном в реальной клинической практике Власов П.Н. и соавторы, изучили эффективность и переносимость ВК длительного действия у больных с фокальной или генерализованной формой эпилепсии. Данный анализ позволил подтвердить преимущество клинического метода в определении эффективной дозы ВК с контролируемым высвобождением активного вещества. Изучение обращений в ходе исследования констатировало приоритетное применение ВК пролонгированного действия у больных эпилепсией в средних и низких дозировках, что указывает об ответственном подходе врача к назначению суточной дозировки и заинтересованности к ремиссии при минимальных дозах препарата. В выборке обращений превалирует применение оригинального препарата депакин хроно (61,7%), и реже использовались конвулекс (16%), депакин хроносфера (9,6%), вальпарин ХР (8,5%) и энкорат хроно (4,3%). Наилучшую результативность проявил препарат депакин хроносфера, доведя 75% пациентов до медикаментозной ремиссии на период более одного года. Даже учитывая более чем полувековую историю применения, а также появление новых и актуальных ПЭП – ВК удерживает ведущие позиции в группе базовых препаратов в терапии эпилепсий, за счет высоких показателей эффективности, широкого спектра действия и минимальных нежелательных прогнозируемых реакций. Во избежание развития НР требуется применять программу стартовой терапии эпилепсии ВК в зависимости от однонуклеотидных полиморфизмов (ОНП) гена CYP2C9, состоящий из определения начальной дозировки, периодов проведения ТЛМ в титровании дозы, определение терапевтической дозы ВК при длительной терапии, объемы и время лабораторных и клинических исследований [4]. Выявление НР на ранней стадии титрации ВК, не могут быть обоснованным отказом от его применения, и как следствие отмена назначенных и переназначение новых ПЭП могут быть необоснованны и контрпродуктивны. Так как выявление НР на ранних этапах подбора дозы указывает на необходимость проведения ТЛМ и фармакогенетического анализа с целью обнаружения ОНП гена CYP2C9, проведение менее интенсивной титрации препарата. При отсутствии эффективности применения высоких доз ПЭП, необходимо проведение ТЛМ и их корректировка в соответствии с проведенным анализом. Установлено, что у носителей распространенного ОНП гена CYP2C9 более высокая

переносимость ВК и более высокий показатель эффективности в терапии. Из чего следует, что ВК с контролируемым высвобождением активного вещества остаются ведущими препаратами в терапии различных форм эпилепсий. Но эффективность применяемого препарата качественно зависит от фирмы-производителя. Определение дозировки врачом базируется на преимуществах клинической картины пациента. Персонализация лечебной результативности, зачастую достигается применением средних и низких значений дозирования ВК с контролируемым высвобождением активного вещества. [9]

Основываясь на результаты исследований, Сычева Д.А. и соавторов утверждают о том, что фармакогенетическое тестирование даёт возможность пациенту, длительно использующему (часто – пожизненно) лекарственное средство с большим спектром, узким терапевтическим диапазоном, выраженными побочными эффектами, высоким риском развития неблагоприятных побочных реакций, неэффективности лечения принести пользу для пациентов. Этот метод позволил снизить частоту НР, повысить эффективность и безопасность назначенной фармакотерапии. [10]

Введение в клиническую практику методик оценки факторов, влияющих на эффективность лечения больных с фокальными эпилепсиями, внедрение фармакогенетического тестирования, а также ТЛМ, мониторинг лечебно-реабилитационных мероприятий и значительно улучшить качество жизни пациентов. Персонализированный подход к обеспечению безопасности применения препаратов вальпроевой кислоты на основании учета носительства полиморфизмов гена *CYP2C9* позволяет снизить частоту НР у пациентов с эпилепсией.

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ОСОБЕННОСТИ ПЛАНИРОВАНИЯ ТРЕНИРОВОЧНЫХ НАГРУЗОК ПЛОВЦОВ 14-16 ЛЕТ

Аннотация: Одной из важнейших сторон подготовки пловцов является физическая. Этой стороне подготовки в различные годы уделялось значительное внимание со стороны специалистов [1–9]. Но и сегодня остаются вопросы что, как и когда планировать при развитии различных двигательных способностей пловцов.

Цель работы определить оптимальные показатели планирования физической подготовки пловцов в учебно-тренировочных группах.

Ключевые слова: совершенствование техники всех способов плавания, стартов, поворотов, изучение тактики проплывания различных дистанций, приобретение опыта участия в соревнованиях.

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FEATURES OF PLANNING TRAINING LOADS FOR SWIMMERS AGED 14-16

Abstract: One of the most important aspects of swimmers' training is physical. This aspect of training has been given considerable attention by specialists in different years [1–9]. But even today there are questions about what, how and when to plan for the development of various motor abilities of swimmers.

The purpose of the work is to determine the optimal indicators of planning the physical training of swimmers in educational and training groups.

Key words: improving the technique of all swimming methods, starts, turns, studying the tactics of swimming various distances, gaining experience in participating in competitions.

Методы и организация исследования. При решении поставленной цели применялись следующие методы исследования: анализ научно методической литературы, официальных законодательных актов, дневников тренеров, анкетирование. В анкетировании приняли участие 32 тренера различных регионов Белоруссии. Квалификация тренеров: 1– высшая категория, 20 – 1 категория, 11 – 2 категория. Возраст тренеров: 20–29 лет – 6 человек, 30–39 лет – 13 человек, 40 лет и старше – 13 человек. Все тренеры имели опыт работы с пловцами 12–16 лет.

Результаты исследования и их обсуждение. В учебнотренировочных группах 1– го и 2–го годов подготовки юные пловцы проходят этап начальной специализации. Практически, в эти годы закладываются основы спортивно-технического мастерства. Значительно увеличивается объем тренировочной нагрузки во всех основных средствах подготовки. Игровой метод занятий (эстафеты, игры, различные формы соревнований) занимает существенное место в этом процессе. В учебнотренировочных группах 3 года и свыше 3х лет обучения пловцы проходят этап углубленной специализации. Продолжается разносторонняя двигательная подготовка, однако, ее средства сужаются, что позволяет более направленно развивать необходимые специальные физические качества. Параллельно продолжается совершенствование техники всех способов плавания, стартов, поворотов [3, 5–7].

Основными задачами подготовки пловцов в учебно тренировочных группах являются следующие [1–3, 5, 7]: повышение уровня всестороннего физического развития, развития физических и морально-волевых качеств; совершенствование техники всех способов плавания, стартов, поворотов; изучение тактики проплывания различных дистанций; приобретение опыта участия в соревнованиях; выполнение функций инструктора по плаванию и судьи по спорту; выполнение квалификационного разряда, соответствующего учебно тренировочной группе.

Во всех учебно тренировочных группах годичный макроцикл строится примерно по одной схеме и зависит от календаря соревнований. Учебный год разделяется на два полугодичных цикла. Каждый из полугодичных циклов состоит из 4–6 средних циклов (мезоциклов), которые, в свою очередь, включают в себя по 2–4 микроцикла (как правило, недельных). Круглогодичная подготовка юных пловцов носит подготовительный, базовый характер. В динамике нагрузок отсутствует выраженная волнообразность, резкая смена периодов нагрузок и периодов восстановления. Большие нагрузки, на фоне постоянного недовосстановления организма юных пловцов, не применяются. [2, 3, 7, 8]

В таблице 1 приведено примерное распределение физической подготовки в учебно тренировочных группах [6, 7, 9].

Таблица 1 – Примерное распределение физической подготовки в учебнотренировочных группах (час)

Практическая подготовка	УТГ-1	УТГ-2	УТГ-3	УТГ-4 или УТГ свыше 3	УТГ-5
ОФП	198	244	231	241	336
СФП	284	330	427	501	498
Контрольные занятия	16	16	18	20	20
Всего:	482	574	658	742	834

Направленность тренировочного процесса в учебно тренировочных группах должна обеспечить: развитие аэробных возможностей пловца средствами ОФП, постепенное увеличение из года в год объема плавания; развитие сердечно сосудистой системы за счет постепенного увеличения интенсивности проплывания тренировочных отрезков; развитие силовых возможностей за счет применения широкого круга упражнений с малыми и средними отягощениями; перенос силовых возможностей пловца с суши на воду; развитие подвижности в суставах с акцентом на активную гибкость; осознанный контроль за темпом и "шагом" гребковых движений.

В таблице 2 приведено примерное соотношение средств для учебно-тренировочных групп [3, 6, 7, 9].

Таблица 2 – Примерное соотношение средств общей, специальной и технической подготовки в учебно тренировочных группах, (%)

Направленность тренировочной работы	Группы		
	СПС-1	СПС-2	СПС свыше 2 или СПС-3
ОФП	26-30	21-25	18-19
СФП+СТП	70-74	75-79	78-81

В таблице 3 приведены объемы плавательной подготовки для пловцов 10-15 лет, а в таблице 4 – их процентное соотношение [7].

Таблица 3 – Рекомендуемые объемы годичной тренировочной работы в воде для учебно тренировочных групп (км)

Зона интенсивности	Возраст, лет		
	10-11	12-13	14-15
5	3-5	6-3	16-34
4	5-10	17-24	54-97
3	17-42	45-125	180-320
1-2	320-470	550-880	930-1260
Общий объем	345-527	618-1042	1180-1711

При проплывании юными пловцами длинных отрезков важно, чтобы ЧСС не выходила за пределы 145–175 уд/мин.

Таблица 4 – Примерное распределение парциальных объемов плавательных нагрузок в учебно-тренировочных группах, (%)

Группа	Общий объем	Объем плавания по зонам интенсивности, %				
		1	2	3	4	5
УТГ–1	100	60	30	7	1.7	1.3
УТГ–2	100	50	36.7	10	1.8	1.5
УТГ–3	100	41	38	17	2.4	1.6
УТГ свыше 3	100	37	40	18.4	2.9	1.7

Некоторые специалисты считают целесообразным разграничивать парциальный объем плавательных нагрузок среди мальчиков и девочек [5]. В таблице 5 приведено примерное распределение парциальных объемов плавательных нагрузок в учебно-тренировочных группах.

Таблица 5 – Примерное распределение парциальных объемов плавательных нагрузок в учебно-тренировочных группах (%) [5]

Пол	Показатель	Группы					
		УТГ–1	УТГ–2	УТГ–3	УТГ–4	УТГ–5	
Мальчики	Возраст, лет	10	11	12	13	14	
	Объем по зонам интенсивности, % от общего	1-я	41	30	25	22	21,5
		2-я	46	52	55,5	55	53
		3-я	10	15	16	19	20
		4-я	2	2	2,5	3	4
		5-я	1	1	1	1	1,5
	Объем плавания, км	200–300	300–400	400–600	700–900	950–1150	
Девочки	Возраст, лет	9	10	11	12	×	
	Объем по зонам интенсивности, % от общего	1-я	41	30	18	21,5	×
		2-я	46	52	59,5	55	×
		3-я	10	15	18	20	×
		4-я	2	2	3	2,5	×
		5-я	1	1	1,5	1	×
	Объем плавания, км	200–300	300–400	500–700	1000–1300	1300–1600	

Для получения соревновательного опыта пловцам необходимо стартовать как на тренировках, так и на соревнованиях. Минимальное количество стартов в году приведено в таблице 6.

Таблица 6 – Минимальное количество стартов в условиях тренировки и соревнований

Показатель	Группа			
	УТГ–1	УТГ–2	УТГ–3	УТГ–4
Количество стартов	16	20	24	28

Основными задачами подготовки в группах спортивного совершенствования являются следующие: повышение общего уровня функциональной подготовленности; постепенная подготовка организма пловцов к выполнению максимальных нагрузок; дальнейшее совершенствование технической и тактической подготовленности; выбор узкой специализации и т.д.

На данном этапе многолетней подготовки, исходя из основных задач, решаются и частные задачи: развитие общей и специальной выносливости на средних и длинных дистанциях; развитие силовой выносливости; развитие максимальной и взрывной силы; воспитание волевых качеств в условиях соревновательной деятельности и умения грамотно вести тактическую борьбу на дистанции специализации; развитие адаптационных возможностей организма за счет применения отдельных тренировочных занятий с большими нагрузками; расширение соревновательной практики.

Годичный макроцикл планируется в соответствии с календарем соревнований. Для групп спортивного совершенствования первого и второго года обучения планируется не более 2х основных соревнований, каждое из которых приходится на окончание полугодичного цикла.

В таблице 7 приведено примерное распределение физической подготовки в группах спортивного совершенствования [6, 7, 9].

Таблица 7 – Примерное распределение физической подготовки в группах спортивного совершенствования, (час.)

Направленность тренировочной работы	Группы		
	СПС-1	СПС-2	СПС-3 или СПС свыше 2
ОФП	294	176	150
СФП	772	898	1002
Контрольные занятия	34	46	60
Всего:	1100	1120	1212

В таблице 8 приведено примерное соотношение средств физической и технической подготовки по годам обучения в группах спортивного совершенствования.

Таблица 8 – Примерное соотношение средств физической и технической подготовки по годам обучения, (%)

Направленность тренировочной работы	Группа		
	СПС-1	СПС-2	СПС свыше 2 или СПС-3
ОФП	25-30	20-25	18-22
СФП+СТП	70-75	75-80	78-82

При планировании тренировочного процесса необходимо придерживаться следующего соотношения общих и парциальных объемов плавания (таблица 9).

Также как и в учебно тренировочных, в группах спортивного совершенства некоторые авторы разделяют объем работы в воде у мальчиков и девочек. В таблице 10 приведены рекомендуемые общие и парциальные объемы плавания у мальчиков и девочек в группах спортивного совершенства [5].

Таблица 9 – Парциальные объемы плавательных нагрузок в группах спортивного совершенствования, (%)

Зона интенсивности	Группа		
	СПС-1	СПС-2	СПС свыше 2
Общий объем	100	100	100
1	20,9	19,1	17,2
2	49,5	48,4	47,8
3	24,3	26,2	27,7
4	3,6	4,5	5,4
5	1,7	1,8	1,9

Таблица 10 – Рекомендуемые общие и парциальные объемы плавания в группах спортивного совершенствования [5]

Пол	Показатель	Группы			
		СПС-1	СПС-2	СПС-3	
Мальчики	Возраст, лет	15	16	17	
	Объем по зонам интенсивности, % от общего	1-я	20	18	18
		2-я	52,5	48	46
		3-я	21	26	28
		4-я	5	6	6
		5-я	1,5	2	2
Объем плавания, км	1100–1300	1300–1600	1900–2200		
Девочки	Возраст, лет	13	14	15	
	Объем по зонам интенсивности, % от общего	1-я	19	18	18
		2-я	49	48	48
		3-я	25	26	26
		4-я	5	6	6
		5-я	2	2	2
Объем плавания, км	1300–1600	1500–1800	2100–2400		

На этом этапе значительно возрастает роль соревновательной практики. В таблице 11 приведено количество стартов в условиях соревнований и контрольных испытаний в группах спортивного совершенствования.

Таблица 11 – Минимальное количество стартов в условиях соревнований и тренировок в группах спортивного совершенствования

Показатель	Группа		
	СПС-1	СПС-2	СПС свыше 2
Количество стартов	34	46	60

Для выявления особенностей планирования физической подготовки у пловцов 12–16 лет нами была подготовлена анкета и опрошены тренеры по плаванию работающие в различных городах Беларуси.

Из вопросов, поставленных в анкете, тренеры отметили, что физическая подготовка занимает ведущее значение (78 % тренеров).

Тренеры считают, что в 12–13 лет более значимые физические качества выносливость и гибкость. В 14–15 лет, наряду с этими качествами возрастает роль силовых (50 %) и координационных (63 %) способностей. Скоростным способностям тренеры отдают предпочтение в возрасте 12–16 лет.

Тренеры считают (82 %), что физическую подготовку у мальчиков и девочек нужно проводить отдельно, но на практике этого нет (63 %).

Отмечается, что физическую подготовку необходимо проводить как на суше, так и в воде (67 %). Причем все (100 % тренеров) говорят, что тренировочная работа на суше и в воде должна сочетаться.

На суше, на развитие физических качеств, время и количество занятий с возрастом увеличивается (таблицы 12 и 13).

Таблица 12 – Время занятий на суше на развитие физических качеств

Возраст	12 лет	13 лет	14 лет	15 лет	16 лет
Время занятия, мин., (% тренеров)	30 (46 %)	45 (50 %)	45 (53 %)	60 (50 %)	75 (53 %)

Таблица 13 – Количество занятий в неделю для развития физических качеств

Возраст	12 лет	13 лет	14 лет	15 лет	16 лет
Количество занятий в неделю (% тренеров)	3 (43 %)	4 (46 %)	4 (46 %)	5 (46 %)	5 (46 %)

Предпочтение средствам для развития физических качеств в возрасте 12–13 лет отдается беговым упражнениям (20,0–27,8 %), а также упражнениям с собственным весом (22,7–26,7 %). В 14–16 лет роль этих средств снижается.

Использование резиновых амортизаторов наиболее эффективно в возрасте 13–15 лет (15,2–16,8 %). Ближе к 15–16 годам используются блочные устройства (10,6–11,7 %), специальные тренажеры (13,9–15,0 %), гантели и штанги (13,2–14,4 %). Что же касается такого средства как вес

партнера, то его роль в развитии физических качеств небольшая и во всех возрастах почти одинакова (6,8–8,5 %). При развитии физических качеств, плавание наиболее эффективно в 12–13 лет (18,2–22,2 %), затем используются другие средства. По мнению тренеров, соотношение общей и специальной физической подготовки в различные возрастные периоды составляет: 12 лет – 80/20 % (46 %); 13 лет – 70/30 % (46 %); 14 лет – 60/40 % (53 %); 15 лет – 50/50 % (46 %); 16 лет – 40/60 % (50 %).

Общая и специальная физическая подготовка на различных этапах годового макроцикла составляет, соответственно: общеподготовительный этап подготовительного периода – 70/30 % (46 %); специально–подготовительный этап подготовительного периода – 40/60 % (50 %); соревновательный период – 25/75 % (43 %); переходный период – 60/40 % (46 %).

Тренеры выделили основные физические качества, которые могут сочетаться в одном тренировочном занятии на суше: силовыносливость – 53 %; сила–гибкость – 53 %; гибкость–координация – 72 %; быстрота–координация – 53 %.

На общеподготовительном этапе подготовительного периода тренеры выделяют, что основная работа идет на выносливость в возрасте 12–14 лет (44–49 %). В 14–15 лет она немного снижается, но все равно остается главной. Работе над силовыми способностями тренеры отводят в 12 лет 6 %, в 14 лет (16%), в 16 лет – 27 %, что говорит о ее значимости. Скоростным способностям уделяется меньше внимания: в 12 лет – 7 %, а к 16 годам – 14 % (увеличение в 2 раза). Время, отводимое на гибкость и координационные способности, с возрастом уменьшается.

На специально подготовительном этапе подготовительного периода сохраняются те же тенденции, что и на общеподготовительном этапе подготовительного периода, только время на развитие скоростных способностей увеличивается и находится на одном уровне (13–16 %).

В соревновательном периоде роль развития выносливости снижается и составляет в среднем 27–30 %. Возрастает значение скоростных способностей (20–23 %). Гибкости и координационным способностям уделяется почти одинаковое время (гибкость – 17–22 %, координационным способностям – 15–20 %). Время на силовые способности с возрастом увеличивается, но не превышает к 16 годам 20 %.

В переходном периоде акцент идет на выносливость (43–45 %), гибкость (20–22 %), координационные способности (17–21 %). Силовым и скоростным способностям уделяется минимальное время (силовые способности – 6–10 %, скоростные способности – 8–9 %).

Проведение занятий в зале нужно проводить или до тренировки в воде (46 %), или после (46 %). Мнения тренеров разделились.

Выводы. Полученные данные позволяют говорить о том, что большинство тренеров придерживаются в своей работе общих закономерностей. Но часть ответов тренеров подвергается нами сомнению. Так как, наблюдая за работой тренеров в ДЮСШ, мы не видели того, что они описали в анкете. Вместе с тем значение физической подготовки никто не оспаривает. И это требует отдельного научнообоснованного планирования, так как на сегодняшний день четкой системы планирования физической подготовки в плавании нет.

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РЕЗУЛЬТАТЫ ПРОВЕДЕННЫХ ЭКСПЕРИМЕНТАЛЬНЫХ ИССЛЕДОВАНИЙ КОМБИНИРОВАННОГО ДИСКОВОГО МАШИНЫ

Аннотация. В статье проведены результаты экспериментальных исследований комбинированного дискового машины, были получены уравнения регрессии, адекватно представляющие критерии оценки и рекомендовано диаметр катка, количество зубчатых планок, степень уплотнения почвы, плотность почвы на глубине слоя и удельное сопротивление катка.

Ключевые слова. Каток, планка, почва, зубчатая рейка, эксперимент, критерия, ширина, плотность почвы, глубина, удельное сопротивление, влажность, агрегат, энергопотребления.

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RESULTS OF THE EXPERIMENTAL STUDIES OF THE COMBINED DISC MACHINE

Annotation. The article presents the results of experimental studies of a combined disk machine, obtained regression equations that adequately represent the evaluation criteria and recommended the diameter of the rink, the number of toothed bars, the degree of soil compaction, soil density at the depth of the layer and the resistivity of the rink.

Keywords. Roller, plank, soil, rack, experiment, criteria, width, soil density, depth, resistivity, humidity, unit, energy consumption.

Для проведение исследования были разработаны и подготовлены дисковые основы разного диаметра с шириной охвата 1,5 м и их крепежные планки, а также диаметр зубчатой рейки катка, количество зубчатых планок относительно оси вращения. Результаты одно и многофакторных экспериментов, проведенных для изучения влияния вертикальной нагрузки на каток и скорости движения агрегата на его работоспособность.

Экспериментальные исследования проводились в два этапа. На первом этапе изменялись диаметр катка, количество установленных на нем планок, угол установки планок относительно оси вращения ролика и вертикальные нагрузки, прикладываемые к катку.

Разработанные в экспериментах рабочие органы были смонтированы и использованы в лабораторно-полевом устройстве. Катки всех вариантов были испытаны на скоростях движения 6 и 8 км/ч трактора МТЗ-80.

В экспериментах критериями оценки устройства были приняты степень уплотнения грунта, влажность и плотность, а также устойчивость катка к силе тяжести. На втором этапе использовался метод математического планирования экспериментов и проводились многомерные эксперименты. На обоих этапах эксперименты проводились на полях экспериментального участка НИИМСХ.

Эксперименты были проведены для оптимальных значений параметров, изученных в теоретических и однофакторных экспериментах с зубчато-планочным катком машины. При этом в качестве факторов,

влияющих на его работу, были выбраны диаметр катка, количество установленных на ней зубчатых планок, угол установки их, относительно оси вращения катка, вертикальная нагрузка, приложенная к катку, и скорость движения агрегата. Условно они обозначаются следующим образом: X_1 - диаметр катка, мм; X_2 - количество планок, устанавливаемых на каток, шт.; X_3 - вертикальная нагрузка на каток, Н / м; X_4 - скорость движения агрегата, км / ч.

Критериями оценки для многофакторных экспериментов приняты; степень уплотнения почвы в слоях 0-10 см, то есть количество фракций менее 25 мм ($Y_1, \%$), плотность ($Y_2, \text{г} / \text{см}^3$) и удельное сопротивление катка к тяге ($Y_3, \text{Н} / \text{м}$).

Результаты эксперимента обрабатывались в указанном порядке и были получены следующие уравнения регрессии, адекватно представляющие критерии оценки:

- по степени измельчения почвы в слое 0-10 см (%)

$$Y_1 = 80,136 - 0,980X_1 + 1,674X_2 + 1,830X_3 + 2,494X_4 + 0,614X_1^2 - 0,588X_1X_2 - 0,583X_1X_3 - 0,583X_1X_4 - 0,936X_2^2 - 0,587X_2X_3 - 0,588X_2X_4 + 0,498X_3^2 - 0,592X_3X_4 - 0,652X_4^2 \quad (15)$$

- по плотности почвы 0-10 см ($\text{г} / \text{см}^3$)

$$Y_2 = 1,121 - 0,030X_1 + 0,026X_2 + 0,033X_3 - 0,060X_4 + 0,017X_1^2 + 0,024X_1X_2 + 0,055X_1X_3 - 0,014X_1X_4 - 0,038X_2^2 + 0,006X_2X_3 + 0,010X_2X_4 + 0,013X_3^2 + 0,013X_3X_4 + 0,040X_4^2 \quad (16)$$

- по удельному сопротивлению катка к тяге ($\text{Н} / \text{м}$)

$$Y_3 = 214,534 - 16,926X_1 + 14,870X_2 + 14,593X_3 + 27,315X_4 + 13,299X_1^2 + 1,937X_1X_4 + 8,799X_2^2 - 3,368X_3^2 + 1,937X_3X_4 + 7,799X_4^2 \quad (17)$$

Анализ полученных регрессивных уравнений показывает, что все факторы оказали существенное влияние на критерии оценки.

Уравнения регрессии решались исходя из условий, что критерий Y_1 больше 80%, критерий Y_2 находится в диапазоне 1,1-1,2 $\text{г} / \text{см}^3$, а критерий Y_3 имеет минимальное значение, совместно с программами в MS Excel и Planex.

Согласно полученным результатам, рекомендуются следующие параметры; диаметр катка 39,38-40,06 см, количество зубчатых планок - 10 штук, вертикальная нагрузка на каток должна быть в пределах 0,83-0,86 кН / м, чтобы обеспечить качественную обработку поверхности поля скоростью движения агрегата 6,0-8,0 км/ч с низким энергопотреблением. В данном случае степень уплотнения почвы 80,48-82,03%, плотность почвы на глубине слоя 10-20 см 1,12-1,18 $\text{г} / \text{см}^3$, удельное сопротивление катка к тяге составляет 214-239 Н / м.

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ВЕДЕНИЕ СЕСТРИНСКОГО ДЕЛА ПРИ БРОНХИАЛЬНОЙ АСТМЕ

Аннотация: Бронхиальная астма является хроническим заболеванием, при котором важен не только постоянный мониторинг состояния здоровья пациента со стороны медработников, но и его личные навыки по предотвращению обострений.

Ключевые слова: сестринского дело, бронхиальной астме, пациент, медицина.

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ASTHMA NURSING

Annotation: Bronchial asthma is a chronic disease, in which not only constant monitoring of the patient's health status by health workers is important, but also his personal skills to prevent exacerbations.

Key words: nursing, bronchial asthma, patient, medicine.

Сестринский процесс при бронхиальной астме предполагает тесную работу медсестры с пациентом – с момента установления диагноза она должна дать больному полную информацию о заболевании, правила приема назначенных препаратов, суть их воздействия, а также методы самоконтроля, которые позволят предотвратить приступы.

Проблемы пациента при бронхиальной астме всегда индивидуальны и требуют особого подхода. Поэтому медсестра должна уметь устанавливать контакт с пациентом, на ранних этапах выявлять его проблемы и определять, способен ли пациент к самоходу при этом

заболевании. При астме нередко у пациентов возникают неотложные состояния, связанные с резким ухудшением состояния, приступами удушья и другими симптомами.

Медсестра должна быть к ним готова, действовать четко, профессионально и быстро выполнять необходимые вмешательства, так как от них часто зависит жизнь пациента. Это одна из главных особенностей сестринского ухода при бронхиальной астме. Кроме того, осуществляя сестринский уход «Бронхиальная астма» медсестра должна обладать определенными навыками:

- показывать и объяснять пациенту техники выполнения ингаляций, инструктировать его о том, какие существуют средства для доставки лекарств;

- вести длительный уход за пациентами с бронхиальной астмой по принципу ступеней;

- проводить пикфлоуметрию и правильно интерпретировать ее результаты;

- выявлять триггеры;

- вести картотеку прикрепленных пациентов;

- организовывать сестринский процесс при бронхиальной астме у детей, проводить контрольные посещения и по их итогу выявлять детей с неудовлетворительным течением заболевания;

- оказывать неотложную доврачебную помощь пациентам при приступах.

Проблемы пациента Бронхиальная астма – это воспалительное хроническое заболевание дыхательных путей. Болезнь характеризуется наличием респираторных симптомов и гиперреактивностью бронхов. Пациенты обычно жалуются на следующие симптомы болезни:

- одышка;

- повышенная температура;

- проблемы с дыханием;

- свистящее дыхание, хрипы;

- кашель;

- приступы удушья. Когда у пациента диагностируется бронхиальная астма сестринский процесс должен выявить основные его проблемы. Они выражаются в отсутствии возможности удовлетворить потребности:

- в полноценном отдыхе;

- во сне;

- в еде;

- в дыхании;

- в общении. Медсестра помогает пациенту в процессе лечения преодолеть эти и другие сложности.

Уход: принципы При первом опросе пациента медсестра должна выяснить, в какие моменты у пациента обычно возникает кашель,

приступы удушья, как они снимают эти симптомы, какие продукты и лекарства не переносят. Во время общения с пациентом и при объективном обследовании медсестра оценивает:

- характер одышки пациента;
- цвет губ и кожи лица;
- наличие страха и тревожности;
- уровень давления, температуру, пульс;
- в какой позе находится пациент во время осмотра.

Сестринский процесс при бронхиальной астме базируется на следующих принципах:

1. Организация режима труда и отдыха пациента. Пациенту рекомендуется:

- отказаться от содержания домашних питомцев (кошек, птиц, собак);
- избегать физических нагрузок;
- убрать со стен комнаты ковры;
- отказаться от перьевых подушек;
- регулярно проводить влажную уборку в доме;
- поддерживать низкий уровень влажности;
- удалить из комнаты предметы и объекты, которые могут вызывать раздражающие запахи – табак, цветы и т.д.;
- не употреблять в пищу продукты, которые могут вызвать у пациента аллергию и т.д.

2. Организация правильного питания пациент. Осуществляя сестринский процесс бронхиальная астма медсестра рекомендует пациенту наиболее подходящий режим питания:

- свести к минимуму употребление в пищу животных жиров, консервов и копченостей;
- исключить употребление алкоголя;
- исключить аспириноподобные химические добавки;
- чаще употреблять овощи и кисломолочные продукты;
- ограничить мучные изделия.

3. Обучение и информирование пациентов. Во время бесед с пациентом задача медсестры – доказать ему, что проявления заболевания можно контролировать и жить с ним полноценной жизнью. Также пациентов учат навыкам самоухода при начинающемся приступе астмы, а также правилам использования прибором для лечения астмы. Успех лечения пациента также зависит от того, насколько правильно и своевременно он будет выполнять назначения врача. Один из способов эффективной работы с пациентами – организация на базе медучреждения занятий в Школе больных бронхиальной астмой.

4. Контроль за состоянием больного и выполнениями врачебных назначений.

5. Выполнение врачебных назначений. 6. Правильная подготовка к лабораторным и иным обследованиям (рентгенографии, анализам крови и мокроты, спирометрии и т.д.).

Главные проблемы пациента при бронхиальной астме связаны с возникновением приступов. Если не оказать пациенту помощь вовремя, это может вызвать необратимые последствия, вплоть до летального исхода. План действий медсестры при оказании пациенту во время приступа бронхиальной астмы:

- обеспечить доступ свежего воздуха;
- вызвать врача-специалиста;
- помочь пациенту принять удобное положение 0 возвышенное, с упором на руки;
- расстегнуть одежду, которая стесняет движения и дыхание пациента;
- применить ингалятор с лекарством от астмы;
- приготовить необходимые для оказания помощи бронхолитики до прихода врача;
- контролировать состояние пациента, оценивать характер отделяемого бронхов;
- после купирования приступа объяснить больному, как пользоваться индивидуальным ингалятором;
- показать пациенту, как собирать мокроту для анализа.

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ПРАКТИКА ОЦЕНКИ В КОНТЕКСТЕ АНГЛИЙСКИЙ МЕЖДУНАРОДНЫЙ ЯЗЫК

Аннотация: В этой статье это объясняется отдельными областями использования языка и анализируется больше, чем другие, с помощью предлагаемых изменений в оценке в АМЯ. Как правило, варианты английского языка значительно больше различаются на разговорном уровне, чем на письменном, что и отражается в оценке.

Ключевые слова: эффект, оценка, контекст, текст, лексика, аудирование, риторический, контекстуализированный, EIL, общение.

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ASSESSMENT PRACTICES IN EIL CONTEXTS ENGLISH INTERNATIONAL LANGUAGE

Annotation: In this article, that is explained Individual areas of language use and analyzed more than others by proposed changes to assessment in EIL. Generally, the varieties of English differ significantly more on the spoken level than on the written level, which is reflected in assessment.

Key words: effect, assessment, context, text, vocabulary, listening, rhetorical, contextualized, EIL, communication.

Оценка чтения в контексте EIL (английский международный язык) не будет так резко отличаться от контекста к контексту по сравнению с оценкой способности слушать. Однако разработчики тестов по-прежнему должны уделять внимание выборке контента, особенно в локальных контекстах EIL. В этих контекстах тексты для чтения должны быть актуальными для местных условий, а не взятыми из незнакомых контекстов. Что касается глобальных контекстов EIL, разработчики тестов должны знать, что глобальные пользователи EIL могут иметь

ограниченный доступ к определенным (культурным) темам или не иметь общих фоновых знаний — предубеждения, которых следует избегать (Elder & Davies, 2006). Точно так же следует избегать словарного запаса и грамматических структур, специфичных для отдельных разновидностей, в оценке EIL, которая нацелена на международную ориентацию. При оценивании на местном уровне такие особенности были бы приемлемы, если бы они отражали местное использование английского языка, поскольку можно ожидать, что местные учащиеся будут знакомы с этими предметами. Браун, 2015). В зависимости от цели написания рубрики для оценки эффективного письма могут значительно различаться, а критерии эффективного письма сильно различаются в локальном и глобальном контекстах EIL. В глобальном контексте оценивания может оказаться целесообразным оценивать письменные работы учащихся в соответствии с предписанным стандартом, если не существует репрезентативной альтернативы. Академическое письмо, например, имеет тенденцию быть довольно однородным в разных контекстах. Однако в местных условиях решения о приемлемости, например, в грамматике и словарном запасе, должны быть контекстуализированы в рамках местного варианта английского языка и его норм (Hu, 2012). В этом смысле, в то время как эксперты местного разнообразия были бы в состоянии оценить местный EIL, оценщики глобального EIL должны быть знакомы с большим числом разновидностей. Местные нормы также регулируют развитие риторики в студенческих письмах (McKay & Brown, 2015). Риторические условности могут сильно различаться в разных местных сообществах EIL, и это следует учитывать при оценке письма учащихся. Естественно, для местных оценщиков EIL также важно знать предполагаемую аудиторию. В то время как местные нормы подходят для местной целевой аудитории, другие нормы будут более актуальны для глобальной целевой аудитории.

Что касается говорения и аудирования, вариации английского языка гораздо более заметны и разнообразны. Безусловно, наиболее отличительной чертой разновидности является ее произношение, и это важный источник проблем разборчивости и понятности в общении EIL. Что касается оценки, важно учитывать разновидности, имеющие отношение к испытуемым, и может потребоваться различие между локальной и глобальной оценкой EIL. Разновидности, с которыми кто-то сталкивается в общении, например, в местном индийском контексте, будут отличаться от разновидностей, с которыми человек сталкивается в международном общении EIL. Это необходимо отразить при выборе подходящего аудиоматериала для оценки в любом контексте. Следовательно, аудиозаписи, демонстрирующие общение, должны включать носителей соответствующих разновидностей в дополнение к говорящим на L2 в случае глобальной оценки EIL. Поскольку сегодня большинство англоязычных пользователей составляют носители языка L2,

для успешных изучающих английский язык крайне важно уметь понимать различные акценты языка L2. Как и при оценке чтения, темы для прослушивания также должны быть выбраны с учетом местного или глобального значения.

Оценка разговорной речи для EIL может быть самой сложной из лингвистических компетенций. Именно в устном общении гегемония предписывающих стандартов как нормоустанавливающих подвергается сомнению. Локализованные формы английского языка очень успешно используются и использовались в местном взаимодействии, и многие из этих форм разработали свои собственные стандарты. При оценке английского языка для такого местного использования кажется

логично оценивать языковой вывод по этим локализованным стандартам. В тех областях, где для успешной коммуникации важны несколько локализованных разновидностей, все они должны быть представлены в оценке.

Что касается глобального EIL, исследования неоднократно показывали, что английский язык как лингва-франка-коммуникация может считаться очень успешным, даже если собеседники не придерживаются предписывающих стандартов. Скорее, исследования подчеркнули важность прагматики и коммуникативных стратегий для успешного и эффективного общения.

В заключение, это стратегическое использование языка редко учитывается при оценке разговорной речи, которая обычно оценивается с точки зрения точности и диапазона лингвистических параметров, таких как словарный запас и грамматические структуры, а также произношение (например, IELTS и TOEFL). В контексте классной комнаты оценка может принимать различные формы; формирующее оценивание, в частности, может часто фокусироваться на коммуникативных стратегиях и оценивать участие и успех учащихся в коммуникативной деятельности. Тем не менее, предложения отказаться от оценки, основанной на лингвистической точности, и перейти к более прагматичному подходу в большинстве случаев остаются без внимания в большинстве случаев, когда английский язык преподается как международный, особенно для тестов с высокими ставками, которые оценивают общий уровень владения языком.

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ЦЕЛИ И ЗАДАЧИ ЭРГНОМИКИ ТРУДА

Аннотация: В статье рассмотрены основные цели и задачи эргономики. Изучена связь эргономики с другими науками. Сделаны выводы о важности эргономики для производственной среды.

Ключевые слова: предприятие, труд, эргономика, научная организация труда, управление персоналом.

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GOALS AND OBJECTIVES OF LABOR ERGONOMICS

Abstract: The article considers the main goals and objectives of ergonomics. The connection of ergonomics with other sciences has been studied. Conclusions are drawn about the importance of ergonomics for the working environment.

Keywords: enterprise, labor, ergonomics, scientific organization of labor, personnel management.

В условиях современной экономики и производства особая роль отводится комплексной программе перехода от техники безопасности к безопасной технике в процессе трудовой деятельности. Сочетание способностей человека и возможностей машины повышает эффективность управления техническими системами [1].

Исследованиям трудовой деятельности человека в системе «человек-техника-среда» (СЧТС), с целью обеспечения ее эффективности и безопасности посвящена наука – эргономика труда. Необходимо отметить, что эргономика и научная организация труда - это две самостоятельные, но тесно взаимосвязанные между собой сферы научной и практической

деятельности человека [2]. Связь эргономики с другими научными дисциплинами представлена на рисунке 1.

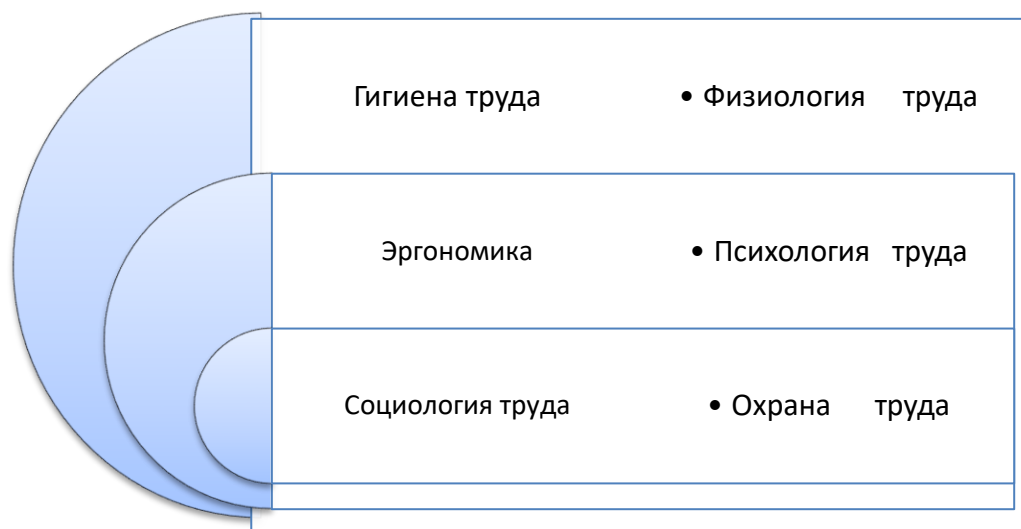


Рисунок 1 - Связь эргономики с другими науками

В качестве предпосылок возникновения и развития эргономики как науки выступили проблемы, обусловленные внедрением и эксплуатацией новой техники. Трансформация условий труда, вслед за которой не происходит биологическая перестройка организма человека, приводит к возникновению негативных явлений.

Человек, работая на пределе психофизиологических возможностей или в неблагоприятной производственной среде, допускает ошибки, последствия которых могут быть значительными для современного производства.

Как правило, нарушение законов эргономики труда происходит по причине несоответствия конструктивных особенностей техники возможностям человека в процессе труда. Таким образом, несмотря на техническое совершенство оборудования, безопасность его эксплуатации зависит от того, насколько полно согласованы конструктивные параметры с оптимальными условиями работы конкретного работника [3].

Основные цели эргономики труда представлены на рисунке 2.

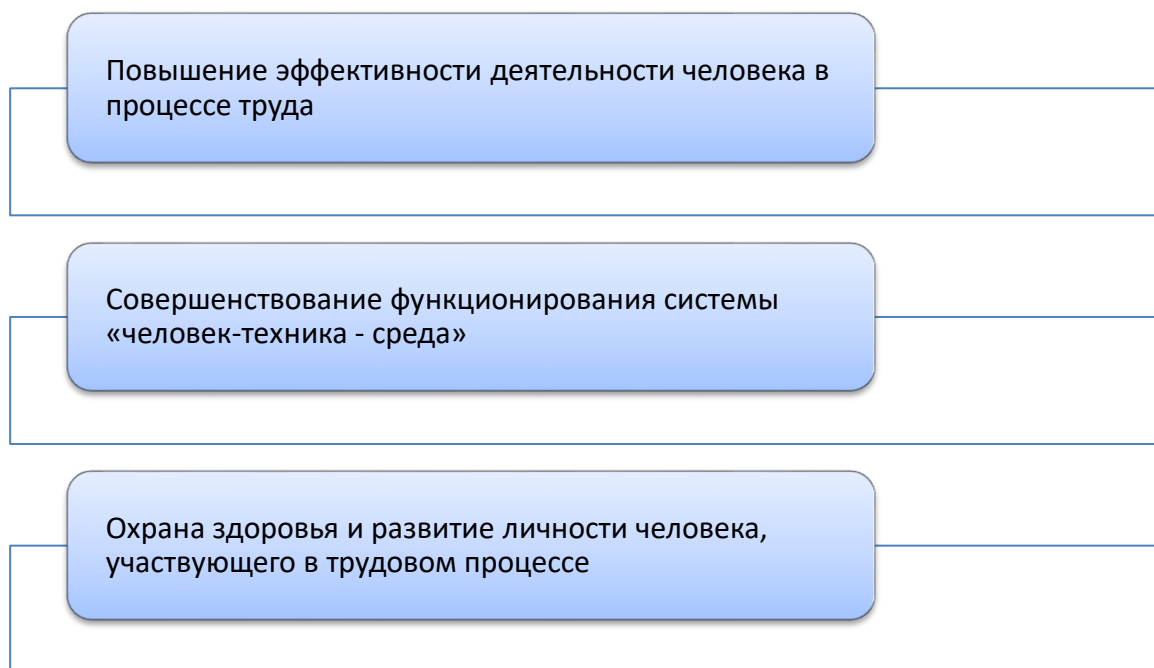


Рисунок 2 - Основные цели эргономики труда

Таким образом, методы обеспечения охраны труда в совокупности с эргономикой рабочего места направлены на создание комфортных и безопасных условий труда, повышение производительности труда, локализацию и/или минимизацию негативного воздействия на объектах с повышенным риском. Основные задачи эргономики труда представлены на рисунке 3 [4].

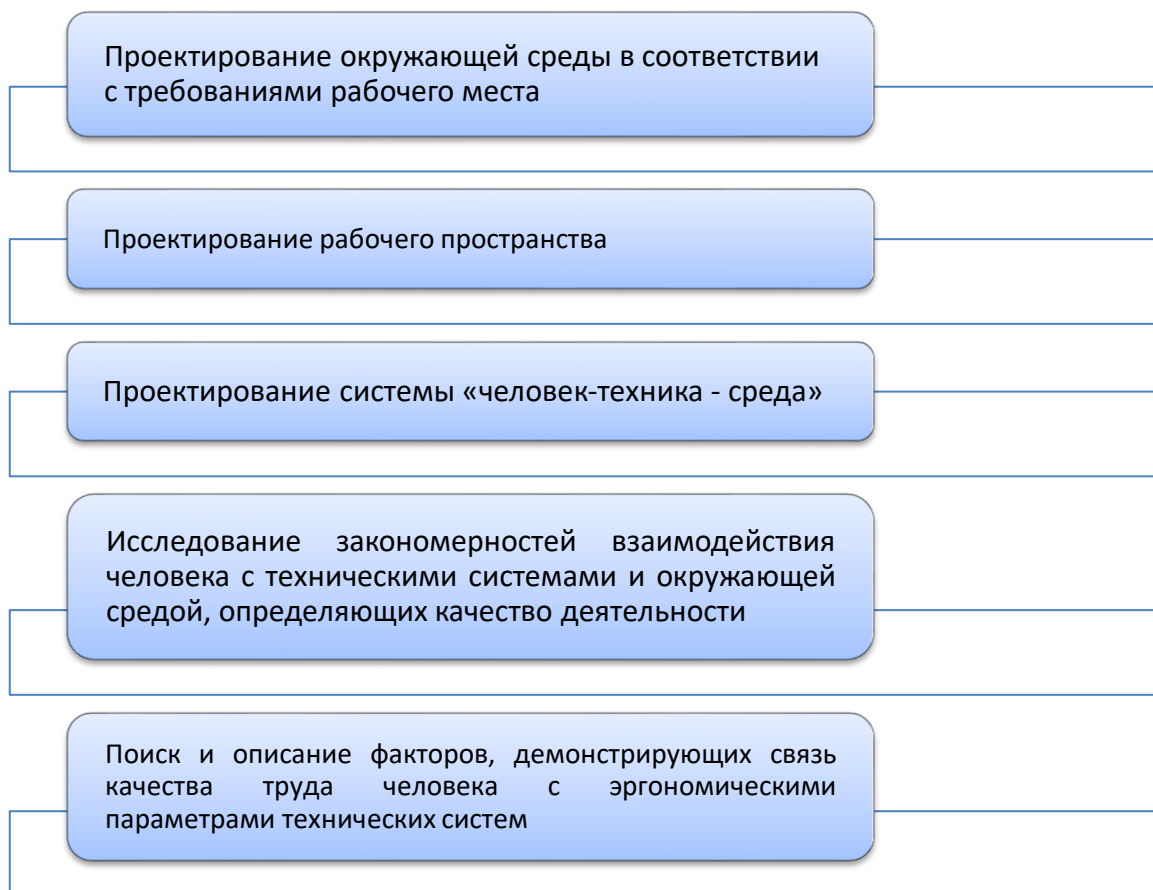


Рисунок 3 - Основные задачи эргономики труда

Как показывает практика, каждая задача эргономики труда подлежит тщательному анализу с целью определения специфики влияния человеческого фактора в заданных условиях труда. В процессе анализа производственной деятельности работника предприятия специалисту по эргономике труда необходимо учитывать следующие факторы: производительность труда, условия труда, уровень текучести персонала, уровень производственного травматизма и профессиональных заболеваний и др.

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КРИТЕРИИ ВОСПИТАНИЯ МОЛОДЕЖИ В ДУХЕ НАЦИОНАЛЬНЫХ И ОБЩЕЧЕЛОВЕЧЕСКИХ ЦЕННОСТЕЙ

Аннотация. В этой статье автор приводит некоторые доказательства и их теоретическую основу для воспитания нашей молодежи в духе преданности нашим национальным и общечеловеческим ценностям. Выявлены факторы, необходимые для того, чтобы научить молодых людей свободно мыслить, помочь им понять смысл жизни, сформировать самоконтроль и самоконтроль.

Ключевые слова: Традиция, духовное богатство, интеллект, вера, пост, чистота, преданность, трудолюбие, национальность, совершенство.

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CRITERIA FOR EDUCATING YOUNG PEOPLE IN THE SPIRIT OF NATIONAL AND UNIVERSAL VALUES

Abstract. In this article, the author provides some evidence and their theoretical basis for educating our youth in the spirit of devotion to our national and universal values. Factors necessary to teach young people to think freely, to help them understand the meaning of life, to form self-control and self-control are identified.

Keywords: Tradition, spiritual wealth, intelligence, faith, fasting, purity, devotion, diligence, nationality, perfection.

Осуществляемые в нашей стране серьезные меры по возрождению национальных ценностей играют очень важную роль в возрождении нашей духовности. Сегодня мир признает восстановление наших национальных ценностей. Ярким примером этого является участие представителей более 50 стран мира в мероприятиях, симпозиумах, посвященных таким великим деятелям, как Сахибкиран Амир Темур, Мирзо Улугбек, Бахоуддин Накшбанд, юбилеям городов Бухары, Хивы. Как известно, традиции-это бесценное духовное богатство, которое создается в процессе исторического становления и развития народа и передается по Священному наследию от предков к потомкам. Сохранение и

совершенствование обычаев, ставших одним из главных символов нации, остается священным долгом каждого поколения. Для сохранения традиций, прежде всего, ее должна занимать молодежь-строители нашего будущего. Возрождение традиционных народных праздников остается очень важным событием в истории узбекской культуры. Очевидно, что когда в твоём сердце не кипит любовь к Родине, не кипит суэта к ней, когда в твоём теле не шевелятся струны ответственности, когда говорит: "Моя Родина-это место поклонения, мое место поклонения", наша преданность становится чем-то вроде абстрактного чувства. Все, что мы делаем сегодня, делается для счастья наших молодых людей и их светлого будущего. Воспитанный, образованный и умный, трудолюбивый, воспитанный в вере ребенок-величайшее достояние не только родителей, но и всего общества.

В нашем государстве выросли самоотверженные, трудолюбивые, квалифицированные силы с высоким организационным потенциалом. В их фигуре, деятельности есть устойчивый стержень национальной духовности, созидательная сила. Такие люди, у которых устойчиво сформирована национальная духовность, защищают интересы своего народа, нации, Родины в любых условиях, способны в своей деятельности показать национальную духовность нашего народа, показать потенциал нации, ценность, честь, славу Родины на международном, межгосударственном уровне. В качестве основных задач по приобщению молодежи к национальным ценностям посредством внеучебной работы следует отметить:

Во-первых, научить молодежь свободно мыслить, способствовать пониманию смысла жизни, формировать умение управлять и контролировать себя, воспитывать целеустремленный подход к собственной жизни, чувство единства плана и действия;

Во-вторых, ознакомление студентов с национальными, общечеловеческими ценностями, богатым духовным наследием нашей Родины, формирование у них требований к приобретению культурных и светских знаний, формирование навыков, обогащение и формирование эстетических представлений;

В-третьих, выявление познавательных и творческих возможностей каждого подростка, их развитие, внедрение в различные сферы человеческой деятельности. Создание условий для выявления и дальнейшей поддержки творчества, талантов молодежи;

В-четвертых, формирование норм гуманного этикета (взаимопонимания, доброты, сострадания, умения бороться с расовой и национальной дискриминацией), широкое применение таких средств воспитания, как манеры обращения;

В-пятых, научить нашу молодежь мыслить свободно и независимо. Внеучебная воспитательная работа, опираясь на интересы, желания,

желания и потребности учащихся-молодежи, дополняет учебно-воспитательный процесс в свободное от занятий время. Организация этих процессов дает возможность повысить творческие способности, инициативность молодежи.

Бюджет дневного времени современной молодежи: необходимо определить социологию внеурочного времени, как учебного, так и внеурочного (кроме работы на дому для неорганизованной молодежи), и на этой основе разработать и реализовать меры по эффективной организации внеклассной работы. При организации внеурочной духовно-просветительской работы: конкурсы, клубы, художественная самодеятельность, встречи, дискуссии, спортивные соревнования, круглые столы, тренинги и другие мероприятия, методы: убеждение, подача примера, обучение, практика, поощрение, отрицательное отношение к порокам, обсуждение, наблюдение, тренинг, коллективная творческая деятельность, "идеологическая ситуация", подвижные, имитационные, ролевые игры и другие подобные методы должны быть эффективно использованы.

Любовь к книге в узбекских семьях, бережное отношение к книге и чтение стали важными качествами в духовном развитии нашего народа. Потому что в самовоспитании человека книга служит и источником знаний, и в какой-то мере зеркалом в построении самого себя, в сравнении, подражании, в рассуждениях, аргументации. Чтение формирует умение рассуждать и рассуждать, обостряет, углубляет мысль.

Следует обратить внимание на формирование отношения к национальным и общечеловеческим ценностям, являющимся одним из основных принципов идеи национальной независимости, путем обучения молодежи вести себя в махалле на основе участия в свадьбах, массовых выборах, праздниках, уважения к старшим, уважения к младшим, чувства солидарности в хорошие и плохие дни.

В заключение хотелось бы отметить, что нынешняя национальная духовность и ценности узбекского народа являются продолжением национальной духовности прошлого и включают в себя дружбу, гостеприимство, гуманизм, нравственную чистоту, щедрость, вежливость, фантазию, вежливость, свободу, жизнерадостность, вежливость, мужество, искренность, доброжелательность, привязанность, домашний уют, любовь к родному краю и народу, честность, милосердие, любовь к родине и народу. честность, честность, или-непоследовательность, правильность, терпение, сдержанность, сдержанность, уважение к родителям и взрослым, трудолюбие, уважение к прошлому, к ним относятся честность, Вера, национальная гордость, патриотизм, национализм. Сегодня внедрение этого в сознание молодежи-главная задача каждого родителя и воспитателя-наставника.

Обычаи, традиции и обряды нашего народа имеют большое воспитательное значение. Доброта, разумное отношение людей друг к другу, правильное общение, снисходительность, почтительность олицетворяют внутреннюю красоту, богатый духовно-нравственный облик нашего народа. Самое главное, такие чувства и качества нашего народа, как доброта, щедрость, гостеприимство, вежливость, доброта, отзывчивость, простота, искренность, правдивость, дисциплинированность, трудолюбие, самоконтроль, бережливость, терпение, сегодня служат примером в воспитании гармонично развитого поколения.

Исходя из результатов нашего исследования, можно предложить следующее в отношении воспитания молодежи в духе приверженности национальным ценностям:

1. Организация неорганизованных экскурсий молодежи и студентов по историческим памятникам, образовательным учреждениям, художественным залам и сооружениям, возведенным в период независимости;

2. Активизация работы кружков по краеведению и истории нашей Родины;

3. Организация творческих вечеров и встреч с известными художниками, юристами, деятелями образования и науки, ветеранами труда, работниками здравоохранения в целях формирования духовной, экономической, правовой, экологической, трудовой, эстетической культуры молодежи коллектива на основе общечеловеческих и национальных ценностей;

4. Организация в махаллях встреч неорганизованной молодежи и студентов с известными людьми, такими как поэты и писатели, государственные и общественные деятели, ветераны труда.

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ГИПЕРУРИКЕМИЯ И АРТЕРИАЛЬНАЯ ГИПЕРТОНИЯ: ВЗАИМОСВЯЗИ И РИСКИ

Резюме: По данным Всемирной организации здравоохранения, распространенность артериальной гипертонии (АГ) значительно увеличилась во всем мире, число больных АГ составляет приблизительно 1,13 млрд. Этиология эссенциальной АГ многофакторная и сложная.

В ряде исследований была продемонстрирована независимая ассоциация между гиперурикемией и АГ, но вероятность наличия прямой причинной связи всё еще обсуждается. В обзоре освещены современные представления об этиопатогенетическом континууме АГ и гиперурикемии, а также терапевтические подходы к коррекции этих расстройств.

Ключевые слова: артериальная гипертония, гиперурикемия, подагра.

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HYPERURICEMIA AND ARTERIAL HYPERTENSION: INTERRELATIONS AND RISKS

Resume: According to the World Health Organization, the prevalence of arterial hypertension (AH) has increased significantly worldwide, the number of patients with AH is approximately 1.13 billion. The etiology of essential hypertension is multifactorial and complex. A number of studies have demonstrated an independent association between hyperuricemia and

hypertension, but the likelihood of a direct causal relationship is still being debated. The review highlights current ideas about the etiopathogenetic continuum of hypertension and hyperuricemia, as well as therapeutic approaches to the correction of these disorders.

Key words: arterial hypertension, hyperuricemia, gout.

Актуальность. Многие десятилетия повышенный уровень МК в сыворотке крови рассматривался как фактор риска развития подагры и мочекаменной болезни, однако уже в конце XIX века появилась гипотеза о взаимосвязи ГУ с ССЗ, в частности с АГ [5]. В 1879 г. ученые обратили внимание на тот факт, что некоторые пациенты с повышенным АД имели близких родственников, страдающих подагрой, и предположили вовлечение МК в патогенез развития АГ.

По результатам исследования NHANES, которое включало 5707 участников в возрасте от 20 лет и старше, среди лиц с подагрой АГ была диагностирована у 74% пациентов, хроническая болезнь почек (ХБП) — у 71%, ожирение (индекс массы тела >30 кг/м²) — у 53%, сахарный диабет (СД) 2-го типа — у 26%. Эти показатели были выше, чем у лиц с нормальным уровнем МК, среди которых АГ имела место у 47,2%, ХБП - у 70,4%, СД 2-го типа - у 12,2% [2,7]. С повышением уровня МК на-
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Рекомендации по ведению больных наблюдалось и постепенное увеличение распространенности сопутствующих заболеваний. Кроме того, в исследовании NHANES III представлены данные о более высоком риске смерти от всех причин и от ССЗ у пациентов с ГУ. При этом указанная связь оставалась статистически значимой и после поправки на демографические факторы и сопутствующие заболевания [3,6].

В настоящее время большое количество данных подтверждает участие ГУ в развитии АГ, и в ряде исследований было продемонстрировано, что МК является независимым прогностическим фактором риска гипертонической болезни. В мета-анализе 18 проспективных исследований (55 607 пациентов) было установлено, что ГУ приводит к возникновению АГ и повышает риск ее развития на 13% при увеличении концентрации МК в сыворотке на каждые 1 мг/дл [1,4]. Однако эта взаимосвязь варьировала в зависимости от возраста и пола и являлась более значимой у молодых лиц и у женщин [5]. В исследовании L. Liu et al. было отмечено влияние ГУ на развитие предгипертонии [6]. Среди 15 143 участников с исходным нормальным офисным уровнем АД лица с повышенным уровнем МК имели на 17% более высокий риск развития предгипертонии по сравнению с лицами с более низким уровнем МК.

Цель исследования. Целью исследования стало изучение проблемы гиперурикемии как фактора риска АГ. Изучить региональные особенности

распространенности основных факторов риска и структуры коморбидной патологии у пациентов с ГУ и АГ.

Материалы и методы исследования. В исследование было включено 106 больных ГУ и АГ. Включение проводили при наличии информированного согласия. Критерии исключения: возраст пациента старше 75 лет, острая или хроническая экзогенная интоксикация, отказ пациента от исследования.

Результаты исследования. В нашем исследовании нарушение обмена липопротеидов выявлено у 93 % больных подагрой и 90 % при БГУ, а сочетание гипертриглицеридемии и ГУ у лиц с абдоминальным ожирением при подагре у 45 %, при БГУ у 22 % пациентов.

Полученные в ходе исследования результаты показали существование взаимосвязей ГУ с ожирением, нарушением обмена липопротеидов (увеличением уровня ОХ, ЛПНП, гипертриглицеридемией), а также АГ и поражением органов-мишеней. У больных подагрой и БГУ прогностическое значение АГ становится особенно неблагоприятным в связи с высокой частотой сопутствующих обменных нарушений.

Анализ данных нашего исследования указывает на сочетание гиперурикемии с более выраженным повышением АД. У больных подагрой и БГУ преобладала II ст. (53 и 57 %) и I ст. АГ (37 и 30 %) с преобладанием неблагоприятных характеристик суточного профиля АД по типу недостаточного снижения АД в ночное время и ночная гипертония («нон-дипперы» и «найт-пикеры»). В ряде работ показано, что у больных с ГУ изменения суточного профиля АД характеризовались тенденцией к уменьшению степени ночного снижения ДАД и инверсией суточного ритма ДАД, а также повышением ночной вариабельности АД.

В связи с вышесказанным коррекцию нарушений обмена МК на фоне АГ следует рассматривать в ряду первоочередных мер первичной и вторичной профилактики, включающих, прежде всего, воздействие на особенности образа жизни – ограничение пищевых продуктов, содержащих большое количество пуриновых оснований, отказ от приема алкоголя и назначение адекватной антигиперурикемической и антигипертензивной терапии у больных подагрой, так и с бессимптомной гиперурикемией.

Вывод. Таким образом, снижение уровня МК в сыворотке крови, достигнутое посредством лечения пациентов уратснижающими препаратами, главным образом ингибитором ксантиноксидазы, связано с уменьшением частоты нежелательных сердечно-сосудистых событий и улучшением контроля АД.

Бессимптомную ГУ можно рассматривать как новую мишень терапии с целью снижения риска ССЗ и ССО и рекомендовать применение

аллопуринола для ее коррекции у пациентов с АГ, особенно при высоком сердечно-сосудистом риске.

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ОБОСНОВАНИЕ ПРИМЕНЕНИЯ ОБЛЕГЧЕННОЙ БУРОВОЙ СМЕСИ, ИСПОЛЬЗУЕМОЙ ПРИ БУРЕНИИ ПЛАСТЕЙ НИЗКОГО ДАВЛЕНИЯ

Аннотация. В статье рассматриваются требования к буровому раствору, его приготовлению, водопроницаемости, плотности, вязкости буровых растворов, статическим сдвиговым параметрам и добавляемым к ним смазочным материалам, а также определение параметров фильтрации.

Ключевые слова: аэрация, глобулы, пенообразователь, газовый поток, взрывы, вязкость, плотность, поверхностно-активные вещества, пластовое давление, фильтрация.

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JUSTIFICATION OF LIGHT DRILLING MIXTURE USED IN DRILLING LOW PRESSURE FORMS

Annotation. The article discusses the requirements for drilling fluid, its preparation, water permeability, density, viscosity of drilling fluids, static shear parameters and lubricants added to them, as well as the determination of filtration parameters.

Keywords: aerated, globules, foaming agent, gas flow, explosions, density, viscosity, surfactants, layer pressure, filtration.

Введение

При бурении нефтяных и газовых скважин к свойствам и параметрам буровых растворов предъявляются высокие требования. Неправильный подбор свойств и параметров раствора при вскрытии пластов с аномально

низким пластовым давлением основан на том, что это вызывает большие осложнения.

Аэрированные промывочные растворы получают путем подачи необходимого количества воздуха в струю воды или в водоэмульсионную смесь. Степень аэрации по отношению к расходу воздуха такова, что давление, прикладываемое к стенке скважины при бурении, должно быть меньше давления абсорбции и не должно быть меньше пластового давления.

Давление, оказываемое на стенку скважины аэрируемыми промывочными растворами, зависит от режима бурения, его расхода и степени аэрации.

По мере увеличения скорости потока давление увеличивается, а по мере уменьшения скорости аэрации влияние давления уменьшается. По мере увеличения скорости аэрации уменьшается плотность, уменьшается вязкость промывочного раствора и изменяются другие свойства [1].

Из-за низкой плотности пузырьков воздуха во входном потоке буровой раствор относительно медленно перемещается в окружающую среду. По мере приближения потока раствора к верху скважины их скорость увеличивается, давление аэрированного раствора снижается, пузырьки расширяются. Прыжок пузырьков в воде не столь велик, а в глинистых смесях вообще мал.

Для замедления образования пузырьков воздуха в растворе в аэрированный раствор добавляют пенообразующее поверхностно-активное вещество (ПАВ), которое образует в аэрированном растворе мелкие глобулы и со временем превращается в пену. ПАВ предотвращает попадание глобул в воздух в виде крупных пузырьков, которые проникают через поверхность отсека и повышают устойчивость пузырьков.

Эффективность пенообразования ПАВ зависит от степени минерализации воды и состава частиц разложившейся породы [2,3]. Наиболее эффективное действие на пресную и соленую воду оказывает смесь сульфатных и этилоксидных полифенолов ОП-10. Может использоваться для бурения глинистых и суглинистых пород.

Стабильные пены обладают тиксотропными свойствами. Применение пен улучшает вынос раздробленных пород, снижает загрязнение продуктивных пластов, значительно снижает требуемую мощность компрессора.

Минеральный водный аэрированный раствор или пена ускоряют коррозию оборудования при бурении скважин, промывке или эксплуатации их.

Для предотвращения коррозии в раствор добавляют ингибиторы или гидроксид кальция, чтобы его значение было не менее 10 в среде раствора.

Фильтрационные и коагуляционные свойства. Как обсуждалось выше, буровой раствор препятствует проникновению потоков

пластового флюида через ствол скважины. В свою очередь, раствор проникает в проницаемые слои, а твердая фаза раствора проникает в поры и трещины стенки ствола и образует илестые оболочки. Поскольку эта оболочка имеет низкую проницаемость, через нее проходят только фильтраты. Фильтрация делится на два типа: статическая и динамическая. Первый возникает при отсутствии циркуляции, т. е. буровой раствор не тормозит рост фильтрационных раковин. Описание второго типа, при котором происходит циркуляция, ограничивается разрастанием фильтрационной оболочки за счет эрозионного воздействия потока бурового раствора.

Все гидроксиды реагируют с глинистыми минералами при температуре выше 95°C. Слабо влияет на реологические свойства слабощелочных растворов, однако при снижении щелочности снижается эффективность понизителя вязкости и также наблюдается обратная связь. В зависимости от ионного типа металла в гидроксиде это явление может иметь большое влияние на сильнощелочные растворы.

При повышении температуры происходит ионная активность любого электролита и рост ионов растворимых солей в любом растворителе.

Состояние различных типов буровых растворов сильно различается при высоких температурах. Растворы, приготовленные на минерализованной воде, относительно стабильны, т. е. высокое содержание электролитов в них препятствует рассеиванию шлама. Сплавы из известняка имеют высокое предельное статическое напряжение сдвига из-за реакции между гидроксидом и глинистыми минералами, но кальциевые сплавы, обработанные ПАВ, остаются полностью стабильными при 180°C.

В скважинах с большим отклонением от ствола колебания плотности в процессе циркуляции имеют более быстрые свойства, чем в скважинах с крутым окончанием.

Инженеры обнаружили, что величина колебаний эквивалентной плотности (ВКЭП) в обращении сильно отличалась от ранее запланированных значений. Учитывая, что концепция применения ВКЭП в буровых работах влияет на дополнительное давление, возникновение циркуляции бурового раствора в любом случае во времени связано с наличием давления на скважине.

Циркуляция с эквивалентной плотностью представляет большой риск в скважинах с большим отклонением от уклона, поэтому значение вибрации велико, а допустимое отклонение от малого до большого значения.

При большом значении вибрации расстояние прохождения жидкости также велико, а глубина по вертикали значительно меньше. В частности, параметры буровых растворов сильно ускоряются для поддержания качественного процесса очистки ствола скважины, при этом система

буровых растворов имеет небольшую способность контролировать параметры. В скважинах с большим уклоном траншеи большое влияние на параметры бурового раствора оказывают температура и давление.

Качественное планирование гидропромывки очень важно в скважинах с большим отклонением от уклона, дебита и наличием ограничения по напору насоса. Это касается и скважин большой длины с большими отклонениями от вертикали, и скважин малой длины в зависимости от мощности буровой установки.

Очистка дна скважины воздухом или газом. В мировых операциях широко применяется воздушная или газовая очистка ствола скважины, а буровой раствор заменяется газообразным циркулирующим агентом. О технологии очистки забоя скважины от дробленых частиц с помощью потока раствора высказано много мнений, а также о том, что она имеет ряд преимуществ в предыдущих темах [4].

Думаем, как очистить дно скважины с помощью газа, есть ли дефекты или недостатки. Газ не оказывает большого сопротивления стенке скважины. При их использовании трудно остановить поток жидкости в пластах и предотвратить изгиб или просачивание неустойчивых пород.

При покое газа трещиноватая порода не имеет свойства висеть во взвешенном состоянии и не проявляет влияния смазки на поверхность трения [5]. Газоагенты также целесообразно применять при бурении многолетних льдистых и хорошо укрепленных пород, а также пород с малыми коэффициентами аномальности и низким содержанием глины.

Поток поступающего газа имеет высокую скорость при извлечении частиц дробленой породы из скважины. По мере подъема газ расширяется и скорость потока к вершине скважины достигает 10÷20 м/с. Поэтому для очистки воздуха используются высокоскоростные проточные компрессоры, а поверхность скважины герметизируется до необходимого уровня.

При попадании в процесс бурения с закачиваемым потоком небольшого количества воды частицы глины в дробленой породе намокают, слипаются, происходит усадка ствола скважины [6].

Поток газа не в силах устранить такие преграды. Водные растворы с добавлением вспененного ПАВ прокачиваются потоком газа для предотвращения образования усадки. При очистке скважин пневмоприводом существует вероятность взрыва при накоплении от 6,5 до 12,8% углеродистых концентратов из слоистых пород вокруг перекачиваемого потока. Водный раствор пенообразователя ПАВ подается вместе с потоком воздуха для предотвращения взрывов. Если при закачке природного газа возникает пожар, закачка газа прекращается и для его ликвидации в скважину закачивается водный раствор.

При абразивном воздействии разложившихся пород в газе эрозия пробуренных скважин ускоряется, а в результате сухого трения труб о

стенку скважины быстро происходит эрозия снаружи. Из-за большого количества воды в перекачиваемом газе увеличивается расход компрессора.

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ИНТЕРПОЛИМЕРНЫЕ КОМПЛЕКСЫ ДЛЯ ЗАЩИТЫ ОКРУЖАЮЩЕЙ СРЕДЫ

Аннотация. Одним из направлений защиты окружающей среды является использование интерполимерных комплексов для пыле- и солеподавления в районе Аральского региона.

Ключевые слова. Нестехиометричные интерполимерные комплексы (НИПК), карбоксилметилцеллюлоза (КМЦ), мочевиноформальдегидная смола (МФС).

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INTERPOLYMER COMPLEXES FOR ENVIRONMENTAL PROTECTION

Annotation. One of the areas of environmental protection is the use of non-chiometric interpolymer complexes for dust and salt suppression in the Aral region.

Keywords. interpolymer complexes (IPK), carboxymethylcellulose (CMC), urea-formaldehyde resin (UFR).

Среди современных научно-технических проблем, которым так богато наше время, взаимоотношение биосферы и человечества оказалось важнейшей проблемой, комплексное решение которой составляет актуальную задачу современной науки и технологии[1].

Совершенствование способов орошения земель является одним из наиболее перспективных путей экономии поливных вод. Основным способом орошения сельхоз культур в аридной зоне – это поверхностный полив, достоинствами которого являются малая стоимость и простота. Однако, при использовании поверхностного полива на поливах с повышенной водопроницаемостью (песчаных и супесчаных) потери поливной воды на глубинную фильтрацию могут превышать 50%. Кроме того, при использовании полива по бороздам интенсивная глубинная фильтрация воды приводит к неравномерному увлажнению. Из-за указанных недостатков ни один из известных способов, предназначенных для уменьшения потерь воды при поливе, не нашел применения[2,3].

Несмотря на доступность и многочисленность экологических знаний, целесообразно, тем не менее, рассмотреть эти проблемы с точки зрения химии, хотя бы потому, что химия и химическая промышленность является одним из основных источников нарушения биосферного равновесия и они же могут дать эффективные средства и пути защиты окружающей среды от так называемой антропогенной деятельности[4,5].

Экологическая катастрофа в регионе Аральского моря в значительной степени вызвана солее- и пыле переносом (ветровая эрозия почвы осушенной зоны) в близлежащие населенные местности (непосредственное и неблагоприятное влияние на здоровье людей, в частности, путем значительного снижения качества питьевой воды) и сельскохозяйственные территории (невозможность естественного зарастания осушенной полосы из-за ухудшения качества почвы в результате эрозии). Основной целью данной работы является предотвращение ветровой и водной эрозии почвы, а также улучшение качества почвы (структуры, орошаемой, плодородия) путем применения биодеструктурируемых экологически безвредных и доступных интерполимерных комплексов[6].

Почвы бассейна Аральского моря, особенно высушенная часть территории обнажающего дна Аральского моря подвержены усиленной эрозии, вследствие чего они не пригодны для выращивания сельскохозяйственных культур[7].

В то же время процессы ветровой эрозии этих безжизненных почв и обусловленный ими перенос частиц бесплодных почв на прилегающие сельскохозяйственные территории приводит к существенному ухудшению структуры культурных почв и снижению их плодородия. Это делает необходимым и безотлагательным предотвращение эрозии почвы высушенного дна Аральского моря путем закрепления ее частиц без нанесения какого бы то ни было вреда окружающей[8].

Предлагаемая работа предусматривает решение указанной проблемы на основе последних достижений науки о полимерах путем структурирования почв бассейна Аральского моря интерполимерными комплексами (ИПК) для предотвращения ее ветровой и водной эрозии[9].

Интерполимерные комплексы содержат гидрофобные области, составленные из спаренных участков комплементарных цепей, и гидрофильные последовательности ионогенных групп, образованные разобращенными участками противоположно заряженных полиионов[10].

Благодаря этим свойствам ИПК были успешно применены в качестве структурообразователей почв для предотвращения их водной и ветровой эрозии с одновременным повышением плодородия. В почвенно-полимерной корке частицы дисперсной фазы связаны друг с другом тонкими прослойками ИПК. Такие корки не разрушаются под влиянием сильного ветра и дождя. ИПК, внесенные на поверхность почвы

предотвращают его ветровую эрозию в течение времени необходимого для прорастания и развития травяного покрова при ветрах ураганной силы до 20-30 м/с. ИПК широко испытаны также в качестве средств для предотвращения размывания почв и последующего коркообразования на посевах хлопчатника.

Существенно, что все эти противоэрозионные мероприятия обеспечиваются при весьма малых расходах поликомплексов (от 20 до 60 кг/га). Одновременно с основным эффектом наблюдается также ярко выраженный эффект стимулирования прорастания и развития растений. Установлено также, что ИПК нетоксичен, экологически безвреден, способствует развитию семян многолетних трав, высеянной на песок и почвы.

Имеющейся опыт работы с ИПК для пыле- и солеподавления позволяет сделать вывод о целесообразности его применения не только для структурирования почв и грунтов, но и в тех случаях, когда необходимо зафиксировать на поверхности грунта загрязняющие окружающую среду вещества в мелко дисперсной форме.

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СЕМАНТИЧЕСКИХ АНАЛИЗ ЛЕКСИЧЕСКИХ ЕДИНИЦ ЖЕЛЕЗНОДОРОЖНОГО ДИСКУРСА В АНГЛИЙСКОМ ЯЗЫКЕ

Аннотация: В данной статье описаны семантические и функциональные особенности лексических единиц, принадлежащих к терминосистемам английского железнодорожных дискурсов. Автором проведен анализ указанных особенностей, описаны различные способы и пути образования английских железно-дорожных терминов. В рамках данного тематического исследования автор изучает лексические варианты словоформ английского профессионального подязыка, проводит анализ семантических полей, культурологический анализ, определяет функциональную специфику англоязычного железнодорожных дискурсов и устанавливает межъязыковые соответствия в составе исследуемых профессиональных подсистем английского языка.

Ключевые слова: терминосистема, терминоединица, профессиональный подязык, заимствования, метафорический перенос, омонимия, морфологическое словообразование, межъязыковые соответствия, железнодорожный дискурс.

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COMPARATIVE ANALYSIS OF SEMANTIC FEATURES OF ENGLISH RAILWAY DISCOURSE LEXICAL ITEMS

Abstract: Semantic of English railway discourse lexical items are presented in the article. The author analyses and describes various ways of English railway discourse terms formation. On the basis of corpus-based study of the railway discourse terminological system the author researches English lexical items of the professional discourse, performs comparative analysis, cultural overview, determines functionality specification of English railway discourse. On the basis of stylistic analysis of professional topics the most distinctive models of figurative reinterpretation within English railway terminological systems have been found. While studying English railway

industry-specific glossary the author highlights the question of new terms occurrence in the railway discourse of two English-language cultures, American and British that have been formed and developed in grade-separated social and cultural conditions. Each terminological system has its own structural-typological national idiomatic sphere.

As a result of the research the bridge principles of inter-language correspondence within the technical English railway sublanguages were detected and delivered. The comparative analysis performed has distinguished the specific ways of scientific thought development fixation that differ in different languages.

Key words: term system, term item, technical sublanguage, comparative analysis, borrowing, figurative reinterpretation, homonymy, morphological word-formation, inter-language correspondence, technical railway discourse.

Введение. В современной лингвистике серьезное внимание уделяется исследованию и анализу фор-мирования и обогащения терминологии различных профессиональных дискурсов. Однако именно же-лезнодорожный дискурс остается все еще мало изученным как с точки зрения системы, так и в аспект лексического функционирования. В данной исследовательской работе автор ставит цель проанализировать пути формирования аналогичных по своей специфике терминосистем в нескольких аспектах – семантическом, функциональном, стилистическом, культурологическом.

Научно-технический прогресс, безусловно, сопровождается накоплением и номинацией специфиче-ских данных, определяющих новую логику мышления, что ведет к формированию специальных подъя-зыков (дискурсов). При этом профессиональный дискурс сохраняет национальный языковой фон, несет в себе специфику национального менталитета, национальные особенности познавательной деятельно-сти человека в данной профессиональной сфере.

Достижение цели предполагает решение следующих задач:

- сбор и систематизация английсктх железнодорожных терминов;
- лексико-тематическая классификация этих терминов;
- научный анализ семантических особенностей тематических групп;
- исследование особенностей образования железнодорожных терминов;
- определение места и роли лингвистических заимствований в формировании и развитии английской железнодорожной терминологии;
- определить особенности структурной организации железнодорожной терминологии в английском языке;

Объектом исследования диссертации является исследование и анализ фор-мирования и обогащения терминологии различных профессиональных дискурсов и лесико-семантический анализ железнодорожных терминов в

английском языке, также лексические системы железнодорожной терминологии, связанные с заимствованием.

Предмет настоящего исследования - лексико-семантические, структурно-грамматические и функциональные особенности формирования и функционирования железнодорожной терминологии английского языка.

Обзор литературы. Изучая специфику профессионального дискурса, автор считает необходимым обратиться к работам лингвистов, исследующих не только нормативную (кодифицированную) часть специальной лексики (термины), но и особенности некодифицированных единиц профессионального языка – профессионального жаргона и его компонентов, специального сленга. На наш взгляд, понимание профессионального подязыка будет неточным и неполным, если исследование будет сосредоточено только на кодифицированной специальной лексике.

«Профессиональный язык – исторически сложившаяся, относительно устойчивая для данного периода автономная, экзистенциальная форма национального языка, обладающая своей системой взаимодействующих социолингвистических норм, представляющая собой совокупность некоторых фонетических, грамматических и преимущественно специфических лексических средств общенародного языка, обслуживающих речевое общение определенного социума, характеризующегося единством профессионально-корпоративной деятельности своих индивидов и соответствующей системой специальных понятий» [3]. здесь под «специфическими лексическими средствами» мы понимаем весь комплекс профессиональной лексики – и терминологию, и специальный сленг.

Такие ученые, как В.Н. Ярцева, а.В. Суперанская, а.С. Герд и другие отечественные и зарубежные лингвисты в своих работах анализируют значимость социальных факторов при формировании и развитии профессионального языка, отмечая в то же время, что профессиональный язык не может быть назван языком в полном смысле, т.к. полноценное высказывание не может быть построено с использованием только терминологических единиц и лексический состав такого подязыка номинирует и определяет только понятия, касающиеся профессиональной деятельности [1].

Методы исследования. В рамках данного тематического исследования автор в первую очередь выявляет и анализирует семантические и функциональные особенности английского профессионального подязыка, знание которых необходимо для понимания профессиональной картины мира железнодорожников, и, как результат, более успешной коммуникации в профессиональной среде. Далее обращается внимание на то, что содержательное своеобразие

профессионального подъязыка определяется также его стилистической спецификой. автором поднимается вопрос связи реализации профессионального языка в ограниченной коммуникативной сфере с количеством реализуемых функций, указывается на то, что данный подъязык несет в себе ограниченное количество функций – когнитивную, информационно-логическую, интеллектуально-коммуникативную – что обусловлено его узко специфической направленностью. В процессе исследований данной языковой сферы лингвистами было выявлено и обосновано присутствие эмотивной функции – наличие определенного сегмента в виде идиоматических выражений, метафор в сфере деловой профессиональной коммуникации. результаты и дискуссия. автору представляется возможным, в некоторой степени, провести семантический анализ в рамках культурологического аспекта в виде этимологического исследования определенного лексического блока, набранного из британских, американских и отечественных лексикографических источников, научных публикаций по железнодорожным специальностям, что дало возможность определить соотношение исконных и заимствованных терминов в русскоязычном и англоязычном железнодорожных дискурсах и, соответственно, выявить пути и способы формирования (пополнения) профессионального терминологического блока железнодорожного подъязыка.

Результаты и дискуссия. Автору представляется возможным, в некоторой степени, провести семантический анализ в рамках культурологического аспекта в виде этимологического исследования определенного лексического блока, набранного из британских, американских и отечественных лексикографических источников, научных публикаций по железнодорожным специальностям, что дало возможность определить соотношение исконных и заимствованных терминов в русскоязычном и англоязычном железнодорожных дискурсах и, соответственно, выявить пути и способы формирования (пополнения) профессионального терминологического блока железнодорожного подъязыка.

Профессиональный дискурс, являющийся формой языка, осуществляет, по мнению автора исследования, три основные функции: 1) когнитивную, 2) информационно-логическую, 3) интеллектуально-коммуникативную. Эти функции в рамках дискурса конкретизируются и уточняются. часть из них становятся базовыми. Набор базовых языковых функций в рамках одного дискурса связан с целями данного дискурса. железнодорожный подъязык несет в себе, на наш взгляд, словообразовательную нагрузку, называя предметы, явления, новообразования в профессиональной сфере, соответственно, реализуя, в первую очередь, номинативную функцию.[2]

Среди исконных слов-терминов англосаксонского происхождения были выявлены такие термины, как: gate– шлагбаум, yard– сортировочная станция, body– кузов, shoulder– плечо, board– табло, lock – замыкатель, drain– дренаж, sleeper– шпала, shoe– тормозной башмак, frame – рама.[5] При этом следует отметить, что перечисленные термины являются словами общеупотребительного значения, определенным образом переосмысленными, что придало им новое научно-профессиональное значение.

Заемствования в английской железнодорожной терминологии представлены словами многих европейских языков: transportation, catenary, valve– латынь; rail, station, accident– французский; truck, schedule, cylinder– греческий; wagon, ballast, spike– скандинавские заимствования. Касательно заимствованных терминов, то значительный процент взят из немецкого языка: кронштейн, дроссель, плацкарта, маршрут, дизель. Примерно такой же процент – заимствования из французского языка: перрон, купе, пассажир, депо, багаж. Заимствования из английского языка весьма незначительны: дренаж, хоппер, буфер, клиренс, фидер.[4]

Анализируемые английские лексические единицы, образующие терминологические поля, делим на четыре группы с целью определения их семантической насыщенности:

1) ЛЕ, являющиеся основой для формирования понятия в железнодорожной научно-профессиональной области: ballast, car, carriage, depot, locomotive, rail, railway, train, wagon;

2) ЛЕ, имеющие одинаковую семантику в общенаучных и научно-технических областях знаний, но способные конкретизировать семантику железнодорожной терминологии: bridge, control, signal, system, tunnel;

3) Термины, заимствованные из смежных областей, составившие неотъемлемую часть железнодорожной терминосистемы: traffic, rout– заимствованы из автотранспортной отрасли; freight– торговый термин;

4) ЛЕ широкой семантики, совершившие переход в железнодорожную терминологию в силу наличия неких общих признаков и изменившие свое значение в составе новой терминосистемы: capacity, passenger, switch, track.

Заключение. Изучив данный материал, мы можем говорить о том, что английский железнодорожный дискурс преимущественно сформирован на специальных лексических единицах, образованных в процессе переосмысления собственных языковых ресурсов, видимо, вследствие того, что железнодорожная отрасль появилась и начала активное развитие именно в англоязычных странах, где возникшая потребность номинирования новых понятий могла быть удовлетворена либо путем образования совершенно новых слов, либо путем переосмысления уже существующих лексических единиц. Терминообразование на основе ассоциаций стало наиболее продуктивным.

Каждая терминологическая система опирается на структурно-типологическое своеобразие национального языка и обладает вместе с тем специфичными, присущими только ей, особенностями. Сопоставительный анализ семантических и функциональных особенностей лексических единиц профессионального железнодорожного дискурса в английском языке представляет интерес тем, что способы формирования специальной лексической сферы и составляющих ее единиц отражают особенности фиксации развития научной мысли в разных языках.

При исследовании англоязычной железнодорожной терминологии автор счел необходимым обратиться к блоку лексики американского происхождения. Это обусловлено тем, что две родственные англоязычные культуры создают разный национально-языковой фон для формирования специальной лексики, что объясняется различными формами социально-культурного развития двух стран и что, соответственно, проявляется в особенностях формирования и использования специальных терминов.

Сопоставив происхождение и употребление базовых терминов британского и американского железнодорожного дискурса, можно определить их однотипное языковое оформление как проявление общности языкового менталитета этих двух англоязычных народов.

Разница в языковом оформлении некоторых терминологических понятий объясняется, на наш взгляд, отражением специфики национальных менталитетов.

Проведенный автором сравнительный анализ англоязычных терминов британского и американского профессиональных железнодорожных языковых систем (в том числе и этимологический) выявил, что ментальные различия этносов, говорящих на одном языке, могут проявляться как в разнице осмысления специфических лексических единиц, так и в разной их вербализации, что приводит к появлению таких стилистических явлений, как синонимия и омонимия, за счет чего происходит и обогащение дискурсивных терминосистем. В профессиональном мировоззрении отражается совокупность языковой и социальной картины мира. Опираясь на это, профессиональное мировоззрение формирует специфическое самосознание

и профессиональную языковую картину мира для профессионального сообщества. Следовательно, в основе формирования профессиональной лингвокультуры лежит взаимодействие профессиональной специфики и языка.

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ФИЗИЧЕСКИЕ МЕТОДЫ ЛЕЧЕНИЯ ЗАБОЛЕВАНИЙ СЛИЗИСТОЙ ОБОЛОЧКИ ПОЛОСТИ РТА

Резюме. Физиотерапевтические методы лечения успешно используются в профилактике, диагностике и терапии заболеваний стоматологического профиля. Данные методы применимы до и после хирургических вмешательств, в лечении воспалительных заболеваний полости рта, при болевом синдроме различной этиологии, а также в реабилитационном периоде.

В статье подробно описаны задачи применения физиотерапевтических методов при лечении воспалительных процессов челюстно-лицевой области и шеи — воздействовать на этиологический фактор и патогенетические звенья гнойного воспаления, способствовать санации патологического очага.

Ключевые слова: профилактика, диагностика, челюстно-лицевой области, шеи, пародонт, линимент циклоферона.

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PHYSICAL METHODS OF TREATMENT OF DISEASES OF THE MUCOSA OF THE MOUTH

Summary. Physiotherapeutic methods of treatment are successfully used in the prevention, diagnosis and treatment of diseases of the dental profile. These methods are applicable before and after surgical interventions, in the treatment of inflammatory diseases of the oral cavity, with pain syndrome of various etiologies, as well as in the rehabilitation period.

The article describes in detail the tasks of using physiotherapeutic methods in the treatment of inflammatory processes in the maxillofacial region and neck - to influence the etiological factor and pathogenetic links of purulent inflammation, to promote the sanitation of the pathological focus.

Keywords: prevention, diagnosis, maxillofacial area, neck, periodontium, cycloferon liniment.

Актуальность. На современном этапе в структуре всех поражений пародонта и слизистых ротовой полости наибольший удельный вес занимают заболевания воспалительного генеза, связанные с микробными, иммунологическими нарушениями на фоне имеющейся генетической детерминированности [1]. По мнению большинства исследователей, микробная флора играет ведущую роль в формировании различных вариантов поражения слизистых ротовой полости и пародонта воспалительного генеза [4]. Вместе с тем, реализация микробного фактора возможна обычно на фоне локального или системного дисбаланса в иммунной системе [2]. Таким образом, закономерен интерес к исследованию эффективности иммулотропных препаратов с преимущественно локальным воздействием в лечении воспалительных заболеваний ротовой полости.

В ряду иммулотропных средств, имеющих лекарственную форму для местного использования, имеется такой препарат, как линимент циклоферона (ЛЦ) [2]. Линимент циклоферона с успехом использовался в комплексе лечебных мероприятий у больных с заболеваниями, связанными с микробными возбудителями, иммунодефицитами [4], поэтому исследования, направленные на расширение спектра показаний для линимента, являются актуальными и необходимыми.

Цель исследования: обосновать целесообразность использования ЛЦ в комплексе терапевтических мероприятий у больных пародонтитом и стоматитом.

Материалы и методы исследования. Для реализации поставленной цели проведено обследование 80 пациентов с пародонтитом и хроническим рецидивирующим герпетическим стоматитом (ХРГС), которые были разделены на две равные группы: в 1-й группе к проводимому общепринятому лечению был добавлен ЛЦ, во 2-й - терапия осуществлялась традиционными способами. Обе группы были сформированы из 20 человек со стоматитом легкой степени тяжести герпетической этиологии и 20 больных пародонтитом легкой степени тяжести. Курс ЛЦ составил 10 дней по 2 аппликации препарата в день на слизистые полости рта и десны. Дизайн исследования: открытоерандомизированное.

Результаты исследования и их обсуждение. При первичном осмотре стоматолога у больных ХРГС и пародонтитом клинико-анамнестические данные характеризовались типичными признаками, позволяющими установить диагноз, а стоматологические индексы значительно отклонялись от параметров здоровых лиц (табл. 1-2), при этом между группами с различными методами лечения, как среди больных стоматитом, так и пародонтитом, существенных отличий по клинико-лабораторным параметрам (табл. 1-6) до начала лечения не выявлено.

Обострения ХРГС характеризовались общеинфекционными симптомами, которые на фоне применения ЛЦ исчезали быстрее ($p < 0,05$), чем в группе с общепринятыми методами лечения (2-я): температура через $3,0 \pm 0,3$ дня в 1-й группе и $4,5 \pm 0,3$ дня - во 2-й, признаки интоксикации через $3,3 \pm 0,4$ дня и $4,7 \pm 0,4$ дня соответственно. Болевой синдром в полости рта сохранялся $2,9 \pm 0,2$ дня в 1-й группе и $4,2 \pm 0,3$ дня - во 2-й, эрозии на слизистых - $6,3 \pm 0,4$ и $8,4 \pm 0,4$ дня соответственно ($p < 0,05$).

Применение ЛЦ в комплексной терапии ХРГС и пародонтита позволило достигнуть динамичного редуцирования клинических симптомов заболеваний в сопоставлении с традиционными методами, что подтверждалось достоверными отличиями индексных показателей на 10-12-й день болезни в группах в различными нозологическими формами в зависимости от метода терапии.

Побочных явлений при применении ЛЦ у пациентов 1-й группы не зафиксировано, переносимость препарата была хорошей.

При диспансерном наблюдении констатировано, что обострение герпетической инфекции у больных стоматитом отмечалось в течение 6 месяцев в 1-й группе в 5 %, во 2-й - в 25 % случаев, рецидивы пародонтита зафиксированы в 1-й группе в 15 %, во 2-й - в 40 % случаев.

Следовательно, использование ЛЦ в комплексном лечении больных с воспалительными заболеваниями полости рта при практически отсутствующих побочных эффектах препарата способствует динамичному исчезновению основных клинических симптомов заболевания, снижает число обострений как пародонтита, так стоматита герпетической этиологии.

Анализ показателя эндогенной интоксикации (СрМ) выявил, что на фоне использования ЛЦ в 1-й группе данный параметр у больных стоматитом и пародонтитом был ближе к норме, чем во 2-й группе с традиционными методами лечения

Вывод. Перечисленные методики физиотерапевтического лечения успешно применимы в узкоспециализированном разделе медицины - в стоматологии. Доказанная эффективность и всесторонняя обеспеченность необходимым оборудованием обуславливают широкое распространение процедур в медицинских учреждениях стоматологического профиля. А значит, современный врач-стоматолог должен знать механизмы воздействия различных физиотерапевтических методов на патологии органов полости рта, уметь выбрать соответствующий метод лечения. Данный обзор применяемых в стоматологии процедур показывает высокую эффективность физиолечения в качестве вспомогательной терапии при соблюдении мер безопасности и понимании механизмов физического воздействия на органы и ткани полости рта.

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ЭТИОЛОГИЯ И ПАТОГЕНЕЗ ХРОНИЧЕСКОГО ТОНЗИЛЛИТА

Резюме: Хронический тонзиллит одно из наиболее распространенных ЛОР заболеваний, которое нередко дает осложнения со стороны ряда органов и систем, часто приводит к нарушению трудоспособности, а иногда и к инвалидности.

По современным данным хронический тонзиллит - полиэтиологическое заболевание с разнообразными клиническими проявлениями.

На сегодняшний день существует несколько определений хронического тонзиллита.

Ключевые слова: патогенез, этиология, хронический тонзиллит, ранняя диагностика, метод, лечения.

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ETIOLOGY AND PATHOGENESIS OF CHRONIC TONSILLITIS

Resume: Chronic tonsillitis is one of the most common ENT diseases, which often gives complications from a number of organs and systems, often leads to disability, and sometimes to disability.

According to modern data, chronic tonsillitis is a polyethological disease with various clinical manifestations.

To date, there are several definitions of chronic tonsillitis.

Key words: pathogenesis, etiology, chronic tonsillitis, early diagnosis, method, treatment.

Актуальность. Проблема хронического тонзиллита продолжает оставаться в центре внимания ученых и практических врачей на протяжении многих десятилетий [2].

Среди довольно многочисленных очагов инфекции в организме миндалина занимают первое место как по частоте, так и по разнообразию возникающих патогенных воздействий не только у взрослых, но и что особенно важно, у детей [5].

Заболеваемость хроническим тонзиллитом составляет от 4 - 6 % до 15,8 % всего населения [1], а в общей структуре заболеваемости - 5 - 10% [3]. Несмотря на появление современных методов диагностики и лечения, проблема хронического тонзиллита далека от своего решения [1].

Нет объективных критериев диагностики хронического тонзиллита. Большинство из существующих субъективных и объективных признаков хронического тонзиллита остаются весьма малоинформативными и могут быть расценены как проявление наличия других заболеваний [5]. Лабораторные методы исследования, которые существенно помогают распознаванию многих заболеваний, мало способствуют диагностике хронического тонзиллита [3].

Показатели системного иммунитета при хроническом тонзиллите, как правило, изменяются не существенно и носят транзиторный характер [6]. Диагностировать наличие хронического тонзиллита и его форму на основании оценки общего иммунного статуса не представляется возможным, поскольку вне стадии обострения в миндалинах параметры иммунитета мало отличаются от таковых у здоровых лиц [2].

Нет объективных критериев дифференциальной диагностики компенсированной и декомпенсированной форм хронического тонзиллита. [4].

Однозначных рецептов в лечении больных хроническим тонзиллитом нет. Тонзилэктомия не обеспечивает ликвидацию патологического процесса в глотке и прекращение аутоиммунных реакций [5].

После тонзилэктомии наблюдаются неоднократные обострения, ухудшение общего состояния [2], а также утяжеление течения аллергического ринита [6].

В лечении хронической воспалительной патологии верхних дыхательных путей должна быть направлена на методы иммунной реабилитации пациентов [4].

Отсюда вопрос о максимально эффективной терапии тонзиллита остается открытым, и необходимость продолжения поиска новых методов лечения и контроля остается перспективной [2].

Вопрос о сопряженности хронического тонзиллита с общими заболеваниями организма окончательно не решен. Нет четких критериев для хирургического лечения хронического тонзиллита при наличии сопряженных заболеваний (нефрит, полиартрит, ревмокардит и др.) [5].

Цель исследования. Повышение эффективности диагностики и лечения хронического тонзиллита на основании комплексного изучения и анализа основных звеньев этиологии и патогенеза данного заболевания.

Материалы и методы исследования. В исследование были включены 105 больных с ХТ (частота эпизодов острой бронхообструкции более 3-х раз в течение года) в возрасте от 18 до 65 летнего возраста.

Результаты исследования. Установлен довольно высокий процент больных хроническим тонзиллитом (2,2%) среди госпитализированных в ЛОР - отделение ГУЗ ОКБ г.Твери.

Установлен процент выявляемости объективных симптомов у больных хроническим тонзиллитом - от 25,8% до 81,7%.

Определены информационно значимые симптомы ($p < 0,05$) для диагностики хронического декомпенсированного (18) и компенсированного (2) тонзиллита с помощью кластерного анализа, что позволит повысить эффективность дифференциальной диагностики.

Разработан экспериментальный аппаратно-программный комплекс в сочетании с вероятностно-логическим обучающим методом алгоритма бинарного дерева решений CART по показателям инфракрасного спектра слюны, позволяющий с высокой эффективностью диагностировать хронический тонзиллит (96,7%), дифференцировать его компенсированную и декомпенсированную формы (97,8%), контролировать эффективность лечения и определять показания к тонзилэктомии у больных с сопряженными заболеваниями с точностью в 97,6%.

Разработан удобный экспресс метод диагностики хронического тонзиллита, дифференциальной диагностики его компенсированной и декомпенсированной форм и определения показаний к тонзилэктомии у больных с сопряженными заболеваниями с помощью инфракрасной спектроскопии слюны, позволяющий визуализировать портреты состояний — «Тонзиллит=1» или «Норма», «Хронический компенсированный тонзиллит» или «Хронический декомпенсированный тонзиллит», «Операция показана» или «Нет показаний к операции».

Комплексный метод лечения хронического тонзиллита у взрослых с применением бактериальных лизатов ИРС-19 и рибомунилы привел к выздоровлению в 64,8% случаев и снижению процента отдаленных рецидивов до 25,0%.

Комплексный метод лечения хронического тонзиллита у детей с применением бактериальных лизатов ИРС-19 и бронхомунала привел к выздоровлению в 70%) случаев и снижению процента отдаленных рецидивов до 26,2%).

Комплексный метод лечения больных хроническим тонзиллитом компенсированной формы привел к выздоровлению в 83,6% у взрослых и в 78,8%) у детей, а при декомпенсированной форме - в 42,2% и 43,0%) соответственно.

Инфракрасная спектрометрия слюны является информативным методом контроля за эффективностью лечения хронического тонзиллита.

Разработанная технология на основе принципа инфракрасной спектрометрии в сочетании с вероятностной нейронной сетью по энергоинформационному показателю пробы слюны позволяет из базы

данных лечебного учреждения проводить с высокой эффективностью отбор пациентов с хроническим тонзиллитом (точность - 98,3%), чувствительность — 98,9%, специфичность-96,0%)

Вывод. Предложен эффективный метод диагностики хронического тонзиллита с помощью аппаратно-программного комплекса в сочетании с вероятностно-логическим обучающим методом алгоритма «дерева решений» CART по показателям инфракрасной спектрометрии слюны.

Предложен эффективный метод дифференциальной диагностики хронического компенсированного и хронического декомпенсированного тонзиллита с помощью инфракрасной спектрометрии слюны.

Разработаны показания для тонзилэктомии у больных с сопряженными заболеваниями по данным инфракрасной спектрометрии слюны.

Разработан новый метод комплектного лечения хронического тонзиллита с применением бактериальных лизатов и с использованием инфракрасной спектрометрии для контроля эффективности лечения.

Разработана новая медицинская технология на основе принципа инфракрасной спектрометрии пробы слюны и искусственной нейронной сети для высоко эффективного отбора больных хроническим тонзиллитом.

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ИЗМЕНЕНИЯ ОЦЕНКИ СО ВРЕМЕНЕМ И ЕЕ ЛЕЧЕНИЕ

Аннотация: В этой статье объясняется, что за последнее десятилетие в университете было запущено множество инициатив, ориентированных на классы, и все они преследовали одну и ту же общую цель: улучшение обучения учеников. Оценка учителями, формирующая или суммативная, является одним из таких достижений, которое, как считается, обладает значительным потенциалом для улучшения обучения учащихся.

Ключевые слова: EIL (английский международный язык), стандарты, гегемония, оценка, автономия, домен, контекст, грамматическая точность.

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CHANGES OF ASSESSMENT OVER TIME AND ITS TREATMENT

Annotation: In this article that is explained variety of classroom-targeted initiatives has been unleashed at the university over the past decade and more, all with the same general aim: the improvement of pupil's learning. Assessment by teachers, whether formative or summative, is one of these developments that is considered to offer significant potential for improving pupils' learning

Key words: EIL (English international language), standards, hegemony, assessment, autonomy, domain, context, grammatical accuracy.

Развитие оценивания всегда было тесно связано с тенденциями в педагогической практике. На данном этапе движения к оценке, в большей степени ориентированной на EIL, носят в основном теоретический характер, однако ученые все чаще выступают за принятие разновидностей английского языка, которые выходят за рамки предписывающих стандартов и используются как законные англичане сами по себе. Произошли значительные изменения в осведомленности и понимании

различных способов использования ЕИЛ, что заставило исследователей усомниться в актуальности и гегемонии статического изображения английского языка. Тем не менее, реальные изменения в практике кажутся незначительными.

Как правило, изменения в местной оценке ЕИЛ могут происходить быстрее, чем в стандартизированном тестировании, из-за более высокой степени автономии учителя и относительно меньшего размера области использования целевого языка в большинстве локализованных контекстов. Тем не менее, акцент на формальную оценку лингвистических знаний учащегося, основанную на предписывающих формах английского языка, по-прежнему широко распространен в классах английского языка по всему миру.

В Германии, например, грамматическая точность по-прежнему лежит в основе оценки, а англоязычные носители английского языка используются в качестве критерия правильности (Qua-Lis, 2007). Кроме того, учебная программа Сингапура специально позиционирует «приемлемый на международном уровне стандартный английский язык» в качестве основной цели и критерия оценки в областях «производственных навыков» и «знания языка» (Министерство образования, 2010 г.), несмотря на преобладание местного разнообразия сингапурского английского языка, используемого в местных контекстах.

Несмотря на все еще существующую гегемонию «стандартного английского языка», постепенно стали заметны некоторые изменения. Например, во всем мире появляются университетские программы и классы старших классов, специально предназначенные для обучения ЕИЛ. Стамбульский университет культуры в Турции внедрил «Курс устного общения» на основе World Englishes, включая знание различных вариантов в их оценку (Bayuurt & Altinmakas, 2012). Университет Тамагава в Японии учредил программу английского языка как лингва-франка, которая была структурирована для удовлетворения потребностей глобализованного мира. Программа преподается квалифицированными преподавателями английского языка из различных первых языков, а учебная программа сосредоточена на стратегиях изучения и использования языка в различных контекстах.

Стандартизированное тестирование гораздо более устойчиво к изменениям и, следовательно, может по-прежнему меньше отражать развивающееся использование ЕИЛ. Фактически, стандартизированное тестирование может быть одной из областей обучения ЕИЛ, где меньше всего признается множественность английского языка (Hall, 2014). Однако, несмотря на это нежелание меняться, есть признаки того, что основные стандартизированные тесты, такие как TOEFL и IELTS, начали в какой-то степени признавать множественность английского языка. IELTS в большей степени включает ряд спикеров внутреннего круга, что отражено в

материалах для чтения и прослушивания. В текстах для прослушивания также представлено большее количество носителей внутреннего круга L1 наряду с небольшим количеством высококвалифицированных пользователей L2, а авторы материалов для чтения происходят из разных слоев внутреннего круга L1. Кроме того, опытные носители языка L2 теперь могут выступать в качестве экзаменаторов на письменных и устных тестах. Кроме того, важность культурных знаний в общей конструкции языковых способностей была снижена, что уменьшило возможную предвзятость в отношении тех испытуемых, которые были бы незнакомы с традиционными культурами L1 (Weir, 2013).

Таким образом, уровни навыков, используемые для оценки, больше не описываются в отношении говорящих на L1, а в терминах «пользователей». Соответственно, самый высокий балл считается «опытным пользователем», а не проблематичными эталонными показателями «носителей языка» или «носителей языка». Тем не менее, точность словарного запаса и точность грамматических структур по-прежнему являются двумя основными элементами, отличающими опытного пользователя. Разговорные рубрики TOEFL уделяют больше внимания разборчивости и эффективному использованию грамматики и словарного запаса, подчеркивая успешную передачу смысла. Кроме того, они используют носителей L2 в качестве оценщиков, а также в небольшой степени включают их в тексты для прослушивания.

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СОВРЕМЕННЫЕ МЕТОДЫ УЛЬТРАЗВУКОВОЙ ДИАГНОСТИКИ КИСТ МОЛОЧНОЙ ЖЕЛЕЗЫ

Резюме: Несмотря на все достоинства УЗИ молочных желез, практические врачи в большинстве случаев при назначении лечения пациенткам любых возрастных групп ориентируются в основном на данные рентгеновской маммографии. Недоверие к УЗИ молочных желез связано с тем, что молочная железа является одним из наиболее трудных объектов для ультразвуковой диагностики, так как соотношение составляющих ее тканей постоянно меняется в зависимости от возраста, фазы менструального цикла, физиологических периодов жизни, массы тела, наличия патологических процессов.

Представлена современная информация о современных методах диагностики заболеваний молочных желез и возможных диагностических критериях рака молочной железы.

Ключевые слова: ультразвуковая диагностика, молочная железа, киста, метод.

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MODERN METHODS OF ULTRASOUND DIAGNOSTICS OF BREAST CYSTS

Resume: Despite all the advantages of ultrasound of the mammary glands, practitioners in most cases, when prescribing treatment to patients of any age groups, focus mainly on the data of X-ray mammography. Distrust of breast ultrasound is due to the fact that the mammary gland is one of the most difficult objects for ultrasound diagnostics, since the ratio of its constituent tissues is constantly changing depending on age, phase of the menstrual cycle, physiological periods of life, body weight, the presence of pathological processes.

Up-to-date information on modern methods of diagnosing breast diseases and possible diagnostic criteria for breast cancer is presented.

Keywords: ultrasound diagnostics, mammary gland, cyst, method.

Актуальность. Актуальность проблемы заболеваний молочных желез обусловлена прежде всего неуклонным ростом этой патологии во всем мире [3,9]. Так, в популяции нераковые заболевания молочных желез встречаются у 30–70% женщин, а при одновременно имеющих место гинекологических заболеваниях их частота возрастает до 76–97,8% [1,4,7].

В мире ежегодно выявляется более 34 000 новых случаев рака молочных желез, при этом отмечается значительное снижение возраста заболевших. У 25% женщин до 30 лет и у 60% после 40 лет диагностируются дисгормональные заболевания молочных желез (мастопатии) [6].

Несмотря на то, что мастопатии не являются облигатным предраком, рак молочной железы встречается в 3–5 раз чаще на фоне диффузных дисгормональных доброкачественных заболеваний молочных желез и в 30–40 раз чаще при узловых формах мастопатии с явлениями пролиферации эпителия молочных желез [5,9]. В связи с этим значительно возрос интерес к доброкачественным заболеваниям, а снижение заболеваемости мастопатией — реальный путь к снижению частоты рака молочной железы.

В целом рак молочной железы не является предметом изучения и лечения врачей акушеров-гинекологов, но к ним часто обращаются женщины с проблемами, напрямую не связанными с содержанием специальности, в том числе и с проблемами, касающимися молочных желез [4,10].

Поэтому акушеры-гинекологи могут существенно улучшить работу по сохранению здоровья женщины при экстрагенитальной патологии и при некоторых формах онкозаболеваний, в частности, при раке молочной железы. Несомненно, приоритетными для гинекологов являются вопросы

диагностики и лечения доброкачественных заболеваний молочных желез[2,5,8].

Поскольку молочные железы являются неотъемлемой частью репродуктивной системы женщины, решение проблемы ее оздоровления невозможно без наблюдения и исследования молочных желез, что несомненно должно входить в круг обязанностей акушеров-гинекологов.

Выявление диффузной и очаговой патологии молочных желез и правильная трактовка полученных результатов обследования позволяют своевременно направить женщин на комплексное обследование и сориентироваться в правильном выборе метода лечения.

Цель исследования. Дать современную информацию о современных методах диагностики заболеваний молочных желез и возможных диагностических критериях кист молочной железы.

Материалы и методы исследования. Чтобы выполнить поставленную перед нами задачу, мы провели обследования в общей сложности 65 пациенток, которые получили направление на кисту молочной железы.

Результаты исследования. Ультразвуковая томография в сочетании с доплерографией занимает ведущее место в первичной диагностике новообразований молочной железы. Чувствительность метода в диагностике доброкачественных образований составила 91,2%, специфичность - 92,5%, точность — 92,7%.

Применение ультразвукового контроля за процедурой ТАПБ повышает чувствительность (до 96,2%) и специфичность (до 97,6%) в выявлении патологии молочной железы, что позволяет ограничить использование рентгеновской маммографии.

Применение «тройного» подхода (стандартное клиничко-анамнестическое исследование, комплексное ультразвуковое исследование, цитологическое исследование) позволяет выработать тактику дифференцированного хирургического лечения новообразований молочной железы, прежде всего доброкачественных, на догоспитальном этапе.

Разработан алгоритм обследования женщин с патологией молочных желез на поликлиническом этапе без применения трудоемких, специальных диагностических методов, с оптимальной последовательностью выполнения исследований.

Применение ТАПБ позволяет отобрать из большой группы больных с новообразованиями молочных желез пациенток, подлежащих хирургическому лечению в дневном стационаре краткосрочного пребывания.

Метод пункционного лечения кист является эффективным малоинвазивным лечебным вмешательством, которое позволило избежать проведения стандартных хирургических операций в 77% случаев, а

малотравматическое хирургическое лечение доброкачественных образований молочной железы (фиброаденом) в 33% случаев провести в хирургическом дневном стационаре поликлиники, освободив пациенток от лечения в многодневном стационаре.

Вывод. Проведение малоинвазивного хирургического лечения пациенток с кистой молочной железы в условиях краткосрочного поликлинического стационара сокращает количество пациентов в стационарном отделении клиники, сокращает продолжительность коечного дня, снижает экономические затраты клинических учреждений и положительно влияет на психоэмоциональное состояние пациентов.

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ГОСУДАРСТВЕННАЯ ПОЛИТИКА В ОТНОШЕНИИ МОЛОДЕЖИ И ЕЕ ЗНАЧЕНИЕ В КОНТЕКСТЕ НОВОГО УЗБЕКИСТАНА

Аннотация. В статье анализируются основные направления государственной молодежной политики в новом Узбекистане. Выявлена роль повышения правовой культуры общества в воспитании молодежи.

Ключевые слова. Новый Узбекистан, государственная молодежная политика, талантливая молодежь, духовное совершенствование.

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STATE POLICY RELATING TO YOUTH AND ITS IMPORTANCE IN THE CONTEXT OF THE NEW UZBEKISTAN

The article analyzes the main directions of the state youth policy in the new Uzbekistan. The role of increasing the legal culture of society in the upbringing of young people is revealed.

Keywords. New Uzbekistan, state youth policy, talented youth, spiritual improvement.

Государственная молодежная политика в условиях нового Узбекистана составляет теоретико-методологическую и практическую основу самостоятельной деятельности молодежи, формирования социально-духовных качеств, соответствующих новой эпохе, в частности, национального самосознания, имеющего важное значение в условиях глобализации. Его суть заключается в том, что» молодежная политика-это особый политический путь государства и общества, партий и движений, получивших целенаправленную направленность на создание комплекса социально-экономических, политико-правовых, культурно-духовных условий, направленных на сохранение, воспроизводство, развитие физически и духовно здорового национально-этнического генофонда, повышение его потенциала и мобильности за счет повышения уровня интеллектуализации, социализации, стимулирование процессов взросления каждого молодого человека как активного члена общества, гармонично развитой личности".

Президент Республики Узбекистан Ш. Мирзиёев в своем выступлении на 72-й сессии ООН отметил, что "завтрашний день,

благополучие планеты зависит от того, какими людьми вырастут наши дети. Наша главная задача-создать необходимые условия для того, чтобы молодежь проявила свой потенциал" [2], - подчеркнул он.

Следует отметить, что первый подписанный Шавкатом Мирзиёевым в качестве Президента Республики Узбекистан законодательный акт также касается вопросов молодежи например, Закон О государственной молодежной политике от 14 сентября 2016 года был [1].

Повышение правовой культуры молодежи, повышение их активности в процессах построения демократического государства и развития гражданского общества; воспитание патриотической молодежи, обладающей высокой духовностью, самостоятельным мышлением, твердой жизненной позицией, широким мировоззрением и глубокими знаниями, формирование у них иммунитета к различным идеологическим угрозам; социальная защита молодежи, создание достойных условий для овладения современными профессиями, привлечение их к занятости и предпринимательству.; основными направлениями молодежной политики являются поддержка талантливой молодежи, систематизация работы, направленной на реализацию ее творческого и интеллектуального потенциала; широкое привлечение молодежи к систематическим занятиям физической культурой и спортом, пропаганда здорового образа жизни среди молодежи; предупреждение правонарушений и преступлений среди несовершеннолетних и молодежи; эффективное использование средств массовой информации и современных информационно-коммуникационных технологий в воспитании гармонично развитого поколения.

Поднятие вопроса выявления и воспитания талантливой молодежи на уровень государственной политики позволило накопить в нашей стране опыт, достойный подражания. Следует отметить, что наряду с государственными организациями в осуществлении работы, направленной на поиск и поддержку талантливой молодежи, активно участвуют негосударственные организации, действующие в нашей стране. Например, особое значение имеет то, что одним из основных направлений государственной молодежной политики является поддержка талантов и способностей молодежи. Следует отметить, что одной из актуальных задач данной организации в данном направлении является поощрение талантливой и талантливой молодежи в сферах образования, науки, техники, информационных технологий, культуры, искусства, спорта, предпринимательства, поддержка их различных инициатив.

Такие качества и социальные качества молодежи, как образованность, профессиональная компетентность, духовно-нравственное совершенство, оказывают существенное влияние на уровень развития общества в целом. Улучшение условий жизни населения, достижение удовлетворенности жизнью является важным показателем развития

современной государственности. Изучение вопроса о молодежи тесно связано с общностью личности, общественными отношениями, нациями и государствами, культурами и цивилизациями. Потому что вопрос молодежи существует, во-первых, с момента зарождения цивилизации и стоит с ними бок о бок на всех этапах исторического развития. Во-вторых, в истории мысли все философы, мыслители, государственные деятели, поэты и писатели изложили свои взгляды на вопросы детства, юности. Следует отметить, что в последние годы у некоторых молодых людей, в силу того, что у них не сформировано на специальной, научной основе чувство созидания на благо нации, Родины, созидания в качестве человека, полезного для укрепления независимости, проявляется чувство созерцания личной выгоды, стремление легкими путями к полноценной жизни. Вместе с тем, среди отдельных граждан наблюдаются духовная ограниченность, узость мировоззрения, несоблюдение норм национального этикета, разрыв между словом и делом, слабая национальная гордость, другие негативные проявления "массовой культуры", которые необходимо преодолевать сообща.

Сегодня идеология большинства развитых стран базируется на общечеловеческих ценностях и демократических принципах. В них преобладают идеи мира и развития, прав и свобод человека, национального и религиозного согласия. Благородные идеи, лежащие в основе этих принципов, служат общечеловеческим интересам, светлому будущему, которое является вековой мечтой человечества. Как отметил президент нашей страны Шавкат Мирзиёев на форуме молодежи Узбекистана, "какие бы реформы мы ни проводили в нашей стране, мы опираемся, прежде всего, на такую молодежь, как вы, на ваши силы и энергию. Все вы прекрасно знаете, что сегодня мы поставили перед собой огромные рубежи. Мы приступили к созданию третьего ренессансного фундамента в нашей родной стране. Важнейшими звеньями будущего Ренессанса мы считаем семью, дошкольное образование, школу и высшее образование, а также научно-культурные учреждения. Поэтому мы осуществляем кардинальные реформы в этих сферах.

Идеологический иммунитет-это, проще говоря, способность человека противостоять чуждым, вредным, чуждым идеологическим угрозам, полностью противоречащим его собственным желаниям, целям и стремлениям. Иммунитет, в свою очередь, защищает человека от "сбивания" с верного пути, заблуждения разными путями, а затем от угрызений совести, несчастий, а нацию-от паранойи, разобщенности, классового, местного или иного раскола. Отсюда идейный иммунитет-выступает как идейный щит, защищающий духовное единство, духовное здоровье государства и нации. Идеологический иммунитет не проявляется сам по себе. Для его проявления необходимо внутреннее или внешнее идейное, мыслительное воздействие.

Между родителем и ребенком, учителем-учеником возникает Восточная нежность, привязанность и уважение. Прежде всего, стоит отметить, насколько высок был духовный уровень предков, и, конечно же, такое мышление является результатом изучения многих неопровержимых доказательств в этом отношении.

Одним из факторов, определяющих могущество государства, несомненно, является воспитание духовно зрелого, физически здорового, гармонично развитого поколения. В этом смысле всем нам ясно, насколько важной, ответственной задачей сегодня является воспитание здорового поколения в нашей стране. Внимание к молодежи, детям-это действительно инвестиции в будущее. Несмотря на то, что построение правового демократического государства на основе сильного гражданского общества осуществляется в полной мере благодаря активному участию, поддержке наших детей, нет сомнений в том, что воспитание духовно высоких, глубоко образованных, мыслящих, интеллектуально развитых и профессионально

В то же время мы хотим, чтобы наше несравненное духовное богатство развивалось в гармонии с самыми передовыми знаниями и опытом, накопленными человечеством. Именно такой взгляд и подход закладывают прочную основу для того, чтобы мы всегда двигались вперед.

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РЕКОМЕНДАЦИИ ПО ПРОВЕДЕНИЮ ТЕМАТИЧЕСКИХ МЕРОПРИЯТИЙ ПО ПРЕДМЕТУ «ГЕОГРАФИЯ»

Аннотация: В данной статье рассматривается организация тематической деятельности для дальнейшего повышения интереса учащихся к географии. Среди них такие события, как «Золотая корона» и «Интеллектуальное кольцо».

Ключевые слова: география, тематические мероприятия, студенты, сценарии мероприятий «Золотая Корона» и «Интеллектуальное кольцо», условия проведения.

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RECOMMENDATIONS FOR HOLDING THEMATIC EVENTS OF THE SUBJECT OF GEOGRAPHY

Annotation: This article discusses the organization of thematic activities to further increase students interest in geography. Among them are such events as the Golden Crown and the Intellectual Ring

Key words: Geography, thematic events, students, “Golden Crown” and “Intellectual Ring” event scenarios, event conditions.

Это одна из самых интересных наук среди географии. Различные тематические мероприятия играют важную роль в дальнейшем повышении интереса учащихся к науке. При организации мероприятия в первую очередь будет выбрана научно-популярная тема, которая быстро привлечет внимание студентов. Будет разработано положение о мероприятии, условия проведения мероприятия, критерии оценки, согласованы время, место и порядок проведения. Участники будут выбраны из числа студентов и сформированы команды. У мероприятия будет современный, интересный, резонансный, нетрадиционный, «нетронутый» слоган. Объявление будет размещено на школьной доске объявлений за неделю до начала.

1. СЦЕНАРИЙ АКЦИИ "ЗОЛОТАЯ КОРОНА"

(На примере 7 класса)

Зал актива общеобразовательной школы будет празднично украшен.

В мероприятии примут участие представители районного (городского) методического объединения, администрации школы, учителя, активисты, родители и другие приглашенные представители.

Слово для открытия мероприятия будет предоставлено директору школы. В своем выступлении директор школы тепло поздравил всех участников с провозглашением государственной независимости Республики Узбекистан. Он пожелал всем преподавателям и учащимся больших успехов в проведении всей запланированной на новый учебный год работы, а также удачи участникам мероприятия.

Участники мероприятия приглашаются на сцену

1-участник _____;

2-участник _____;

3-участник _____;

4-участник _____.

Участвующие ученики делятся своими интересами, увлечениями. Например, задаются такие вопросы, какая наука вам нравится, каким видом спорта вы занимаетесь, чем увлекаетесь в свободное время и какие книги читаете в отпуске.

Для оценки мероприятия будет выбрано жюри.

Председатель жюри:	_____	Мактаб директори
Члены:	_____	Учитель географии
	_____	Заместитель директора по духовному просвещению
	_____	Председатель районного (городского) методического объединения

Будут объявлены следующие условия проведения мероприятия:

1-условие	Предложите учащимся соревноваться по методу "Домино";
2- условие	«Волшебные кубики» используют их для сортировки 6 континентов на Земле;
3- условие	Произнесение столиц стран за числом «магических чисел»;
4- условие	«Быстрые вопросы» Быстро ответьте на 10 вопросов.

Условие 1. При этом условии учащиеся стараются подобрать 12 дамино по теме «Самый, самый, самый» самым быстрым и точным способом. По условиям игры, ученик, оставшийся в самом конце, выбывает из игры.



Условие 2. Ученики выбирают один из конвертов с названиями 6 континентов, спрятанных перед жюри. Затем ученики начинают набирать кубики. По правилам игры, ученик, который в конце соберет кубики, будет вынужден попрощаться, признавшись, что ему не хватило ловкости.

Условие 3. Умному участнику, успешно прошедшему второе условие, предоставляется возможность выбрать номер на двоих учеников и сказать столицу следующих стран:

1. Узбекистан - Ташкент;
2. Кыргызстан - Бишкек;
3. Казахстан - Нур-Султан;
4. Таджикистан – Душанбе;
5. Туркменистан – Ашхабад;
6. Афганистан - Кабул;
7. Россия - Москва;
8. Китай - Пекин;

9. США - Вашингтон;

10. Япония – Токио

Столицы стран под номерами называются. Победителем становится ученик, который правильно находит столицы стран три раза при этом условии. Учащийся, отстающий по условию на три очка, выбывает из игры. Ученик-победитель доходит до финальной стадии игры.

Условие 4. Если ученик правильно ответит на все 10 вопросов, он станет абсолютным победителем мероприятия.

Задаются следующие вопросы:

1. Какова площадь земного шара? (Ответ: 510 млн км²);

2. Какова площадь поверхности земли? (Ответ: 149 млн 2 км);

3. Какова площадь поверхности воды? (Ответ: 361 млн 2 км);

4. Кто является отцом географии? (Ответ: Эротосфен);

5. Кто первым доказал на практике, что земля шаровидная? (Ответ: Магеллан);

6. Что такое глобус? (Ответ: Уменьшенная форма Земли);

7. Кто первым в Средней Азии создал глобус? (Ответ: Абу Райхан Беруни);

8. Какая страна имеет самое большое население в мире? (Ответ: Китай);

9. Государство с самой большой площадью на Земле? (Ответ: Россия);

10. Самая длинная река на Земле? (Ответ: Нил);

11. Самая влажная река на земле? (Ответ: Амазонка);

12. Самая высокая гора на Земле? (Ответ: Гималаи);

13. Самый высокий водопад на Земле? (Ответ: Ангел);

14. Назовите самую большую пустыню на Земле: (Ответ: Пустыня Сахара);

15. Самый большой остров на Земле (Ответ: Гренландия).

Ученик, правильно ответивший на все вопросы, станет абсолютным победителем мероприятия и обладателем «Золотой короны».

Коронация будет передана председателю жюри, и будет дано последнее слово. Учитель географии, организовавший мероприятие директором школы, дает свое мнение учителю и другим организаторам мероприятия. Затем начнется церемония награждения, и победителю будет вручена Золотая Корона.

Победителя конкурса поздравят его родители, одноклассники и другие родственники. Обладатель «Золотой Короны» получит путевку в следующий этап.

2. СЦЕНАРИЙ СОБЫТИЯ «ИНТЕЛЕКТУАЛЬНОЕ КОЛЬЦО» (На примере 8 класса)

Зал актива общеобразовательной школы будет празднично украшен.

В мероприятии примут участие представители районного (городского) методического объединения, администрации школы, учителя, активисты, родители и другие приглашенные представители.

Слово для открытия мероприятия будет предоставлено заместителю директора по духовно-воспитательной работе школы. В своем выступлении он сообщил, что по инициативе Президента Республики Узбекистан 2022 год объявлен «Годом человеческого достоинства и активного добрососедства». Мы, учителя и ученики, несем большую ответственность в этом отношении. Мы все должны сделать все возможное, чтобы внести свой вклад в развитие нашей страны. Для этого, дорогие ученики, нужно хорошо учиться, быть дисциплинированным, уважать старших, уважать младших. В мероприятии примут участие 7 учащихся 8-х классов. Участники мероприятия приглашаются на сцену.

- 1-участник _____;
- 2-участник _____;
- 3-участник _____;
- 4-участник _____.
- 5-участник _____.
- 6-участник _____.
- 7-участник _____.

Все участники будут разделять своими интересами. Например, их спрашивают, кто их друзья, какую профессию они хотят иметь в будущем, какие науки им нравятся, каким видом спорта они занимаются, чем занимаются в свободное время и какие книги читают на коникулах.

Для оценки мероприятия будет выбрано жюри.

Председатель жюри:	_____	Мактаб директори
Члены:	_____	Учитель географии
	_____	Заместитель директора по духовному просвещению
	_____	Председатель районного (городского) методического объединения

Условия проведения будут объявлены. Вопросы, основанные на географических данных, задаются участникам поочередно.

Будут заданы следующие вопросы:

1. Что означает слово география? (Ответ: Образ Земли);
2. Сколько международных религий существует в мире? (ответ: 3);
3. Какая наука изучает экономические и социальные вопросы, связанные с территориальной организацией населения, как в конкретной стране, так и во всем мире? (Ответ: Экономическая и социальная география);

4. Возможности какого географического местоположения могут меняться со временем? (Ответ: экономико-географическое положение);

5. В какие периоды Великий шелковый путь служил основным торговым путем? (Ответ: Это был главный торговый путь со II века до н.э. по XVI век);

6. Каким странам для выхода в Мировой океан необходимо пересечь территорию не менее двух стран? (Ответ: Узбекистан и Лихтенштейн);

7. Какие виды природных ресурсов делятся? (Ответ: 2 типа, конечное и бесконечное богатство);

8. К каким видам ресурсов относятся солнечные, ветровые и агроклиматические ресурсы? (Ответ: бесконечный);

9. Какой город образует крупнейшую агломерацию в нашей стране? (Ответ: Ташкентская городская агломерация);

10. Какие есть виды земледелия? (Ответ: Сельское хозяйство и животноводство).

Первый ученик, не сумевший ответить на вопрос, условно выбывает из игры. Остальные шесть учащихся разбиваются на три пары и начинают задавать вопросы. Ученики в группе-победителе в конечном итоге будут соревноваться друг с другом и будут задавать вопросы. Ученик, ответивший правильно и набравший наибольшее количество баллов, становится победителем мероприятия. Победитель конкурса будет награжден сувенирами и ценными призами.

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КЛИНИЧЕСКИЕ И ИММУНОЛОГИЧЕСКИЕ ЭФФЕКТЫ ГРОПРИНОСИНА

Резюме. В последние годы одно из ведущих мест в генезе преждевременного прерывания беременности занимают вирусные инфекции, среди которых доминируют герпетические инфекции. Доказана этиологическая роль герпесвирусной инфекции, обусловленной вирусом простого герпеса (ВПГ-1) и цитомегаловирусом (ЦМВ) в привычном невынашивании беременности. По мнению ряда авторов, основным патогенетическим звеном самопроизвольных выкидышей является дисбаланс в иммунной системе и, как следствие, активизация репликационной активности ВПГ и генерализация инфекции с поражением плаценты и плода.

Ключевые слова: Вирус иммунодефицита человека, внутриутробная инфекция, вирус простого герпеса, вирус Эбштейна-Барр, гематоэнцефальный барьер, железодефицитная анемия.

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CLINICAL AND IMMUNOLOGICAL EFFECTS OF GROPRINOSIN

Summary. In recent years, one of the leading places in the genesis of premature termination of pregnancy is occupied by viral infections, among which herpetic infections dominate. The etiological role of herpesvirus infection caused by herpes simplex virus (HSV-1) and cytomegalovirus (CMV) in recurrent miscarriage has been proven. According to a number of authors, the main pathogenetic link in spontaneous miscarriages is an imbalance in the immune system and, as a result, activation of the replication activity of HSV and generalization of infection with damage to the placenta and fetus.

Key words: Human immunodeficiency virus, intrauterine infection, herpes simplex virus, Ebstein-Barr virus, blood-brain barrier, iron deficiency anemia.

Актуальность. Несмотря на большой прогресс современной медицины, проблема привычного невынашивания беременности (ПНБ) продолжает оставаться актуальной.

Герпесвирусная инфекция (ГВИ) у пациенток с ПНБ часто протекает в субклинической форме, не имеет характерных клинических проявлений, что затрудняет ее диагностику, а проведение противовирусного лечения необходимо. Существующий ряд химиотерапевтических препаратов с противогерпетической активностью быстро и эффективно купируют острые проявления простого герпеса, не предотвращая рецидивы хронической герпесвирусной инфекции, что обуславливает необходимость поиска новых эффективных методов лечения.

В связи с этим представляет научный и практический интерес изучение механизмов противовирусных и иммуномодулирующих препаратов на герпесвирусную инфекцию, а также исследование влияния препаратов на цитокиновый профиль у женщин с привычными потерями беременности на фоне ГВИ и стойкой неэффективностью ранее проводимых лечебных мероприятий.

Цель исследования. Изучение противовирусного и иммуномодулирующего эффекта гроприносина у пациенток с привычным невынашиванием беременности вирусного генеза.

Материалы и методы исследования. Клиническая часть работы выполнена на кафедре инфекционных болезней и эпидемиологии АГМИ, 4 отделении на базе Андиганской областной инфекционной больнице. Проспективную группу составило 50 небеременных женщин, из них 27 пациентки (основная группа) с рецидивирующей герпесвирусной инфекцией (ВПГ-1). Пациенткам основной группы (27 женщины) проводилась комплексное лечение гроприносином. Группу сравнения составили 23 пациенток с ПНБ в анамнезе и рецидивирующей ГВИ, получавших комплексное лечение комплексно ацикловиром (2 группа) и 10 условно здоровых женщин без клинических проявлений инфекций, вызванных ВПГ (контрольная группа).

Методы клинического обследования включали сбор анамнестических данных, общий осмотр, специальное гинекологическое исследование. Всем пациенткам проводилось исследование клинических и биохимических показателей крови, коагулограмма, анализ мочи, определение группы крови, резус-принадлежности, ВИЧ, HBsAg, HCV; ПЦР-диагностика инфекций, передающихся половым путем, определение в крови антител к ВПГ (IgG и IgM); ультразвуковое исследование внутренних половых органов.

У всех пациенток проводили забор периферической крови до лечения и после завершения курса лечения (18-20 сутки) для исследования иммунологических показателей.

Всем пациенткам до начала исследования была предоставлена письменная информация о препарате, разъяснена суть исследования, его цель и связанный с участием в исследовании риск для здоровья. Перед началом исследования пациентка подписывала форму информированного согласия, подтверждающую ее добровольное участие.

Если индекс авидности (ИА) исследуемой сыворотки менее 30%, сыворотка содержит низкоавидные антитела, что указывает на первичную инфекцию, имевшую место в среднем 3 месяца назад. ИА сыворотки 30-50% указывает на первичную инфекцию, имевшую место в среднем от 3 до 5 месяцев назад. ИА более 50% указывает на высокоавидные антитела, т. е. на давнюю инфекцию.

Результаты и обсуждение. При клиническом анализе было выявлено, что возраст пациенток в исследуемых группах достоверно не отличался, колебался от 18 до 35 лет и в среднем составил $25,8 \pm 4,0$ лет, что соответствовало наиболее активному периоду репродуктивной функции женщин.

При изучении анамнеза обследованных женщин было выявлено, что у женщин основной группы 100 % (27) наблюдались острые респираторные вирусные инфекции. Частые катаральные явления верхних дыхательных путей встречались у 88,8% (24) женщин, острый бронхит наблюдалось у 66,6 % (18) женщин, инфекционные заболевания перенесли 8,6 % (3) женщины. У 51,4 % (18) женщин наблюдались заболевания органов малого таза.

У женщин сравнительной группы из анамнеза было выявлено 100 % (23) наблюдались острые респираторные вирусные инфекции. Частые катаральные явления верхних дыхательных путей встречались у 60,6 % (20) женщин, острый бронхит наблюдалось у 73,9 % (17) женщин, инфекционные заболевания перенесли 12,1 % (4) женщины. У 45,5 % (15) женщин наблюдались заболевания органов малого таза.

При статистической обработке данных выявлены различия в частоте рецидивов и длительности обострений острых респираторных заболеваний при герпесвирусной инфекции у пациенток основной группы. У женщин с привычным невынашиванием беременности частота рецидивов в год была статистически достоверно выше, чем у пациенток без невынашивания беременности ($5,4 \pm 1,2$ и $2,9 \pm 1,1$ соответственно).

Оценка акушерского анамнеза выявила, что в контрольной группе количество самопроизвольных выкидышей было достоверно меньшим, чем у женщин с ПНБ на фоне герпесвирусной инфекции (основная группа и группа сравнения), что способствует инфицированию генитального тракта.

Почти все обследованные пациентки страдали гинекологическими заболеваниями. У ВПГ-инфицированных пациенток с привычным невынашиванием беременности чаще встречались в основной группе различные нарушения менструального цикла 17,1 % (6), рецидивирующий

кольпит 40 % (14), эктопия шейки матки 39,1% (9), хронические воспалительные процессы придатков матки 20 % (7), когда в сравнительной встречались нарушения менструального цикла 15,2 % (5), рецидивирующий кольпит 21,2 % (7), эктопия шейки матки 15,2 % (5), хронические воспалительные процессы придатков матки 12,1 % (4).

В основной группе с отягощенным акушерским анамнезом встречаемости у 48,6% (17) женщин отмечалось самопроизвольные выкидыши, у 20% (7) - невынашивание беременности, а в сравнительной группе 45,5 % (15) женщин самопроизвольный выкидыш, у 15,2 % (5) - невынашивание беременности.

Вывод. Пациентки с ПНБ имеют высокую частоту предрасполагающих факторов риска репродуктивных потерь в сравнении с группой условно здоровых женщин: наличие рецидивирующей герпесвирусной инфекции в сочетании с высокой частотой хронических инфекционных заболеваний, экстрагенитальных очагов инфекции, хронических воспалительных заболеваний генитального тракта и отягощенного репродуктивного анамнеза.

На экспериментальном этапе исследования создана модель герпесвирусной инфекции для изучения механизмов противовирусного действия гроприносина, позволяющая изучать прямое и опосредованное действие, оптимизировать дозу препарата для получения противогерпетического эффекта, который был реализован при концентрации. При данных условиях эксперимента титр вируса достоверно снижался на 1,5-2 порядка.

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**АНАЛИЗ ПРОБЛЕМ ПРИМЕНЕНИЯ ПРОЕКТНОГО УПРАВЛЕНИЯ
ПРИ ОБОСНОВАНИИ УПРАВЛЕНЧЕСКИХ РЕШЕНИЙ
РАСШИРЕНИЯ В СФЕРЕ УСЛУГ**

Аннотация: В представленной статье рассмотрены особенности управления проектами расширения деятельности в сфере услуг, предложено определение понятия проект расширения деятельности в сфере услуг. Проведенное исследование позволило выделить факторы, обуславливающие необходимость разработки проекта на предприятии. Также выделены задачи разработки проекта развития предприятий.

Ключевые слова: веха проекта, жизненный цикл, проект, сфера услуг, управление проектами.

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**ANALYSIS OF PROBLEMS OF PROJECT MANAGEMENT
APPLICATION IN JUSTIFICATION OF MANAGEMENT DECISIONS
OF EXPANSION IN THE SERVICE SPHERE**

Annotation: In the presented article, the features of project management for expanding activities in the service sector are considered, and a definition of the concept of a project for expanding activities in the service sector is proposed. The study made it possible to identify the factors that determine the need to develop a project at an enterprise. The tasks of developing an enterprise development project are also highlighted.

Key words: project milestone, life cycle, project, service industry, project management.

ВВЕДЕНИЕ

Современные условия развития экономики, характеризуются

высокой скоростью и непрерывностью тех или иных изменений. В этих условиях развитие и перспективность любой компании, а также ее место на рынке в огромной степени определяется способностью менеджмента своевременно предсказывать изменения, которые потенциально могут произойти и, в соответствии с данными изменениями, принимать управленческие решения, позволяющие адаптироваться к их последствиям с наибольшей эффективностью.

Большинство коммерческих компаний все с большей степенью и эффективнее стараются организовать такой механизм управления, который позволяет максимально точно строить прогнозы развития деятельности и оперативно реагировать на возможные изменения внешней среды.

РЕЗУЛЬТАТЫ И ИХ ОБСУЖДЕНИЕ

Принятие верных управленческих решений в компании в некоторой степени зависит от имеющейся системы проектирования своего дальнейшего развития и расширения деятельности. Компания, которая осуществляет планирование своих показателей, в большей степени подготовлена к возможным проблемам своей деятельности, чем та, которая его не применяет в своей деятельности.

Таким образом, для повышения эффективности управленческой деятельности компании, возникает необходимость выработки такой системы проектирования, которая обосновывает принятие тех или иных решений, в том числе расширения деятельности.

Сегодня существует немало определений понятия «проект». Так, в частности, под проектом подразумевается творческая, разумная и целеполагающая деятельность субъекта [1].

Далее следует отметить, что большая часть действующих российских компаний в той или иной степени испытывают недостаток имеющихся финансовых ресурсов, особенно в настоящих условиях.

Собственных средств для развития им не хватает и возникает потребность в привлечении дополнительных источников финансирования. С планированием привлечения и использования финансовых ресурсов для реализации целей компании очень тесно связано проектирование развития.

Наиболее существенные факторы, обуславливающие необходимость разработки проектов на предприятии представлены на рисунке 1.

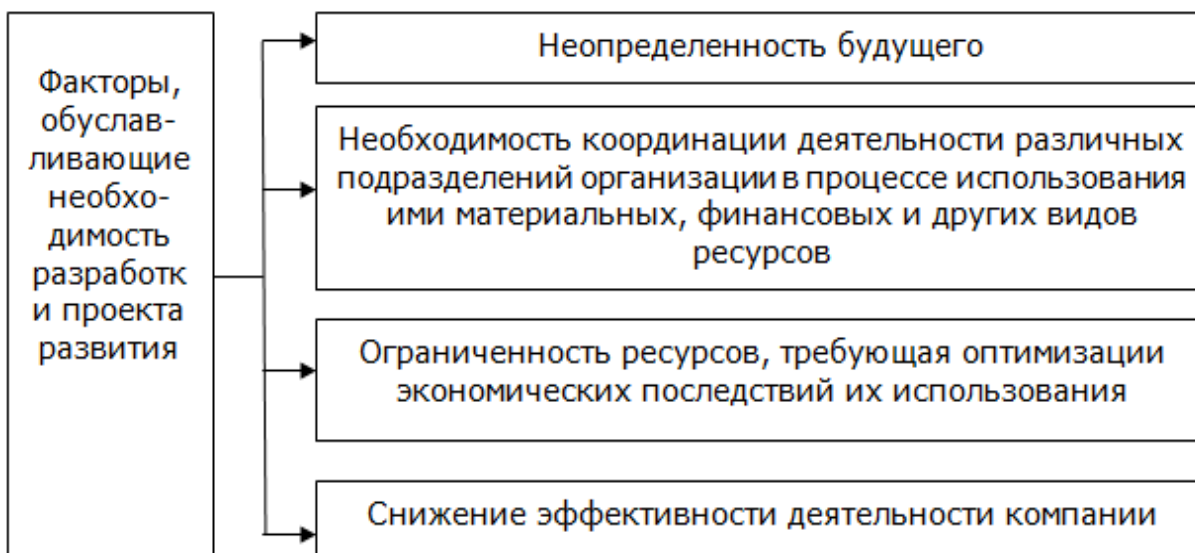


Рисунок 1 - Факторы, обуславливающие необходимость разработки проекта на предприятии

При принятии основных управленческих решений, связанных с использованием ограниченных финансовых ресурсов деятельности компании, управленцы должны ответить на ряд вопросов:

1. Какие экономические условия на определенном рынке, на котором функционирует данная компания или могла бы осуществлять деятельность в будущем?

2. Стоит ли компании заниматься данным видом бизнеса?

3. Если принято положительное решение, то какой уровень цен на продукцию, возможно, установить и каков должен быть объем производства и ее реализации, чтобы получить максимальный размер прибыли или минимизировать возможные убытки в краткосрочном периоде деятельности?

4. Как можно сформировать и инвестировать имеющиеся трудовые, финансовые, материальные ресурсы так, чтобы сохранить конкурентное преимущество перед другими компаниями?

5. Какие существуют виды рисков будущей деятельности и возможные способы их минимизации?

Основной целью разработки проекта признано обеспечение компании необходимыми финансовыми ресурсами и рост эффективности его финансовой деятельности в перспективном будущем [4].

Для достижения цели планирования необходимо решение ряда задач, которые представлены на рисунке 2.

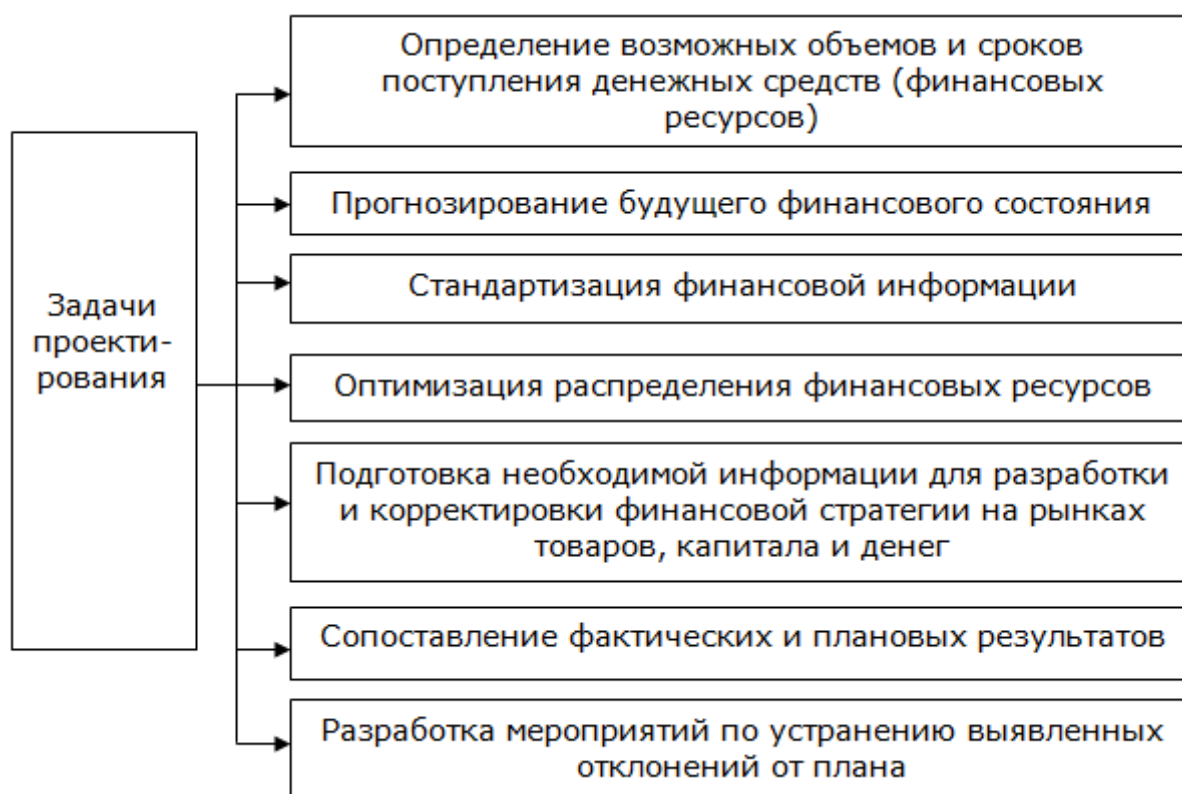


Рисунок 2 - Задачи разработки проекта компании

Следует отметить, что проектирование развития, является частью общей стратегии развития деятельности компании. Проектирование определяет пути и способы достижения поставленных целей деятельности компании, основное внимание, уделяя таким элементам деятельности, как финансовая политика, инвестиционная политика и операционная деятельность.

Основные принципы, которые положены в основу проекта, представлены на рисунке 3.

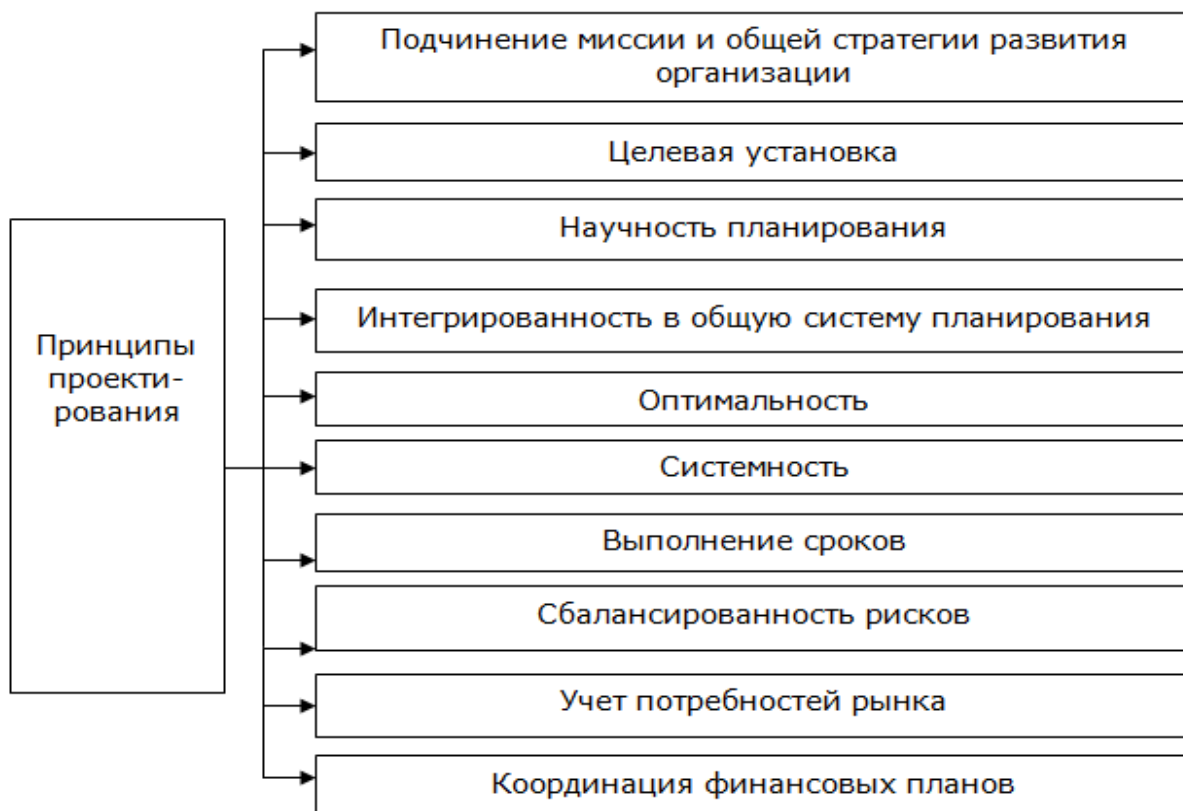


Рисунок 3 - Основные принципы проектирования в компании

Основные этапы разработки и реализации проекта компании представлены на рисунке 9.



Рисунок 9 - Основные этапы разработки и реализации проекта компании [3]

С точки зрения жизненного цикла стадии проекта венчают вехи – важные, значимые события его реализации. Вехой проекта считается значительное событие в проекте, обозначающее достижение значимого промежуточного результата или смену фазы проекта.

Основными задачами этапа концепции проекта на предприятии является определение и формулировка его целей, а также результатов развития, определение заинтересованных сторон и их ожиданий.

На этапе разработки проекта осуществляется планирование целей и границ проекта, разрабатывается его структура, определяется состав работ

состав потребляемых ресурсов, устанавливается последовательность работ и дается оценка продолжительности операций. Также на этом этапе дается оценка затрат на выполнение работ, идентифицируются риски проекта развития и планируются меры по их минимизации, осуществляется календарное планирование проекта развития, подготовка бюджета проекта развития и сбор сводного плана развития.

Этап реализации проекта включает набор команды проекта, выбор поставщиков, обеспечение надлежащего качества работ и координации работ и исполнителей.

Процедуры закрытия проекта включают передачу результатов заказчику, ввод в эксплуатацию, подготовка финального отчета и обмен финансово-учетными документами, архивирование документации проекта развития и закрытие проекта приказом по компании.

На сегодняшний день имеется много проблем в управлении российскими предприятиями сферы услуг, одной из которых является обоснование дальнейшего развития своей деятельности.

Методы экономического обоснования того или иного управленческого решения предполагают определение его эффективности. Под эффективностью инвестиций подразумевается получение экономической или социальной выгоды на единицу инвестированного капитала.

Обоснование того или иного управленческого решения производится для определения уровня соответствия результатов инвестирования целям и интересам его участников.

Цель анализа – определение ценности и эффективности использования инвестиций, то есть эффекта, который представляет собой разницу между изменениями доходов, получаемых от использования инвестиций при реализации инвестиционных проектов, и изменением расходов, осуществляемых в реализации проекта.

ЗАКЛЮЧЕНИЕ

Проектирование способствует достижению основных целей деятельности компании и представляет собой процесс выработки управленческих решений, которые приводят в конечном итоге к максимизации финансовых результатов и минимизации влияния рисков. Важнейшее значение при разработке и реализации проекта развития предприятия играет экономическое обоснование принятого решения.

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ЭКОНОМИЧЕСКОЕ ОБОСНОВАНИЕ РАСШИРЕНИЯ ТОРГОВОГО ЦЕНТРА НА ПРИМЕРЕ ООО «СКК»

Аннотация: Пандемия COVID 19 привела к снижению деловой активности, темпов роста российской экономики, банкротству ряда российских предприятий вследствие снижения объемов деятельности и сокращению численности и уровня жизни населения. В сложившихся условиях большинство предприятия стоят перед необходимостью дальнейшего развития своей деятельности с целью восстановления своего финансового состояния и российской экономики в целом. Для определения наиболее перспективных направлений развития стоит вопрос об экономическом обосновании выбранного курса развития. В представленной статье изложены результаты проведенного автором исследования о целесообразности расширения торгового центра на примере ООО «СКК».

Ключевые слова: денежный поток, обоснование, проект, расширение, торговый центр.

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ECONOMIC JUSTIFICATION FOR THE EXPANSION OF THE SHOPPING CENTER ON THE EXAMPLE OF LLC "SKK"

Annotation. The COVID 19 pandemic has led to a decrease in business activity, the growth rate of the Russian economy, the bankruptcy of a number of Russian enterprises due to a decrease in the volume of activities and a reduction in the size and standard of living of the population. Under the current conditions, most enterprises are faced with the need to further develop their activities in order to restore their financial condition and the Russian economy as a whole. To determine the most promising areas of development, there is a

question about the economic justification of the chosen course of development. The presented article presents the results of a study conducted by the author on the feasibility of expanding the shopping center on the example of LLC "SKK".

Key words: cash flow, justification, project, expansion, shopping center.

ВВЕДЕНИЕ

Экономическое обоснование является важным инструментом в деятельности предприятия, потому как даёт возможность оценить и проанализировать текущее финансовое положение предприятия и составить план деятельности на будущий период. Экономическое обоснование проектируемого решения целесообразно как в при создании новой организации, так и при реализации ее стратегии развития, определения новых видов деятельности с целью определения кратко- и среднесрочных перспектив.

РЕЗУЛЬТАТЫ И ИХ ОБСУЖДЕНИЕ

Общество с ограниченной ответственностью «Спортивно-культурный комплекс» (ООО «СКК») является коммерческой организацией, созданной в соответствии с действующим законодательством Российской Федерации.

Основным видом деятельности компании является Аренда и управление собственным или арендованным недвижимым имуществом. ООО «Спортивно-культурный комплекс» работает по 83 направлениям.

Общий площадь комплекса составляет 31200 квадратных метров. На территории ООО имеются 30 магазинов, 9 развлекательных зон.

Это уникальное место для отдыха, развлечений и шопинга, в котором располагаются:

- океанариум,
- аквапарк,
- оранжерея,
- кинотеатр,
- скалодром,
- фитнес-клуб,
- батутный парк,
- боулинг,
- игровое пространство
- торговая галерея.

2020 г. был непростым для российской экономики и в целом для всего мира. Пандемия COVID 19 оказала отрицательное влияние на все отрасли экономики, что привело к снижению ВВП страны и снижению уровня жизни населения. Данные негативные тенденции оказали влияние также и на показатели деятельности ООО «СКК», анализ которых показал, что деятельность ООО «СКК» ежегодно снижается, что приводит к убытку по результатам оказания услуг и вызывает необходимость выработки

стратегии выхода из кризисной ситуации. Анализ основных показателей деятельности ООО «СКК» подтверждает необходимость дальнейшего развития предприятия, иначе отрицательные финансовые результаты приведут к банкротству компании.

Одним из направлений дальнейшего развития может быть расширение имеющейся площади комплекса и дальнейшая сдача их в аренду.

Предлагается расширение помещений для аренды, прочих помещений, строительство и новых офисов и реконструкция уже имеющихся в торговом центре.

Капитальные затраты для реализации расширения торгового центра ООО «СКК» по расчетам автора составили 244 371 тыс. руб. на 1 и 2 этапах реконструкции и 37 630 тыс. руб. на 3 этапе строительства.

Поступления по проекту расширения торгового центра спланированы по трем вариантам развития событий: оптимистический, реалистичный и пессимистичный (рисунок 1).

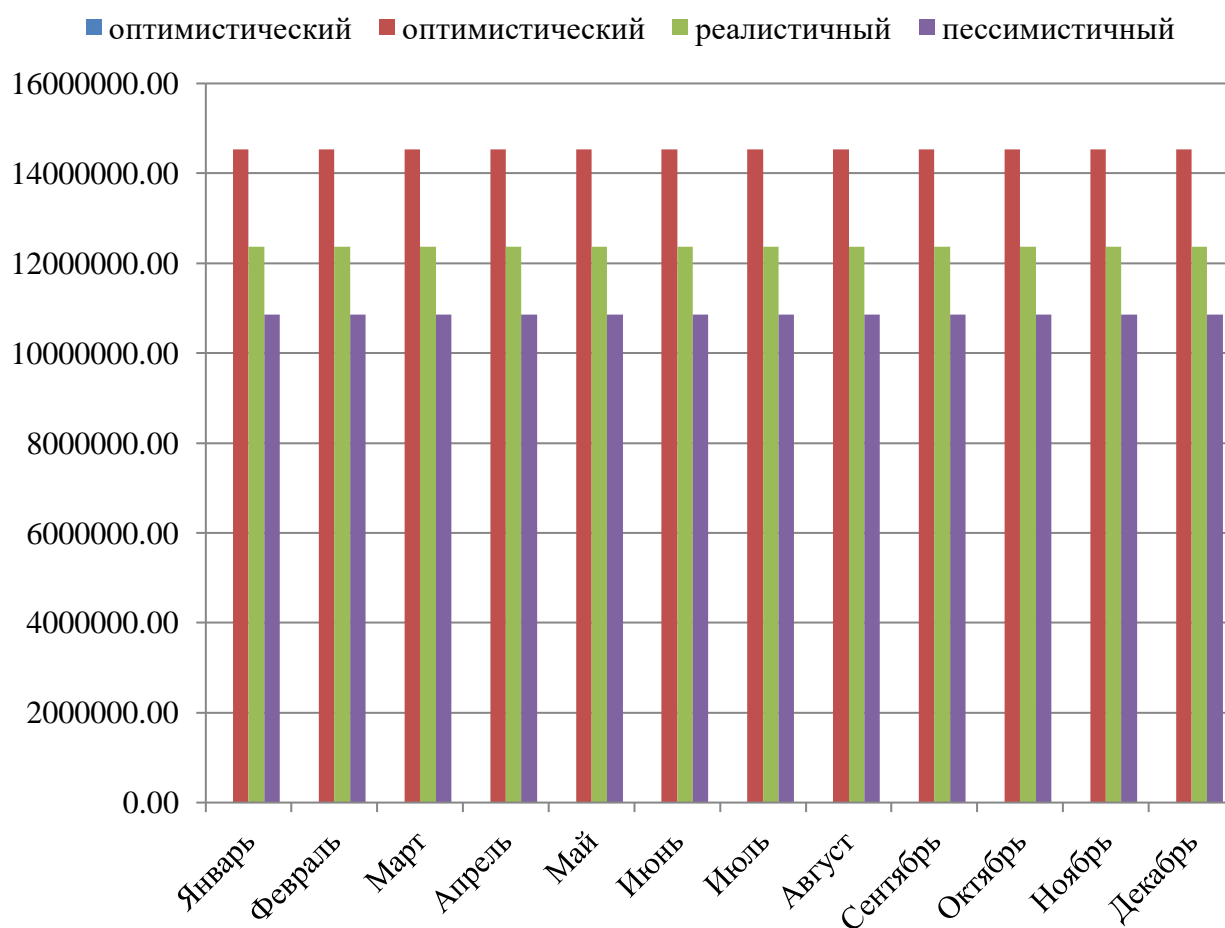


Рисунок 1 – Поступления по проекту расширения торгового центра по трем вариантам развития, руб./мес.

Поступления по оптимистичному варианту составят 174318 тыс.

руб., средний реалистичный вариант предполагает поступления в сумме 148430 тыс. руб. и доходы по пессимистичному варианту составят 130285 тыс. руб. в год.

На основе прогнозируемых поступлений по проекту и определенных расходов на рисунке 2 представлены денежный поток в первый год реализации проекта.

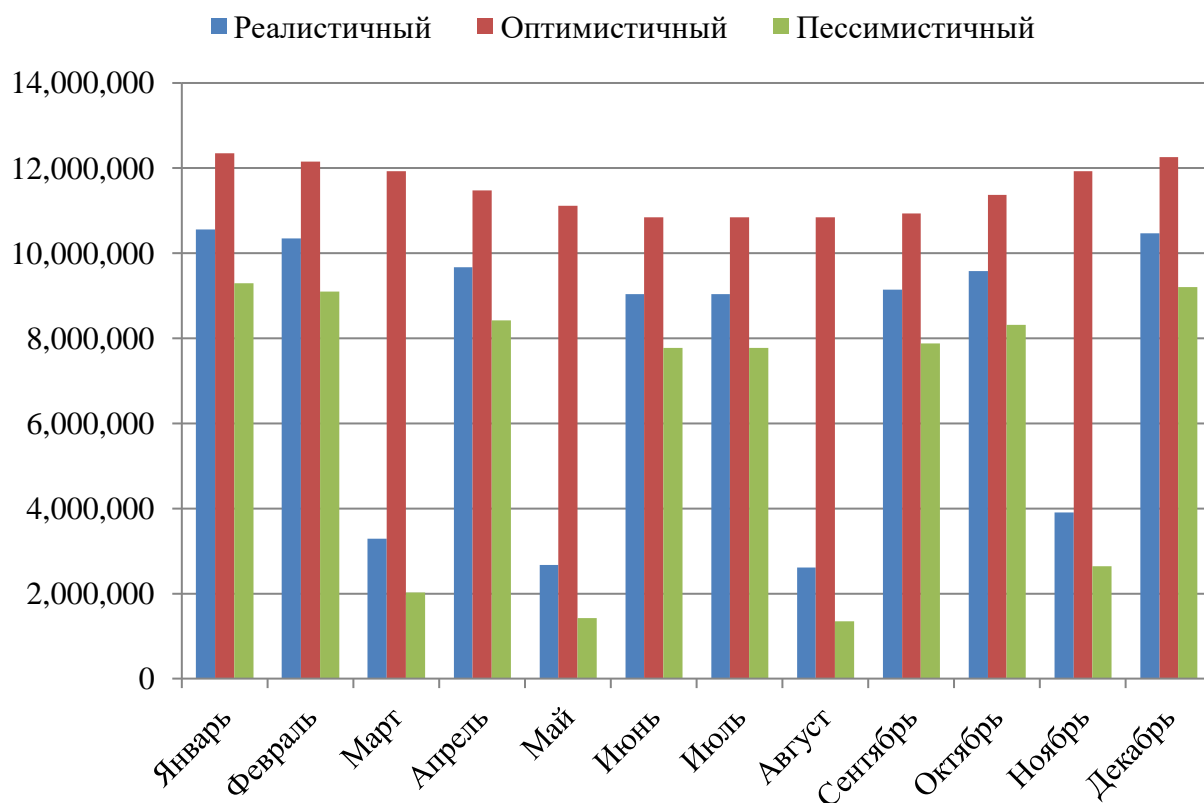


Рисунок 2 – Динамика денежного потока по проекту в первый год реализации, руб./мес.

Расчеты показали, что предложенный проект достаточно эффективен и денежный поток по проекту положительный не зависимо от развития того или иного варианта развития. Отметим, что доходы по проекту превышают расходы по нему, что свидетельствует о целесообразности его реализации (в расчетах не участвовали капитальные затраты на данном этапе расчетов).

ЗАКЛЮЧЕНИЕ

Деятельность ООО «СКК» не эффективна и ежегодно снижается, что приводит к убытку по результатам оказания услуг и вызывает необходимость выработки стратегии выхода из кризисной ситуации. Одним из направлений дальнейшего развития может быть расширение имеющейся площади комплекса и дальнейшая сдача их в аренду.

В ходе исследования экономически обоснована эффективность предлагаемого решения.

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РАЗВИТИЕ СЕЛЕЗЕНКИ В РАННЕМ ПОСТНАТАЛЬНОМ ОНТОГЕНЕЗЕ

Резюме: Селезенка выполняет функции иммунного контроля крови. Находится она на пути тока крови из магистрального сосуда большого круга кровообращения - аорты в систему воротной вены, разветвляющейся в печени. Располагается селезенка в брюшной полости, в области левого подреберья, на уровне от IX до XI ребра. Масса селезенки у взрослого человека (20-40 лет) составляет 192 г у мужчины и 153 г у женщины. длина селезенки в этом возрасте 10-14 см, ширина 6-10 см и толщина 3-4 см.

Ключевые слова: селезенка, иммуноархитектоника, внутриутробный период.

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DEVELOPMENT OF THE SPLEEN IN EARLY POSTNATAL ONTOGENESIS

Resume: The spleen performs the functions of immune blood control. It is located on the path of blood flow from the main vessel of the great circle of blood circulation - the aorta to the portal vein system branching in the liver. The spleen is located in the abdominal cavity, in the area of the left hypochondrium, at the level from IX to XI ribs. The weight of the spleen in an adult (20-40 years old) it is 192 g for a man and 153 g for a woman. the length of the spleen at this age is 10-14 cm, width 6-10 cm and thickness 3-4 cm.

Key words: spleen, immunoarchitectonics, intrauterine age.

Введение. Закладка селезенки появляется на 5-6-й неделе внутриутробного развития в виде небольшого скопления клеток мезенхимы в толще дорсальной брыжейки. Вскоре в мезенхимном зачатке появляются клетки лимфоидного ряда, а также образуются щели - будущие сосуды селезенки, вокруг которых осуществляется тканевая дифференцировка органа. На 2-4-м месяце развития формируются венозные синусы и другие кровеносные сосуды[2]. Одновременно внутрь селезенки от капсулы вырастают тяжи клеток - будущие трабекулы.

Вокруг венозных синусов появляются очаги гемопоэза, а в конце 4-го месяца и на 5-м месяце в селезенке уже обнаруживаются скопления лимфоцитов - будущие периартериальные лимфоидные муфты и лимфоидные узелки. Постепенно количество лимфоидных узелков в селезенке увеличивается, в них появляются центры размножения. К 8-му месяцу жизни плода гемопоэз в селезенке уменьшается и в дальнейшем прекращается, а интенсивность лимфоцитопоэза, наоборот, нарастает[1].

У новорожденного селезенка округлая, имеет дольчатое строение. Масса селезенки равна примерно 9,5 г. В этот период белая пульпа составляет от 5 до 10% от массы органа. На 3-м месяце постнатального развития масса селезенки увеличивается до 11-14 г (в среднем), а к концу первого года жизни равна 24-28 г. Количество белой пульпы (периартериальные лимфоидные муфты, лимфоидные узелки и эллипсоиды) в это время достигает максимального значения (20,9%). у ребенка 6 лет по сравнению с годовалым масса селезенки удваивается, к 10 годам достигает 66- 70 г, в 16-17 лет составляет 165-171 г.

Относительное количество красной пульпы (82-85%) в течение жизни человека почти не изменяется. Содержание белой пульпы в селезенке ребенка 6-10 лет равно 18,6%, к 21- 30 годам снижается до 7,7-9,6%, а к 50 годам не превышает 6,5 % от массы органа[3].

Цель исследования. Является изучение закономерностей возрастной динамики морфо-функциональных особенностей селезенки экспериментальных животных в различные возрастные периоды постнатального онтогенеза.

Материалы и методы исследования. Объектом исследования послужили 88 белых крыс-самцов породы Sprague Dawley в возрасте от рождения до 1 года, относящиеся к следующим возрастным периодам препубертный период, период полового созревания, период молодого и среднего возраста.

Результаты исследования. Качественные иммуномодуляционные изменения в селезенке белых крыс породы Бр[^]ие-ОауЛеу завершаются, по данным иммуногистохимического исследования, появлением вторичных лимфоидных узелков на 20-ый дней после рождения, соответствующий концу периода перехода на самостоятельное питание

Количественные иммуномодуляционные изменения, характерные для преювенильного, ювенильного и молодого возраста у крыс, проявляются увеличением объема и клеточности белой пульпы последовательно в ее Т-зонах (популяции лимфоидных клеток фенотипа SP90+, C045ЯС+, C03+, CЭ8+, и стромальных клеток фенотипа ОХ-62+ и СЭ68+), маргинальной зоне (популяции лимфоидных клеток фенотипа C020+, C03+, C0451^С и CЭ8+) и В-зонах (популяции лимфоидных клеток фенотипа СЭ20+ и стромальных клеток фенотипа белок 8100+)

В среднем возрасте у крыс иммуномодуляционные сдвиги в селезенке носят инволютивный характер, затрагивают последовательно ПАЛВ, лимфоидные фолликулы и маргинальную зону и проявляются гипоплазией и гипоцеллюлярностью белой пульпы

Редукция Т-клеточных компартментов в среднем возрасте характеризуется уменьшением удельной площади как лимфоидных, так и стромальных клеток, при этом отмечено более раннее (начиная с 6-месячного

возраста) снижение удельной площади стромальных клеток (фенотипа ОХ-62+) и более позднее (начиная с 9-месячного возраста) - лимфоидных клеток (фенотипа CD90+, CD45RC+, CD8+)

Уровень спонтанной пролиферации лимфоидных клеток, по данным иммуногистохимического окрашивания на PCNA, как в Т-, так и в В-зонах селезенки, возрастающий от рождения до преювенильного периода, с момента достижения половой зрелости является относительно стабильным показателем, оказываясь менее чувствительным к иммуномодулирующему действию возраста в стареющем организме экспериментальных животных

Основным механизмом гипоцеллюлярности ПАЛВ в среднем возрасте является уменьшение траффика CD90+иммунореактивных лимфоцитов клеток в селезенку, сопровождающееся параллельным снижением CD45RC+ (наивных Т-лимфоцитов), а также снижением удельной площади CD8+клеток, при этом изменению удельной площади лимфоидных клеток предшествует сокращение доли стромальных клеток (фенотипа ОХ-62+)

Ведущим механизмом гипоплазии лимфоидных фолликулов в среднем возрасте является усиление апоптоза лимфоидных клеток, при этом сокращению удельной площади лимфоидных клеток (фенотипа CD20+, CD45RC+) у стареющих крыс предшествует начинающееся в молодом возрасте уменьшение содержания стромальных клеток (фенотипа белок S100+)

Вывод. В выделении возрастных периодов наиболее существенных качественных и количественных перестроек в периферической иммунной системе, которые определяют иммунный статус организма и его чувствительность к действию патологических иммуномодулирующих факторов.

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ЎЗБЕК МАҚОМОТИ УСЛУБЛАРИНИ ШАКЛЛАНИШИ

Аннотация: Мақолада ўзбек мақомоти услубларини шаклланиши ҳақида фикр юритилади.

Калит сўзлар: мақом кўчишлари, парда, усул, шакл тузилиши, Катта муסיқа китоби, Қутадғу билиг, Девони лугати турк, танбур чизгилари, Бухоро Шаашмақоми, Хоразм Олти ярим мақоми, Дутор мақомлари.

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FORMATION OF UZBEK MAQOMAT METHODS

Annotation: The formation of the methods of the Uzbek authorities in the article thought about.

Keywords: maqom movements, curtain, method, form structure, Big music book, Qutadg'u bilig, Devoni dənfeui egl, tanbur lines, Bukhara Shashmaqomi, Khorezm Six and a half maqom, Dutor maqoms.

Муסיқашунослик илмида олий кўринишда шаклланган жанрлардан бири мақом санъатидир. У бошқа жанрлардан парда, усул ва шакл тузилиш қонуниятлари билан ажралиб туради. Бизнинг минтақада, мақомлар Бухоро, Хоразм ва Фарғона-Тошкент услубларида шаклланган.

Бу услубларнинг илмий асослари Фаробий, Фахриддин Розий, Сафиуддин Урмавий, Абдулқодир Мароғий, Абдурахмон Жомий, Нажмиддин Кавкабий, Дарвиш Али, Мулла Бекжон ва Муҳаммад Юсуф Девонзода, Фитратлар томонидан яратилган манбаларда ўз аксини топган. Алломаларнинг манбаларида мустаҳкам илмий пойдеворда юзага келган мақом услублари ҳақида қимматли маълумотлар келтирилган.

Муסיқа тарихида юз берган улуғ мақом кўчишлари: Бағдоддан – Самарқандга, Самарқанддан– Ҳиротга, Ҳиротдан– Бухорога, Бухородан– Хоразмга, Хоразмдан– Фарғонага бунга ёрқин мисол Шаашмақомни Ниёзжон Хўжа томонидан Бухородан – Хоразмга, Худойберди устоз томонидан Хоразмдан Фарғонага ўтиб шаклланиши сўнги икки ярим аср давомида юртимизда юз берган мақом кўчишларига мисол бўла олади.

Мақом услубларининг узвий боғланиши жонли жараён сифатида, биринчи навбатда, бу санъатнинг амалий томонларига тегишли тушунча. Бу сохага бел боғлаган устозлардан илмий-назарий ва ижодий етуклик талаб қилинади.

Тарихий манбаларда ёзилишича биринчи Уйғониш даври “Ислом Уйғониши” дейилади. Бу даврининг муסיқага ҳос энг муҳим жихатларидан бири, муסיқани умуммавуравий илмлар фалсафа ва математика қаторидан ўрин олганлигидир. Давр эҳтиёжларига кўра илмий қарашларнинг асосидаги нағма, парда ва куй жадваллари шу замин амалиётда синалган чолғу созларда қарор топган товушқаторлар билан далилланиши ҳам муҳим. Бу даврда ёзилган Фаробийнинг “Қатта муסיқа китоби”нинг биринчи ва қисмлари муסיқийнинг назарий асослари таълиф (композиция) ва ийқоъ (ритм) илимларига бўлиниб ёзилган. Учунчи қисмда таълиф низомлари амалиётда, чолғу созларнинг парда бандларида ўрнашиб қолган унсурлар ҳам амалий мисолларга таяниб таҳлил этилади. Тўртинчи қисмда парда ва ийқоъ тартиблари уйғунлашиб, муайян муסיқий нав ва шаклларда ўз ифодасини топганлиги муҳокама қилинади.

Иккинчи Уйғониш даври тарихга Темурийлар тамаддуни номи остида кирган. Темурийлар даври тамаддунинг устувор тамойилларидан бири умумлаштирилиб “турк манфаати” деб номланади. Турк манфаати ғояси Юсуф Хос Хожибнинг “Қутадғу билиг”, Махмуд Қашғарийнинг “Девони луғати турк” каби асарларига эътиборни кучайиши билан белгиланади. Темурийлар даврининг муסיқий юксалишлардан бири, унда “илми адвор” таълимотини қарор топишидир.

Биринчи Уйғониш даврининг илмий-назарий асоси Фаробийнинг “Қатта муסיқа китоби”ни деб оладиган бўлсақ, илми адвор³⁵ таълимотини Темурийлар даври муסיқий тамаддунинг “йўлчи юлдузи”га қиёслаш мумкин.

Илми адвор муסיқий нуқтаи назардан маҳаллийлик, шева хусусиятлари устун туради қонуниятлар доирасидаги ижодий эркинлик.

Илми адворнинг назарий ва амалий моҳияти Алишер Навоийнинг “Сабъаи сайёр”ида Дилором Чангий ва унинг Хоразмлик устози Улуғ Хожа тимсолианиқ ва гўзал бадий воситаларда таърифланган. Достондан лавҳа:

*Чун дуо қилди деди фарзона,
Ки дей ўз кўрганамдин афсона.
Менки тушмиш буён гузор манга,
Мулки Хоразм эрур диёр манга,
Санъатим анда соз чалмоқ иши,
Билмайин мен киби ишимни киши.
Илми адвору фанни муסיқий,*

³⁵ Илми адвор – мукамал илмий-назарий асосдаги ва амалиётда барқарорлашган куй (парда) ҳамда усул (вазн) доираларининг муфассал тизими

*Мендин ул илм аҳли таҳқиқий.
Элга таълим этмоқ вирдим,
Кимки устои қавм – шогирдим.*

Алишер Навоийнинг Бош Вазир сифатида илми адвор таълимотини юксалишида раҳнамолик қилган. Ушбу жараёнга илмий пойдевор яратиш борасидаги хизматини алоҳида таъкидлаб ўтиш зарур. Таълимотни яратиш учун “Хамсатул мутахаййирин”да Хазрат, олдин Хиротнинг тўрт машхур мусиқийшуносига мурожаат қилганликлари ҳақида маълумот берилади. Улардан кўнгиллари тўлмагач, пири устози Абдурахмон Жомийга мурожаат этганлар. Жомий томонидан яратилган рисоласи илми адвор моҳиятини тушунишда ҳамда минтақа урф-одатларига боғлашда жуда катта аҳамиятга эга.

XVI аср бошларида Темурийлар салтанати бўлиниши билан, илми адвор таълимоти асосларининг катта оқими Хиротдан Бухорога қараб кўча Бу жараённинг бошида ўз вақтида Хиротда Абдурахмон Жомий ва Алишер Навоийлар раҳнамолигида тарбият топган Бухоролик шоир, созанда, бастакор ва мусиқийшунос Нажмиддин Кавкабий туради (1470-1533).

Амалий назарияга оидманбалар қаторига, Бухорода 1793 йилда яратилган номаълум муаллифнинг кичикгина нодир рисоласини ҳам киритиш мумкин. У “Олти даромад ва уларнинг насрлари ҳақидаги рисола” деб номланади. “Олти даромад” “шашмақом” иборасининг маънодоши. Шашмақом илмининг амалиётга боғлиқ томонларини тушунишда XIX асрда Бухорода яратилган “Мусиқий баёзлар” ҳам жуда муҳим.

Бу манбаларга якин даврларда Хоразмда битилган “танбур чизғилари” кўлёмаларни умумийлаштириб, Бухоро Шашмақоми, Хоразм Олти ярим мақоми ва Дутор мақомларига оид бирламчи ёзма манбалар дейиш мумкин.

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УПРАВЛЕНИЕ ДЕНЕЖНЫМИ СРЕДСТВАМИ ПРЕДПРИЯТИЯ

Аннотация: Управление денежными средствами предприятия включает в себя прогнозирование и планирование движения денежных средств на предприятии. Спрогнозировать необходимую массу денежного потока на предстоящий период позволяет формирование бюджета движения денежных средств в разрезе текущей, финансовой и инвестиционной деятельности.

Ключевые слова: финансовый менеджмент, денежные потоки, синхронность платежей, финансовый менеджер, движения денежных средств, финансовый продукт.

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ENTERPRISE CASH MANAGEMENT

Annotation: Enterprise cash management includes forecasting and planning of cash flow in the enterprise. To predict the required amount of cash flow for the coming period allows the formation of a cash flow budget in the context of current, financial and investment activities.

Key words: financial management, cash flows, synchronism of payments, financial manager, cash flows, financial product.

Введение.

Управление денежными средствами является важной составляющей финансового менеджмента, стратегическая цель которого заключается в постоянном увеличении рыночной стоимости компании за счет оптимизации ее финансовых потоков.

Финансовые потоки предприятия складываются из распределенных во времени поступлений и выплат денежных средств, генерируемых в процессе его деятельности.

Для оптимизации денежных потоков предприятия нужно создать рычаги управления: прогнозировать и планировать движение денежных средств, осуществлять контроль на этапе оперативного планирования, управлять временно свободными денежными средствами, осуществлять контроль и анализ фактических денежных потоков.

Прогнозирование и планирование движения денежных средств.

Управление денежными средствами на предприятии обеспечивает синхронность платежей на этапе прогнозирования потоков денежных масс и способствует своевременному их перераспределению с целью предотвращения нехватки финансовых ресурсов.

Бюджет движения денежных средств (БДДС) - это бюджет (план) движения безналичных денежных средств на расчетных счетах и наличных денежных средств в кассе (кассах) предприятия или его структурных подразделений, центров финансовой ответственности (ЦФО), который включает все прогнозируемые поступления и выплаты денежных средств в результате деятельности компании. БДДС составляется на определенный период, например, квартал, месяц, неделю, декаду и т.д.

БДДС используют для того, чтобы обеспечить постоянное наличие денежных средств, которые затем направляются на погашение различных обязательств компании. Кроме того, БДДС помогает эффективно использовать избыток этих средств, когда поступления значительно превышают выплаты в определенном периоде. Таким образом, при составлении БДДС можно избежать "кассовых разрывов", ситуаций с недостатком денежных средств для текущих выплат. Для компенсации «кассового разрыва» финансовый менеджер может запланировать, например, банковский кредит, выпуск облигаций или поступление денежных средств от других операций.

Управление временно свободными денежными средствами.

Управление временно свободными денежными средствами заключается в возможности рационального использования свободных денежных средств и инвестирования денежных средств, с целью получения дополнительных источников дохода.

Финансовый менеджер может использовать временно свободные средства для получения дополнительного дохода, например, использовать размещение на банковском депозите, вложение в векселя или ценные бумаги. При этом, необходимо учитывать доходность финансового инструмента, уровень риска и ликвидности.

Главной проблемой в процессе управления временно свободными средствами является возможность быстрого извлечения денег из финансового инструмента и вложения их в основную деятельность компании. Наиболее подходящим финансовым инструментом в данном случае может являться банковский депозит. При этом нужно учитывать, что доходность банковского депозита будет наименьшая.

В случае, если у компании появляются более «длинные» свободные средства (на срок до нескольких месяцев), можно использовать вложения в векселя. Необходимо оценить рынок и приобрести векселя наиболее доходных и надежных эмитентов. Часто таким эмитентом может служить обслуживающий банк.

Контроль и анализ.

Контроль и анализ заключается в регулярном анализе движения денежных средств, выявлении отклонений посредством план-фактного анализа исполнения бюджета движения денежных средств, анализ и работа с дебиторской задолженностью.

Контроль и анализ денежных потоков удобно осуществлять на базе специализированного финансового продукта. Большое количество различных отчетов позволяет проанализировать денежные потоки в различных разрезах. Отчеты системы, построенные на механизмах компоновки данных, дают пользователю возможность самостоятельно настраивать внешний вид отчета, его отборы и группировки. Настройки отчета можно сохранить в виде варианта отчета и использовать совместно с другими пользователями.

Заключение

Цель управления денежными средствами состоит в том, чтобы инвестировать избыток денежных доходов для получения прибыли, но одновременно иметь их необходимую величину для выполнения обязательств по платежам и одновременного страхования на случай непредвиденных ситуаций. Чем более предсказуемы денежные потоки фирмы, тем меньше потребность в страховании.

Управление денежными потоками является одним из важнейших направлений деятельности финансового менеджера. Оно включает в себя расчет времени обращения денежных средств (финансовый цикл), анализ денежного потока, его прогнозирование, определение оптимального уровня денежных средств, составление бюджетов денежных средств. Анализ движения денежных средств, в основе которого лежат данные бухгалтерского учета, является важным аналитическим инструментом, позволяющим пользователям определить источники получения и направления расходов экономических ресурсов.

Заключение

Получив в результате расчетов информацию об оптимальном денежном остатке и необходимом движении денежных средств, в рамках политики управления денежными активами могут применяться способы ускорения инкассации дебиторской задолженности, а также:

- возможность на определенных условиях использовать овердрафт, т.е. минусовый остаток на банковском счете; подобная услуга оговаривается в договоре банка и клиента о расчетном обслуживании;

- открытие банковской кредитной линии; по договору о предоставлении кредитной линии банк обязуется в определенных пределах краткосрочно кредитовать клиента по первому его требованию;

- использование практики предоплаты за товары, работу и услуги.

В практике зарубежного финансового менеджмента применяются более сложные модели определения среднего и оптимального остатков денежных средств, например, оптимизационная Модель Баумоля и Модель Миллера-Орра. Однако в отечественной практике финансового менеджмента использовать их пока еще сложно по следующим причинам:

- неразвитость рынка краткосрочных фондовых инструментов и их невысокая ликвидность затрудняют краткосрочные финансовые вложения;

- непрекращающаяся инфляция делает бессмысленными ретроспективные финансовые расчеты и несопоставимыми запасы денежных средств;

- аномальные учетные ставки делают невозможным с ними доходности краткосрочных вложений.

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РОЛЬ ПРАКТИКА В ФОРМИРОВАНИИ ПРОФЕССИОНАЛЬНЫХ НАВЫКОВ МОЛОДЕЖИ

Аннотация: В центре внимания нашего государства всегда было обеспечение молодежи места в жизни, возможность свободно реализовать свой потенциал и обеспечить их работой. В статье объективно освещена роль практики в формировании профессиональных навыков у молодежи.

Ключевые слова: практика, профессия, знания, молодежи, навыка.

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THE ROLE OF PRACTICE IN THE FORMATION OF PROFESSIONAL SKILLS OF YOUNG PEOPLE

Abstract: The focus of our state has always been to provide young people with a place in life, the opportunity to freely realize their potential and provide them with work. The article objectively highlights the role of practice in the formation of professional skills among young people.

Keywords: practice, profession, knowledge, youth, skills.

От умственного мышления, познавательного опыта и профессиональной подготовки сегодняшнего подрастающего поколения зависит прогресс будущего. Самостоятельность, свобода, созидательность проявляются в основном в творческой, практической, теоретической инициативе. Инициатива-это предложение, идея, мысль или практический процесс экономического и социального развития, направленный на создание материальных, духовных продуктов, соответствующих новому спросу людей. Для того чтобы проявить инициативу в какой-либо сфере, каждый человек должен прекрасно знать отрасль, в которой он работает, четко знать, что мешает прогрессу, развитию, качеству, типу, цене продукции в производственном процессе данной сферы, иметь конкретные идеи, практические предложения, направленные на устранение этих недостатков.

Качество инициативы является фактором внутренней активности людей: во-первых, когда каждый человек реализует свою ценность, находя

жизненный путь, соответствующий его интересам, способностям к обучению, и, во-вторых, когда личная заинтересованность заключается в том, чтобы способствовать самосовершенствованию себя и государства, общества и Вселенной посредством запуска не только материальных, но и духовных ценностей личной собственности. При этом обязательно нужно учитывать особенности, способности, интересы молодежи. Это позволяет повысить в них мотивацию к профессии. Формирование у молодежи мотивации к получению профессиональных знаний будет неразрывно связано с ее представлением о будущей профессиональной деятельности.

Развитие профессиональных навыков у будущих специалистов-это процесс его профессионального развития с осознанной самоцелью как специалиста. Этот процесс включает в себя самостоятельное совершенствование знаний, умений и навыков, личностных и профессиональных качеств, обеспечивающих эффективность профессиональной деятельности, и состоит из следующих составляющих:

- совершенствование личностных качеств;
- интеллектуальное развитие;
- профессиональное развитие;
- физическое совершенство.

Наша молодежь должна обладать рядом необходимых качеств для профессионального саморазвития. К ним можно отнести:

- формирование внутренней мотивации к решению профессиональных вопросов;
- стремление к достижению высоких результатов в процессе решения профессиональных задач;
- понимать содержание и знать методические основы развития профессиональных навыков.

Одним из методов формирования профессиональных умений и навыков своих воспитанников являются производственные практики. Основной целью производственной практики будет развитие профессиональных навыков и повышение квалификации младших специалистов. Учебная и производственная практика помимо обучения будущих специалистов конкретным умениям и навыкам в профессиональной сфере, подготовки их к организационно-управленческой деятельности, т. е. для обеспечения навыков руководства первичными звеньями коллектива, в процессе практики необходимо будет решить вопрос, чему, какими средствами, как их обучать.

Производственные практики являются неотъемлемой частью образования и традиционно рассматриваются как составная часть учебно-воспитательного процесса, предусмотренного учебными планами и программами. В процессе производственной практики предусматривается достижение следующих целей;

- практическое применение полученных теоретических знаний и развитие профессиональных навыков;

- установление и развитие контактов с производственным персоналом, приобретение опыта делового общения, совместной работы в группе или коллективе, обмена информацией.

Производственная практика-неотъемлемая составляющая образования. Приобретение профессиональных знаний предполагает такую направленность образовательной деятельности, при которой все ее содержание, в представлении или опосредованно направлено на подготовку обучающихся к трудовой деятельности по выбранной специальности. Для определения преподавательского потенциала производственной практики очень важно рассмотреть цели и задачи каждой практики, сферу деятельности практикующих, практические знания и навыки, которые они получают в ней, круг и виды решаемых вопросов, способы их решения, направленность задач на каждую практику.

Предполагается, что необходимо сформировать объем знаний и умений, которые более полно характеризуют сферу профессиональной деятельности практикующего. На практике таким полем формирования первичной профессиональной квалификации будет рабочее место. Следовательно, основной задачей практики должно быть формирование у практикующего полного представления о месте работы, организации работы в ней, о взаимосвязи данного рабочего места с другими, о его месте в общей структуре производства. В период практики делаются следующие выводы.

- практика формирования начальных профессиональных компетенций имеет большие возможности в обучении учащихся, привитии им практических навыков и формировании целостного представления о предприятии;

- обычно практическая деятельность ограничена узким кругом решаемых вопросов, то есть практика не в полной мере относится ко всем видам деятельности, характерным для данной работы;

- в программе стажировок не предусмотрено выполнение практиком своих творческих задач с учетом реальных производственных ситуаций, при решении которых практик осуществляет исследовательскую деятельность и использует полученные теоретические знания;

- объем полученных данных не позволяет их обобщать и анализировать, выявлять определенные закономерности в организации рабочего места.

Все сказанное еще раз доказывает необходимость кардинальных изменений в содержании и методике проведения практики. Особенно это актуально в современном производстве.

В заключение следует отметить, что основными задачами высших учебных заведений являются подготовка специалистов, обладающих

глубокими теоретическими и практическими знаниями, способных самостоятельно действовать в выбранной области, самостоятельно повышать свои знания и квалификацию, творчески подходить к вопросу, правильно выявлять и анализировать проблемные ситуации, быстро адаптироваться к условиям. Как известно, в современных условиях, когда объем информации и знаний стремительно расширяется, трудно донести всю информацию до учащихся только во время учебных занятий. Эксперименты показывают, что глубоко усвоить знания студент сможет только в том случае, если будет заниматься самостоятельно и неустанно работать над собой.

Основные знания, умения и навыки учащихся формируются только в процессе участия в практиках, развивается способность к самостоятельной деятельности, у них появляется интерес к самостоятельной творческой работе в дальнейшем. Поэтому правильная организация практики учащихся и создание для этого всех необходимых условий, наряду с обучением учащихся на уроках, является необходимым условием для того, чтобы научить их больше читать, показать пути получения знаний.

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СОВРЕМЕННЫЕ ОСОБЕННОСТИ ОЦЕНКИ В ИССЛЕДОВАНИЯХ И ТЕОРИИ

Аннотация: В этой статье исследуется языковая оценка в области преподавания EIL, которая связывает эти две области относительно редко. Мы считаем, что исследование роста и использования EIL в первую очередь необходимо для того, чтобы полностью понять последствия того, как оценивать язык в этом новом контексте.

Ключевые слова: преподавание, образовательная политика, критика, лингвистика, оценивание, IELTS, TOEFL, идеология, дискриминация. EIL (английский международный язык).

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CURRENT EMPHASES ABOUT ASSESSMENT IN RESEARCH AND THEORY

Annotation: In this article, language assessment in the field of teaching EIL is researched that bridges the two fields is relatively scarce. We consider that research into the growth and use of EIL is first needed in order to fully understand the implications for how to assess the language in this new context.

Key words: teaching, education policy, critique, linguistics, assessment, IELTS, TOEFL, ideology, discrimination, EIL (English international language).

За последние четыре десятилетия прикладные лингвисты заложили прочный фундамент исследований в рамках Мировые англичане, что привело к глубокому пониманию разнообразия английского языка и большому объему дотошных лингвистических данных. С конца 1990-х годов исследователи английского языка как лингва-франка строили и расширяли это исследование Мировые англичане в своих исследованиях того, как английский язык используется носителями разных первых

языков. В то же время ученые EIL уделяют большое внимание последствиям глобального распространения английского языка для других аспектов общества, включая критику методов преподавания языков и политики языкового образования. Из-за этого существенного фундамента исследований в области прикладной лингвистики в настоящее время наблюдается растущий интерес к влиянию EIL на практику языковой оценки. Исследования в области оценки языка исходят как от признанных исследователей тестирования, так и от тех, кто занимается исследованиями, связанными с EIL.

В одном исследовании изучалась степень, в которой широко используемые международные языковые тесты могут быть несправедливыми в контексте мировых английских языков, поскольку они могут требовать от говорящих действовать в соответствии с британскими или американскими стандартами, тем самым дискриминируя тестируемых из других контекстов (Davies, Hamp-Lyons). и Кемп, 2003). В этом исследовании сравнивались нормы владения английским языком, используемые в различных азиатских национальных тестах, с двумя международными тестами на знание английского языка (IELTS и TOEFL). Результаты показали принятие местных норм наряду с британскими и американскими стандартами в местных квалификационных тестах, в то время как международные тесты продемонстрировали культурно-специфические знания, а также проверку грамматических структур, для которых местные разновидности могут иметь разные нормы. Однако неясно, в какой степени эти проблемы могут повлиять на количество носителей разных вариантов английского языка.

В другом исследовании изучалась предвзятость тестов путем изучения возможных различий между оценщиками из того же языкового фона, что и различные писатели и оценщики-носители языка (Hamp-Lyons & Davies, 2008). Основываясь на этом исследовании, погрешность теста нельзя было ни доказать, ни опровергнуть, поскольку некоторые выводы намекали на возможность такой погрешности. В более раннем примере внимание исследователей также было сосредоточено на оценщике (Wigglesworth 2005), в ходе которого выяснялось, влияет ли страна происхождения на оценку успеваемости испытуемых. В ходе исследования сравнивались рейтинги учителей из разных стран, говорящих на родном языке. Хотя исследование действительно выявило тенденцию к тому, что американские учителя присуждают самые высокие оценки, а учителя из Великобритании - самые низкие оценки, авторы пришли к выводу, что эти различия были небольшими, и, следовательно, их гипотеза не может быть доказана.

Одна из общих идеологий практики языковой оценки при обучении EIL касается языковых норм, которые следует проверять. Рост английского как международного языка демонстрирует необходимость определения

того, как определяются достижения (McNamara, 2012). Некоторые ученые считают, что языковые формы, созданные в контексте EIL, не следует рассматривать как неправильные в тестах, целью которых является оценка способности учащегося использовать английский язык в глобальном контексте EIL. Например, точка зрения EIL утверждает, что учащиеся не должны подвергаться наказанию (ни в языковых тестах, ни в академической письменной работе) за формы, которые, как показали исследователи, являются общими и понятными для носителей EIL. Другие ученые утверждают, что конструкции рейтинга необходимо адаптировать, чтобы явно учитывать вариации английского языка в мире. Например, «критерии рейтинга и практика оценщиков должны быть пересмотрены и восстановлены, чтобы признать эволюцию мировых английских языков» (Ким, 2006, стр. 37). Кроме того, тесты по английскому языку должны быть нацелены на иностранцев и общества, поскольку их цель состоит в том, чтобы измерить способность успешно общаться в лингвистически разнообразных кругах (Khan, 2009).

Несмотря на акцент на EIL, другие исследователи и практики видят важность предписывающих стандартов для изучающих английский язык и стабильность, которую стандарт обеспечивает для измерения изначально нестабильной конструкции, такой как язык. Тем не менее, точка зрения EIL дополняет, а не умаляет этот ориентир, утверждая, что будущее использование языка должно быть базовой нормой для теста, и что английский язык часто используется в контексте нескольких вариантов английского языка и изменчивых форм языка. использовать (Ху, 2012). Таким образом, это не означает, что предписывающие стандарты не имеют значения, поскольку они представляют собой некоторые из наиболее распространенных разновидностей английского языка, и учителя одновременно должны обслуживать учащихся, которые хотят соответствовать таким стандартам. Во многих международных контекстах стандартное разнообразие часто становится приемлемой формой, особенно на официальных встречах, в образовании и в письменной форме. Хотя большая часть общения на лингва-франка происходит без присутствия носителей языка L1, пользователям EIL также приходится приспосабливаться к ситуациям, когда пользователь L1 является целевым собеседником. Исследование Мирские англичане показывает, что стандартный язык не обязательно является англоязычной конструкцией, о чем свидетельствует тот факт, что носители языка L1 не соответствуют предписывающим грамматическим и лексическим стандартам.

Аргументы, связанные с изменением эталонов и норм в практике оценивания, трудно привести в крупномасштабных тестах, где разновидности английского языка, используемые носителями международного языка, не так ощутимы, как это требуется для написания тестов. Во многих контекстах стандарт действует как фиксированная

точка, с которой сравниваются вариации, и составители тестов позиционируют предписывающие стандарты как удобную ссылку для написания тестовых заданий, даже если они не отражают реальных вариаций. В качестве решения этой головоломки исследователи призвали сместить акцент в тестах с оценки лингвистических знаний на проверку стратегического использования языка учащимися. Исследования в областях, связанных с EIL, подтверждают это мнение, утверждая, что для правильной оценки пользователя EIL тест должен быть сосредоточен на стратегической компетентности пользователя. Конструкции теста EIL должны включать межкультурную стратегическую компетенцию, и исследователи EIL часто предлагали отдавать приоритет навыкам приспособления (Hu, 2012). Например, тесты должны быть «сосредоточены на стратегиях ведения переговоров, ситуативной производительности, коммуникативном репертуаре и языковой осведомленности» (Canagarajah, 2007, стр. 936). Необходимо измерить способность учащегося использовать стратегии для перевода англоязычных пользователей из разных языковых слоев, что особенно важно, учитывая множественность языковых норм по всему миру.

В заключение исследователи призывают уделять больше внимания стратегической компетентности, межкультурной коммуникации и способности демонстрировать навыки приспособления, чтобы плавно перемещаться из различных сообществ практики.

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ҚОНУНЧИЛИГИМИЗДА ЖИНОЯТЛАРНИНГ ИЖТИМОЙ ХАВФЛИЛИК ДАРАЖАСИГА ҚАРАБ ЖАВОБГАРЛИКНИНГ БЕЛГИЛАНИШИ

Аннотация: Бу мақолада жиноят тушунчаси, жиноятларни таснифлашнинг хусусияти ва ижтимоий хавфлилик даражасига қараб жавобгарликнинг белгилашига оид ҳуқуқий масалалар таҳлил қилинган.

Калит сўзлар: Жиноят, жиноят кодекси, жиноят ҳуқуқи, оғир жиноятлар, ўта оғир жиноятларга, жиноий лоқайдлик.

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IN OUR LEGISLATION, THE DEFINITION OF LIABILITY DEPENDING ON THE DEGREE OF SOCIAL SECURITY OF CRIMES

Abstact: This article analyzes the concept of crime, the nature of the classification of crimes and the definition of liability depending on the degree of social danger.

Keywords: Crime, criminal code, criminal law, serious crimes, extreme crimes, criminal indictment.

Ҳар бир жиноятнинг илдизигача етиб бориш, жамиятда жиноятчиликка қарши курашиш имунитетини шакллантириш керак.

Акс ҳолда, жиноятнинг оқибатлари билан овора бўлиб юраверамиз.

Ш.М. Мирзиёев

1991 йилда Ўзбекистон мустақилликка эришганидан кейин барча қонунлар, энг аввало, Ўзбекистон Республикасининг Конституцияси ва янги бозор иқтисодёти тизимига асосланган ҳуқуқий демократик давлатнинг қонунлари, шу жумладан, Жиноят қонуни ҳам (1994 йил 22 сентябрда) қабул қилинди.

“Жиноят” тушунчасига ҳуқуқий таъриф биринчи бор 1791 йилда қабул қилинган Франция Жиноят кодексига берилган бўлиб, ушбу таъриф

формал тусга эга эди. Унда жиноятга: “Жиноят - бу амалдаги жиноят қонуни билан жазоланадиган қилмишдир”,-дея таъриф берилган эди.³⁶ Жиноят – бу ижтимоий ва ҳуқуқий ҳодиса ҳисобланади. Ўзбекистон Республикаси Жиноят кодекси 2-моддасида кўрсатилган вазифаларни амалга ошириш мақсадида жиноят тушунчасини белгилаб қўйган. Ўзбекистон Республикаси Жиноят кодексига жиноят тушунчаси аниқ белгиланган бўлиб, 14-модданинг 1-қисмига кўра, “Жиноят кодекси билан тақиқланган, айбли ижтимоий хавфли қилмиш (ҳаракат ёки ҳаракатсизлик) жазо қўллаш тақдиди билан жиноят деб топилади”.³⁷ Жиноят – шахснинг жиноят қонуни билан тақиқланган маълум бир шаклдаги хатти-ҳаракати ҳисобланади.

Жиноятларни содир этилган турига қараб таснифлашимиз мумкин. Жиноятларни таснифлаш деганда, жиноятларни у ёки бу белгиларига кўра туркумларга ажратиш тушунилади. Жиноят ҳуқуқида жиноятларни таснифлашда қуйидаги икки мезон назарда тутилган бўлиб, жиноят қонунда жиноятлар айнан ана шу мезонлар асосида таснифланган:

1. Жиноятларнинг хусусияти ва ижтимоий хавфлилик даражасига қараб таснифлаш;

2. Жиноятларнинг объекти (тажовуз қаратилган объект)га кўра таснифлаш;

Жиноятларни таснифлаш ва гуруҳларга бўлишнинг асосий мезони жиноятларнинг хусусияти ва ижтимоий хавфлилик даражаси ҳисобланади. Жиноятларни таснифлашнинг хусусияти ва ижтимоий хавфлилик даражаси мезони ҳам икки белги: а) айбнинг шакллари (қасд ёки эҳтиётсизлик); б) жиноят кодексига назарда тутилган санкциялар (уларнинг оғирлик даражаси)га боғлиқ бўлади.³⁸

Жиноят кодекси 15-моддасига мувофиқ, жиноятлар ўз хусусияти ва ижтимоий хавфлилик даражасига кўра:

- а) ижтимоий хавфи катта бўлмаган жиноятлар;
- б) унча оғир бўлмаган жиноятлар;
- с) оғир жиноятлар;
- д) ўта оғир жиноятларга бўлинган.

Ижтимоий хавфи катта бўлмаган жиноятларга қасддан содир этилиб, қонунда уч йилдан кўп бўлмаган муддатга озодликдан маҳрум қилиш тарзидаги жазо назарда тутилган жиноятлар, шунингдек эҳтиётсизлик оқибатида содир этилиб, қонунда беш йилдан кўп бўлмаган муддатга озодликдан маҳрум қилиш тарзидаги жазо назарда тутилган жиноятлар киради.

³⁶ М.Х.РУСТАМБОВЕВ «ЖИНОЯТ ҲУҚУҚИ» (УМУМИЙ ҚИСМ). Тошкент – “ILM ZIYO” - 2006. - 95 б.

³⁷ ЎЗБЕКИСТОН РЕСПУБЛИКАСИНING ЖИНОЯТ КОДЕКСИ. 22.09.1994

³⁸ "Уголовное право Российской Федерации". Общая часть: Учебник / Под. Ред. Б.В. Здравомыслова – Изд. 2-е, перераб. и доп. – М.: Юристъ, 1999. – С. 54-57.

Унча оғир бўлмаган жиноятларга қасддан содир этилиб, қонунда уч йилдан ортиқ, лекин беш йилдан кўп бўлмаган муддатга озодликдан маҳрум қилиш тарзидаги жазо назарда тутилган жиноятлар, шунингдек эҳтиётсизлик оқибатида содир этилиб, қонунда беш йилдан ортиқ муддатга озодликдан маҳрум қилиш тарзидаги жазо назарда тутилган жиноятлар киради.

Оғир жиноятларга қасддан содир этилиб, қонунда беш йилдан ортиқ, лекин ўн йилдан кўп бўлмаган муддатга озодликдан маҳрум қилиш жазоси назарда тутилган жиноятлар киради.

Ўта оғир жиноятларга қасддан содир этилиб, қонунда ўн йилдан ортиқ муддатга озодликдан маҳрум қилиш ёхуд умрбод озодликдан маҳрум қилиш жазоси назарда тутилган жиноятлар киради.³⁹

Ўзбекистон Республикасининг жиноят кодексининг 97-моддаси «Қасддан одам ўлдириш» деб номланиб булар қуйидагича:

Қасддан одам ўлдириш — ўн йилдан ўн беш йилгача озодликдан маҳрум қилиш билан жазоланади.

Жавобгарликни оғирлаштирадиган ҳолатларда қасддан одам ўлдириш, яъни:

- а) икки ёки ундан ортиқ шахсни;
- б) ҳомиладорлиги айбдорга аён бўлган аёлни;
- в) айбдорга аён бўлган ожиз аҳволдаги шахсни;
- г) ўз хизмат ёки фуқаролик бурчини бажариши муносабати билан шахсни ёки унинг яқин қариндошларини;
- д) бошқа шахсларнинг ҳаёти учун хавфли бўлган усулда;
- е) оммавий тартибсизликлар жараёнида;
- ж) ўта шафқатсизлик билан;
- з) номусга тегиш ёки жинсий эҳтиёжни зўрлик ишлатиб ғайритабiiй усулда қондириш билан боғлиқ ҳолда;
- и) тамагирлик ниятида;
- к) миллий ёки ирқий адоват замирида;
- л) безорилик оқибатида;
- м) диний таассублар замирида;
- н) киши аъзоларини кесиб олиб, бошқа кишига кўчириш (трансплантат) ёки мурданинг қисмларидан фойдаланиш мақсадида;
- о) бошқа бирор жиноятни яшириш ёки унинг содир этилишини осонлаштириш мақсадида;
- п) бир гуруҳ шахслар ёки уюшган гуруҳ аъзоси томонидан ёхуд ўша гуруҳ манфаатларини кўзлаган ҳолда;
- р) такроран ёки хавфли рецидивист томонидан;
- с) ўта хавфли рецидивист томонидан қасддан одам ўлдирилиши —

³⁹ ЎЗБЕКИСТОН РЕСПУБЛИКАСИНИНГ ЖИНОЯТ КОДЕКСИ. 22.09.1994

ўн беш йилдан йигирма беш йилгача озодликдан маҳрум қилиш ёки умрбод озодликдан маҳрум қилиш жазоси билан жазоланади.

Хулоса сифатида шуни айтишимиз мумкин, бугунги кунда жиноятларнинг барвақт олдини олиш ва ҳуқуқбузарликларга қарши курашишда давлат органлари ва жамоат ташкилотлари ўртасида ҳамкорлик янада кучайтирилди.

Олиб борилаётган кенг кўламли ишлар натижасида фуқароларда жиноятчиликка қарши курашишга ва ҳуқуқбузарликларнинг олдини олишга дахлдорлик ҳисси шаклланди.

Амалга оширилган тизимли ишлар натижасида 2018 йилнинг 7 ойида умумий жиноятларнинг 38,2 фоизга, жиноят-қидирув йўналишидаги жиноятларнинг 38,3 фоизга камайганлиги ҳам буни тасдиқлайди.

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**ОСНОВОПОЛАГАЮЩИЕ ФАКТОРЫ СОЗДАНИЯ "ДОСТУПНОЙ
СРЕДЫ" ИСОЦИАЛЬНАЯ ПОЛИТИКА РЕСПУБЛИКИ
УЗБЕКИСТАН В ОТНОШЕНИИ ГРАЖДАН С ОВЗ**

Аннотация: В данной статье рассматривается проблемы социальной политики Республики Узбекистан в отношении людей с ОВЗ. Необходимость адаптации функциональной среды жизнедеятельности под потребности людей с инвалидностью; актуальность устранение барьеров для обеспечения равноправных условий жизнедеятельности людей с ОВЗ. Доступная среда способствует полноценному и независимому образу жизни маломобильных групп населения. Анализируется социальная политика, законодательная база РУз, а также концепция «Универсального дизайна», отечественный и зарубежный свод норм и правил проектирования доступной среды для людей с ОВЗ.

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FUNDAMENTAL FACTORS OF CREATING "AN ACCESSIBLE ENVIRONMENT" AND THE SOCIAL POLICY OF THE REPUBLIC OF UZBEKISTAN REGARDING CITIZENS WITH DISABILITIES

Annotation: This article examines the problem of adaptation of the city and region to the needs of people with disabilities and the need to remove barriers to ensure a safe environment for their life. An accessible environment promotes independent lifestyles for people with limited mobility. The social policy of the Republic of Uzbekistan in relation to people with disabilities is analyzed.

Ключевые слова: безбарьерная среда, люди с ОВЗ, инвалидность, универсальный дизайн, доступность, препятствие, социальная защищенность, маломобильные группы населения.

Key words: barrier-free environment, people with disabilities, disability, universal design, accessibility, obstacle, social security, people with limited mobility.

**«Нам жить в новом Узбекистане – свободной и процветающей стране!» [1]
— Шавкат Мирзиёев**

Введение

Мобильность в физическом мире — это то, что многие из нас принимают как должное. Бордюры, пороги, лестницы, решетки на тротуарах, узкие проходы — это препятствия, которые мы обходим и преодолеваем много раз в день! Мы редко задумываемся о знаках, объявлениях через громкоговоритель, светофорах и других источниках, которые направляют нас или дают нам необходимую информацию.

Однако для тех из нас, у кого есть «физические сложности» передвижения в пространстве, бордюр или несколько ступенек могут порой стать непреодолимыми препятствиями. Объявления из громкоговорителей в аэропорту часто трудно понять и людям с идеальным слухом, а глухие или слабослышащие люди могут их вообще не услышать. Знаки, независимо от того, насколько они часто расположены и сколько информации содержат в себе, для слабовидящих и слепых людей не принесут пользы, если они не установлены соответствующим образом, в определенном месте и не могут быть прочитаны наощупь на международном языке Брайля.

Другими словами, обыденная окружающая нас среда, которую люди без физических недостатков принимают как должное, может создавать серьезные проблемы для людей с ограниченными способностями, в основном потому, что их потребности не учитывались при разработке функционирующей вокруг современной городской среды.

Глобальная проблема социальной политики современного Узбекистана заключается в отсутствии должного внимания и учёта особенностей жизнедеятельности людей с ОВЗ. Она проявляется и на способах обращения с инвалидами, на безработицу среди их числа, на их право на получение ими образования и всевозможных услуг, доступных обычным гражданам. В более чем 50 странах эта ситуация была признана и решена, по крайней мере, до некоторой степени, с помощью государственных законов, которые защищают людей с ограниченными возможностями от дискриминации и гарантируют им образование, трудоустройство, занятость, доступ к общественным учреждениям, услугам удобствам.

Основная часть

Более миллиарда человек в мире живут с той или иной формой инвалидности. Люди с ограниченными возможностями здоровья сталкиваются с физическими, социальными, экономическими барьерами и препятствиями, сталкиваются лицом к лицу с отчуждённостью в отношении к ним основного социума, что не позволяет им полноценно и эффективно участвовать в жизни страны, приносить пользу Государству.

По данным Всемирной организации здравоохранения, более 1 миллиарда человек, или 15% мирового населения, имеют ту или иную форму инвалидности, 80% из них проживают в развивающихся странах. Однако в Узбекистане в качестве лиц с инвалидностью зарегистрированы лишь 2% населения, около 780 тыс. людей [2].

Каждый год 3 декабря ООН отмечает Международный день людей с ограниченными возможностями, цель которого - способствовать доступности, устранять все виды препятствий и обеспечивать равноправие и обеспечение прав и свобод людям с ОВЗ. Конвенция ООН о правах инвалидов была принята в 13 декабря 2006 году (№61/106), которую к началу 2011 г. подписали 150 стран, 97 из них ее ратифицировали.

Система социальной и правовой поддержки людей с ОВЗ в Республике Узбекистан переживает сложный период совершенствования: у многих из них все еще нет равного доступа к базовым ресурсам, таким как образование, занятость, здравоохранение. Вместе с тем, первые в истории «Узбекистан был избран членом Совета ООН по правам человека, что несомненно даёт надежду и является признанием осуществляемых правительством широкомасштабных демократических реформ» [1].

Существует распространённое мнение, что пандус и лифт — это все, что нужно, чтобы построить доступное пространство. Но безбарьерный режим имеет много других аспектов, начиная от ширины двери, и коридора и заканчивая информационными табло с шрифтом Брайля; от тактильных плит на поверхности пола, до высоты стойки до дверных ручек и перил; от электронных сенсорных панелей до звуковых предупреждающих сигналов. Для доступа людей с ограниченными

возможностями необходимо предусмотреть «безбарьерную» среду на улицах и в общественных зданиях.

Безбарьерная среда — это среда, которая позволяет людям с ограниченными возможностями безопасно и свободно передвигаться и пользоваться всеми удобствами в пределах застроенной среды, дорог, парков, садов и других общественных мест. Цель универсального дизайна - создать среду, которая поддерживает независимое функционирование людей, чтобы они могли участвовать во всех видах жизнедеятельности наряду с обычными гражданами РУз без посторонней помощи.

Термин «доступная» или «безбарьерная», «бесприпятственная» среда упоминается во многих законодательных актах: «Санитарные правила и нормы, от 04.06.2009 г. № 0266-09»[3]. Безбарьерная среда (дизайн) - это термин применяется к элементам окружающей среды, в которую могут свободно заходить, использовать люди с физическими, сенсорными или интеллектуальными дисфункциями. Первоначально это выражение использовалось для описания зданий и компонентов, которыми могли пользоваться люди, использующие инвалидную коляску. Однако впоследствии в определение были включены стандарты, которые подходили людям с другими видами инвалидности.

В широком смысле, безбарьерный, или доступный Universal Design «универсальный дизайн» — это архитектурное проектирование, которое создает наиболее легкие и безопасные условия для наибольшего числа людей и способствует их независимому образу жизни[4].

Концепция «Универсального дизайна» — это сделать здания доступными для всех людей с любым уровнем подготовки на любом этапе жизни. Сюда входят люди, пользующиеся инвалидными колясками или другими средствами передвижения, люди с ослабленным зрением и слухом, а также люди пожилого возраста, тучные люди, мамочки с детьми.

При проектировании зданий и сооружений, к конструктивным особенностям концепции «Универсального дизайна» относятся:

- более широкие подъезды и пороги;
- зоны перехода уровня как внутри, так и снаружи зданий;
- рычажные ручки, вместо распространенных ручек для дверей и окон;
- использование ящиков вместо шкафов для облегчения доступа;
- удобные ручки для ящиков;
- хорошее рабочее освещение в хозяйственных зонах;
- удобные поручни в ванных комнатах и сан узлах;
- нескользящий пол;
- использование тактильных индикаторов направляющих для слепых и слабовидящих
- правильная маркировка и т.д.

18 мая 2021 года закон Республики Узбекистан “О ратификации Конвенции о правах инвалидов был принят законодательной палатой и одобрен Сенатом 29 мая 2021 года - Закон РУз № ЗРУ-695 вступил в силу 08.06.2021[5]. «В нашей стране инвалидность определяется на основе смешения медицинской и благотворительной моделей: «инвалидом является лицо, которое в связи с ограничением жизнедеятельности вследствие наличия физических, умственных, психических или сенсорных (чувственных) нарушений признано в установленном законодательством порядке инвалидом и нуждается в социальной помощи и защите»[3].

Современная социальная политика в отношении инвалидов базируется на новом подходе к инвалидности на основе прав человека, новом определении социальной уязвимости и выработанным на их основе определениям доступности и доступа. Сегодня инвалидность рассматривается как сложное социальное явление, степень выраженности которого зависит от многих факторов, включая не только состояние организма человека, но и условия, необходимые для достойного качества жизни, успешной социализации и самовыражения личности.

В Узбекистане более 650 тысяч человек страдают той или иной формой инвалидности. Закон 2008 года «О социальной защищенности инвалидов в Республике Узбекистан» – о равных возможностях, защите прав и полномасштабном участии людей с ограниченными возможностями ознаменовал новый рассвет в жизни людей с ограниченными возможностями[6].

Впервые в независимом Узбекистане был сформулирован отдельный, полноценный закон, в котором говорится о множественных потребностях людей с ограниченными возможностями. Закон предусматривает, что правительства и местные органы власти обеспечивают создание безбарьерных сооружений во всех новых правительственных зданиях и на коммунальных предприятиях, дорогах и транспорте.

Главная целевая установка государственной бюджетной политики — улучшение жизни населения. Доступность, являясь общественным благом, с одной стороны, способствует росту и развитию общества в целом. Он требует от местных властей обеспечить, в пределах своих экономических возможностей, установку звуковых сигналов на дорогах общего пользования для людей с ОВ по зрению, сделать бордюры и уклоны на тротуарах для облегчения доступа инвалидов-колясочников, разработав соответствующие символы инвалидности. в соответствующих местах.

Что касается недискриминации в застроенной среде, в Законе предусмотрены пандусы в общественных зданиях, приспособление туалетов для инвалидов-колясочников, символы Брайля и звуковые сигналы в лифтах. На тротуарах должны быть сделаны вырезы и откосы

для облегчения доступа инвалидов-колясочников; гравировка на поверхности зебрового перехода для слепых и слабовидящих.

В России федеральная программа «Доступная среда» действует не так долго – с 2011 года. За это время по большей части были адаптированы только самые крупные и значимые объекты в городах, к примеру: Московский Кремль, Третьяковская галерея, объекты в Сочи, аэропорт Шереметьево, некоторые вокзалы и станции метро. Но эти работы далеко не все. В планах – организовать среду максимально доступную для всех[7].

Внесение поправок в подзаконные акты о строительстве является наиболее важным шагом на пути к созданию безбарьерной застроенной среды в разных городах Республики, и на руководящие принципы для безбарьерной среды можно сослаться на закон РУз «О социальной защищенности инвалидов в Республике Узбекистан»[6] и согласованы с общественными организациями инвалидов.

Положение о доступном проектировании также было включено в Санитарные правила и нормы от 04.06.2009 г. № 0266-09: «Проектирования и строительства жилых и общественных зданий, жилых образований, используемых инвалидами и маломобильными группами детского и взрослого населения» [3].

Заключение

Таким образом, для создания безбарьерной застроенной среды требуется аудит доступа к различным общественным зданиям и городским местам, часто посещаемым населением. Аудит доступа будет включать определение барьеров с точки зрения внешней и внутренней застроенной среды зданий:

- a. подход;
- b. главные ворота;
- c. парковка;
- d. вход в здание;
- e. общественные торговые зоны;
- f. коридоры и зоны общего доступа.

Сегодня доступность для всех признана экстренной необходимостью, и в нашей стране предпринимаются попытки обеспечить это поэтапно. «За один только нынешний год контингент получателей социальных пособий расширился в два раза – до 1,2 миллиона человек. На их поддержку из бюджета было выделено в 5 раз больше средств по сравнению с 2016 годом»[1].

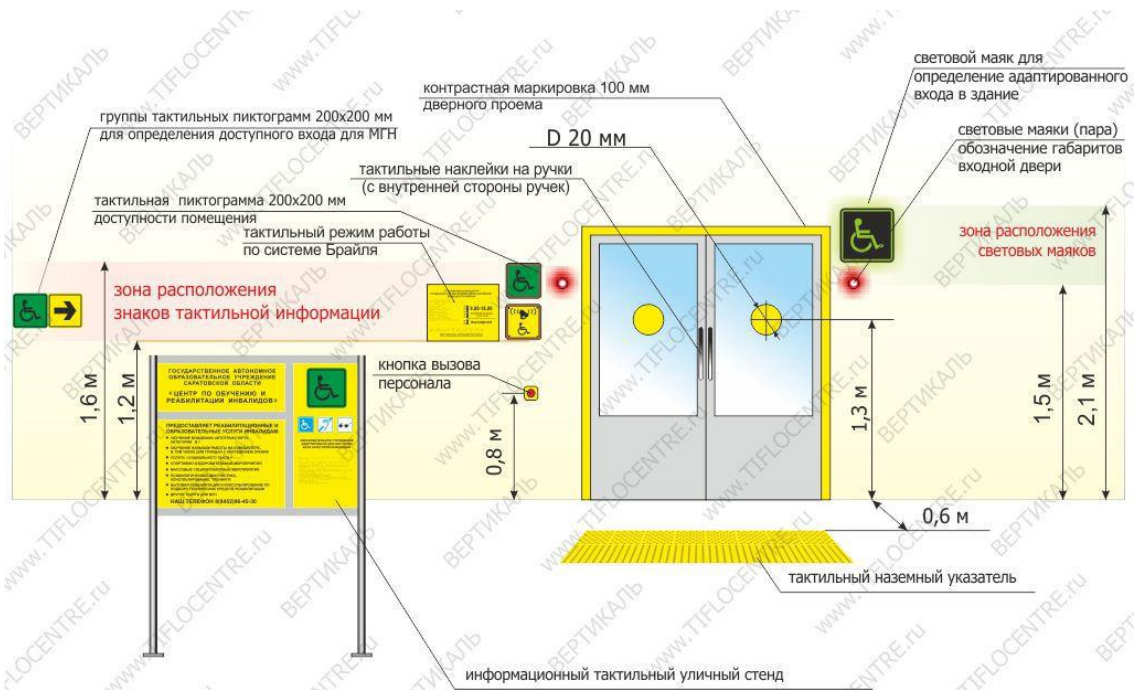


Рис.1. Нормативная схема доступа к зданию для людей с ОВЗ[8].

Безбарьерные функции теперь становятся основополагающими для всех концепций архитектурного проектирования. Необходимо обеспечить инклюзию людей с особенностями развития в социальную среду Республики Узбекистан, повысив уровень безбарьерного доступа и осведомленности социума о необходимости терпимого, доброго отношения к людям с ОВЗ.

Существующий Закон «О социальной защищенности инвалидов в Республике Узбекистан»[6] должен быть эффективно реализован, чтобы сломать барьеры и открыть равные возможности для всех слоев общества Узбекистана. Этот новый подход к терпимому сосуществованию и устойчивому развитию узбекского общества обеспечит равноправие и безбарьерную среду для всех слоёв населения.

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ФАКТОРЫ РИСКА И ГИГИЕНИЧЕСКАЯ ОЦЕНКА ПЕРВИЧНО-МНОЖЕСТВЕННЫХ СИНХРОННЫХ ЗЛОКАЧЕСТВЕННЫХ НОВООБРАЗОВАНИЙ

Резюме: Злокачественные новообразования (ЗН) являются одной из важнейших медико-социальных проблем общества и входят в число основных причин смертности и инвалидности населения.

Большой проблемой, усугубляющей прогноз заболеваний и увеличивающей смертность от ЗН, являются первично-множественные опухоли (ПМЗО). Первично-множественные опухоли - это одно или несколько ЗН, одновременно или поочередно возникающих у одного и того же больного. Каждое из них (первое, второе, третье и последующие) является самостоятельным первичным опухолевым процессом, а не метастазом первой опухоли. ПМЗО чаще возникают в разных органах, но могут встречаться и в одном, и различаются по гистологической картине, т.е. возникают из различных тканей.

Ключевые слова: гигиеническая оценка, факторы риска, первично-множественная синхронная злокачественная новообразования.

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RISK FACTORS AND HYGIENIC ASSESSMENT OF PRIMARY MULTIPLE SYNCHRONOUS MALIGNANCIES

Resume: Malignant neoplasms (ZN) are one of the most important medical and social problems of society and are among the main causes of mortality and disability of the population.

Primary multiple tumors (PMZO) are a big problem that aggravates the prognosis of diseases and increases mortality from ZN. Primary multiple tumors are one or more ZnS that occur simultaneously or alternately in the same patient. Each of them (the first, second, third and subsequent) is an independent primary tumor process, and not a metastasis of the first tumor. PMZOS occur more often in different organs, but they can also occur in one, and differ in the histological picture, i.e. they arise from different tissues.

Keywords: hygienic assessment, risk factors, primary multiple synchronous malignant neopla.

Актуальность. Заболеваемость злокачественными опухолями, как явление развития патологии в массе населения, является результатом взаимодействия настоящего и предшествующего поколений с внешней средой, определяющее по современным представлениям не менее 90% случаев заболеваний[4]. Многие проблемы, связанные с онкологической патологией, обусловлены региональными особенностями условий и уклада жизни[1]. Доказанным фактом является большое значение наследственной предрасположенности в онкогенезе. Все эти положения касаются солитарных злокачественных новообразований[6].

Почему при равных условиях у одного больного развиваются две, три опухоли, причем иногда одновременно? К ответу на этот вопрос, по-видимому, можно приблизиться после углубленного изучения среды обитания, условий жизни и индивидуальных особенностей организма больного. Это позволит выявить факторы риска и лиц, предрасположенных к возникновению полинеоплазий[2].

Сама постановка вопроса о причинах возникновения ПМЗН, факторах риска, связана, в первую очередь, с проблемами диагностики и профилактики множественных опухолей, тем более, что в настоящее время вторая опухоль пропускается при обследовании у 27-35% больных полинеоплазиями (172)[5]. Это диктует необходимость разработки системы диагностики первично-множественных синхронных злокачественных новообразований (ПМСЗН).

Цель работы: научное обоснование комплекса профилактических мероприятий по снижению риска для здоровья населения в регионе с повышенной онкологической заболеваемостью.

Результаты исследования. Выявлена доля влияния факторов окружающей среды на формирование некоторых видов онкопатологии: для ЗН кожи - 29,2%, почки - 21,3%, щитовидной железы - 18,0% и др. Установлена причинно-следственная зависимость формирования онкопатологии от факторов риска окружающей среды: для ЗН кожи - наличие радоноопасности ($r=0,52$), формальдегида в атмосферном воздухе ($r=0,49$), хлороформа в питьевой воде ($r=0,38$); для ЗН почки - двуокиси азота, свинца в атмосферном воздухе ($r=0,39-0,49$), наличия тяжелых металлов в почве и воде ($r=0,32$); для ЗН щитовидной железы - загрязнение питьевой воды ($r=0,41$), в т.ч. кадмием, стронцием; наличие формальдегида, мышьяка в атмосферном воздухе ($r=0,33$). Индивидуальный канцерогенный риск (ICR) от воздействия хлороформа в питьевой воде составил от $7,7E-07$ до $3,4E-05$.

Установлены факторы риска образа жизни, повышающие вероятность формирования онкопатологии: нерациональное питание (дефицит потребления овощей, фруктов, молочных продуктов); саморазрушающий тип поведения (лиц с длительным стажем курения, избыточным весом, употребляющих спиртные напитки в 1,5-2,0 раза

больше среди пациентов с ЗН по сравнению с практически здоровыми и в 1,3-1,5 раза больше среди пациентов с ПМЗО по сравнению с имеющими одну локализацию рака).

Выявлена генетическая предрасположенность (на наличие онкологических заболеваний у кровных родственников указывают 21,5% пациентов мужчин, 24,9% женщин). Предшествующими и сопутствующими заболеваниями можно считать патологические состояния, имеющие в патогенезе развития эндокринно - гормонально - метаболические нарушения.

Основным направлением снижения формирования ЗН, в том числе ПМЗО, является повышение эффективности выявления и учета больных при использовании канцер-регистра, проведение диспансеризации по специально разработанной схеме и использовании широкого спектра диагностических методик (эндоскопические, сонографические, раковые маркеры и др.) и методов медицинской реабилитации (пожизненное наблюдение, целевое гигиеническое воспитание, коррекция гомеостаза и медико-психологическая коррекция).

Вывод. Полученные результаты позволили обеспечить целостный подход к созданию механизма практической реализации ранней диагностики ПМЗО на региональном уровне с участием учреждений здравоохранения области, оценки возможных факторов риска развития ПМЗО и осуществления адекватных мер профилактики, а также разработать научно-обоснованные и имеющие профилактическую направленность программы диспансеризации пациентов, перенесших онкологическое заболевание и определить основные методические требования к функционированию диспансерных отделений областного онкологического диспансера и онкологических кабинетов.

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ОЦЕНКА РАЦИОНОВ ПИТАНИЯ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА Г. АНДИЖАНА С УЧЕТОМ ТЕХНОЛОГИИ ПРИГОТОВЛЕНИЯ ПИЩИ

Резюме: Охрана и укрепление здоровья детского населения была и остается первостепенной задачей в любом обществе.

Поскольку именно дети составляют самую ранимую и чувствительную часть общества и, при этом, определяют его трудоспособный, репродуктивный, интеллектуальный и жизненный потенциал в будущем.

У детей всех возрастных групп отмечается преимущественный рост хронической патологии.

Ключевые слова: дошкольный возраст, нутритивная статус, рацион питания.

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ASSESSMENT OF THE DIETS OF PRESCHOOL CHILDREN IN ANDIJAN, TAKING INTO ACCOUNT THE TECHNOLOGY OF COOKING

Resume: The protection and promotion of the health of the child population has been and remains a primary task in any society.

Because it is children who make up the most vulnerable and sensitive part of society and, at the same time, determine its able-bodied, reproductive, intellectual and vital potential in the future.

In children of all age groups, there is a predominant increase in chronic pathology.

Keywords: preschool age, nutritional status, diet.

Актуальность. Одним из важнейших показателей состояния здоровья детей дошкольного возраста является их физическое развитие[2,8]. Важнейшими параметрами, отражающими уровень

физического развития, являются рост и масса тела, используемые для оценки гармоничности развития детского организма[5,6].

Отклонения в физическом развитии часто являются свидетельством нерационального питания, неблагоприятно сказывающегося на здоровье, росте и развитии организма ребенка[9]. Несомненно, что многие заболевания связаны с неадекватным поступлением с продуктами питания и дисбалансом в организме жизненно важных макро- и микроэлементов, в первую очередь кальция, железа, селена, йода, цинка, фтора [1,7].

Давно известно, что качество и полноценность питания детей зависят не только от правильно составленного меню и умелого приготовления блюд, но также и от способов кулинарной обработки продуктов питания[4]. Хорошо известно, что при организации питания детей существенную роль играет правильная организация технологического процесса приготовления пищи, обеспечивающая минимальные потери макро- и микроэлементов, аминокислот, витаминов и других биологически активных элементов в готовой продукции [3].

Цель исследования. На основании гигиенической оценки питания детей дошкольного возраста и его влияния на нутритивный статус, разработать социально-профилактические мероприятия по оптимизации питания детей, посещающих дошкольные образовательные учреждения.

Материалы и методы исследования. Работа состояла из нескольких последовательных этапов, соответствующих аналитическому дескриптивному исследованию (эпидемиологическое наблюдение).

На подготовительном этапе были определены проблема, цель и задачи исследования, основанные на истории и современном состоянии вопроса по проблемам питания детей дошкольного возраста, освещенных в отечественной и доступной зарубежной литературе. Составлена программа сбора, обработки и анализа материалов. Определены объекты исследования и репрезентативный объем выборки с учетом критериев включения и исключения.

Результаты исследования. Информативность метода оценки питания в организованных коллективах по меню-раскладкам недостаточна. Применение индивидуального весового метода показало, что неучтенные потери за счет остатков несъеденной части порции существенны и составляют 45% по основным нутриентам и энергии, и 38% по продуктовому набору (или в 1,7 раза меньше данных по меню).

Индивидуальное потребление пищи в организованных коллективах демонстрирует, что фактическое питание не компенсирует физиологические потребности детей дошкольного возраста. Выявлен дефицит белков (28,6%), жиров (28%), углеводов (38,4%) и энергии (34,1%), а также витаминов (в среднем 36%) и минеральных веществ (20-40%).

Питание в семье на современном этапе имеет свои особенности. Домашние рационы дополняют нутриентограмму буднего дня на 25% у старших детей и на 33% у младших, что выше рекомендуемого уровня (10%). Они вносят существенный вклад в потребление макаронных изделий (до 50%), колбасных изделий (до 60%) и птицы (до 40-50%), что свойственно для всех дошкольников. В выходные дни 56% детей питаются три раза, 39% детей только два раза. Набор блюд, предлагаемых в отдельные приемы пищи ограничен по структуре и не достаточен по суммарному объему (дефицит на 25-65%).

В среднесуточном рационе детей дошкольного возраста недостаточно таких основных групп продуктов, как хлеб (уровень потребления $55,2 \pm 3$ г или 46% от РУП), мясо ($47,9 \pm 4$ г или 64%), молоко и молочные продукты ($195,2 \pm 12$ и $54,9 \pm 6$ г или 56%), картофель ($102,4 \pm 7$ г или 49%) и овощи ($119,7 \pm 7$ г или 37%). Редко включены в питание рыба ($10,3 \pm 2$ г или 26%), творог ($20,1 \pm 3$ г или 50%) и яйца ($12,6 \pm 1,4$ г или 32%). Наибольший дефицит отмечается у младших дошкольников (в 1,4 раза).

Вследствие сложившейся структуры питания ниже физиологической нормы потребление энергии (на 25%) и пищевых веществ (недостаток белков животного происхождения - 25% углеводов, в том числе пищевых волокон - 30%), а также витаминов В1 (на 26-42%), С (на 25% у младших детей), Е (на 10-36%) и кальция (на 31-51%).

При изучении компонентного состава тела детей выявлено, что в дошкольном возрасте наблюдается рост абсолютных значений ТМ (на 31%), АКМ (на 38%), СММ (на 60%), у мальчиков эти показатели выше, чем у девочек ($p < 0,05$). Увеличение ЖМ происходит постепенно и не зависит от пола.

Фактическое питание практически здоровых детей дошкольного возраста влияет на их нутритивный статус. Установлено, что недостаточное потребление белка с пищей является фактором риска формирования изменений композиционного состава тела, а именно его тощей части, включающей активную клеточную массу. Количество ТМ и АКМ в подгруппе 1 (с минимальным потреблением белка) меньше, чем в других подгруппах, соответственно на 12,5 кг и 0,5-2 кг. Прогностические уравнения множественной регрессии описывают данную модель на 84% у мальчиков и 87% у девочек.

Оптимизация питания детей дошкольного возраста должна включать в себя внедрение и регулирование социально-профилактических мероприятий на уровне дошкольных учреждений и на семейном (индивидуальном) уровне

Вывод. Разработаны специальные формы регистрации данных: «Дневник питания в организованном коллективе», «Дневник питания выходного и буднего дня». На следующем этапе был осуществлен непосредственный сбор материала по фактическому питанию детей

дошкольного возраста в организованных коллективах и в домашних условиях и измерение антропометрических показателей и компонентного состава тела детей.

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КЛИНИКО-ЭПИДЕМИОЛОГИЧЕСКАЯ ХАРАКТЕРИСТИКА И ПРОГНОСТИЧЕСКИ-ПРОФИЛАКТИЧЕСКИЕ АСПЕКТЫ ТУБЕРКУЛЁЗНЫХ ПОРАЖЕНИЙ ЛЕГКИХ ПРИ COVID -19

Резюме: По данным Всемирной организации здравоохранения (ВОЗ) на 2019 год, 10 миллионов человек в мире инфицированы туберкулезом, в том числе 5,6 миллиона мужчин, 3,2 миллиона женщин и 1,2 миллиона детей. По оценкам, ежегодно в мире 1 миллион детей болеют туберкулезом. Снижение уровня заболеваемости с 2015 года по 2019 год составило 9%, а глобальная цель на 2030 год составила 80%.

В этой статье был сделан вывод о том, что при отсутствии клинических проявлений активной формы туберкулезной инфекции наблюдается постоянное состояние иммуноанализа, вызванное наличием в организме антигенов микобактерий туберкулеза, отсутствует диагностика "золотого стандарта", позволяющая прямым методом выявить инфекцию, при которой микобактерии туберкулеза встречаются у людей, большинство инфицированных лиц не имеют. Считается, что *Lt1* составляет 10% вероятности перехода в активный туберкулез, 5% в первые два года заражения и 5% на всю оставшуюся жизнь человека.

Кроме того, в статье подчеркивается, что размещение лиц, которые, как известно из математических моделей, около 30% населения мира считаются носителями *lt1*, которые подвержены риску развития активного туберкулеза для выявления и профилактического лечения лиц с *lt1*, очень важно для ликвидации заболевания.

Ключевые слова: COVID -19, туберкулёзная поражения легких, клинико-эпидемиологическая характеристика.

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CLINICAL AND EPIDEMIOLOGICAL CHARACTERISTICS AND PROGNOSTIC AND PREVENTIVE ASPECTS OF TUBERCULOUS LUNG LESIONS IN COVID - 19

Resume: According to the World Health Organization (WHO) for 2019, 10 million people in the world are infected with tuberculosis, including 5.6 million men, 3.2 million women and 1.2 million children. It is estimated that 1 million children worldwide suffer from tuberculosis every year. The reduction in the incidence rate from 2015 to 2019 was 9%, and the global goal for 2030 was 80%.

In this article, it was concluded that in the absence of clinical manifestations of an active form of tuberculosis infection, there is a constant state of immunoassay caused by the presence of mycobacterium tuberculosis antigens in the body, there is no "gold standard" diagnosis that allows a direct method to identify an infection in which mycobacterium tuberculosis occurs in humans, most infected individuals do not have It is believed that Lti is 10% probability of transition to active tuberculosis, 5% in the first two years of infection and 5% for the rest of a person's life.

In addition, the article emphasizes that the placement of persons who, as is known from mathematical models, about 30% of the world's population are considered carriers of lti, who are at risk of developing active tuberculosis for the detection and preventive treatment of persons with lt, is very important for the elimination of the disease.

Keywords: COVID - 19, tuberculosis lung lesions, clinical and epidemiological characteristics.

Введение. Необходимо дифференцировать новую коронавирусную инфекцию с гриппом, острыми респираторными вирусными инфекциями, вызываемыми риновирусами, аденовирусами, РС-вирусом, метапневмовирусами человека, MERS-CoV, вирусом парагриппа, вирусными гастроэнтеритами, бактериальными возбудителями респираторных инфекций, туберкулезом[3,7].

Длительность инкубационного периода COVID-19 до появления варианта Омикрон SARS-CoV-2 составляла от 2 до 14 дней (в среднем 5-7 дней). COVID-19, вызванная вариантом Омикрон, характеризуется более коротким инкубационным периодом (2-7 дней, в среднем 3-4 дня)[6].

Длительность инкубационного периода гриппа и ОРВИ, как правило, не превышает 3 дней. При гриппе заболевание начинается резко, при COVID-19 и ОРВИ, как правило, постепенно. Как при COVID-19, так и при гриппе может отмечаться высокая лихорадка, кашель, слабость. При течении ОРВИ высокая лихорадка, слабость встречаются редко[5,9]. При этом при гриппе и ОРВИ одышка и затрудненное дыхание отмечаются значительно реже, чем при COVID-19. Симптомы COVID-19 и туберкулеза могут быть схожи (кашель, повышение температуры, слабость).

При туберкулезе симптомы в большинстве случаев развиваются постепенно, но может быть и острое течение заболевания. Оба заболевания могут протекать одновременно, утяжеляя течение друг друга[1,4]. Для

исключения туберкулеза целесообразно проведение теста *in vitro* для выявления эффекторных Т-клеток, реагирующих на стимуляцию антигеном *Mycobacterium tuberculosis* методом ELISPOT, 3-х кратное исследование мокроты на наличие кислотоустойчивых бактерий (после получения отрицательного результата на наличие РНК SARS-CoV-2).

При получении отрицательного результата микроскопического исследования мокроты проводится выявление маркеров ДНК *Mycobacterium tuberculosis* методом ПЦР, лучевое обследование [2,6].

Последствия заражения COVID-19 у больных туберкулезом до конца неясны. Имеются научные публикации о том, что наличие туберкулезной инфекции, в том числе латентной, утяжеляет течение COVID-19.

С целью предупреждения развития сочетанной патологии и исключения туберкулезной инфекции на начальном этапе ведения пациента с подозрением на COVID-19 необходимо проведение обследования на туберкулез одновременно с тестированием на вирус SARS-CoV-2. У пациентов с пневмонией, вызванной COVID-19, в анализах крови отмечается лейкопения и лимфопения, что можно рассматривать как фактор риска перехода латентной туберкулезной инфекции в активную и отнести группу пациентов с COVID-19 к группам риска, которым требуется не только исключение активного туберкулеза, но и обязательное тестирование на латентную туберкулезную инфекцию во время нахождения в стационаре [4].

После перенесенного COVID-19 у многих пациентов в легких формируются выраженные остаточные изменения в виде фиброза. Можно предположить, что эта категория пациентов имеет повышенный риск развития туберкулеза в последующем.

Таким образом, туберкулез может возникнуть до, одновременно или уже после перенесенного COVID-19. Для выявления туберкулезной инфекции оптимальным является проведение лабораторных тестов на высвобождение гамма-интерферона, требующих однократного посещения лаборатории [5,8].

Проводить забор крови возможно одновременно для исследования на иммуноглобулины к COVID-19 и для проведения обследования на туберкулез. Учитывая высокую вероятность развития лимфопении у пациентов с COVID-19, целесообразно проводить тестирование с помощью теста *in vitro* для выявления эффекторных Т-клеток, реагирующих на стимуляцию антигеном *Mycobacterium tuberculosis*, методом ELISPOT.

В исследованиях доказано, что в условиях низкого количества лимфоцитов метод ELISPOT превосходит другие для выявления туберкулеза, независимо от возраста, пола и питания.

Цель исследования. Провести анализ взаимовлияния коронавирусной инфекции и латентной туберкулезной инфекции.

Материалы и методы исследования. Пациенты были распределены на 2 группы: 1-я группа пациентов, которые прошли полное клиническое, лабораторное и рентгенологическое исследование в период до начала эпидемии COVID-19 («до COVID-19»); 2-я группа – пациенты, которые также прошли комплексное обследование в период пандемии («COVID-19»).

Результаты и обсуждение. Пандемия COVID-19 оказывает глубокое и длительное влияние на диагностику и борьбу с туберкулезом, потенциально приводя к дополнительным 6,3 млн новых случаев туберкулеза в период между 2020 и 2025 гг. и дополнительным 1,4 млн смертей от туберкулеза за это время. Необходимо срочно разработать новые подходы к решению глобальной проблемы, иначе цели по борьбе с туберкулезом никогда не будут достигнуты и могут быть отложены на 5–8 лет

В то же время сокращение объема и ухудшение качества медицинских услуг, аналогичное описанному выше, могут значительно повлиять на восприимчивость к ТБ, такие заболевания, как ВИЧ и сахарный диабет [29].

Ожидается, что бедность населения, возрастет из-за COVID-19, включая больных туберкулезом, и увеличится неравенство [30]. Ухудшение условий жизни, недоедание также могут способствовать росту заболеваемости туберкулезом. Доказано, что 30–50 % случаев заболевания ТБ связаны с недоеданием. Очень важно изучить долгосрочные последствия этого экономического воздействия на эпидемию туберкулеза

О перенесенном туберкулезе легких свидетельствовали анамнез заболевания, прием противотуберкулезных препаратов и результаты рентгенограмм органов грудной клетки. Во второй группе «COVID-19» у 4,9 % пациентов в прошлом был туберкулез легких, а в группе «до COVID-19» у 9,8 % пациентов были установлены признаки перенесенного туберкулеза легких с подтвержденным клиническим анамнезом (разница показателей статистически достоверна: $p = 0,001$). На основании полученных данных авторы утверждают, что перенесенный туберкулез легких может оказывать защитное действие против пневмонии COVID-19, которое может быть обусловлено выработкой антител в результате предыдущего воздействия болезни, или ЛТИ, или вакцинации. Более того, в группе «COVID-19» не было случаев активного туберкулеза, что решительно отвергает широко распространённые мнения о повышенной восприимчивости к COVID-19 больных туберкулезом.

В заключение исследователи посчитали, что дальнейшее изучение влияния ЛТИ на пациентов COVID-19 с легкой, средней и тяжелой формой заболевания должно пролить больше света на взаимодействие между этими двумя основными инфекциями. S. Vorekсі и соавт. (2021) изучали взаимосвязь между результатами теста на высвобождение гамма-

интерферона (IGRA), проведенного в течение 12 месяцев до пандемии COVID-19, частотой и тяжестью инфекций COVID-19 в зависимости от результатов теста – положительная (51,14 %), отрицательная (78,3 %) и неопределенная (28, 7,7 %) группы сравнивались. Частота заражения COVID-19 в неопределенной группе была значительно выше, чем в группах с положительной и отрицательной реакциями.

По мнению авторов, неопределенные результаты теста IGRA могут служить ориентиром с точки зрения стратификации риска в группах риска COVID-19 и результаты теста могут быть косвенными индикаторами функций иммунных Т-клеток через Т-клетки памяти. Хотя основной целью теста IGRA является обнаружение ЛТИ.

Исследование, проведенное в Италии, показало, что тесты IGRA могут использоваться для прогнозирования смертности у пациентов с тяжелой формой COVID-19. Примерно 2–11 % тестов IGRA дают неопределенные результаты. Пациенты с неопределенным ответом – это пациенты с хроническим заболеванием или с ослабленным иммунитетом, у которых не формируется адекватный иммунный ответ против миогенного контроля

Вывод. Учитывая, что значительная часть населения мира имеет ЛТИ, пандемия COVID-19 может привести к всплеску заболеваемости активным туберкулезом. Раннее выявление пациентов с туберкулезом и последующее отслеживание контактов имеет большое значение для борьбы с распространением туберкулеза. Однако анализ литературных данных свидетельствует о том, что на сегодняшний день убедительные научные данные о взаимном влиянии туберкулеза и COVID-19 ограничены и отдельные результаты исследований противоречивы.

Полученные данные говорят о существенных сбоях в работе противотуберкулезных служб на фоне пандемии COVID-19 и повышении уязвимости населения к туберкулезной инфекции. Изучение влияния ЛТИ на развитие, течение и исходы COVID-19 и, наоборот, влияния вирусной инфекции на состояние ЛТИ и эпидемиологию туберкулеза требует проведения фундаментальных научных исследований.

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МАЛАКА ОШИРИШДАГИ ЎҚИТУВЧИЛАРНИНГ КАСБИЙ КОМПЕТЕНТЛИК МЕЗОНЛАРИНИ ЎЙИН ТЕХНОЛОГИЯЛАР ОРҚАЛИ ТАРБИЯЛАШНИНГ ЎЗИГА ХОСЛИГИ

Аннотация: Ушбу мақолада малака оширишдаги ўқитувчиларнинг касбий компетентлик мезонларини тарбиялашда ўйин технологияларининг аҳамияти, ўйин технологияларининг функциялари, педагогик ва ташаббускор ўйинлар ва уларнинг ўқитувчи касбий фаолиятида тутган ўрни, ўқитувчининг коммуникатив, умуммаданий, шахсий ва умумкасбий мезонларини тарбиялашда ўйин технологияларининг аҳамияти тўғрисида маълумотлар келтирилган.

Калит сўзлар: касбий компетентлик, ўйин технологиялари, педагогик ўйинлар, ташаббускор ўйинлар, касбий компетентлик мезонлари, ўқитувчи маданияти, коммуникатив мезон.

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SPECIFICITY OF EDUCATION OF PROFESSIONAL COMPETENCE CRITERIA OF TEACHERS IN PROGRESS THROUGH GAME TECHNOLOGIES

Abstract: This article provides information on the role of game technology in the development of professional competence of teachers, the functions of game technology, pedagogical and initiative games and their role in the professional career of teachers, the importance of game technology in educating teachers' communicative, cultural, personal and professional skills.

Keywords: professional competence, game technologies, pedagogical games, initiative games, criteria of professional competence, teacher culture, communicative criteria.

Ўқитишнинг фаол технологилари – бу таълим оловчиларнинг (ўқитувчиларнинг) ўқув материалларини ўзлаштиришдаги жараёнларда фаол билишга оид ва амалий фаолиятга ундайдиган технологиялардир. Малака оширишдаги ўқитувчиларнинг билишга оид фаолияти янги

маълумотларни ўзлаштиришга бўлган интилиш, қизиқиш, шахсий ва жамоавий топшириқларни бажаришга интилиш, атрофдагиларнинг (бошқа ўқитувчиларнинг) фаолиятига интеллектуал-эмоционал жавоб беришни англатади. Малака оширишдаги ўқитувчиларнинг касбий компетентлик мезонларини тарбиялашда ўйин технологиялари алоҳида аҳамият касб этади.

С.Л.Шмакованинг фикрича, ўйин педагогик маданият феномени сифатида қуйидаги асосий функцияларни бажаради:

1. Ижтимоийлашув функцияси. Ўйин – малака оширишдаги ўқитувчиларнинг жамоавий муносабатлар тизимига кириши ҳамда маданий кадрларни ўзлаштиришнинг кучли воситасидир.

2. Миллатлараро коммуникация функцияси. Ўйин ўқитувчиларга умуминсоний кадрларни, турли миллатлар намоёндаларининг маданиятини ўзлаштириш имконини беради, чунки “ўйин миллий бўлиши билан бир қаторда, миллатлараро, умуминсоний ҳамдир”.

3. Шахснинг ўйиндаги ўз-ўзини реаллаштириш функцияси “инсоният амалиётидаги полигон” сифатидадир. Ўйин бир томондан ўқитувчининг амалий фаолиятидаги аниқ ҳаётий қийинчиликларни енгиш лойиҳасини куриш ва текшириш имконини берса, бошқа томондан тажрибасидаги камчиликларини аниқлаш имконини беради.

4. Ўйиннинг коммуникатив функцияси шундан иборатки, ўйин коммуникатив фаолият бўлиб, ўқитувчига шахснинг мураккаб коммуникациялар тизими реал контекстига кириш имконини беради.

5. Ўйиннинг диагностик функцияси. Ўйин “Ўз-ўзини намоён этиш” майдони бўлиб, бу ерда ўқитувчи ўз кучини, эркин хатти-харакатлар имкониятини текшириб, ўз-ўзини ифода этади.

6. Ўйиннинг терапевтик функцияси шундаки, ўқитувчиларнинг мулоқотда, касбий фаолиятида ва хулқ-атворида юзага келадиган турли қийинчиликларни бартараф этиш воситаси сифатида фойдаланишидир.

7. Коррекцияловчи функцияси – ўқитувчининг касбий сифатлари кўрсаткичларидаги ижобий ўзгаришларни киритишда ўз аксини топади.

Педагогик ўйинлар – педагогик жараёни ташкиллаштириш методи ва усуллари кенг қамровли гуруҳи. Педагогик ўйиннинг оддий ўйин технологияларидан фарқи, ўқитиш ва тарбиялашнинг аниқ қўйилган мақсади ҳамда унга мувофиқ келувчи асосланадиган, аниқ бир кўринишда тавсифланадиган, ўқув ва билишга оид йўналган педагогик натижалар каби аҳамиятли белгиларга эгаллидир.

Ташаббускор (иммитацион) ўйинлар – комплекс вазифаларни ечиш учун фойдаланилади. Янги маълумотларни ўзлаштириш, маълумотларни мустаҳкамлаш, ижодий қобилиятларни ривожлантириш, умумий ўқув малакаларини тарбиялаш малака оширишдаги ўқитувчиларга ўқув материалларини ҳар томонлама ўрганиш имконини беради.

Ташаббускор (иммитацион) ўйинлар – квазипрофессионал фаолиятнинг етакчи шаклларида хисобланади. Шунингдек, ташаббускор (иммитацион) ўйинлар касбий фаолиятнинг ижтимоий ва предметли мазмун-моҳиятини яратиш ҳамда касбий фаолият учун тегишли бўлган муносабатлар тизимини моделлаштириш шакли ҳамдир. Бундай ўйин турларида ўқитувчилар ўртасидаги ўзаро ҳамкорликдаги фаолият шароитида ҳар бир ўқитувчида мутахассисга лойиқ бўлган кадриятли йўналишлар ва установкалар, ижтимоий ўзаро таъсирлашув малакалари тарбияланади.

А.А. Вербицкий ташаббускор ўйинларнинг қуйидаги 6 та педагогик-психологик тамойилларини ажратиб кўрсатади:

1. Ишлаб чиқаришнинг аниқ динамикаси ва шартларини иммитацион моделлаштириш тамойили;

2. Касбий фаолият шакли ва мазмунининг ўйинли моделлаштириш тамойили;

3. Ҳамкорликдаги фаолият тамойили;

4. Диалогик мулоқот тамойили;

5. Ўйин фаолиятининг иккилик тамойили;

5. Иммитация моделининг муаммоли мазмуни тамойили ва уни ўйин фаолиятида қўллаш жараёни.

Ташаббускор ўйинлар қуйидаги педагогик функцияларни ҳақиқийлаштириш имконини беради:

- Ўқитувчиларда касбий фаолият динамикаси тўғрисида умумий ва яхлит тасаввурни тарбиялаш;

- Ўқитувчиларда предметли-касбий ҳамда ижтимоий тажрибани, шу қаторда шахсий ва ҳамкорликдаги қарорларни қабул қилиш тажрибасини орттириш;

- Касбий назарий ва амалий тафаккурни ривожлантириш;

- Билишга оид мотивацияни тарбиялаш, касбий мотивацияни орттириш шароитларини таъминлаш.

Ташаббускор ўйинларнинг тизимли схемасини қуйидагича акс эттириш мумкин (А.А.Вербицкий бўйича):

1-жадвал

Методик таъминот	Ўйин модели				Техник таъминот
	Ўйинли мақсад	Роллар комплекти ва ўйинчилар функцияси	Ўйин сценарийси	Ўйин қодалари	
	Педагогик мақсад	Ўйин предмети	Ўйин иштирокчиларининг ўзаро таъсирлашуви график модели	Баҳолаш тизими	
И м м и т а ц и о н м о д е л ь					

Имитацион модель – реалликнинг танланган бир қисмини акс эттиради ҳамда мутахассиснинг ўқув жараёнида касбий фаолиятининг предметли контекстини ўрнатади.

Ўйин модели – иштирокчилар бажарган ишини имитацион модель билан тавсифлаш усули бўлиб, ўқитувчи касбий фаолиятининг ижтимоий контекстини ўрнатади.

Ўйиннинг мақсадлари мураккаб таркибий қисмларидан ҳисобланади. Педагогик ва ўйинли мақсадлар ўрнатилади (ўқитиш ва тарбиялаш мақсадлари, дидактик ва тарбияловчи). Ўйинли мақсадлар эмоционал фонга мос келувчи ўйинга бўлган мотивациясини яратиш учун керак бўлади. Бундай мақсадлар қоидага мувофиқ педагогик мақсадларга эришиш воситаси сифатида бўйсинувчи хизмат ролини бажаради.

Ўйин предмети – бу ўйин иштирокчилари фаолиятининг предметиدير. Ўйин предмети ўқитувчи моделдан келиб чиққан ҳолда, ўрнатилади ҳамда ўзи билан ташаббускор ўйинларда яратиладиган (иммитацияланадиган) ва касбий-компетентлик хатти-харакатларни бажаришни талаб этадиган жараёнлар ва ҳодисалар рўйхатини намоён этади.

Ўйин сценарийсида муаммолилик, иккилик ҳамда ҳамкорликдаги фаолият тамойили акс этади. “Ўйин сценарийси” тушунчаси остида мавзу мазмунининг оғзаки ёки график кўринишдаги тавсифини англатадиган, ўйин иштирокчиларининг, ўқитувчининг ҳамда ўйин бошловчисининг хатти-харакатлари кетма-кетлигининг хусусияти ва тавсифи тушунилади. Сценарийда асосий босқичларга, операция ва қадамларга бўлинган ўйиннинг умумий кетма-кетлиги акс этади.

Иштирокчиларнинг ролли ўзаро таъсирининг график модели ўйин иштирокчиларининг миқдорий таркибини уларнинг иш функцияларини, гуруҳ ичидаги ва гуруҳлараро муносабатлар, уларнинг ҳар бир босқичидаги ўзаро таъсирининг тузилишини ифодалайди, ҳамда тингловчиларнинг ўйин муҳитини яратиш учун муҳим бўлган фазовий жойлашуви ҳақидаги тасаввурларни беради.

Ташаббускор ўйинларда баҳолаш тизими назорат қилиш ва ўз-ўзини назорат қилиш функциясини бажаради.

Хулоса ўрнида шуни айтиш жоиз, ўйин технологиялари малака оширишдаги ўқитувчилар касбий компетентлигининг нафақат коммуникатив мезонларини балки умуммаданий, шахсий ва умумкасбий мезонларини тарбиялашда ҳам муҳим аҳамият касб этиб, ушбу технологиялар орқали ўқитувчининг шахсий ҳам касбий ўзига хослиги шаклланади.

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АУДИРОВАНИЕ НА УРОКАХ ФРАНЦУЗСКОГО ЯЗЫКА

Аннотация: В данной статье рассматриваются методические материалы, позволяющие организовать обучение по дополнительной образовательной программе обучения французскому языку с первого курса в рамках внеурочной деятельности

Ключевые слова: методика преподавания французского языка, иностранный язык, дополнительная программа, единство личностных, метапредметных результатов

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LISTENING IN FRENCH LESSONS

Annotation: This article discusses methodological materials that allow organizing training in an additional educational program for teaching French from the first year as part of extracurricular activities

Key words: methodology of teaching French, foreign language, additional program, unity of personal, meta-subject results

Обучение аудированию на иностранном языке представляет значительные трудности для учащихся всех возрастов и всех уровней обучения. К объективным трудностям, не зависящим от слушателя, относятся, как правило, условия предъявления аудиотекста: наличие посторонних шумов, недостаточная громкость, искажение голоса при использовании звукозаписывающей техники и т. д. Субъективные трудности имеют прямое отношение к слушателю и связаны с недостаточным уровнем сформированное™ механизмов внутреннего проговаривания, вероятностного прогнозирования. Эти механизмы, а также достаточный уровень развития долговременной и кратковременной (оперативной) памяти являются неперенным условием для понимания на слух любого текста, будь то родной или иностранный язык. Также, помимо

универсальных трудностей, т. е. в данном контексте, свойственных аудированию на любом иностранном языке, таких как наличие большого количества незнакомой лексики, имен собственных, лингвострановедческой, фоновой информации и региональных особенностей произношения говорящих, преподаватели и обучающиеся сталкиваются с трудностями, присущими аудированию именно на французском языке как иностранном.

В силу особенностей фонетической системы французского языка (ударение в ритмической группе, голосовое связывание, сцепление согласных с последующими гласными, выпадение беглого [э], отличные от других языков закономерности редукции фонем) распознавание границ слов в потоке звучащей речи вызывает значительные затруднения для слушающих.

С лингвометодической точки зрения необходимость совместить требования узбекских стандартов в области образования и положений Болонской декларации о высшем образовании также может представлять затруднения. Несмотря на стремление к унификации подходов к оценке уровня сформированности языковых навыков, некоторые расхождения сохранились до сих пор. В частности, одно из традиционных заданий по аудированию на международном экзамене по французскому языку DELF уровня B2 и выше заключается в том, чтобы письменно пояснить, что означает указанное слово или выражение именно в том контексте, в котором оно употреблено.

Аудирование относится к рецептивному виду речевой деятельности и представляет собой восприятие и понимание речи на слух в момент ее порождения. В процессе обучения иностранному языку аудирование является средством и целью обучения. Овладение аудированием дает возможность реализовать воспитательные, образовательные и развивающие цели. Воспитательное значение формирования умения понимать речь на слух, оказывающие в то же время и развивающее воздействие на ребенка, заключается в том, что оно положительно сказывается на развитии памяти ребенка и, прежде всего, слуховой памяти, в столь важной не только для изучения иностранного языка, но и любого другого предмета.

Аудирование дает возможность овладеть звуковой стороной изучаемого языка, его фонемным составом и интонацией: ритмом, ударением, мелодией. Через аудирование осуществляется освоение нового лексического состава и грамматической структуры. Без аудирования не может быть в норме говорения, это две стороны устной речи.

Особенности слуховой памяти, ее «объем», т.е. ее возможность удерживать в сознании слушающего текст (предложение, абзац) определенной длины и глубины (синтаксической сложности).

Успешность аудирования зависит, с одной стороны, от самого слушающего (от степени развитости речевого слуха, памяти, от наличия у него внимания, интереса и т. д.), с другой стороны, от условий восприятия (темпоральной характеристики, количества и формы предъявления, продолжительности звучания) и, наконец, от лингвистических особенностей - языковых и структурно-композиционных сложностей речевых сообщений и их соответствия речевому опыту и знаниям учащихся. В связи с этим нам следует учитывать факторы как психологического, так и лингвистического характера.

Важную роль играют особенности слуховой памяти, ее «объем», т.е. ее возможность удерживать в сознании слушающего текст (предложение, абзац) определенной длины и глубины (синтаксической сложности).

Предложения одной и той же длины, но разной структурной оформленности представляют неодинаковую трудность для восприятия и понимания. Чем сложнее синтаксис, тем труднее удержать их в памяти до момента окончания его восприятия. Принято считать, что аудирование связано с трудностями объективного характера, не зависящим от самого слушающего. С этим утверждением можно согласиться лишь частично. Учащиеся не могут определить ни характер речевого сообщения, ни условия восприятия. Вместе с тем успешность аудирования зависит от умения слушающего пользоваться вероятным прогнозированием, переносить умения и навыки, выраженные на одном языке, на иностранном. Большое значение имеют индивидуальные особенности учащегося как находчивость, сообразительность, его умение слушать и быстро реагировать на всевозможные сигналы устной коммуникации (паузы, логическое ударение, риторические вопросы), быстро входить в тему сообщения, соотносить с ее большим контекстом. Успешность аудирования в частности зависит от потребности школьников узнать что-либо новое, от наличия интереса к теме сообщения, от создания объективной потребности учиться.

Психологические трудности аудирования обуславливаются также видом аудируемой речи (живой или механической записи): ситуативной диалогической или монологической речи, речи знакомого или незнакомого человека. Качество аудирования зависит от характера речи.

Речь при непосредственном общении понимается лучше, чем речь механической записи, потому что понимание живой речи облегчается экстралингвистическими факторами, такими как ситуация, жесты, мимика, артикуляция. Ситуативная диалогическая речь понимается с большим трудом (в механической записи), чем монологическая. К трудностям аудирования относятся также особенности голосовых данных диктора (тембр, высота) и темпа, который должен соответствовать темпу внутренней речи аудитора.

Сложная структура французских числительных также является одной из специфических трудностей для аудирования на французском языке, причем эти затруднения зачастую возникают даже у студентов с продвинутым уровнем французского языка, что делает необходимым постоянные тренировки навыка распознавания числительных на слух.

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РАННЯЯ ДИАГНОСТИКА И ЛЕЧЕНИЕ ХРОНИЧЕСКОГО ТОНЗИЛЛИТА С ИСПОЛЬЗОВАНИЕМ СОВРЕМЕННЫХ МЕТОДОВ

Резюме: По мнению большинства современных исследователей, основанному на результатах доказательных исследований, ведущим этиологическим фактором в развитии ХТ, а также местных и общих его осложнений является бета-гемолитический стрептококк группы А (БГСА), что составляет, по разным данным, от 32,5% до 60%. Начальным этапом колонизации является фиксация стрептококков к эпителию глотки в результате лиганд-рецепторного взаимодействия.

Рассмотрены подходы к лечению хронического тонзиллита. Показано, что фотодинамическая терапия хронического тонзиллита - высокоэффективный этиотропный метод комплексной терапии тонзиллярной патологии.

Ключевые слова: хронический тонзиллит, ранняя диагностика, метод, лечения.

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EARLY DIAGNOSIS AND TREATMENT OF CHRONIC TONSILLITIS USING MODERN METHODS

Resume: According to the majority of modern researchers, based on the results of evidence-based studies, the leading etiological factor in the development of CT, as well as its local and general complications, is beta-hemolytic streptococcus group A (BGSA), which, according to various data, ranges from 32.5% to 60%. The initial stage of colonization is the fixation of streptococci to the pharyngeal epithelium as a result of ligand-receptor interaction.

Approaches to the treatment of chronic tonsillitis are considered. It is shown that photodynamic therapy of chronic tonsillitis is a highly effective etiotropic method of complex therapy of tonsillar pathology.

Keywords: chronic tonsillitis, early diagnosis, period, treatment.

Актуальность. Актуальность проблемы лечения хронического тонзиллита (ХТ) остается на достаточно высоком уровне, что обусловлено высокой распространенностью данной нозологии. Во взрослой популяции ХТ диагностируется от 5-6 до 37%, в детской - от 15 до 63% [1] (необходимо принимать во внимание тот факт, что указанные цифры могут быть занижены в связи с тем, что в компенсированной форме ХТ часто выявляется лишь на профилактическом осмотре либо при осмотре во время обращения пациента по поводу другого заболевания). Кроме того, значимость проблеме придает большое количество осложнений ХТ с гетеро- и аутоиммунным патогенезом, такие как острая ревматическая лихорадка, артриты, васку-литы, гломерулонефриты и т. д. [3,6,9].

Функциональная несостоятельность лимфоцитов, и особенно макрофагов, приводит к незавершенному фагоцитозу, внутриклеточному (преимущественно в макрофагах) персистированию патогенных микроорганизмов, развитию оппортунистических инфекций

ХТ занимает одно из ведущих мест в структуре ЛОР-заболеваемости [1,4,7] и рассматривается, согласно Международной классификации болезней и проблем, связанных со здоровьем (МКБ-10), как заболевание, ассоциированное с бактериями вида *Streptococcus pyogenes* [2,5,8]. Другие микроорганизмы - *Staphylococcus aureus*, *Haemophilus influenzae* [7], β -гемолитические стрептококки группы А, несколько реже - стрептококки группы С и G [6], активно вырабатывающие β -лактамазы, рассматриваются как копатогены - микроорганизмы, колонизирующие верхние отделы дыхательных путей, но не играющие доминирующую этиологическую роль в развитии воспаления [5]. Обращает на себя внимание тот факт, что в 80% случаев идентифицируются ассоциации микроорганизмов. Так, в 28,2% случаев были обнаружены грибково-бактериальные ассоциации с представителями рода *Candida spp.* (показатель микробной обсемененности 10³ КОЕ/мл) [2]. Кроме того, накопившиеся в последние десятилетия факты свидетельствуют о способности микробов, и в частности β -гемолитического стрептококка группы А, формировать так называемые биопленки - популяции, сообщества -с другими бактериями [9].

Цель исследования. Повышение эффективности диагностики и лечения хронического тонзиллита на основании комплексного изучения и анализа основных звеньев этиологии и патогенеза данного заболевания.

Материалы и методы исследования. В исследование были включены 105 больных с ХТ (частота эпизодов острой бронхообструкции более 3-х раз в течение года) в возрасте от 18 до 65 летнего возраста.

Результаты исследования. В последние годы изменилась клиническая картина хронического тонзиллита в сторону увеличения количества больных с безангинной формой, которая составляет 79,2% среди всех больных хроническим тонзиллитом.

Микробиота лакун небных миндалин больных хроническим тонзиллитом в 94,4% случаев представлена ассоциациями микроорганизмов, у 72,9% больных в лакунах имеются патогенные микроорганизмы, среди которых преобладают золотистый стафилококк (53,9%), Р-гемолитические стрептококки (46, 0%) и пневмококк (23,1%).

В этиологии хронического тонзиллита ведущую роль играют р-гемолитические стрептококки групп А, В, С, G, F и негруппируемые в ассоциации с золотистым стафилококком, что подтверждается данными микробиологических, серологических и аллергологических исследований.

Хроническое воспаление в небных миндалинах поддерживает внутритканевая и внутриклеточная персистенция стрептококков, выявленная у части больных хроническим тонзиллитом микробиологическими методами и методом электронной микроскопии.

В патогенезе хронического тонзиллита имеют значение изменения в клеточном звене системного иммунитета, выявленные у большинства больных: уменьшение абсолютного и относительного содержания активных Тлимфоцитов на 20,0% и 13,6% соответственно, снижение фагоцитоза в нейтрофилах на 17,5% и снижение фагоцитарного индекса в нейтрофилах на 26,0%. Первичность нарушений системы фагоцитоза в патогенезе хронического тонзиллита подтверждается положительным клиническим эффектом от иммунокоррекции, направленной на повышение фагоцитарной активности нейтрофилов.

Объективную оценку иммунологических функций небных миндалин дает предложенный нами относительный показатель К, отражающий соотношение количества лимфоцитов и микроорганизмов в лакунах небных миндалин. О декомпенсации иммунологических функций небных миндалин свидетельствует значение показателя $K < 1$.

Не выявлено корреляции между декомпенсацией иммунологических функций, определяемых лабораторными методами, и клиническим понятием «декомпенсированная форма» хронического тонзиллита: декомпенсация иммунологических функций небных миндалин с одинаковой частотой встречается при компенсированной форме и разных вариантах декомпенсированной формы хронического тонзиллита (согласно классификации И.Б.Солдатова).

Для адекватного проведения санирующих и иммунокорректирующих мероприятий у больных хроническим тонзиллитом диагностический комплекс обследования должен обязательно включать микробиологические, серологические и аллергологические методы выявления хронической стрептококковой инфекции, а также исследование состояния системного иммунитета и местной иммунологической активности небных миндалин.

Вывод. Таким образом, персистирующая инфекция, в частности герпесвирусная, хламидийная, микоплазменная, может определять ХТ у

больных, в том числе рецидивы обструктивного бронхита, и являться фоном к развитию бронхиальной астмы. Направленная дифференцированная этиопатогенетическая терапия позволяет, с одной стороны, купировать инфекционный процесс, с другой — уменьшить воспалительные изменения в бронхах и предупредить формирование хронической гиперреактивности в миндалинах.

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НАУЧНЫЙ ОБРАЗ АБУ АЛИ ИБН СИНО

Резюме: профессор Ю.О.Отабеков, доцент Ш.Х. Хамидуллин и скульптор Е. Соколова создали бюст великому мыслителю, ученому Абу Али Ибн Сино. Они создали реальный образ Абу Али ибн Сины и эта работа получила признание мировой общественности.

Ключевые слова: Абу Али Ибн Сино, бюст, образ, антрополог, череп, фотоальбом, фотографии, галерея, образ.

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SCIENTIFIC IMAGE OF ABU ALI IBN SINO

Summary: Professor Yu.O. Otabekov, Associate Professor Sh.Kh. Hamidullin and sculptor E. Sokolova created a bust of the great thinker, scientist Abu Ali Ibn Sino. They created a real image of Abu Ali ibn Sina and this work was recognized by the world community.

Key words: Abu Ali Ibn Sino, bust, image, anthropologist, skull, photo album, photographs, gallery, image.

Актуальность: В нашей стране осуществляются меры по формированию гармонично развитого поколения, воспитанию молодежи духовно, нравственно и физически здоровой, привлечению ее к активным участникам проводимых реформ (4,5). В целях устранения проблем и дальнейшего совершенствование работы по воспитанию подрастающего поколения, поднятие качества образования на новый уровень по содержанию, повышение престижа профессии учителя разработана в РУз – новая Стратегия развития Узбекистана на 2022-2026 годы (3). Утверждена и реализуется Комплексная программа мер по гармоничному духовно-нравственному и физическому воспитанию молодежи, по поднятию системы ее образования на качественно новый уровень, предусматривающая приоритеты.

Материал и методы. Взгляды великого мыслителя Абу Али ибн Сины имеют большое значение в пропаганде национальной идеи среди молодежи, воспитании у них чувства уважения к государственным

символам и национальным ценностям, донесении до молодежи сути проводимых реформ. Цель исследования - информировать о создании ректором Андижанского государственного медицинского института, профессором Юсуфом Отабековичем Отабековым (1912-1981) реального изображения бюста великого ученого Абу Али ибн Сино(1).

Результаты и их обсуждение. Ю.О.Отабеков с самого начала своего пребывания на посту ректора комплексно подходил ко всем вопросам. В такое напряженное время он предпринял еще одну большую попытку создать бюст великого ученого Абу Али ибн Сины на научной основе. Это потому, что у Ибн Сины ранее было более тридцати непохожих друг на друга портретов. Однако не все они отражали истинный образ Ибн Сины. Даже известным антропологом и скульптором М. М. Герасимовым, созданный портрет Ибн Сины, также имел ряд недостатков. Это не удовлетворило Ю. А. Отабекова, специалиста по социальной гигиене, организации здравоохранения и истории медицины. Ю. О. Отабеков мечтал создать реальный образ Ибн Сины. Эта мечта позвала его к творческим поискам. Помогли ему создать бюст Ибн Сины: доцент кафедры Ш.Х. Хамидуллин - крупный специалист в области анатомии, социальной гигиены и истории медицины, человек с глубокими познаниями в математике, физике и геометрии, а также учитель эстетики и скульптор Е. Соколова, которая помогла восстановить бюст по уже готовым меркам (1,2).

Ю.О.Отабеков предложили творчески работать вместе, учитывая их знания и способности. Когда они поняли суть дела, они приняли его предложение. Ректор Андижанского государственного медицинского института, а также заведующий кафедрой социальной гигиены и здравоохранения, профессор Ю.О.Отабеков, доцент кафедры Ш.Х. Хамидуллин и скульптор Е. Соколова создали бюст великому мыслителю, ученому Абу Али Ибн Сино. Прежде всего, они внимательно изучили весь доступный материал и историко-литературные источники, связанные с внешностью и особенностями характера Ибн Сины, глубоко изучили жизнь и творчество великого ученого. При выполнении этой сложной и трудной задачи они опирались на реальные фотографии черепа Ибн Сины, сделанные известным иранским академиком Сайидом Нафиси.

Эта работа велась постепенно. Антропологические особенности черепа учитывались в полном соответствии с общими правилами, принятыми в пластической анатомии: при построении лба, бровей, глаз, подбородка, ушной надбровной дуги и шеи. На создание статуи-портрета Ибн Сины ушло почти пятнадцать лет (1964-1979). Бюст Ибн Сины переделывался несколько раз, сохраняя его образ, и в итоге Ю.А.Отабеков нашёл изображение великого ученого. После этого авторы подготовили фотоальбом «Бюст Ибн Сины» о том, как они создавали бюст Ибн Сины и издали его в виде книги на узбекском, русском и английском языках. Этот

фотоальбом был разослан в соответствующие учреждения в области искусства и антропологии, а также ведущим экспертам в этой области с просьбой предоставить их отзывы и получил множество положительных и высоко оцененных отзывов (1,2).

Ю.А.Отабеков создал реальный образ Абу Али ибн Сины, о котором мечтал, и эта работа получила признание мировой общественности.

Доклад профессора Ю. А. Отабекова о создании бюста Ибн Сины на Международном конгрессе историков медицины в Барселоне (Испания, 1980 г.) вызвал большой интерес у зарубежных ученых.

Выводы: В культурной жизни нашей республики произошло большое событие - этот бюст наиболее похож на изображение Ибн Сины и занимает достойное место в галерее портретов ученых мира.

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ЛЕЙКОПЛАКИЯ МОЧЕВОГО ПУЗЫРЯ: ПАТОГЕНЕЗ, МОРФОГЕНЕЗ И МОРФОЛОГИЧЕСКИЕ ИЗМЕНЕНИЯ

Аннотация: В данной работе приведены литературные данные о морфогенезе и морфологических проявлениях лейкоплакии мочевого пузыря. В ответ на урогенитальные инфекции в уротелии развиваются различные формы дистрофического повреждения с исходом в плоскоклеточную метаплазию, чаще без ороговения с разрушением муцинового слоя, разобщение и десквамация клеток поверхностного слоя. Морфогенез лейкоплакии слизистой оболочки мочевого пузыря в условиях персистирующей инфекции определяют гиперпластические реакции уротелия и его метаплазия в многослойный плоский ороговевающий эпителий, формирование гнезд Брунна, частая картина кистозного цистита, развитие веррукозной лейкоплакии. Морфологически выделяют три стадии плоскоклеточной метаплазии мочевого пузыря: плоскоклеточная модуляция; плоскоклеточная метаплазия; плоскоклеточная метаплазия с кератинизацией.

Ключевые слова: мочевого пузырь, лейкоплакия, патогенез, морфогенез, морфология

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BLADDER LEUKOPLAKIA: PATHOGENESIS, MORPHOGENESIS AND MORPHOLOGICAL CHANGES

Abstract: This paper presents the literature data on the morphogenesis and morphological manifestations of bladder leukoplakia. In response to urogenital infections, various forms of dystrophic damage develop in the urothelium with the outcome in squamous metaplasia, more often without keratinization with destruction of the mucin layer, separation and desquamation of the cells of the surface layer. Morphogenesis of leukoplakia of the bladder mucosa in conditions of persistent infection is determined by hyperplastic reactions of the urothelium and its metaplasia into a multilayer flat keratinizing

epithelium, the formation of Brunn nests, a frequent picture of cystic cystitis, the development of verrucous leukoplakia. Morphologically, there are three stages of squamous metaplasia of the bladder: squamous cell modulation; squamous cell metaplasia; squamous cell metaplasia with keratinization.

Keywords: bladder, leukoplakia, pathogenesis, morphogenesis, morphology.

1. Патогенез, морфогенез лейкоплакии мочевого пузыря

При морфологическом исследовании участков лейкоплакии обнаруживается метаплазия переходного эпителия в многослойный плоский, иногда с ороговением. С момента первого описания лейкоплакии мочевого пузыря были предложены возможные разнообразные теории ее возникновения: дефекты эмбрионального развития, роль специфической инфекции (туберкулеза, сифилиса), гиповитаминоза витамина А и В долгое время была принята воспалительная теория возникновения лейкоплакии мочевого пузыря, в пользу которой высказался П.А.Герцен в 1910. Однако в работах зарубежных морфологов показано, что метаплазия эпителия сопровождается отеком подлежащей ткани и вазодилатацией, но не выраженным воспалением. По аналогии с лейкоплакией других локализаций, лейкоплакию мочевого пузыря многие авторы рассматривали как предраковое состояние. [5,6]. В целом, ведущими патоморфологическими изменениями в биоптатах слизистой оболочки мочевого пузыря являются гиперпластические реакции уротелия и его метаплазия в многослойный плоский ороговевающий эпителий, часто с явлениями пара- и дискератоза. Фоном для данных изменений служат воспалительные реакции в собственной пластинке слизистой оболочки. Также при гистологическом исследовании можно обнаружить субэпителиальные микро- и макрокровоизлияния, а также склеротические изменения. Стоит отметить, что выраженность изменений уротелия, а также воспалительных процессов в строме определяется видом предшествовавшей инфекции и различается при моно- и микстинфекциях. В ответ на урогенитальные инфекции в уротелии постоянно обнаруживаются различные формы дистрофического повреждения с исходом в плоскоклеточную метаплазию, чаще без ороговения. В зоне плоскоклеточной метаплазии обнаруживается разрушение муцинового слоя, разобщение и десквамация клеток поверхностного слоя.

Уротелий вырабатывает и выделяет на поверхность мукополисахаридную субстанцию, покрывающую поверхность клетки и образующую защитный слой, который является антиадгезивным фактором. Разрушение нормального гликозаминогликанового слоя мочевого пузыря под воздействием урогенитальных инфекций (*Chlamidia trachomatis*, *Ureaplasma urealiticum*, *N.gonorrhoeae*, *M.genitalium*, *T.vaginalis*, *Herpes simplex I, II*) с последующей метаплазией переходного эпителия в

многослойный плоский является основополагающим этапом патогенеза лейкоплакии мочевого пузыря. В ответ на урогенитальные инфекции в уротелии постоянно обнаруживаются различные формы дистрофического повреждения: вакуольная, баллонизирующая и ретикулярная дистрофия клеток шиповатого слоя, а также отек интерстиция и расстройства микроциркуляции [5]. По данным авторов [8,9] морфологически выделяют три стадии плоскоклеточной метаплазии мочевого пузыря:

- плоскоклеточная модуляция;
- плоскоклеточная метаплазия;
- плоскоклеточная метаплазия с кератинизацией.

Большое значение в патогенезе хронического цистита имеет лейкоплакия мочевого пузыря, которая развивается преимущественно у пациенток рецидивирующими и устойчивыми к лечению формами хронического цистита. Морфологически она проявляется плоскоклеточной метаплазией эпителия с различной степенью ороговения. При лейкоплакии описаны идентичные интерстициальному циститу механизмы проникновения компонентов мочи в подслизистый слой с развитием болевого симптома [11].

Впервые показано, что морфогенез лейкоплакии слизистой оболочки мочевого пузыря в условиях персистирующей инфекции определяют гиперпластические реакции уротелия и его метаплазия в многослойный плоский ороговевающий эпителий, часто с явлениями пара- и дискератоза, развивающиеся на фоне воспалительных реакций в собственной пластинке. Установлено, что формирование гнезд Брунна, частая картина кистозного цистита, развитие веррукозной лейкоплакии, а также очаговая атрофия и дисплазия уротелия характеризуют длительно протекающий инфекционный процесс. Впервые продемонстрировано, что наиболее значительные деструктивные изменения уротелиоцитов (с явлениями акантолиза и спонгиоза) и очаговые гиперпластические процессы (акантоз, формирование гнезд Брунна и кистозная трансформация), сопровождающиеся скудной лимфоидной инфильтрацией, наиболее свойственны микоплазменной инфекции. При микст-инфекциях (ассоциациях микоплазменной инфекции с хламидиями и трихомонозом) характерна значительная воспалительноклеточная инфильтрация собственной пластинки с преобладанием лимфоцитов, плазматических клеток и примесью лейкоцитов. [1]. По исследованию К.Г. Нотова и соавторов [7] тенденция повышения встречаемости метаплазии и частоты обострений цистита у женщин молодого возраста может быть связана у них с кататоксическим, высоко реактивным типом реагирования переходного эпителия мочевого пузыря. Формирующаяся при этом лейкоплакия является реакцией, приводящей к усилению симптоматики и к учащению обострений цистита.

При хроническом течении воспаления ведущим процессом становится пролиферация, а именно фиброзирование. В результате уротелий теряет свойство изменять форму при физиологическом растяжении мочевого пузыря, при этом повышается его проницаемость. Разрушение защитного слоя муцина влечет за собой усиление тока ионов калия в интерстиций, в результате чего возникает деполяризация сенсорных нервных окончаний, спазм гладкой мускулатуры, а также повреждение кровеносных и лимфатических сосудов. Повреждение уротелия дополнительно усугубляется за счет нарушения диффузии кислорода и питательных веществ из капилляров подлежащей соединительной ткани. Сопутствующий венозный застой в малом тазу вызывает усиление тканевой гипоксии, вследствие чего возникает более массивное повреждение уротелия вплоть до развития микронекрозов, а также нейротрофические и функциональные нарушения тазовых органов. Кроме этого наблюдается значительное снижение как общих, так и местных защитных механизмов слизистой мочевого пузыря.

Морфологически лейкоплакия проявляется плоскоклеточной метаплазией эпителия с различной степенью ороговения. При лейкоплакии описаны идентичные интерстициальному циститу механизмы проникновения компонентов мочи в подслизистый слой с развитием болевого симптома. При развитии лейкоплакии в сравнении с ее отсутствием происходит более грубое повреждение слизистой в области треугольника Лъето, в задней стенке мочевого пузыря. [7]

Типичная локализация лейкоплакии – область мочепузырного треугольника. Е. В. Кульчавеня [4] объясняет это тем что мочепузырный треугольник – особая область, имеющая ряд особенностей. Треугольник мочевого пузыря имеет общее происхождение с влагалищем и представляет собой эндокринно-рецепторный орган. С периода половой зрелости плоский эпителий треугольника Лъето, подобно влагалищному, подвержен циклическим изменениям в течение менструального цикла соответственно гормональным сдвигам. В многослойном плоском эпителии треугольника Лъето и влагалище происходит синтез гликогена, который является субстратом для молочной кислоты [3]. Постоянная циклическая десквамация и цитоллиз поверхностных клеток плоского эпителия, ферментативное расщепление гликогена до глюкозы и молочной кислоты (концентрация последней поддерживает кислотность мочи) представляют собой один из механизмов защиты слизистой оболочки мочевого пузыря и влагалища.

Исследователями было выявлено, что при цистоскопии у 63,6 - 100% пациенток со стойкой дизурией, хронической тазовой болью обнаруживается плоскоклеточная метаплазия эпителия слизистой оболочки мочевого пузыря, локализованная в шейке мочевого пузыря и мочепузырном треугольнике [2].

2. Патоморфологические изменения.

Многослойный плоский эпителий, образованный путем атипической цитодифференцировки, является неполноценным: отсутствует образование гликогена, возникает ороговение, что ведет к повышенной проницаемости, невозможности адаптивной перестройки уротелия при растяжении и адгезии уропатогенов [10]. При патоморфологическом исследовании биоптатов мочевого пузыря во всех образцах выявлены характерные морфологические изменения эпителия слизистой оболочки: плоскоклеточная метаплазия, паракератоз и акантоз. Структура и степень выраженности этих признаков определялись макроскопической формой лейкоплакии и давностью заболевания. Изменения носили очаговый характер и сочетались с гиперпластическими и метапластическими процессами в переходном эпителии. Акантоз проявлялся утолщением и разрастанием мальпигиевого слоя в виде тяжей (отростков), проникавших на разную глубину в собственную пластинку слизистой оболочки мочевого пузыря. Утолщение и удлинение эпителиальных отростков в одних случаях было связано с увеличением числа рядов и гипертрофией клеток шиповидного слоя, в других – с выраженной пролиферацией базальных клеток, а также сочетанием этих процессов. При простой (плоской) лейкоплакии акантотические тяжи располагались в одном направлении равномерно. При веррукозной лейкоплакии мальпигиев слой достигал значительной толщины, эпителиальные тяжи были различных размеров и ветвились в различных направлениях. Для участков паракератоза характерно появление на поверхности эпителия нескольких рядов ороговевающих клеток с уплощенными вытянутыми ядрами. При простой лейкоплакии ряды ороговевающих клеток были расположены в виде плотной пластинки, параллельной мальпигиеву слою. При веррукозной лейкоплакии клетки паракератотического слоя образовывали различной формы возвышающиеся утолщения.

В клетках многослойного плоского эпителия, особенно в шиповидном слое, постоянно обнаруживались различные дистрофические изменения. Чаще всего наблюдалось образование крупных вакуолей в перинуклеарной зоне (так называемая вакуольная дистрофия), в результате чего происходило перемещение ядер на периферию. При выраженном внутриклеточном отеке развивалась так называемая баллонизирующая дистрофия с истончением или разрывом цитолеммы эпителиоцитов, с очагами акантолиза, вследствие чего в эпителии формировались щели и пузырьки, заполненные погибшими акантолитическими клетками. При наличии отека в собственной пластинке слизистой оболочки в плоском эпителии наблюдалось образование спонгиозных пузырьков. Акантолитические и спонгиозные пузырьки располагались субкорнеально или внутри шиповидного слоя. В отдельных случаях наблюдались эрозивные повреждения многослойного плоского эпителия.

В собственной пластинке слизистой оболочки и в подслизистом слое определялась различной интенсивности воспалительноклеточная инфильтрация, отмечался отек, а при длительном течении заболевания – очаги склероза. В составе воспалительного инфильтрата преобладали лимфоидные клетки, встречались плазмциты, нейтрофильные лейкоциты и нити псевдомицелия.

В биоптатах, забранных вблизи очагов плоскоклеточной метаплазии, уротелий характеризовался пролиферативными изменениями, которые проявлялись в форме простой гиперплазии с увеличением числа слоев в переходном эпителии, с очагами инвагинации уротелия в собственную пластинку слизистой оболочки и формированием гнезд Брунна. В поверхностном слое гиперплазированного переходного эпителия наблюдались дистрофические изменения с разобщением и десквамацией зонтичных клеток. Проллиферативные изменения уротелия проявлялись в виде кистозного цистита, при котором в собственной пластинке слизистой оболочки образовывались мелкие щелевидные или округлые полости, окруженные несколькими рядами клеток переходного эпителия. Размеры полостей варьировали, как и количество окружавших их рядов эпителиальных клеток. Внутри полостей определялся эозинофильный белковоподобный материал.

Часто по внутреннему краю кист переходный эпителий трансформировался в цилиндрический. В двух случаях рядом с очагами лейкоплакии обнаружены метапластические изменения, характерные для железистого цистита. Переходный эпителий замещался призматическим с формированием желез, образующих комплексы внутри собственной пластинки. В строме между железами выявлялась воспалительная инфильтрация. Микроскопические изменения, обнаруженные в биоптатах слизистой оболочки мочевого пузыря у больных с различной длительностью заболевания показали, что в группе больных с давностью до года (11 случаев) преобладала простая форма лейкоплакии, сочетавшаяся с различными формами гиперплазии уротелия (9 случаев – 81,8 %).

В группе с длительностью заболевания от 2 до 4 лет (13 случаев) преобладала веррукозная форма лейкоплакии с выраженной пролиферацией клеток шиповидного и базального слоев, образовывавшими папилломатозные выступы с явлениями паракератоза и акантоэпителиальные тяжи, глубоко проникавшие в собственную пластинку. В группе больных с длительностью заболевания более 8 лет (6 случаев) наряду с паракератозом наблюдалось внутриэпителиальное ороговение клеток шиповидного слоя с полной атрофией его в отдельных случаях. В этих наблюдениях особенно была выражена пролиферация клеток базального слоя с диспластическими изменениями легкой степени.

Сравнительный анализ микроскопических изменений слизистой оболочки мочевого пузыря при инфекциях, передающихся половым путем, позволил выявить как общие для всех случаев (постоянно встречающиеся) морфологические изменения, так и характерные для определенных возбудителей или их ассоциаций сочетания морфологических признаков и их разную выраженность. Общими признаками являлись такие общепатологические процессы, как гиперпластические и метапластические изменения уротелия, паракератоз и воспалительноклеточная инфильтрация собственной пластинки. Эти изменения определяют морфогенез простой и веррукозной лейкоплакии мочевого пузыря. Выраженность дистрофических изменений многослойного плоского и переходного эпителия, сочетание метапластических и диспластических процессов, а также интенсивность воспалительных реакций зависели от вида преобладающей инфекции.

При микоплазменной инфекции (9 случаев – 30%) дистрофические и литические изменения уротелиоцитов были наиболее выраженными, часто наблюдался акантолиз с образованием пузырьков в шиповидном слое. В собственной пластинке регистрировались отек, полнокровие сосудов и кровоизлияния. В отдельных случаях отек сопровождался образованием субэпителиальных пузырей. Воспалительноклеточная инфильтрация во всех наблюдениях была представлена небольшими лимфоидными скоплениями. Подобные изменения отмечены в 78% наблюдений. В 89% случаев в слизистой оболочке мочевого пузыря отмечалось формирование гнезд Брунна, регистрировался кистозный цистит. Выраженные повреждения уротелиоцитов и возникновение кровоизлияний обусловлены внутриклеточной локализацией возбудителя и связанной с ней деструкцией внутриклеточных структур и эндотелия сосудов.

При ассоциации микоплазменной инфекции с хламидиями и трихомониазом (11 случаев – 36,6 %) резко увеличивалась интенсивность воспалительноклеточной инфильтрации. В клеточном составе инфильтратов преобладали лимфоциты, плазматические клетки и появлялись лейкоциты. Отмечен трансэпителиальный диapedез лейкоцитов. Абсолютная тропность хламидий к плоскому эпителию сопровождалась выраженным повреждением клеток метаплазированного эпителия, нередко с образованием острых эрозий (4 случая из 6 наблюдений). Интенсивность воспалительноклеточной инфильтрации была высокой, особенно при ассоциации хламидийной инфекции с трихомониазом.

Таким образом, как показывают исследования, воздействие патогенной (*Chlamydia trachomatis*, *Trichomonas vaginalis*) и условно-патогенной (*Ureaplasma urealyticum*, *Mycoplasma hominis*, *Candida albicans*) микрофлоры приводит к развитию плоскоклеточной метаплазии эпителия мочевого пузыря с лейкокератозом. К постоянным морфологическим

изменениям подвергалась простая лейкоплакия с гиперплазией уротелия и воспалительноклеточной инфильтрацией собственной пластинки. При моноинфекциях отмечены различная степень выраженности дистрофических изменений уротелиоцитов, отек и воспалительноклеточная инфильтрация собственной пластинки, формирование гнезд Брунна и кистозная трансформация. Для микстинфекций характерно увеличение выраженности воспалительных реакций, в клеточном составе инфильтрата преобладали лимфоциты, плазматические клетки, появлялись лейкоциты. [1].

Выводы:

В ответ на урогенитальные инфекции в уротелии развиваются различные формы дистрофического повреждения с исходом в плоскоклеточную метаплазию, чаще без ороговения с разрушением муцинового слоя, разобщение и десквамация клеток поверхностного слоя.

Морфогенез лейкоплакии слизистой оболочки мочевого пузыря в условиях персистирующей инфекции определяют гиперпластические реакции уротелия и его метаплазия в многослойный плоский ороговевающий эпителий, формирование гнезд Брунна, частая картина кистозного цистита, развитие веррукозной лейкоплакии.

Морфологически выделяют три стадии плоскоклеточной метаплазии мочевого пузыря: плоскоклеточная модуляция; плоскоклеточная метаплазия; плоскоклеточная метаплазия с кератинизацией.

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АНАЛИЗ ВНЕШНЕЙ И ВНУТРЕННЕЙ СРЕДЫ ГОРОДА САРАНСК

Аннотация: В данной статье рассмотрены социально-экономические аспекты развития территории с точки зрения маркетингового исследования внутренней и внешней среды. Изучены научные взгляды понятия «территориальный маркетинг». Выявлены основные задачи маркетинга территорий. Применены соответствующие анализы. Оценена эффективность и работоспособность внешнего и внутреннего маркетинга города, а также предложены дальнейшие варианты его развития.

Ключевые слова: маркетинг, маркетинговые исследования, территориальный маркетинг, внешняя среда, внутренняя среда, факторы, город.

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ANALYSIS OF THE EXTERNAL AND INTERNAL ENVIRONMENT OF THE CITY OF SARANSK

Annotation: This article discusses the socio-economic aspects of the development of the territory from the point of view of marketing research of the internal and external environment. The scientific views of the concept of "territorial marketing" are studied. The main tasks of marketing territories are identified. Appropriate analyses were applied. The effectiveness and efficiency of the external and internal marketing of the city is evaluated, and further variants for its development are proposed.

Key words: marketing, marketing research, territorial marketing, external environment, internal environment, factors, city.

В настоящее время «маркетинг» – популярное понятие, с которым сталкиваются в различных сферах деятельности: коммерческой и общественной, работе органов государственной власти на самых

различных уровнях, деловой карьере работников и даже в личной жизни. Маркетологи стали очень востребованными специалистами, т. к. маркетинговая деятельность – это кропотливая практическая работа, включающая в себя разного рода исследования [1, с. 11]. Маркетинговые исследования – это систематизация определённого круга данных, необходимых в связи стоящих перед организаций маркетинговых ситуаций, их сбор, анализ и отчёт по результатам. Они необходимы для принятий решений, для оценки эффективности деятельности и решения проблем [2, с. 7].

Маркетинговые исследования изучают:

- рынок (конъюнктура, структура, ёмкость, конкурентная политика, выбор целевых рынков, прогноз объёма рынка);
- товар (ассортимент, позиционирование, качество, конкурентоспособность, свойства товаров, генерация идей новых товаров);
- потребители (обеспеченность товарами, тенденции потребления, поведение, удовлетворённость);
- конкуренты (выявление потенциальных конкурентов, определение финансового потенциала, реакция потребителей на маркетинговые средства конкурентов);
- цены (поведение и реакция покупателей относительно цен, взаимосвязь между ценой и товарами, прогнозирование ценовой политики);
- товародвижение (сравнение систем товародвижения, местонахождение производителей, расположение оптовой и розничной торговли, возможности транспортных коммуникации);
- коммуникативные связи (состояние и развитие рекламы, формирование спроса на товарную продукцию, методы и приёмы стимулирования сбыта, организация связи с общественностью);
- инфраструктура рынка (предприятия и организации, оказание услуг, системы связи);
- внутренняя и внешняя среда (система организации и управления, финансовая устойчивость, инновационная политика, степень информационного обеспечения, прибыльность и обеспеченность, состав кадров, сильные и слабые стороны компании, возможности и угрозы, факторы, влияющие на деятельность);
- организация торговли (целевой рынок, емкость рынка, методы и приёмы торговли, услуги, управление товарными запасами, численность и структура торгового персонала);
- посредники (мнения посредников, количество и структура потенциальных потребителей, издержки обращения, использование основных фондов и оборотных средств) [2, с. 10-11].

Актуальность данного исследования состоит в том, что программа всех маркетинговых исследований является широкой, но именно исследование внутренней и внешней среды объекта позволит определить реальный уровень его конкурентоспособности в результате сопоставления соответствующих факторов. Именно здесь кроются ответы на вопросы о том, что нужно сделать, чтобы деятельность предприятия была полностью адаптирована к динамично развивающимся факторам внешней среды [2, с. 14].

Сам современный маркетинг включают в себя следующие виды:

- 1) Оффлайн-маркетинг;
- 2) Территориальный маркетинг;
- 3) Контент-маркетинг;
- 4) Мобильный маркетинг;
- 5) Сетевой маркетинг;
- 6) Event (событийный) маркетинг;
- 7) Трейд маркетинг;
- 8) Кросс маркетинг;
- 9) Партизанский маркетинг (он же скрытый маркетинг);
- 10) Вирусный маркетинг;
- 11) Интернет-маркетинг.

Подробнее здесь следует остановиться на территориальном маркетинге.

В литературе по территориальному маркетингу существуют различные трактовки этого понятия.

Гуру маркетинга Ф. Котлер и его коллеги используют термин «маркетинг территории» (place marketing) и утверждают: маркетинг обеспечивает наиболее всесторонний подход к решению проблем территории, так что в содержании этого подхода продвижение территории - это только малая часть [3].

Задачи территориального маркетинга:

- 1) Выявление, диагностика, состояние территории;
- 2) Причины, возникновение, выработка перспектив решения проблем на основе реального осмысления ценностей, ресурсов, возможностей территории;
- 3) Выработка долгосрочного поэтапного плана инвестиций и трансформации территориального сообщества.

Среди отечественных авторов - ученых, практиков и популяризаторов маркетинга территорий в первую очередь выделяются А. М. Лавров, В. С. Сурнин, К. Б. Норкин, И. В. Арженовский. И здесь вполне уместно представить мнения этих профессионалов [3].

По А. М. Лаврову и В. С. Сурнину, маркетинг территории предназначен обеспечить высокий уровень и качество жизни ее населения. С ними солидарен А. Л. Мнацаканян, утверждая доминанту «внутреннего

продукта» создание достойных условий жизни для жителей данной территории, что и станет главным конкурентным преимуществом в русле «внешнего маркетинга». Французские исследователи (А. Дайан) традиционно подчеркивают, что маркетинг призван улучшить имидж территории, привлечь промышленников, заставить говорить о ней. И. В. Арженовский не без основания считает, что маркетинг территории - это передовая идея, философия, требующая ориентации на потребности целевых групп покупателей услуг территории. По Ф. Котлеру, маркетинг - инструмент стратегического развития территории и наиболее комплексного решения ее проблем. Предназначение маркетинга - усиление способности адаптации территориального сообщества к рыночным изменениям, наращивание возможностей, увеличение жизненной силы сообщества, а далеко не только улучшение имиджа и продвижение территории. С мэтром согласен К. Б. Норкин, рассматривая городской маркетинг как средство ответа на современные вызовы и противоречия развития города [3].

В целом, можно сделать вывод о том, что территориальный маркетинг - это маркетинг в интересах территории, ее внутренних субъектов, а также внешних субъектов, во внимании которых заинтересована территория. Если говорить простым языком, то основная задача такого маркетинга – “продать” территорию потенциальным покупателям для улучшения жизни людей, живущих на этой территории [4].

Для исследования внутренней и внешней среды территории был выбрана столица Республики Мордовия - город Саранск. Саранск — один из старейших городов Среднего Поволжья – он основан в 1641 году как военная крепость. Саранск неоднократно становился центром проведенных на высоком уровне культурных и спортивных мероприятий российского и международного масштаба [5]. В 2011 году город стал площадкой для таких масштабных спортивных мероприятий, как Спартакиада «Газпром» и III международный форум «Россия - спортивная держава», в которых приняли участие более 6 тысяч гостей и делегатов. В 2011 году Саранск вновь - второй год подряд принимал у себя Чемпионат России по фигурному катанию, в 2012 году – Кубок Мира по спортивной ходьбе и Кубок мира по греко-римской борьбе. В год своего 370-летнего юбилея Саранск в шестой раз подряд стал призером Всероссийского конкурса на звание «Самый благоустроенный город России». В 2018 году, Саранск был одним из городов-организаторов матчей Чемпионата Мира по футболу. На рисунке 1 представлен знаменитый стадион «Мордовия Арена», который принимал у себя матчи Чемпионата Мира по футболу.



Рисунок 1 - Стадион «Мордовия Арена» в г. Саранск

Внутренняя среда г. Саранск складывается различным образом. Особую роль в экономике городского округа играет промышленный комплекс, эффективность функционирования которого в значительной степени формирует конкурентные преимущества Республики Мордовия. Основу промышленного профиля составляют электротехническая и светотехническая, агропромышленная (пищевая промышленность и сельское хозяйство), фармацевтическая, резинотехническая, машиностроение, металлургия и металлообработка, производство строительных материалов. Важнейшее значение для перспективного развития экономики городского округа имеет Технопарк, деятельность которого направлена на разработку и внедрение инноваций по приоритетным проектам в сфере оптических и электронных технологий, что, позволит в перспективе сформировать современную технологичную базу модернизации промышленного комплекса [5]. Он представлен на рисунке 2.



Рисунок 2 - «Технопарк-Мордовия»

Сегодня в Саранске сформирована эффективная структура инновационного развития, которая приносит результат. Она включает АУ «Технопарк-Мордовия», Национальный исследовательский Мордовский государственный университет им. Н. П. Огарёва, фонды поддержки инновационного бизнеса, бизнес-инкубатор, Республиканский лицей для одаренных детей, где готовят победителей и призеров всероссийских и международных олимпиад по различным дисциплинам. Республиканская промышленность ориентирована на наукоемкое, высокотехнологичное производство. Доля инновационной продукции достигает 25 процентов [5].

Идет активное сотрудничество с ведущими российскими институтами развития и научными центрами. Особое внимание уделяется развитию предприятий, которые успешно работают на внешних рынках. Основные виды экспортируемой продукции – железнодорожный подвижной состав и его части, кремний, древесина и изделия из нее, алюминий и изделия из него, электрические машины и оборудование, резинотехническая продукция, мебель и постельные принадлежности, мясо и мясные субпродукты, изделия из камня, гипса, цемента [5].

Главный пример успешной реализации проекта, важного для всей страны, – первый в России завод по производству оптического волокна. Он построен в Саранске при личной поддержке Президента России В. В. Путина. В результате модернизации производственные мощности завода увеличены более чем в 1,5 раза – до 4 млн. км оптического волокна в год [5].

Вторая крепкая опора, на которой стоит экономика – это один из самых развитых и оснащенных в России агропромышленных комплексов. Мордовия полностью обеспечивает себя качественными продуктами питания и свыше 60 процентов производимой сельскохозяйственной продукции поставляет в другие регионы и страны. Тем самым аграрии

республики вносят существенный вклад в обеспечение продовольственной безопасности государства [5].

На рынке труда городского округа Саранск сохраняется дисбаланс спроса и предложения на рабочую силу в профессионально-квалификационном разрезе. Модернизация производства, развитие и расширение производства, применения новых наукоемких технологий привели к изменению профессионально-квалификационной структуры спроса на рынке труда, повышению требований работодателей к качеству рабочей силы. В настоящий момент ощущается нехватка квалифицированных рабочих кадров по отдельным профессиям и инженерно-техническим специальностям. Однако в последние годы на образовательном рынке услуг наблюдается подъем, проявляющийся как в росте спроса на профессиональное образование, так и в увеличении его предложения [6, с. 186].

Уровень з/п - в Республике Мордовия составила 25 888 рублей, в Саранске зарплата зафиксирована на уровне 28 210 рублей. Уровень доходов в Республике, в целом, низкий.

В таблице 1 представлен SWOT - анализ г. Саранск, чтобы упорядочить основные преимущества и недостатки города, а также предположить варианты его дальнейшего развития.

Таблица 1 - SWOT- анализ города Саранск

<p>Внешние факторы</p>	<p>Возможности:</p> <p>1) Повышение спроса на услуги делового и конгресс-туризма, а также, сельского, спортивно-оздоровительного, активного, экологического, рекреационного, природно-натуралистического туризма.</p> <p>2) Реализован целый ряд крупных инвестиционных проектов, ставших "точками роста" экономики республики.</p> <p>3) Социально-экономическому развитию республики способствует проводимая активная инвестиционная программа.</p> <p>4) Постоянно растущий уровень доступа потенциальных потребителей туристских</p>	<p>Угрозы:</p> <p>1) Естественная ограниченность территории.</p> <p>2) Спад деловой активности в связи с ухудшением экономической ситуации в стране и в мире.</p> <p>3) Отсутствие уверенности предпринимателей и населения в успешности устойчивого развития туризма в целом и его отдельных видов (сельского, экологического, активного и т.д.).</p> <p>4) Значительные трудности привлечения квалифицированных специалистов и персонала в сферу туризма.</p>
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<p>Внутренние факторы</p>	<p>услуг к ИТ-средствам и уровень компьютерной грамотности.</p>	
<p>Сильные стороны:</p> <p>1) Выгодное туристско - географическое положение: близость к Москве, Нижнему Новгороду, Ульяновску, Пензе, Сарову, Темникову – крупнейшим центрам культурно-познавательного, паломнического и других видов туризма.</p> <p>2) Хорошо развитый инфраструктурный потенциал, особое значение в котором имеют транспортные коммуникации.</p> <p>3) Архитектурно привлекательное ядро города, современная застройка центра и районов города.</p> <p>4) Разнообразный этнический состав населения, в основном русские, мордва, татары и другие национальности.</p> <p>5) Саранск - крупный промышленный центр с развитым машиностроением и металлообработкой. Располагает высоким производственным потенциалом.</p> <p>6) Активная инвестиционная политика. В целях создания благоприятного инвестиционного климата сформирована соответствующая нормативная база, действуют целый ряд законодательных актов и</p>	<p>Как воспользоваться возможностями?</p> <p>– Привлечь инвестиции в сферу туризма, дабы организовать новые его виды, т. к. у города имеется выгодное географическое положение и близость к более крупным городам. Также, можно привлечь инвесторов в какие-либо новые крупные инновационные проекты, поскольку в Саранске действует технопарк и бизнес-центры, позволяющие шагнуть далеко вперед.</p>	<p>За счёт чего возможно снижение угроз?</p> <p>– Привлекать в город специалистов, делая акцент на его хорошо развитом инфраструктурном потенциале, поддерживать малый бизнес, привлекать в город народы разной национальности для осуществления международных инновационных проектов.</p>

нормативных документов, гарантирующих благоприятный налоговый режим и защищающих права инвесторов.		
Слабые стороны: 1) Недостаточная известность региона в России и слабая известность за рубежом. 2) На территории Республики Мордовия нет крупных месторождений полезных ископаемых. 3) Неопределенность стратегии и тактики формирования структуры туристского обслуживания и продвижения городского округа Саранск. 4) Конкуренция с другими городами, как внутри страны так и за ее пределами.	Что может помешать воспользоваться возможностями? – Регион непопулярный, проигрывает в плане конкурентоспособности с более крупными городами и не имеет какой-то определённой тактики продвижения города.	Серьёзные опасности – Отсутствие уверенности предпринимателей в успехе развития туризма и бизнеса в городе + трудность привлечения специалистов + регион малоизвестен за рубежом ведёт к тому, что на территории города Саранска будет трудно развивать такие сферы как деловой туризм, спортивный туризм и тд

Таким образом, в данном анализе указаны дальнейшие варианты развития города.

Далее следует перейти к описанию внешней среды города. Падение спроса на товарных рынках, обусловленное социальными проблемами, ограниченными финансовыми возможностями, неэффективной денежно-кредитной, таможенной, внешнеэкономической политикой и другими факторами, приводит к снижению деловой активности на традиционных рынках и способствует поиску новых источников инвестиционного роста [6, с. 114].

Наличие конкурентных преимуществ города того или иного вида производства на национальном и международных рынках. Поскольку базовыми для промышленности являются ресурсные и технологичные преимущества, существенную роль играют доступность и качество таких факторов. В зависимости от специфики производства каждая отрасль характеризуется собственным составом внутренних факторов конкурентоспособности. Источником инвестиционного роста в этом случае будут выступать не только перспективы платежеспособного спроса, но и возможности его покрытия за счет ресурсного потенциала Саранска и Республики Мордовия. В результате эффективность реализации конкурентных преимуществ отраслей зависит от наличия и состояния

ресурсов городского округа [6, с. 115].

Уровень активности государства по стимулированию развития новых рынков определяется условиями финансовой эффективности таких решений. Финансовая эффективность объектов государственной поддержки предполагает самофинансирование их расширенного воспроизводства и улучшение качественных параметров производственной базы, применяемых технологий и конечного продукта [6, с. 115].

Взаимная интеграция предприятий и отраслей промышленного комплекса, с одной стороны, формирует устойчивую финансовую зависимость поставщиков друг от друга, с другой – позволяет сфокусировать государственные воздействия, обеспечив наибольший экономический эффект по всей цепи поставок [6, с. 115].

Увеличение государственных расходов на развитие конкурентного потенциала промышленности (как в прямой форме – предоставление дотаций, льготных целевых кредитов, налоговых льгот, экспортных премий и др., так и в косвенной форме – через финансирование подготовки и переподготовки кадров, развития НИОКР, элементов производственной инфраструктуры) сопровождается нарастанием бюджетного дефицита, налоговыми перегрузками и т.д. В связи с этим чтобы обеспечить целевой характер государственной поддержки и максимальный социально-экономический эффект для территории, активизация промышленной политики должна сопровождаться оценкой возможных последствий принимаемых решений и вероятных рисков [6, с. 115].

Помимо создания производственной, логистической и инновационно-технологической инфраструктуры основными направлениями маркетинга внешней территории г. о. Саранск являются:

- участие в форумах, выставках, ярмарках, позволяющих инвесторам ознакомиться с инвестиционными возможностями города, а также проведение мероприятий на территории города;

- формирование инвестиционного паспорта города;

- создание инфокоммуникационной инфраструктуры: создание проекта «Электронный Саранск», реформатирование сайта администрации города – создание инвестиционного раздела: размещение инвестиционного паспорта города, всех предлагаемых инвестиционных площадок, создание сайта на английском языке;

- адресная рассылка инвесторам предложений по размещению производств и организаций в городе [6, с. 116].

Выявим наиболее существенные факторы, которые оказывают непосредственное воздействие на процесс становления имиджа города Саранск, для этого воспользуемся методами PESTLE-анализа, который представлен в таблице 2.

Таблица 2 - PESTLE – анализ г. Саранск

Факторы	Описание
Политические	<ol style="list-style-type: none"> 1)Изменение положение города на российской и международной арене после проведения ЧМ-2018. 2)Стабильная политическая обстановка в городе. 3)Постепенное выстраивание доверия населения главе города и городскому Совету депутатов 4)Выстраивание положительной репутации главы РМ и главы г. о. Саранск
Экономические	<ol style="list-style-type: none"> 1)Закреплениеэкономической специализации индустриально-аграрного типа 2)Достижение высоких темпов экономического роста 3)Реализация политики по привлечению инвестиций, развитию инновационной деятельности и малого бизнеса 4)Стабилизация цен на недвижимость, стабилизация арендной платы
Социальные	<ol style="list-style-type: none"> 1)Сохранение высокого уровня обеспеченности населения социальной инфраструктурой и жильем 2)Сохранение высокого уровня развития транспортной инфраструктуры и высокий уровень газификации территории 3)Снижение численности населения 4)Развитие спортивного направления в городе
Технологические	<ol style="list-style-type: none"> 1)Строительство технопарковой зоны. 2)Разработка инновационных проектов 3)Технологические изменения, направленные на улучшение качества жизни.
Экологические	<ol style="list-style-type: none"> 1)Социальные программы, пропагандирующие чистоту в городе 2)Увеличение «зеленого фонда» города 3)Формирование статуса самого «чистого» города
Правовые	<ol style="list-style-type: none"> 1)Нормативные правовые акты 2)Законопроекты 3)Регламенты государственных и муниципальных услуг 4)Формы обращений 5)Порядок обжалования

Анализ политических, правовых, экономических, социальных, технологических, экологических групп факторов, влияющих на имидж города, показал, что данные группы факторов оказывают непосредственное влияние на имидж г. о. Саранск, именно они формируют его положительное или отрицательное восприятие. Среди положительных наиболее сильными являются удобное экономико-географическое

положение, многоотраслевая промышленность, наличие уникальной архитектуры города, победы мордовских спортсменов на российских и международных соревнованиях, чистая и комфортная обстановка в городе, действующие нормативные правовые акты; из неблагоприятных – снижение численности населения, необходимость модернизации и технического перевооружения основной отрасли экономики.

Итак, исходя из всех анализов, можно сделать вывод. Современный Саранск – развивающийся, социально-политически устойчивый город со значительным техническим, научно-образовательным и кадровым потенциалом. Это говорит о том, что инициативный бизнес, российские и зарубежные инвесторы, проявляют ко всей республике интерес, видят в ней надежного партнера. В регионе успешно делают ставку на использование прорывных, новейших технологий, при поддержке федерального центра реализуют уникальные проекты в различных отраслях промышленности и сельского хозяйства, важные для развития всей страны [5]. Однако всегда есть над чем поработать. Модернизация, техническое перевооружение, привлечение инвестиций в сферу бизнеса позволят Саранску улучшить имидж и повысить конкурентоспособность в сравнении с другими более известными городами.

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СЕГМЕНТАЦИЯ ПОТРЕБИТЕЛЕЙ НА РЫНКЕ ГОСТИНИЧНЫХ УСЛУГ

Аннотация: В данной статье изучена сегментация потребителей как метод разработки целевого рынка. Рассмотрены характеристики по которым может проводиться сегментирование. Выявлены целевые сегменты, на которых работают гостиницы города Саранск. Представлены предприятия гостеприимства, подходящие для каждого сегмента популярного на рынке города Саранск. Оценена эффективность функционирования гостиниц.

Ключевые слова: сегментация, целевой рынок, потребители, бизнесмены, туристы, молодёжь, семьи.

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SEGMENTATION OF CONSUMERS IN THE HOTEL SERVICES MARKET

Annotation: This article discusses the segmentation of consumers as a method of developing a target market. The characteristics by which segmentation can be carried out are considered. The target segments where Saransk hotels operate have been identified. The hospitality enterprises suitable for each segment of the city of Saransk, which is popular on the market, are presented. The efficiency of the functioning of hotels is evaluated.

Key words: segmentation, target market, consumers, businessmen, tourists, young people, families.

В маркетинге под целевым рынком понимается совокупность потребителей продукции с определенным набором характеристик и в пределах конкретных географических границ [1, с. 74]. Ф. Котлер определяет целевой рынок как часть квалифицированного доступного рынка, которая выбрана фирмой для дальнейшей работы.

Квалифицированный доступный рынок – совокупность потребителей, имеющих интерес, достаточный доход, необходимую квалификацию и доступ к конкретному рыночному предложению [1, с. 74].

Актуальность данного исследования состоит в том, что точное знание всей совокупности потребителей, на которых нацелено производство продукции или услуг позволяет предприятию точно спрогнозировать объёмы продаж, целенаправленно разрабатывать ассортиментную политику, ориентировать сбытовые подразделения и сеть дистрибьюции на решение строго определённых задач в виде необходимых объёмов реализации продукции, а впоследствии, по результатам их выполнения, - оценивать эффективность их работы [1, с. 75].

Методом разработки целевого рынка считается сегментация. Сегмент рынка – это крупная, идентифицированная по каким-либо признакам (сходные потребности, покупательская способность, регион проживания и т.п.) группа покупателей внутри рынка. Предприятие концентрирует свои усилия на работу с какой-либо одной категорией клиентов. При этом клиентура подразделяется на отдельные сегменты по каким-либо своим существенным характеристикам [1, с. 76]. В качестве таких характеристик могут быть: платежеспособность, психология, возраст, пол, национальность, семейное положение, образование, уровень интеллекта, место работы, место жительства, образ жизни, рост, вкусы, принадлежность к субкультуре, темперамент, физические данные и др.

Поскольку каждый человек индивидуален, то и в работе с ним требуется особый подход. Важно выбрать точную характеристику, которая предопределяет его поведение на конкретном рынке в данной конкретной ситуации. А уже после этого выделять сегменты – ту группу клиентов, для которой эти характеристики будут иметь первостепенное значение [1, с. 78].

Для исследования сегментации потребителей был выбран гостиничный рынок города Саранск.

Первый, и один из самых популярных сегментов в гостиничном рынке Саранска, направлен на бизнесменов, организаторов и конгрессменов. Как правило, представители данного сегмента - это люди среднего возраста с высоким уровнем достатка, прибывшие с целью участия в мероприятиях, напрямую связанных с их профессиональной деятельностью. Они не станут ограничиваться в своих запросах. В таких отелях, как ООО «Таллея» гостиница Mercure Саранск Центр, «Адмирал», «Меридиан», Radisson Hotel & Congress Center Saransk, Гостиница Саранск данный сегмент встречается особенно часто. Специально для них предлагаются услуги бизнес-центра, включающие в себя конференц-зал/банкетный зал [2, 3, 4, 5].

Следующий по популярности сегмент – это туристический. Он ориентирован на активных и лёгких на подъём людей со средним уровнем достатка, останавливающихся в гостинице во время своего путешествия. Прибывают из разных государств, стран и регионов, и обладают различной национальностью. Для того, чтобы привести пример такого сегмента в отелях Саранска можно обратиться к чемпионату мира 2018 года. Тогда в гостиницы заселялись лица из разных стран: перуанцы, датчане, колумбийцы, японцы и др. Сейчас в отелях тоже можно встретить данный сегмент, но тогда их приток был особенно велик. В первую очередь, именно для такого сегмента проводятся экскурсии по городу, знакомят с национальной культурой и многочисленными традициями. Такой сегмент предпочитает отели Mercure, «Адмирал», «Меридиан», Radisson Hotel & Congress Center Saransk, Олимпия, Парк-Отель и возможные другие [2, 3, 4, 5].

Саранск можно назвать спортивным городом, так как он является одним из тех городов, в котором проводился чемпионат, а также поскольку в городе есть достаточно большое количество спортивных объектов. Поэтому необходимо выделить такой сегмент, как спортсмен. Это гражданин 22-37 лет, прибывший в город для участия в проводимых здесь соревнованиях. Располагает бюджетом выше среднего. Он имеет возможность заселиться в такие отели, как Mercure, Radisson, отель «Адмирал», отель «Меридиан». В свободный от тренировок день заглянет в бассейн, тренажёрный зал или теннисный центр, дабы заняться спортом не ради достижения высоких результатов, а в своё удовольствие [2, 3, 4, 5].

Не менее популярен молодёжный сегмент. Чаще всего его представителями являются студенты. Для них характерна высокая активность, стремление к общению, познанию, наличие свободного времени (каникулы). При этом важным критерием выбора отеля является наличие поблизости бара, ночного клуба, дискотеки. Для этого сегмента характерна высокая туристская активность, объясняемая стремлением молодых людей к общению, познанию и наличием у них свободного времени. Молодёжь имеет низкий или средний уровень доходов, и предпочитают недорогие отели класса 2-3 звезды, либо hostels. К таким можно отнести гостиницу Саранск, Парк – Отель, Гостиничный комплекс Михайловский, гостиницу Рассвет, Green hostel, hostel Уют, Фреско hostel и др. [4, 6]

Нельзя не отметить такой сегмент, как семья. Семейный отдых — самый естественный и популярный вид отдыха. Каждая семья выбирает уровень заведения в зависимости от своих представлений о комфорте и своих финансовых возможностей. Но главное отличие отеля семейного сегмента от любого другого — это, конечно, способность обеспечить комфортный быт и безопасность для детей младшего возраста. Семья — самые близкие люди, никто не рискнет везти своих близких в место,

вызывающее хоть малейшие нарекания к безопасности. В отелях Саранска это не только обеспечение охраны всей территории, но и наличие видеонаблюдения по всей территории и постоянный контроль их работы. Особенно часто в отелях практикуется услуга – номер для молодожёнов. Многие отели разрабатывают специальные программы для подобного сегмента. Такому сегменту подойдут отели: Radisson, Mercure, отель Адмирал, отель Олимпия, Гостиничный комплекс Михайловский, RosemaryInn, Апартаменты на Попова и др. В них есть семейные номера, а в ресторанах предлагается специальное детское меню [2, 3, 4, 5].

Ясно, что для того, чтобы эффективно функционировать на рынке, гостиницам Саранска необходимо знать характерные черты разных групп клиентов и их отношение к сервису. Служащие отелей обладают умением выделить, отыскать и полностью угодить потребностям рынка, что значительно повышает результаты управления и ведёт к получению прибыли.

Ниже представлена таблица, в которой наглядно представлены предприятия гостеприимства, подходящие для каждого сегмента популярного на рынке города Саранск.

Таблица 1 – Гостиницы рынка г. Саранск, распределённые по сегментам

Сегмент:	Подходящие средства размещения
Бизнесмены	Radisson Hotel & Congress Center Saransk; Mercure Saransk Center; «Адмирал».
Туристы	Radisson Hotel & Congress Center Saransk; Mercure Saransk Center; «Адмирал»; «Меридиан»; «Олимпия»; Park Hotel.
Спортсмены	Radisson Hotel & Congress Center Saransk; Mercure Saransk Center; «Адмирал»; «Меридиан».
Молодёжь	«Саранск»; ParkHotel; «ГК Михайловский»; «Рассвет»; Green; «Уют»; Fresco.
Семья	Radisson Hotel & Congress Center Saransk; Mercure Saransk Center; «Адмирал»; «Олимпия»; «ГК Михайловский»; RosemaryInn;

Таким образом, в данном анализе указаны все варианты размещения, ориентированные на разный сегмент [2, 3, 4, 5, 6].

Итак, исходя из исследования, можно сделать вывод. На рынке гостиничных услуг города Саранск преобладают отели, ориентированные на бизнес-сегмент, поскольку город является развивающимся со значительным техническим, научно-образовательным и кадровым потенциалом. Инициативный бизнес, российские и зарубежные инвесторы, проявляют ко всей республике интерес, видят в ней надежного партнера [7]. Соответственно наличие гостиниц, ориентированных на бизнесменов становится необходимым. Но также, отели ориентированы и на туристов, и на семей с детьми, и на спортсменов, и на молодёжь. В наиболее крупных предприятиях, таких как Mercure Saransk Center и Radisson Hotel & Congress Center Saransk (которые являются брендами под известной маркой), еженедельно маркетологи разрабатывают новые тарифы и специальные предложения для конкретного сегмента [2, 3]. Точное знание своего целевого сегмента и умение привлечь какой-либо другой помогает гостиницам оставаться конкурентоспособными и повышать свою прибыль.

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ОСОБЕННОСТИ СИСТЕМЫ ВНУТРЕННЕГО КОНТРОЛЯ ПО ОПЛАТЕ ТРУДА В БЮДЖЕТНОМ УЧРЕЖДЕНИИ

Аннотация. В данной статье авторами рассматривается система внутреннего контроля по оплате труда в бюджетном учреждении. Раскрываются цели и задачи внутреннего контроля по оплате труда в бюджетном учреждении, его функции, а также основные этапы проведения. Рассматриваются типичные ошибки, выявляемые в ходе внутреннего контроля по оплате труда в бюджетном учреждении.

Ключевые слова: оплата труда, внутренний контроль, система внутреннего контроля, бюджетное учреждение.

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FEATURES OF THE INTERNAL CONTROL SYSTEM FOR REMUNERATION IN A BUDGET INSTITUTION

Annotation. In this article, the authors consider the system of internal control over remuneration in a budgetary institution. The goals and objectives of internal control over remuneration in a budgetary institution, its functions, as well as the main stages of implementation are disclosed. Typical errors identified during internal control of remuneration in a budgetary institution are considered.

Keywords: remuneration, internal control, internal control system, budgetary institution.

Проведение внутреннего контроля по оплате труда в бюджетном учреждении осуществляется для того, чтобы оценить правильность расчетов с персоналом организации при начислении и выплате заработной

платы.

Внутренний контроль осуществляется сотрудниками бюджетного учреждения. Он способствует эффективному управлению, выявлению и устранению недостатков учета, анализу использования финансовых вложений и активов. Проводится внутренний контроль регулярно. Задачи внутреннего контроля определяются руководителем.

Цели внутреннего контроля по оплате труда в бюджетном учреждении представлены на рисунке 1.



Рисунок 1 – Цели внутреннего контроля по оплате труда в бюджетном учреждении (составлено автором)

Таким образом, по мнению автора, основной целью внутреннего контроля по оплате труда в бюджетном учреждении является проверка соответствия законодательным, нормативным, внутренним локальным актам и положениям бюджетного учреждения, постоянно информировать руководство учреждения о достоверности, объективности и правильности учета выполненных работ, начисленной оплаты труда.

В ходе проведения внутреннего контроля по оплате труда в бюджетном учреждении решаются задачи, представленные на рисунке 2.

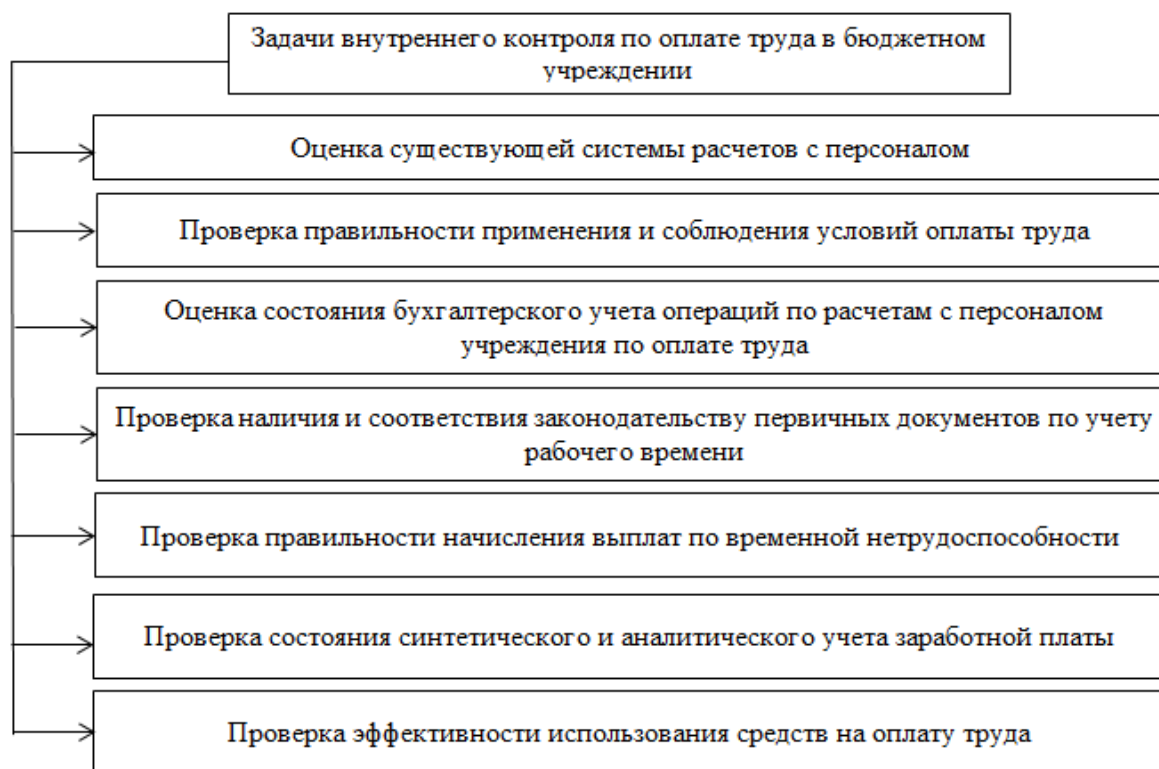


Рисунок 2 – Задачи внутреннего контроля по оплате труда в бюджетном учреждении (составлено автором)

Первичная документация, отчетность, а также регистры бухгалтерского учета используются в качестве источников информации – объектов внутреннего контроля по оплате труда в бюджетном учреждении. В ходе внутреннего контроля по оплате труда в бюджетном учреждении проверяются документы, которые подтверждают расчеты по начислению и выдаче заработной платы, удержаний из нее:

- трудовые договора и договора гражданско-правового характера;
- положения о заработной плате и премировании;
- штатное расписание, приказы;
- таблицы учета рабочего времени, листки временной нетрудоспособности;
- личные карточки;
- заявления о предоставлении налоговых вычетов;
- ведомости выдачи заработной платы и другие документы.

Также проверке подвергаются главная книга, учетные регистры, бухгалтерский баланс, приложения к нему, отчет о финансовых результатах.

С помощью полученной информации непосредственно осуществляется контроль использования времени, поддержания соотношения между затратами и оплатой труда, распределение прогрессивных методов оплаты труда, распределение премий, надбавок,

стимулирующих выплат.

В части внутреннего контроля по оплате труда в бюджетном учреждении выполняются функции, представленные на рисунке 3.

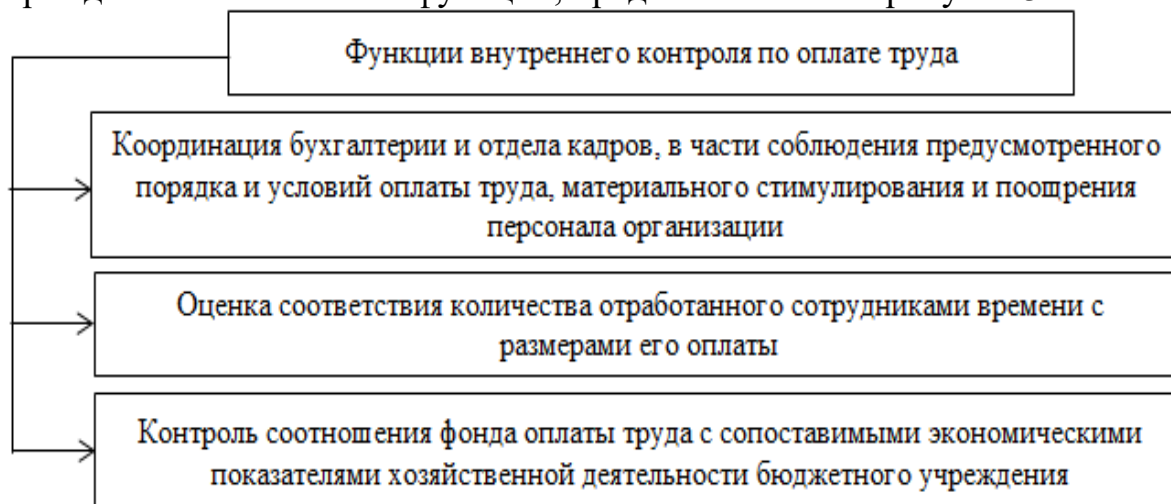


Рисунок 3 – Функции внутреннего контроля по оплате труда в бюджетном учреждении (составлено автором)

Основные этапы внутреннего контроля по оплате труда в бюджетном учреждении представлены в таблице 1.

Таблица 1 – Основные этапы внутреннего контроля по оплате труда в бюджетном учреждении (составлено автором)

Этапы	Содержание
Начальный этап	осуществление самоконтроля работника, в должностные обязанности которого входит начисление заработной платы и удержаний из нее; осуществление контроля главного бухгалтера или начальника отдела за деятельностью подчиненного и правильностью выполняемых им операций
Планирование	согласование условий внутреннего контроля; составление общего плана и программы внутреннего контроля
Сбор и анализ контролируемых доказательств	исследование доказательств; их документирование; корректировка произведенных на этапе планирования расчетов; сравнение уровня существенности с имеющимися ошибками; оценка финансового состояния организации
Формирование результатов проверки	составление письменного отчета; формирование заключения о проверке
Систематизация результатов	формирование и архивирование рабочих документов проверки, которые должны храниться не менее пяти лет, в соответствии со стандартами и внутренними инструкциями

Начальный этап внутреннего контроля по оплате труда в бюджетном учреждении является необходимым, так как допущение ошибок в процессе

начисления заработной платы и несвоевременное представление необходимой отчетности в контролирующие органы может негативно отразиться как на деятельности учреждения в целом, так и на ответственном лице. Следует проводить постоянно, в связи с тем, что работник, отвечающий за начисление заработной платы и удержаний, зачастую может не обладать достаточными знаниями и умениями в определенной ситуации.

В общем плане указывается ожидаемый объем, сроки проведения проверки, основные виды работ и график их выполнения, назначаются исполнители.

Типичные ошибки, выявляемые в ходе внутреннего контроля по оплате труда в бюджетном учреждении, представлены на рисунке 4.

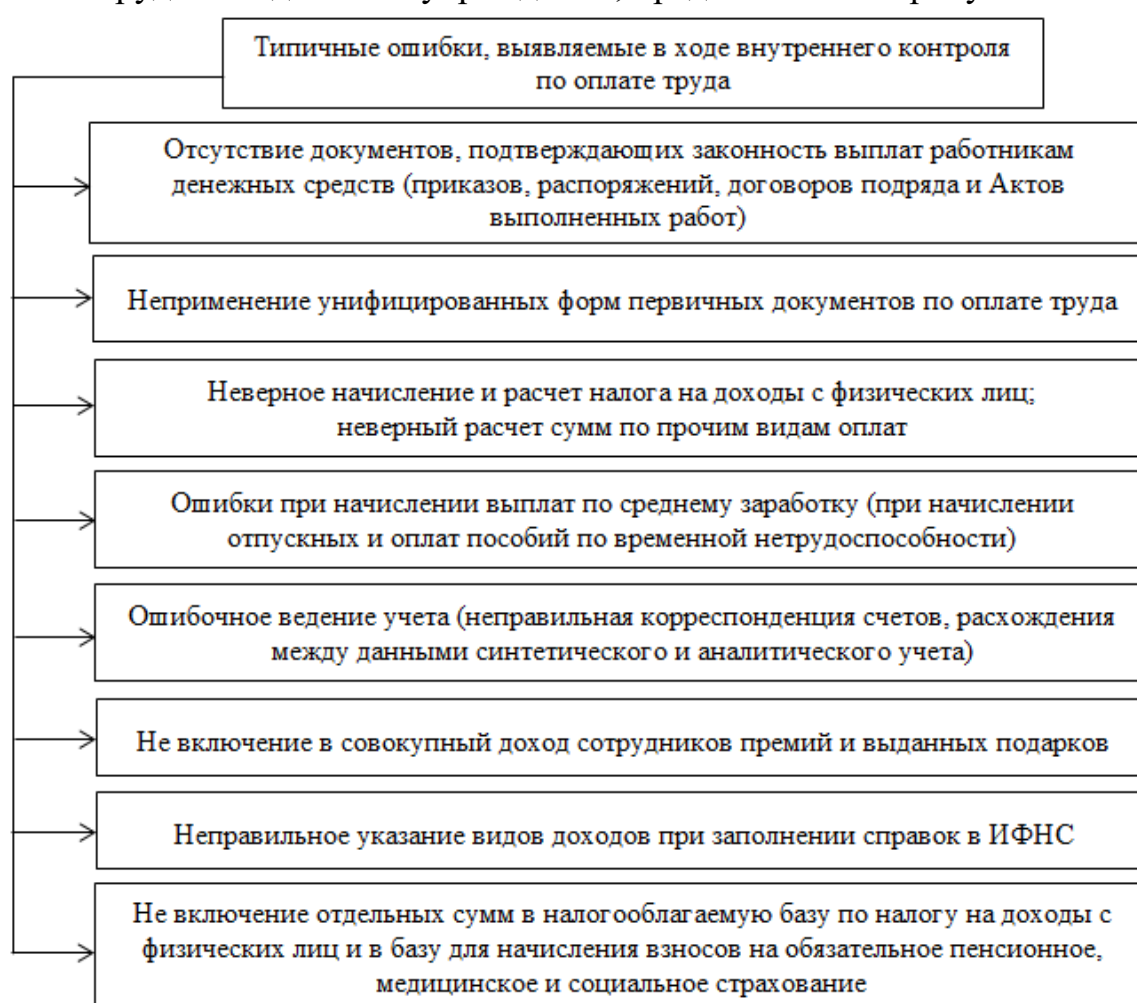


Рисунок 4 – Типичные ошибки, выявляемые в ходе внутреннего контроля по оплате труда в бюджетном учреждении (составлено автором)

По мнению автора работы, все эти ошибки можно выявить при проведении процедуры внутреннего контроля и впоследствии избежать санкций контролирующих органов.

Подводя итоги, можно констатировать, что организация внутреннего

контроля по оплате труда в бюджетном учреждении подразумевает обеспечение надлежащей действенности, в которой четко распределены обязанности работников бухгалтерии для проверки направлений отчетности по оплате труда, а также определены границы их полномочий в соответствии с возложенными обязанностями. Такой подход при условии внедрения и использования на практике обеспечит формирование функционального алгоритма внутреннего контроля, соответствующей необходимым требованиям, продуманного и рационального использования бюджетных ассигнований, рост объемов и качества предоставляемых услуг. Система внутреннего контроля по оплате труда в бюджетном учреждении включает в себя: контроль достоверности производимых начислений и выплат работникам и полноты отражения их в бухгалтерском учете; проверку соблюдения норм действующего законодательства; оценку системы организации аналитического и синтетического учета; проверку правильности оформления первичных документов и отражения в учете расчетов по оплате труда; контроль расходов и расчетов с внебюджетными фондами; анализ эффективности расходов, производимых из фонда оплаты труда.

Таким образом, грамотная организация внутреннего контроля по оплате труда в бюджетном учреждении повышает достоверность бухгалтерской и финансовой отчетности, а также позволяет избежать нарушений действующего законодательства, и как следствие позволяет избежать разногласий и претензий со стороны контролирурующих органов.

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ИЗУЧЕНИЕ ВЛИЯНИЯ ПАРАЗИТАРНЫХ ЗАБОЛЕВАНИЙ НА ЭФФЕКТИВНОСТЬ ПРОФИЛАКТИЧЕСКИХ ПРИВИВОК

Резюме. На современном этапе развития общества основой борьбы с инфекционной патологией является иммунопрофилактика. По подсчетам специалистов ВОЗ за последнее столетие продолжительность жизни человека увеличилась в среднем на 30 лет, из них на 25 лет - благодаря прививкам.

Изменения взглядов (модернизация) в отношении иммунопрофилактики нашли отражение в нормативных документах регионального уровня.

Национальный календарь профилактических прививок (1997, 2001, 2008, 2011 г.г.), а также позволили довести охват профилактическими прививками до 96-99% по всем прививаемым инфекциям.

Ключевые слова: паразитарная заболевания, профилактика, вакцинация.

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STUDY OF THE INFLUENCE OF PARASITIC DISEASES ON THE EFFECTIVENESS OF PREVENTIVE VACCINATIONS

Resume. At the present stage of development of society, the basis of the fight against infectious pathology is immunoprophylaxis. According to WHO experts, over the past century, human life expectancy has increased by an average of 30 years, including 25 years due to vaccinations.

Changes in attitudes (modernization) in relation to immunoprophylaxis are reflected in regulatory documents at the regional levels.

The National Calendar of Preventive Vaccinations 1997, 2001, 2008, 2011), and also allowed to increase the coverage of preventive vaccinations to 96-99% for all vaccinated infections.

Key words: parasitic diseases, prevention, vaccination.

Актуальность. Давно установлено, что наиболее распространенными среди больных повсеместно в мире являются кишечные паразитозы[5]. Несмотря на огромные усилия, прилагаемые для борьбы с ними, достижения далеки от желаемого. Одновременно с этим раскрываются новые стороны социально-экономической значимости кишечных паразитозов, в частности, их воздействие на физическое и психическое развитие детей, на повышение среди них различной заболеваемости[2,6].

Все это заставляет изыскивать новые, нетрадиционные подходы по ограничению распространения паразитозов как в целом, так и отдельных их групп и нозологий[1,7].

Среди них особенно следует отметить меры генетического контроля восприимчивости и устойчивости к паразитарным болезням, меры оценки методов контроля за кишечными паразитогами, гипотеза избирательного изменения и уклонения паразитов от иммунного воздействия, выработка новых подходов в диагностике, лечении и профилактики инвазий среди больных, санитарно-гигиенического воспитания детей. Естественно, реализация новых подходов, основная цель которых – снизить заболеваемость среди детей кишечными паразитами и тем самым создать благоприятные условия для повышения их здоровья, возможно, путем новых, специальных исследований[4]

Давно прекратились эпидемии чумы, от которых в средневековье вымерла треть населения Европы; люди забыли о натуральной оспе, которой в XVII-XVIII веках ежегодно заболевало около 10 млн человек; получила свое чудотворное воздействие вакцина против полиомиелита; снизилась заболеваемость многими детскими инфекциями [6].

Если оставить в стороне взгляды на болезнь как на божью кару, то еще во времена средневековья врачи отмечали, что заражение обычно происходит в период эпидемии. При этом известно, что один заразившийся человек вовсе не заболевает или отвечает только иммунной реакцией, второй остается клинически здоровым носителем возбудителя инфекции, третий переносит болезнь в легкой или стертой форме, четвертый - в типичной форме, в том числе тяжелой, пятый умирает от нее.

Механизмы, препятствующие проникновению в макроорганизм возбудителей и их размножению, могут быть разделены на неспецифические (играют роль при контакте с любым или многими возбудителями) и специфические (направленные против одного определенного возбудителя). Между механизмами резистентности и

иммунитета существует своеобразный синергизм, что усиливает защиту [7].

Цель исследования.Целью проведенного исследования было изучение роли среднего медицинского персонала в организации вакцинопрофилактики, изучение информированности родителей о проведении прививок их детям и отношение к прививкам в целом.

Материалы и методы исследования.Используемые методы: метод теоретического анализа литературных источников и нормативной документации, анкетирование, эмпирические, математической статистики и аналитические.

Результаты исследования.В медицинской практике пока нет условий для определения уровня антител у всех вакцинированных, хотя серологический мониторинг широко применяется для оценки коллективного иммунитета, а серологический скрининг — для подбора контингентов людей при испытании новых вакцин.

В идеале желательно знать потенциальную способность каждого человека развивать иммунитет против возбудителей конкретных инфекций еще до проведения вакцинации. Проблема прогнозирования развития иммунитета на вакцину у отдельных людей практически не разрабатывается.

Иммунологическую персонализацию вакцинации можно проводить за счет подбора вакцин (среди однонаправленных препаратов), выбора доз, схем введения вакцин, использования адьювантов и других средств иммуномодуляции.

Имеется мнение, что общее количество людей, нуждающихся в коррекции развития иммунитета, составляет 25% от числа всех вакцинируемых людей. Годовые статистические отчеты лечебного учреждения, аналитические отчеты, анкеты, прививочные карты.

В результате опроса выяснилось, что 71,8% опрошенных родителей хотели бы получать сведения о вакцинопрофилактике от медицинских работников; 13% – из распространяемых информационных материалов; 8,7% – из средств массовой информации и 6,5% – от знакомых и родственников.

Отсюда следует, что для выполнения и поддержания на должном уровне достигнутых результатов в вопросах вакцинопрофилактики необходимы грамотные, умные и хорошо подготовленные специалисты сестринского дела, которые обязаны знать методы профилактики и уметь организовывать свою работу, а также активно взаимодействовать с населением в вопросах пропаганды профилактических прививок. Для повышения эффективности вакцинации детей и подростков медицинским сестрам необходимо строго выполнять нормативные требования.

Вывод. Полученные в результате исследования данные позволили определить роль сестринского персонала в вопросах организации

вакцинопрофилактики, а также помогли разработать предложения по повышению качества профилактической работы на поликлиническом этапе.

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ОСОБЕННОСТИ ДИАГНОСТИКИ И ЛЕЧЕНИЯ ЦИТОМЕГАЛОВИРУСНОЙ ИНФЕКЦИИ

Резюме. В последние годы отмечена тенденция к увеличению среди беременных частоты вирусных инфекций и возросла их способность, при определённых условиях, к эпидемическому распространению. Решение Европейского бюро ВОЗ о включении цитомегаловирусной инфекции (ЦМВИ) в группу заболеваний наглядно демонстрирует возросшую роль ЦМВИ в развитии ряда серьёзных заболеваний человека. С участием ЦМВИ связывают самопроизвольные выкидыши, преждевременные роды, мертворождения, врожденные пороки развития, фетопатии, заболевания новорожденных и детей раннего возраста.

Ключевые слова: всемирная организация здравоохранения, Вирус иммунодефицита человека, внутриутробная инфекция, вирус Эбштейна-Барр, гематоэнцефальный барьер, дезоксирибонуклеиновая кислота.

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FEATURES OF DIAGNOSTICS AND TREATMENT OF CYTOMEGALOVIRUS INFECTION

Summary. In recent years, there has been a tendency towards an increase in the frequency of viral infections among pregnant women and their ability, under certain conditions, to epidemic spread has increased. The decision of the WHO European Office to include cytomegalovirus infection (CMVI) in the group of diseases clearly demonstrates the increased role of CMVI in the development of a number of serious human diseases. With the participation of CMVI, spontaneous miscarriages, premature births, stillbirths, congenital malformations, fetopathy, diseases of newborns and young children are associated.

Keywords: World Health Organization, Human Immunodeficiency Virus, intrauterine infection, Ebstein-Barr virus, blood-brain barrier, deoxyribonucleic acid.

Актуальность. При острой ЦМВИ заражается 30 – 40% новорожденных, 20 – 30% из них умирает. Из выживших детей инвалидизируется 90% и выздоравливает лишь 10%.

Вирус имеет сродство к ткани слюнных желез и при локализованных формах обнаруживается только в этих железах. ЦМВ персистирует (сохраняется) в организме пожизненно. Он широко распространен в популяции. Антитела к цитомегаловирусу выявляют у 10-15% подростков. К возрасту 35 лет эти антитела выявляют уже у 40% людей. ЦМВ не очень заразен. Для заражения обычно требуются длительное, тесное общение или многократные контакты.

Цель исследования. В связи с выше изложенным целью настоящего исследования явилось оценка клинко-иммунологической эффективности фармакологического препарат полиоксидония в комплексной терапии больных цитомегаловирусной инфекцией.

Материалы и методы исследования. Проспективную группу составили 48 женщин с отягощённым акушерским анамнезом в возрасте от 19 до 35 лет, из них у 33 (71,6%) выявлены IgG-антитела к ЦМВ (хроническая форма) и у 15 (28,3%) - IgM-антитела к ЦМВ (острая форма). Основную группу составили 35 женщин. Сравнительную группу составило 33 женщин с ЦМВИ. В анамнезе у обследованных больных были частые острые респираторные заболевания с осложнениями, острые кишечные инфекционные заболевания, самопроизвольные прерывания беременности, обратные развития плода, мертворождения, преждевременные роды и другая акушерская патология.

Результаты и обсуждение. Течение ЦМВИ у больных женщин в значительной степени определяется вариантами и спектром проявлений заболевания. Эти особенности ЦМВИ нередко становятся ведущими факторами определяющими возникновение выкидышей, осложнений беременности. До конца не выяснено, какая из форм ЦМВИ - острая или хроническая играет ведущую роль в развитии осложнений течения беременности.

Вирусологические исследования показали, что значительное число пациенток инфицировано ЦМВИ.

Среди больных основной и контрольной группы с ЦМВИ явления ОРВИ зарегистрированы у (100 %) жаловались на повышение температуры, озноб, ринофарингит, быструю утомляемость, мышечные и головные боли, боли в суставах, незначительную болезненность подчелюстных, шейных, околоушных лимфатических узлов. Симптомы интоксикации в большинстве случаев отсутствовали или были выражены умеренно.

У 1 пациентки основной и у 2 пациенток сравнительной группы с ЦМВИ в анамнезе имело место субфебрильная температура без катаральных явлений в носоглотке в течение 2-3 дней. 17 (74,2 %) пациентов основной группы отмечалось папулезно-везикулезные высыпания на коже щек, открытой части груди, когда у 13 (74,2 %) пациенток контрольной группы обнаружено папулезно-везикулезные высыпания на коже щек, открытой части груди хотя антител к вирусу простого герпеса в сыворотке крови у них не обнаружено.

Изучение анамнеза показало, что под диагнозом «респираторных» и «гриппоподобных» заболеваний скрывалась острая ЦМВИ. Это предположение подтверждается тем, что у неинфицированных ОРВИ встречалась в 3 раза реже, чем при острой и хронической формах ЦМВИ. Кроме того, у 13 женщин с острой ЦМВИ, перенесших ОРВИ, обнаружен высокий титр IgM к ЦМВ, у 12 наблюдался рост титра антител в динамике.

Таким, образом, у женщин с ЦМВИ преобладают катаральные и гриппоподобные проявления. По мнению некоторых авторов, гипертермия неясного генеза и папулезно-везикулезные высыпания на коже у женщин также являются специфическими проявлениями цитомегаловирусного процесса. Наличие указанных заболеваний и симптомов в совокупности с элементами высыпания необходимо расценивать как острую форму ЦМВИ.

Таким образом, у пациенток основной группы с ЦМВИ, маскируется под острым респираторным вирусным инфекцией (100%), острым бронхитом (80 %), тонзиллитом (51,4 %), катаральными явлениями верхних дыхательных путей (87,8 %), пиелонефритом (82,8 %). А у больных контрольной группы ЦМВИ маскируется под острым респираторным вирусным инфекцией (100 %), острым бронхитом (81,8 %), тонзиллитом (51,5 %), катаральными явлениями верхних дыхательных путей (84,4 %), пиелонефритом (84,8 %). Поэтому у этих больных обязательен скрининг на ЦМВ – специфические IgM-антитела, что позволит своевременно выявить заболевание и провести адекватную патогенетическую терапию.

Клиническая оценка течения процесса с учетом формы, акушерско-гинекологических и общесоматических заболеваний и ассоциированных факторов риска проведена у 48 женщин с ЦМВИ. При наличии экстрагенитальных заболеваний ЦМВИ протекала тяжелее и длительнее.

Вывод. 1. Разработан план обследования женщин ЦМВИ. Разработан алгоритм ведения прегравидарной терапии у женщин с цитомегалией.

2. Оценена эффективность препарата Полиоксидоний в комплексной терапии женщин с ЦМВИ.

3. Разработанная схема комплексного прегравидарного лечения ЦМВИ полиоксидонием позволяет снизить частоту угрозы прерывания беременности в 2,7 раза, гестоза 3,5 раза, внутриутробной задержки развития плода в 3,9 раза, слабости родовой деятельности в 3,4 раза,

несвоевременное излитие околоплодных вод в 3,7 раза, кровотечения в 3 раза, преждевременных родов в 2,2 раза.

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СОВЕРШЕНСТВОВАНИЕ РЕКЛАМНОЙ ДЕЯТЕЛЬНОСТИ ОРГАНИЗАЦИИ ОНЛАЙН-РИТЕЙЛА

Аннотация: Данная статья посвящена актуальной проблеме совершенствования рекламной деятельности организаций, занимающихся онлайн-торговлей. В работе проведен анализ рекламной деятельности компании «Инфодайн», занимающейся онлайн-продажей ноутбуков и ПК, сделана оценка текущей рекламной стратегии и сформулированы предложения по ее улучшению. На основе проведенного нами исследования были определены пути улучшения рекламной деятельности компании «Инфодайн», способные повысить количество продаж и конкурентоспособность данной организации.

Ключевые слова: реклама, инструменты рекламы, эффективность рекламы, интернет-реклама, контекстная реклама, онлайн-торговля.

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IMPROVING THE ADVERTISING ACTIVITIES OF AN ONLINE RETAIL ORGANIZATION

Annotation: This article is devoted to the urgent problem of improving the advertising activities of organizations engaged in online trading. The paper analyzes the advertising activities of the Infodyne company engaged in the online sale of laptops and PCs, evaluates the current advertising strategy and forms proposals for its improvement. Based on our research, we identified ways to improve the advertising activities of the Infodyne company, which can increase the number of sales and the competitiveness of this organization.

Keywords: advertising, advertising tools, advertising effectiveness, online advertising, contextual advertising, online trading.

Сегодня реклама является неотъемлемой частью системы маркетинговых коммуникаций современной компании. С ее помощью фирма может заявить о себе и своем продукте на рынке, склонить

потенциального покупателя к покупке, создать определенный образ компании и бренда. Это обязательный компонент успешного бизнеса. В условиях современной деловой среды сложно представить организацию, которая обходится абсолютно без рекламы. Ведь полный отказ от рекламы в первую очередь привел бы к снижению конкурентоспособности. Современное предприятие должно сообщить потенциальному покупателю о своем существовании, о своей продукции, в то же время привлечь его и, в конце концов, способствовать совершению покупки. Исключением здесь не являются и компании онлайн-ритейла. В качестве цели работы нами было выбрано определение слабых мест в рекламной деятельности компании «Инфолайн», занимающейся онлайн-продажей ноутбуков и ПК, анализ их текущей рекламной стратегии и поиск путей улучшения рекламной деятельности данной компании, способных повысить количество продаж и конкурентоспособность данной организации.

Для начала определим, что является рекламой. Согласно федеральному закону Российской Федерации "О рекламе" от 13.03.2006 N 38-ФЗ, реклама – это «информация, распространенная любым способом, в любой форме и с использованием любых средств, адресованная неопределенному кругу лиц и направленная на привлечение внимания к объекту рекламирования, формирование или поддержание интереса к нему и его продвижение на рынке» [1]. Но в данной работе мы будем ориентироваться на определение, озвученное Фрэнком Джефкинсом и Дэниэлом Ядином, которые понимают рекламу, как «точно позиционированное для вычисленной целевой аудитории сообщение о товаре или услуге, изготовленное и размещенное по возможной минимальной цене» [2,23 с.]. Здесь нам важно выделить, что рекламное сообщение предназначено для определенной целевой аудитории, а стоимость производства и доставки такого сообщения должна быть минимально возможной, чтобы рекламу можно было признать эффективной.

Основной целью рекламы является склонение потребителя к выполнению нужного действия (например, покупка товара или оплата услуги, запоминание бренда, отдельной мысли и т.п.). Среди задач рекламы можно выделить информирование о фирме и ее товарах/услугах, в том числе поддержание осведомленности и закрепление информации о компании и ее продукции в умах потребителей, а также позиционирование фирмы, создание определенного имиджа, образа отличного от конкурентов.

Существует множество критериев для классификации рекламы, но для целей данной статьи нам важна именно классификация по средствам распространения. В ней выделяют рекламу:

- 1) Печатную (листовки, брошюры, флаеры, каталоги и т.п.),

2) В прессе (статьи, объявления, рекламные блоки в газетах и журналах и др.),

3) На радио (реклама в эфире, рекламные блоки в радиопередачах),

4) На телевидении (рекламные видеоролики, рекламные блоки в телепередачах),

5) В сети Интернет (контекстная и таргетированная реклама, реклама в социальных сетях, баннеры на сайтах и пр.),

6) Наружная (билборды, уличные экраны, вывески и т.п.) и реклама на транспорте (как внутри, так и снаружи).

В рамках данной работы мы будем подробно говорить о рекламе в сети Интернет по ряду причин. Во-первых, в качестве цели данной работы было выбрано определение слабых мест в рекламной деятельности онлайн-ритейлера. И организация, чью рекламную деятельность мы рассматриваем, занимается торговлей в сети Интернет. Для онлайн-магазинов реклама в сети Интернет является более эффективной, так как обычно позволяет совершить переход на страницу магазина непосредственно по клику на рекламное сообщение. Кроме того, из-за влияния пандемии COVID-19 2020 года рынок онлайн-торговли вырос. Пандемия ускорила процесс перехода торговли в онлайн, поскольку данная тенденция была заметна и до 2020 года, став для российского рынка Интернет-торговли мощным катализатором развития. В конце 2020 года был зафиксирован его рост на 57% по отношению к 2019 году, а объем достиг 2,7 трлн руб [3]. Следовательно, выросла конкуренция за внимание потенциального покупателя. Этим во многом и обусловлена причина, по которой исследуемая нами организация задумалась об увеличении эффективности своей рекламной деятельности.

В данной статье мы исследуем рекламную деятельность компании ООО «ИНФОДАЙН НОУТБУК ШОП», чтобы в конечном итоге сформировать предложения по улучшению ее эффективности. Компания ООО «ИНФОДАЙН НОУТБУК ШОП» (компания «Инфолайн») занимается продажей в России через сеть Интернет ноутбуков, ПК, сканеров и аксессуаров производства крупной международной компании-производителя. Компания занимается продажей продукции среднего, средне-высокого, высокого и премиального ценового сегмента, предназначенной для специалистов и представителей бизнес-сообщества. Для продвижения своей продукции компания «Инфолайн» традиционно использовала баннерную рекламу в федеральных СМИ IT-тематики, представители целевой аудитории которых могли стать потенциальными покупателями товаров онлайн-магазина. Другие типы рекламы в сети Интернет компанией ранее не использовались. Также другие каналы распространения рекламы, например, печатная реклама, реклама в прессе, радио и ТВ и др., были отклонены «Инфолайн», поскольку это онлайн-магазин и все продажи происходят через сеть Интернет.

Нами был проведен анализ баннерных рекламных кампаний, проведенных компанией «Инфолайн», который показал их неэффективность. Сама компания «Инфолайн» не проводила системного анализа проведенных рекламных кампаний для оценки их эффективности, во многом из-за того, что в структуре организации отсутствует должность специалиста, который занимается рекламой. Функции такого специалиста выполнялись попеременно руководителем компании и его заместителем, что послужило также причиной несистемности и отсутствия последовательности в анализе рекламной деятельности организации. В таблице 1 указаны данные по стоимости, продолжительности и итоговых результатах последних проведенных кампаний с использованием баннерной рекламы.

Таблица 1. Результаты баннерных рекламных кампаний ООО «ИНФОДАЙН НОУТБУК ШОП»

№	Стоимость, руб.	Период проведения, дни	Кол-во показов	Клики	CTR, %	CPC, руб.
1	90000	21	27007	5	0,02	18000
2	50000	6	105798	138	0,13	362,32
3	90000	7	19720	11	0,06	8181,8
4	60000	7	168658	604	0,36	99,3
Итого	290000	41	321183	758	0,23	382,58

Итого общие затраты компании на размещение баннеров составили 290000 рублей. При этом средний показатель кликабельности (click-throughrate, CTR) составил всего 0,23%, что лишь немного превышает нижнюю границу того, когда показатель CTR можно считать нормальным для баннеров в современных условиях рынка интернет-рекламы [4]. CTR нами рассчитывался по формуле количество кликов поделенное на количество показов и умноженное на 100%. Средняя цена за клик (costperclick, CPC) рассчитывается по формуле, где стоимость размещения рекламного блока (бюджет) делится на количество кликов. В данном случае CPC составляет 382,58 руб. за клик, что является довольно высоким показателем. При этом нет гарантии, что пользователь, перейдя на сайт, совершит на нем целевое действие и такая цена за клик окупится.

Согласно статистике продаж, предоставленных компанией «Инфолайн», данные кампании принесли лишь 16 продаж ноутбуков, стоимость которых варьируется от 64 тыс. до 140 тыс. руб. Учитывая, что в данной сфере наценка от магазина на товар не превышает 10-20%, при этом из этой суммы необходимо оплатить логистику, аренду складов, зарплату сотрудникам и пр., затраты на данные кампании не окупались.

При этом у двух кампаний CTR находится ниже показателя 0,1%, что можно признать неудачей, а цена за клик составляет 18000 руб. и 8181,8 руб., что является крайне высокой ценой за клик и указывает на полный

провал данных кампаний и неэффективное расходование рекламного бюджета.

В качестве альтернативы баннерной рекламы нами был предложен другой тип рекламы в сети Интернет – контекстная реклама в поисковых системах Yandex и Google, а также на сайтах через системы Яндекс.Директ и Google Реклама (ранее GoogleAdWords). Выбор в пользу контекстной рекламы был сделан по ряду причин, которые мы рассмотрим ниже. Еще одним вариантом, который мы собирались предложить на замену баннерной рекламе была таргетированная реклама в социальных сетях, но поскольку «Инфолайн» не ведет аккаунты в социальных сетях, руководством компании было принято решение отказаться от этого варианта в пользу контекстной рекламы.

В отличие от баннерной рекламы, показ которой ограничен пределами одного сайта (а зачастую лишь определенной страницей сайта СМИ), контекстная реклама демонстрируется как в начале поисковой выдачи, так и на сайтах-партнерах. Например, в списке сайтов-партнеров рекламной сети «Яндекса» находятся ресурсы с многомиллионной ежедневной аудиторией: Mail.ru, «Одноклассники», «Авито», LiveJournal, «КиноПоиск» и т.д. Это в разы увеличивает пул пользователей, которые потенциально могут увидеть рекламу компании.

У баннерной рекламы либо отсутствуют, либо крайне ограничены возможности таргетинга. Обычно сайты СМИ предлагают только геотаргетинг, а также ограничение по времени показа баннера, причем часто эти услуги оплачиваются отдельно. Подразумевается, что среди читательской аудитории СМИ находится много представителей целевой аудитории и потенциальных потребителей продукции заказчика рекламы. В то же время контекстная реклама обладает крайне детальными и гибкими настройками таргетинга. Многие системы предусматривают настройку по демографическим параметрам, географии, интересам, используемым устройствам, времени показа и т. д. Это позволяет точнее отсеять нерелевантную аудиторию и показывать рекламное сообщение представителям целевой аудитории заказчика.

Серьезной проблемой для любой рекламы в сети Интернет являются блокировщики рекламы. Из-за них реклама может показываться «вхолостую», то есть система засчитает показ, в то время как блокировщик рекламы просто скроет само рекламное сообщение. К сожалению, контекстная реклама тоже блокируется данными программами. Но, в отличие, от баннеров у контекстной рекламы есть один неоспоримый плюс. По опросам компании AdBlockPlus, разработчику самого популярной программы для блокировки рекламы, контекстная реклама вызывает меньше всего раздражения у пользователей сети Интернет. Наибольшее раздражение вызывает всплывающая реклама на сайте, а разные типы баннеров занимают 2 и 3 место в рейтинге самых

раздражающих типов рекламы [5]. По результатам подобных опросов компания AdBlockPlus определяет какие типы рекламы считать «ненавязчивыми» и по умолчанию разрешает их показ. Пользователь все еще может отключить показ абсолютно любой рекламы в сети Интернет, для чего ему надо изменить настройки приложения, но большинство этого не делает. В итоге баннер будет с крайне высокой вероятностью скрыт у пользователя с блокировщиком рекламы, чего не скажешь о контекстной рекламе.

В таблице 2 приведены результаты рекламной кампании с использованием контекстной рекламы в системах Яндекс.Директ и GoogleAdWords, которую мы предложили компании «Инфолайн» в качестве альтернативны баннерным рекламным кампаниям. В каждой из систем мы отдельно собирали статистику по показам и переходам в поисковых системах, а также по показам и переходам с сайтов-партнеров. Общий бюджет данной рекламной кампании составил 205 920 рублей, а период проведения – 43 календарных дня. Основной целью кампании было поставлено обеспечение переходов на сайт онлайн-магазина «Инфолайн».

При настройке таргетинга контекстной рекламы нами был ограничен возрастной состав аудитории, были исключены пользователи младше 18 лет и старше 55, поскольку в данных возрастных группах наименьшее количество потенциальных покупателей товаров «Инфолайн». Прописаны интересы целевой аудитории и ключевые слова для поисков.

Таблица 2. Результаты рекламной кампании ООО «ИНФОДАЙН НОУТБУК ШОП» с использованием контекстной рекламы

№	Наименование	Кол-во показов	Клики	CTR, %	СРС, руб.
1	Яндекс, контекстная реклама в поисковой системе	46151	1965	4,26	31,12
2	Яндекс, контекстная реклама на сайтах партнеров	153347	1657	1,08	14,53
3	Google, контекстная реклама в поисковой системе	46131	3076	6,67	20,15
4	Google, контекстная реклама на сайтах партнеров	294783	4393	1,49	5,71
Итого		540412	11091	2,05	18,56

Таким образом, примерно за аналогичный временной период и с рекламным бюджетом на 29% меньше бюджета, использованного на

баннерные рекламные кампании, нам удалось добиться намного больших показателей. Общее число переходов на сайт у контекстной рекламы было почти в 15 раз больше, чем у баннеров (11091 против 758 кликов). Средний CTR контекстной рекламы составил 2,05% – в 9 раз выше. Наконец, средняя стоимость одного клика снизилась в 21 раз, до 18,56 руб. за клик.

Данная кампания привела к 261 продаже ноутбуков, в том числе премиум-класса, стоимость которых достигает 339 400 руб, тем самым полностью себя окупив, по оценкам «Инфолайн». Сложности с точным подсчетом объясняются тем, что не все пользователи принимают решение по покупке, перейдя в первый раз на сайт, а участие в анкетировании в момент покупки полностью добровольное.

Пробный запуск рекламной кампании с использованием контекстной рекламы в системах Яндекс.Директ и GoogleAdWords наглядно показал руководству «Инфолайн», что она намного эффективнее баннерной рекламы, которую ранее использовала компания в качестве основного канала генерации целевого трафика. В результате данная организация решила полностью отказаться от использования баннеров в пользу контекстной рекламы, в перспективе наняв в штат специалиста-таргетолога для тонкой настройки рекламных кампаний, постоянной аналитики и улучшения их эффективности.

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ИЗУЧЕНИЕ ЭФФЕКТИВНЫХ СПОСОБОВ ПЕРЕРАБОТКИ РАСТИТЕЛЬНЫХ МАСЕЛ

Аннотация: Развитие науки и техники имеет свою научную основу, лежащую в основе современных отраслей промышленности и разработок. В этой статье мы проанализировали несколько методов очистки масла и выделили идеи по наиболее эффективной щелочной очистке.

Ключевые слова: хлопковое масло, полученное из низкосортных семян хлопчатника, госсипол, каратиноид, хлорофилл, фильтрование, фосфатидов, фосфопротеидов.

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STUDYING EFFICIENT WAYS OF PROCESSING VEGETABLE OILS

Abstract: The development of science and technology has its own scientific basis, which underlies modern industries and developments. In this article, we've analyzed several oil refining methods and highlighted ideas for the most effective alkaline refining.

Keywords: cottonseed oil obtained from low-grade cotton seeds, gossypol, carotenoids, chlorophyll, filtration, phosphatides, phosphoproteins.

Введение:

Это процесс очистки масел от сопутствующих примесей. К примесям относятся следующие группы веществ: сопутствующие триглицеридам вещества, переходящие из доброкачественного сырья в масло в процессе извлечения; вещества, образующиеся в результате химических реакций при извлечении и хранении жира; собственно примеси – минеральные примеси, частицы мезги или шрота, остатки растворителя или мыла [1, 2, 3]. Помимо нежелательных примесей из жиров при рафинации удаляются и полезные для организма вещества: жирорастворимые витамины, фосфатиды, незаменимые полиненасыщенные жирные кислоты. Рафинированные жиры легче окисляются, так как из них удаляются

естественные антиокислители – фосфатиды и токоферолы. Поэтому рафинацию стремятся проводить таким образом, чтобы при максимальном извлечении нежелательных примесей сохранить полезные вещества.

Все методы рафинации делятся на: физические – отстаивание, центрифугирование, фильтрация, которые используются для удаления механических частиц и коллоидно-растворенных веществ; химические – серноокислая и щелочная рафинация, гидратация, удаление госсипола, которые применяются для удаления примесей, образующих в маслах истинные или коллоидные растворы с участием удаляемых веществ в химических реакциях; физико-химические – отбеливание, дезодорация, вымораживание, которые используются для удаления примесей, образующих в маслах истинные растворы без химического изменения самих веществ [1, 2, 3].

Физические методы. Механические примеси (частицы мезги и жмыха) не только ухудшают товарный вид жира, но и обуславливают ферментативные, гидролитические, окислительные процессы. Белковые вещества способствуют протеканию реакции Майяра (меланоидинообразования) и образованию липопроteidных комплексов. Механические примеси удаляют сразу же после получения масла.

Отстаивание – это процесс естественного осаждения частиц, находящихся во взвешенном состоянии в жидкой среде, под действием силы тяжести. При длительном отстаивании масла происходит выделение из него части коллоидно-растворенных веществ – фосфолипидов, слизи, белков за счёт их коагуляции. Масло после отделения осадка становится прозрачным. На промышленных предприятиях для отстаивания применяются механизированные двойные гущеловушки с электромеханическими вибраторами.

Центрифугирование – процесс разделения неоднородных систем под действием центробежных сил. В промышленности применяют корзиночные, тарельчатые, трубчатые центрифуги, например горизонтальную осадительную центрифугу непрерывного действия НОГШ-325, сепаратор А1-МСП. Для разделения тонких систем используют скоростные центрифуги: разделительные – для разделения двух несмешивающихся фаз (вода – жир) и осветляющие – для выделения из жидкостей тонкодисперсных механических примесей.

Для разделения суспензий применяют гидроциклоны, действие которых основано на использовании центробежных сил и сил тяжести.

Фильтрование – процесс разделения неоднородных систем с помощью пористой перегородки, которая задерживает твёрдые частицы, а пропускает жидкость и газ. Форпрессовое и экспеллерное масла подвергают фильтрованию дважды. Сначала проводят горячее фильтрование при температуре 50 – 55 °С для удаления механических примесей и отчасти фосфатидов. Затем – холодное фильтрование при

температуре 20 – 25 °С для коагуляции мелких частиц фосфатидов. В промышленности используют фильтр-прессы, состоящие из 15 – 50 вертикально расположенных фильтрующих ячеек, находящихся на одной общей горизонтальной станине. В ячейке находится фильтровальная ткань, которая постепенно забивается осадком (фузом). Фуз используют для получения масла экстракционным способом, а остаток – в мыловарении.

Химические методы. Гидратация – процесс обработки масла водой для осаждения гидрофильных примесей (фосфатидов, фосфопротеидов). В результате гидратации фосфатиды набухают, теряют растворимость в масле и выпадают в осадок, который отфильтровывают. Для полного удаления фосфопротеидов применяют слабые растворы электролитов, в частности хлорид натрия [1, 2, 3].

В целом гидратация сводится к тому, что масло нагревается до определённой температуры (подсолнечное и арахисовое – до 45 – 50 °С), смешивается с водой или барботируется острым паром, выдерживается для образования хлопьев с последующим отделением масла от осадка. В промышленности используют паровой, электромагнитный и гидротермический методы гидратации. Применяют оборудование периодического действия, непрерывного действия с тарельчатыми отстойниками и сепараторами «Лурги» и «Вестфалия» (Германия), «Альфа-Лаваль» (Швеция). В результате гидратации получают пищевое масло, пищевой и кормовой фосфатидные концентраты, масло для дальнейшей рафинации.

Научные результаты показывают, что целесообразно изучить ряд методов переработки нефти и привести в качестве примера работы следующих ученых.

Результаты анализов представлены в табл. 1. Из табл.1 видно, что по сравнению во смесью масличность семян хлопчатника из смеси I и II сортов выше на 2,7-2,8%, влажность ниже на 3,0-4,0%, опушенность ниже на 1,1-2,3%, вес 1000 шт семян выше на 4-8 г. Это говорит о том, что смесь хлопковых семян из хлопчатника III и IV сортов по показателям качества намного хуже, чем смесь из семян из I и II сортов, что отрицательно сказывается на качестве при получении из них форпрессового масла и жмыха [4].

Таблица 1.

Основные показателя смесей I и II сортов и III и IV сортов семян хлопчатника, поступающих на переработку

Наименование показателей семян	Ед. изм.	Смеси хлопковых семян	
		I и II сортов	III и IV сортов
Масличность	%	21,5-22,0	17,0-18,7
Влажность	%	8,5-10,7	12,5-13,0
Массовая доля дефективности семян	%	1,7-2,8	11,8-28,5
Опушенность	%	10,6-13,8	11,7-15,7

Вес 1000 шт семян	%	135,1-137,3	127,4-133,2
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Из табл.2 видно, что сырые форпрессовые масла, получаемые из смесей семян хлопчатника I-II и сильно отличаются по изученным показателям качества. Так например, кислотное число масла, полученного из смеси III-IV сортов семян хлопчатника имеет повышенное кислотное число на 1,0-1,3 мг КОН/г, содержание неомыляемых веществ – на 0,4-0,5%. Цветность масел, полученных из III и IV сортов семян хлопчатника не просматривается на цветомере Ловибонда. Это безусловно связано с повышенным содержанием общего госсипола в сыром масле на 0,4-0,6%. По результатам анализа установлено, что в масле, полученном из смеси семян хлопчатника III и IV сортов содержится больше на 4-5 ммоль/кг продуктов окисления жирных кислот, что требует дополнительных мер по их удалению из состава масла. Полученные результаты представлены в табл.2 [4].

Таблица 2.

Показатели сырых форпрессовых масел, полученных из высокосортных и низкосортных семян хлопчатника

Наименование показателей сырых форпрессовых масел	Ед. изм.	Из смеси хлопковых семян	
		I и II сортов	III и IV сортов
Кислотное число	мг КОН/г	4,25-5,18	5,31-6,15
Неомыляемых веществ	%	2,1-2,3	2,5-2,8
цветность при 35 жел. Ед -кр.ед -син.ед.	в 1 см слое	50-60,5 3,5-5,0	не проем
Перекисное число	м моль/кг	10-13	14-18
Фосфатиды	%	1,9-2,1	2,0-2,4
Госсипол	%	1,7-2,0	2,1-2,6

Щелочная рафинация – обработка масла щёлочью с целью выведения избыточного количества свободных жирных кислот. В процессе нейтрализации образуются соли жирных кислот – мыла. Мыла нерастворимы в нейтральном жире и образуют осадок – соапсток. Мыло обладает высокой адсорбирующей способностью, благодаря которой из жира удаляются пигменты, белки, слизи, механические примеси. Соапсток удаляется отстаиванием или центрифугированием.

Процесс щелочной нейтрализации состоит из следующих операций: обработка фосфорной кислотой для разрушения негидратируемых фосфатидов; нейтрализация щёлочью; первая промывка водой температурой 90 – 95 °С для удаления мыла; вторая промывка водой; обработка лимонной кислотой для удаления следов мыла; сушка в аппаратах под вакуумом. Нейтрализацию проводят непрерывным и периодическими методами. Периодический способ разделения фаз в гравитационном поле с водно-солевой подкладкой основан на растворении мыла в воде или в водном растворе хлорида натрия. При периодическом

методе нейтрализацию осуществляют в нейтрализаторе. Это аппарат цилиндрической формы с коническим дном, паровой рубашкой и грабельной мешалкой для перемешивания жира и щёлочи. Щёлочь подают сверху через распылители или снизу через змеевики. Через распылители подают раствор соли и воду.

Непрерывные методы:

– с применением сепараторов для отделения масла от соапстока под действием центробежных сил;

– с разделением фаз в мыльно-щелочной среде, при котором тонкодиспергированный жир пропускают через раствор

щёлочи, образующееся мыло растворяется в щёлочи, нейтрализованный жир всплывает и отводится из аппарата;

– рафинация в мисцелле – рафинация масла, выходящего в виде мисцеллы из экстрактора, без операции дистилляции, устраняется воздействием высоких температур на масло.

В результате щелочной рафинации уменьшается содержание свободных жирных кислот, жиры осветляются, удаляются механические примеси. В маслах, рафинированных щёлочью, наличие осадка не допускается.

Физико-химические методы. Отбеливание – процесс извлечения из жиров красящих веществ путём их обработки сорбентами. Для отбеливания жиров и масел широко используют отбельные глины – отбельные земли (гумбрин, асканит, бентонин). Они представляют собой нейтральные вещества кристаллического или аморфного строения, содержащие кремниевую кислоту или алюмосиликаты [5]. Для усиления эффекта отбеливания в отбельные глины добавляют активированный уголь. Кроме того, при добавлении к смеси отбельной глины и угля карбонатов никеля и меди выводится сера из рапсового масла. Процесс отбеливания заключается в перемешивании жира с отбельной глиной в течение 20 – 30 минут в вакуум-отбельных аппаратах. После отбеливания адсорбент отделяют с помощью рамных фильтр-прессов с ручной выгрузкой осадка. Используют также непрерывно действующие линии для отбеливания жиров, оснащённые герметичными саморазгружающимися фильтрами фирм «Де Смет», «Альфа-Лаваль» [1, 2, 3].

Дезодорация – процесс отгонки из жира летучих веществ, сообщающих ему вкус и запах: углеводов, альдегидов, спиртов, низкомолекулярных жирных кислот, эфиров и др. Дезодорацию проводят для получения обезличенного масла, необходимого в маргариновом, майонезном, консервном производствах. Процесс дезодорации основан на разнице температуры испарения ароматических веществ и самих масел. В промышленности используют способы периодического и непрерывного действия дезодорации жира [6]. Периодический способ. Основным методом дезодорации является отгонка вкусоароматических веществ в

токе водяного пара – дистилляция. Профильтрованные жиры помещают в аппараты-дезодораторы, добавляют лимонную кислоту для повышения стойкости к окислению. Жир нагревают до 170 °С и под вакуумом с острым паром температурой 250 – 350 °С отгоняют вкусоароматические вещества. Производительность дезодораторов периодического действия в среднем 25 т/сут. Непрерывные способы дезодорации жира осуществляются как на отечественных, так и на импортных установках. Дезодорация жира на установке фирмы «Де Смет» (Бельгия), включающей дезодоратор плёночно-барботажного типа, осуществляется в два этапа. На первом этапе летучие вещества отгоняются путём контактирования острого пара с тонкой плёнкой масла, образующейся за счёт стекания пара по вертикальному пакету пластинок. Окончательная дезодорация производится в кубовой части аппарата путём барботирования масла острым паром под давлением 66,5 – 266 мПа. Производительность этой установки 80 т/сут. Аналогична этой установке отечественная установка А1-МНД. Дезодорацию жира на установках «Спомаш» (Польша) и «Альфа-Лаваль», включающих дезодораторы барботажного типа (вертикальная тарельчатая колонна с высотой слоя масла на тарелке 30 – 50 см), проводят при температуре 200 – 230 °С. Дезодораторы имеют узлы улавливания погонов, что позволяет совмещать дезодорацию с отгонкой свободных жирных кислот. Производительность установок соответственно 100 и 150 т/сут. Вымораживание – процесс удаления воскообразных веществ, которые переходят в масла из семенных и плодовых оболочек масличных растений. Вымораживание проводят в начале или после рафинации. Сущность процесса вымораживания заключается в охлаждении масла до температуры 10 – 12 °С и последующей выдержке при этой температуре при медленном перемешивании для образования кристаллов воска. Затем масло подогревают до 18 – 20 °С для снижения вязкости и фильтруют. Профильтрованное масло прозрачное, не мутнеет при охлаждении даже до 5 °С. Особенностью рафинации хлопкового масла является предварительное выведение госсипола антраниловой кислотой. При этом образуется осадок антранилата госсипола, который отделяют от масла, а масло направляют на дальнейшую обработку

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ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ВЗАИМОДЕЙСТВИЯ В ФУТБОЛЬНЫХ КОМАНДАХ

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PSYCHOLOGICAL FEATURES OF INTERACTION IN FOOTBALL TEAMS

Summary. The article considers the ability to work in a team. The article highlights the psychological peculiarities of the development of the ability to work in a sports team of adolescents and youths playing football.

Keywords: psychological characteristics; development; teamwork; ability; footballer.

В видах спорта, предполагающих работу в команде, чрезвычайную важность обретает развитие у спортсменов необходимых для этого умений, способностей и личностных особенностей.

В психологической науке изучаются уровни развития спортивных команд, малые группы и коллективы, структура спортивной группы, социально психологические аспекты комплектования спортивных команд, лидерство и его влияние на успешность деятельности спортивной команды. Рассматриваются психологический климат, сплоченность спортивной команды и успешность спортивной деятельности, конфликты в спортивной команде и за ее пределами, социально психологические особенности принятия тренером команды [7, с. 209–244]. Подвергаются измерению, анализу и изменению взаимоотношения в спортивных группах и командах, пути предупреждения и разрешения конфликтов в общении

членов команды. Предлагаются методы организации социальнопсихологического тренинга взаимовлияний в команде [5, с. 195–132].

Формировать способность к командной работе необходимо с детства. В фокус исследования нами были помещены подростки и юноши, играющие в футбол. Ими и их тренерами в качестве наиболее важного личностного свойства спортсмена, играющего в футбольной команде, была обозначена ответственность. В психологии социальная ответственность личности рассматривается как качество, характеризующее ее социальную типичность [8, с. 89]. При этом подчеркивается, что для формирования личной ответственности, как определяющей процесс социализации личности и проявляющейся в общественно значимой деятельности, особое значение имеет подростковый возраст с возникающими в нём идеальными образцами поведения, в котором создается нравственная основа, позволяющая человеку самому управлять своим поведением и развитием [9, с. 192].

В работах ученых ответственность фигурирует как нравственная основа личностного развития молодежи [4, с. 133], обозначается и исследуется как один из важнейших параметров нравственноволевого развитие подростков [1, с. 129]. Поэтому сложно переоценить значимость для процесса воспитания и развития подростков развитости у их тренеров ответственности [3, с. 144]. Развитие способностей к командной работе предполагает развитие тенденции к доминированию и стремления к достижениям как стремления к активно выраженной личностной позиции, проявляющейся в совместной деятельности внутри команды. Важными параметрами являются эмоциональная устойчивость спортсменов как эмоциональная неподверженность деструктивным влияниям, а также коммуникативная компетентность как развивающийся и в значительной мере осознаваемый межличностный опыт. Умеренность потребности в поддержке и одобрении и готовность к командному взаимодействию с высоким уровнем развития мотивационных, познавательных, эмоциональных и волевых процессов личности тоже обеспечивают успех предстоящей деятельности [2, с. 110]. Важными эти параметры являются и для начинающих футболистов.

В результате проведенного эмпирического исследования, при сравнении показателей начинающих футболистов и не спортсменов, нами было выявлено, что у футболистов в сравнении с теми, кто не занимается спортом, в большей мере развита способность к командной работе, тенденция к доминированию и достижениям, эмоциональная устойчивость, готовность к командному взаимодействию. У них так же, как и у не спортсменов, в меньшей мере развита потребность в поддержке и одобрении, коммуникативная компетентность. У футболистов, в сравнении с не спортсменами, развитие способности к командной работе в

большой мере связано с развитием тенденции к доминированию, готовностью к командному взаимодействию. У футболистов, в сравнении с не спортсменами, развитие способности к командной работе в меньшей мере связано с развитием потребности в поддержке и одобрении. Было выявлено, что у начинающих футболистов степень развития способности к командной работе специфическим образом обусловлена развитием тенденции к доминированию и стремлением к достижениям, эмоциональной устойчивостью, коммуникативной компетентностью, потребностью в поддержке и одобрении, готовностью к командному взаимодействию. У них развитие способности к командной работе предполагает согласованность в развитии таких личностных особенностей, как мотивация успеха, стрессоустойчивость, импульсивность, нравственность, способность принимать решения и способность правильно вести себя в конфликтных ситуациях.

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РУССКИЙ ЯЗЫК В СОВРЕМЕННОМ МИРЕ

Аннотация: В статье рассматриваются аспекты функционирования русского языка на современном этапе его развития.

Ключевые слова: современный русский язык, культура речи, инновационные технологии, научно-методическая лаборатория, авторская методика, учебники и учебно-методические пособия.

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RUSSIAN LANGUAGE IN THE MODERN WORLD

Annotation: The article deals with aspects of the functioning of the Russian language at the present stage of its development.

Key words: modern Russian language, culture of speech, innovative technologies, scientific and methodological laboratory, author's methodology, textbooks and teaching aids.

«Национальная программа по подготовке кадров» Республики Узбекистан, требования рыночной экономики диктуют системе образования необходимость в подготовке обществу самостоятельно мыслящих, интеллектуально мобильных, знающих, конкурентоспособных специалистов и инициативных людей. Реорганизация системы образования предопределяет необходимость внедрения в учебную практику новых информационных и педагогических технологий. Современная методика преподавания русского языка направлена на подготовку студентов к самостоятельному выполнению различных коммуникативных задач, возникающих в процессе деятельности человека, поиску необходимой информации. Реализация инновационных подходов в обучении русскому языку в национальных вузах способствует активизации деятельности студентов, позволяет разнообразить процесс обучения, повышает интерес к языку, стимулирует их творческую активность и мышление,

способствует расширению кругозора, речевой культуры, внедрению интеграционных процессов.

Преподавательская деятельность имеет свою специфику, свои цели. Для достижения этих целей преподаватель применяет различные приёмы обучения. Преподаватель проектирует занятие таким образом, что исходя из конкретных условий и ориентируясь на заданный, а не на предполагаемый результат, добивается поставленной цели.

Без знания языковых законов невозможна культура речи. С чего начинается освоение «азов» русского языка? С алфавита! Небрежное изучение раздела фонетики (фонологии) отрицательно сказывается как на орфоэпической, так и на орфографической грамотности, в конечном счете - на культуре речи.

Как же должна решаться проблема преподавания русского языка в вузе и проблема овладения культурой речи?

В 1997 г. при кафедре русского языка Института филологии была создана научно-методическая лаборатория «Инновационные технологии преподавания русского языка в вузе» и разработана методика преподавания русского языка.

Основными принципами методики являются два: а) строжайшая систематизация языкового материала и б) минимизация процесса усвоения знаний по русскому языку, что особенно важно в связи с сокращением программных часов по данному предмету.

Систематизация материала сводится к тому, что весь материал по темам сводится в разработанные схемы и таблицы, в которых он представляется наглядно. Например, по частеречной тематике каждая часть речи представляется в содержательном, формальном и функциональном планах комплексно. По каждой графе всех трех признаков приводятся примеры и целые упражнения. Памятуя о том, что слово живет в тексте, все примеры следует брать из художественных текстов, обработанных мастерами художественного слова.

В освоении фонетики (фонологии) материал надо подавать обучающимся так, чтобы они усвоили не только фактический материал, но и имели представление о трех фонетических школах: пражской, ленинградской и московской, так как каждая школа выполняет определенные функции. Пражская школа носит чисто теоретический характер, она является своего рода научной лабораторией. Ленинградская школа формирует процесс говорения (орфоэпии), а московская школа - модель письма, она называется корректирующей моделью. Хотя две последних школы выполняют, казалось бы, разные функции, на самом деле они тесно связаны между собой: модель говорения (ленинградская школа) легко преобразуется в модель письма при соблюдении строго последовательных алгоритмических действий. Важную роль играет

транскрипция, в которой прослеживаются все фонетические (фонологические) законы.

Системный подход в изучении русского языка дает возможность наглядно проследить взаимосвязь всех языковых уровней. Например, в орфографии есть правила употребления мягкого знака в существительных женского рода с основой на шипящие согласные: «дочь», «печь», «мощь» и т. д. и отсутствия мягкого знака в существительных мужского рода тоже с основой на шипящие согласные: «товарищ», «сторож», «ключ». Употребление фонетических единиц связано с морфологическими единицами - с существительными. Функционирование такого знака ь - «мягкого» знака - здесь совершенно не оправдывает его предназначения, он не смягчает, так как везде употребляются шипящие согласные: в одних случаях они всегда мягкие, в других - всегда твердые. Или употребление этого же знака в таких словах, как «семья», «дверью», «тетрадь» и т. д. Они не смягчают предыдущие согласные, а разделяют их. В данном случае наблюдается такое явление, когда морфологические единицы вносят коррективы в фонетику (в фонологию). Корректнее в таком случае дать название прежнее - ерь, этот фонетический элемент выполняет тройную функцию: а) смягчает согласные - «тень», «мать», «дождь» и т. д.; б) дифференцирует единицы морфологии по родовому признаку; в) выполняет разделительную функцию.

И далее: когда родовая квалификация в некоторых морфологических единицах, например прилагательных, определяется другим способом - отношением к существительному, то этот знак ь исчезает: «печь» - печное отопление, или по другим признакам определяется категория рода: «помощь», но «помощник»: суффикс -«ник» - определяет родовой признак существительных мужского рода.

Как же связаны в практической, да и в теоретической части морфология с синтаксисом?

Чтобы определить правописание разных частей речи, следует обратиться к синтаксису и определить, какую синтаксическую функцию выполняет тот или другой член данного предложения. Например:

На берегу пустынных волн
Стоял он, дум великих полн,
И вдаль глядел...
(А. С. Пушкин)

Слово вдаль в предложении выполняет функцию обстоятельства места, относится к глаголу глядел. У наречий не бывает предлогов, в - приставка, поэтому это слово пишем слитно.

В дали голубой клубился песок золотой.
(М. Ю. Лермонтов)

В - в данном предложении является предлогом и относится к существительному даль, определение голубой по отношению к

существительному стоит в постпозиции и потому вызывает сомнение в написании. В голубой дали.

Все примеры и пояснения к ним приведены с той целью, чтобы показать системную организацию языка, системность преподавания данной дисциплины.

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ОПТИМИЗАЦИЯ ДИАГНОСТИКИ И ХИРУРГИЧЕСКОЙ ТАКТИКИ ПРИ МНОЖЕСТВЕННЫХ И СОЧЕТАННЫХ ПОВРЕЖДЕНИЯХ ОРГАНОВ БРЮШНОЙ ПОЛОСТИ У ДЕТЕЙ

Резюме. Абдоминальные повреждения продолжают оставаться одной из наиболее актуальных проблем в хирургии, травматологии и реаниматологии. В мирное время абдоминальные повреждения составляют 1,5-4,4 % всех травм. Структура травматизма колеблется за счет ДТП, падений с высоты, природных катаклизмов. Но значительное место в этой структуре занимает криминализация общества, которая возросла в последние годы.

Учитывая, что в диагностике и лечении все же встречаются сложные случаи, которые приводят к тем или иным осложнениям эта проблема остается весьма актуальной.

Ключевые слова: хирургическая тактика, брюшная полость, хирургия, повреждения, диагностика, множественная и сочетанная травма.

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OPTIMIZATION OF DIAGNOSTICS AND SURGICAL TACTICS FOR MULTIPLE AND COMBINED INJURIES OF ABDOMINAL ORGANS IN CHILDREN

Resume. Abdominal injuries continue to be one of the most pressing problems in surgery, traumatology and intensive care. In peacetime, abdominal injuries account for 1.5-4.4% of all injuries. The structure of injuries fluctuates due to accidents, falls from a height, natural disasters. But a significant place in this structure is occupied by the criminalization of society, which has increased in recent years.

Considering that in the diagnosis and treatment there are still complex cases that lead to certain complications, this problem remains very relevant.

Keywords: surgical tactics, abdominal cavity, surgery, injuries, diagenostics, multiple and combined trauma.

Актуальность. Механизм закрытой травмы полых органов связан с прямым сдавлением органа между позвоночником и внешним воздействующим объектом, разрывом органа вследствие прямого удара в живот и внезапного повышения давления в просвете органа, разрывом между фиксированной его частью и нефиксированной [11]. В 60% случаев разрыв происходит при заполненном желудке из-за его растяжения и повышения внутрибрюшного давления в момент удара. Отрыв органа бывает вызван силами ускорения и торможения, когда желудок отрывается в месте фиксации.

Повреждение желудка у детей обуславливают такие анатомические особенности, как более выпуклый живот с широкими выступающими краями реберных дуг, не способных защитить желудок, слабо развитая мускулатура передней брюшной стенки, тонкость и расслабленность ее тканей [6].

Большинство случаев повреждения желудка связано с автомобильными происшествиями (74%). Прямой удар в живот в качестве механизма травмы составляет 10%, падение – 8% [7,10]. Несколько значимых факторов способствуют повреждению желудка. Когда желудок содержит пищевые массы и жидкость вероятность его повреждения вследствие внешнего воздействия возрастает. Значительность травмы повышается за счет уменьшения напряжения передней брюшной стенки у детей. Разрыв полого органа при закрытой травме наступает при внутрипросветном давлении, повышающем сопротивление стенки органа. В соответствии с законом Лапласа, трансмуральное давление (Р) прямо пропорционально отношению между натяжением (Т) и радиусом (R) кривизны или изгиба. Формула $P=K(T/R)$ – математическое описание этого закона, где К – геометрическая константа, которая показывает, что увеличение внутрипросветного давления приводит к разрыву органа в точке наибольшего радиуса. Следовательно, большая кривизна желудка будет наиболее частой областью разрыва. Также, передняя стенка желудка повреждается чаще, чем задняя. Механизм отсроченных разрывов желудка заключается в первоначальном частичном разрыве слоев стенки органа, которое со временем становится полнослойным [5,9].

Цель исследования. Улучшение результатов экстренной хирургической помощи детям с травматическими повреждениями органов брюшной полости и забрюшинного пространства путем совершенствования методов ранней диагностики, разработки новых лечебно-тактических технологий в уральском промышленном регионе.

Материалы и методы исследования. Используемые методы: метод теоретического анализа литературных источников и нормативной

документации, анкетирование, эмпирические, математической статистики и аналитические.

Результаты исследования. В структуре травматических повреждений органов брюшной полости и забрюшинного пространства в группе выживших детей изолированные повреждения возникают у 54% детей, моносочетанные — у 16,8%, полисочетанные - у 24,4%, множественные — у 4,8%. При летальных исходах в результате транспортной и кататравмы преобладают полисочетанные повреждения - 98%, при других внешних воздействиях 44% случаев принадлежит изолированной травме.

Информативность общих клинических признаков при закрытых травматических повреждениях органов брюшной полости и забрюшинного пространства находится в низких пределах достоверности - 0,23-0,31 и не позволяет доказать степень повреждения внутренних органов и объем внутреннего кровотечения. Методы ультразвукового и компьютерного сканирования обладают информативностью признаков степени разрушения паренхимы органа и количества гемоперитонеума в пределах 0,9-0,94, что обеспечивает своевременную диагностику внутреннего кровотечения.

Применение шкалы клинической сортировки при травматических повреждениях органов брюшной полости и забрюшинного пространства у детей, основанной на критериях оценке тяжести состояния, мониторинге гемодинамики, значений гемоглобина, степени травматического шока, объема кровопотери, на УЗИ и КТ-признаках степени тяжести разрыва органа и объема гемоперитонеума, геморетроперитонеума, с выделением лечебно-тактических групп: стабильной группы, которую составили 44,6% пострадавших, условно-стабильной — 26,6% детей и нестабильной группы - 28,8% пациентов, - снижает количество диагностических и лечебно-тактических ошибок на этапах оказания квалифицированной и специализированной хирургической помощи детям в 1,3 -1,9 раза.

Привлечение сил и средств территориального центра медицины катастроф для оказания экстренной хирургической, реанимационной помощи и эвакуации детей с травматическими повреждениями органов брюшной полости и забрюшинного пространства в детский хирургический центр представляет собой эффективную систему взаимодействия, сокращает время получения первичной консультации специалиста до 20-30 минут, оказания специализированной помощи на месте через 2-3 часа, в отдаленных территориях через 4-7 часов. В работе детских консультативных лечебно-эвакуационных бригад клиническая сортировка на лечебно-тактические группы позволила объективизировать критерии транспортабельности детей и улучшить оказание специализированной помощи детям с травматическими повреждениями.

Вывод. Сочетанная травма живота представляет собой одну из сложных проблем неотложной медицины. В связи с поливалентностью она требует привлечения многих специалистов - реаниматологов, хирургов, нейрохирургов, травматологов, всех узких специалистов, а также иммунологов, специалистов диагностических служб, восстановительного лечения и психологов.

Своевременное определение характера повреждений органов и степени тяжести состояния пациента позволяет вовремя проводить весь цикл неотложного лечения, включая реанимационные и хирургические методы.

Таким образом, несмотря на множество публикаций, посвященных вопросам ЗТЖ у детей, летальность остается довольно высокой. До сих пор вызывают споры вопросы целенаправленного использования УЗИ, лапароскопии и КТ. Нет четкого алгоритма лечебно-диагностической тактики при ЗТЖ, что диктует необходимость дальнейших исследований.

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КЛИНИКО-ИММУНОЛОГИЧЕСКИЕ АСПЕКТЫ БРОНХООБСТРУКТИВНОГО СИНДРОМА У ДЕТЕЙ

Резюме: Болезни органов дыхания занимают ведущее место в структуре заболеваемости детей раннего возраста. В остром периоде эти заболевания очень часто осложняются бронхообструктивным синдромом, при чем как инфекционной этиологией, так и аллергической природы.

До 30% детей раннего возраста хотя бы однократно имели обструктив-ный бронхит, а бронхиальная астма, клиническим эквивалентом которой является БОС, регистрируется почти в 10% среди всей детской популяции.

На современном этапе понятие «бронхообструктивный синдром» является собирательным, может сопровождать различные нозологические формы патологии органов дыхания, включающее симптомокомплекс специфически очерченных клинических проявлений нарушений бронхиальной проходимости, имеющих в своей основе сужение или окклюзию дыхательных путей.

Ключевые слова: детской возраст, бронхообструктив синдром, иммунология, клиника.

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CLINICAL AND IMMUNOLOGICAL ASPECTS OF BRONCHOOBSTRUCTIVE SYNDROME IN CHILDREN

Resume: Respiratory diseases occupy a leading place in the structure of morbidity in young children. In the acute period, these diseases are very often complicated by bronchoobstructive syndrome, with both infectious etiology and allergic nature.

Up to 30% of young children had obstructive bronchitis at least once, and bronchial asthma, the clinical equivalent of which is BOS, is registered in almost 10% of the entire child population.

At the present stage, the concept of "bronchial obstructive syndrome" is collective, it can accompany various nosological forms of respiratory pathology, including a symptom complex of specifically outlined clinical manifestations of bronchial patency disorders, which are based on narrowing or occlusion of the respiratory tract.

Keywords: children's age, bronchoobstructive syndrome, immunology, clinic.

Введение. Ведущее место среди заболеваний детей раннего возраста занимает патология респираторного тракта. У 25-31% детей респираторные инфекции протекают с клиникой обструктивного бронхита, причем в 30-50% случаев он принимает затяжное, волнообразное или рецидивирующее течение [2,7].

Частые заболевания респираторного тракта ведут к формированию хронической бронхолегочной патологии[4]. Среди часто болеющих детей рецидивирующим бронхитом страдает 59,3% [1,5]. У части детей рецидивирующие обструктивные бронхиты являются дебютом бронхиальной астмы[3,8].

Поиск причин рецидивирования существенно затрудняют широкий этиологический спектр ОРИ, протекающих с обструктивным бронхитом, однотипные клинические проявления бронхообструкции, преимущественно ранний возраст заболевших[6]. Вместе с тем, ранняя этиологическая дифференцировка необходима для прогнозирования тяжести и длительности обструктивного бронхита, проведения рациональной терапии, предотвращения рецидивов заболевания.

В числе вирусов, вызывающих обструктивный бронхит, отмечают респираторно-синцитиальный вирус (50%), вирусы парагриппа (30%), гриппа (15%), аденовирусы (10%), риновирус (10%), энтеровирусы (5-10%), цитомегаловирусы (2%) (Камышова Е.А., 2004; Зайцева О.В., 2009). Среди бактериальных инфекций показана этиологическая роль хламидийной и микоплазменной инфекций (30-48%)[5], *Haemophilus influenzae* (50%), *Streptococcus pneumoniae* (30,7%), *Moxarella catarrhalis* (17%), *Staphylococcus aureus* (2%) [3].

70-80% детей с частыми инфекциями респираторного тракта имеют изменения иммунной системы, касающиеся, прежде всего, клеточного звена, системы интерферона и фагоцитоза[4,7]. В иммунном статусе детей с рецидивирующими обструктивными бронхитами наблюдаются нарушения в виде снижения показателей Т-клеточного иммунитета, уменьшения функциональной активности фагоцитирующих клеток, дефицита системы НК-клеток, дисиммуноглобулинемий [6].

Интерес исследователей к изучаемой проблеме в настоящее время недостаточен. Это связано с повсеместной гиподиагностикой рецидивирующих бронхитов и диспансеризацией пациентов в группе часто

болеющих детей, что нередко лишает их дифференцированного подхода со стороны педиатров[3,5].

Таким образом, тенденция роста острых респираторных заболеваний у детей и их роль в развитии бронхообструкции, высокий риск рецидивирования обструктивных бронхитов и возможность реализации бронхиальной астмы, разнообразие иммунных нарушений при данной патологии определяют актуальность изучения факторов и механизмов формирования обструктивного бронхита у детей с инфекциями респираторного тракта.

Цель исследования. На основании комплексной оценки клинико-anamnestических и иммунологических показателей у детей с обструктивным бронхитом выявить факторы риска его рецидивирования.

Материалы и методы исследования. Установление отношения шансов OR и относительного риска RR, исследование диагностической значимости уровня ИЛ-4, ИЛ-8 у больных острым обструктивным бронхитом (n=23) и обструктивным бронхитом, рецидивирующего течения (n=27) у детей раннего и дошкольного возраста.

Результаты исследования. Установлено, что синдром бронхообструкции чаще развивается у детей с повторными ОРЗ в анамнезе, 78% пациентов, относились к группе часто болеющих детей (ОРВИ более 5—6 раз в год). При этом достоверных различий частоты ОРЗ в обеих сравниваемых группах отмечено не было - OR=0,97 (ДИ=0,3-3,7); RR= 0,9.

Выявлена достоверно более высокая частота патологии ЛОР-органов среди детей 2 группы (70%) по сравнению с 1-ой OR=3,7 (ДИ=1,1-11,9); RR=1,9.

Установлено выраженное увеличение содержания провоспалительного цитокина ИЛ-8 в сыворотке крови у детей с обструктивным бронхитом в обеих сравниваемых группах по сравнению с нормальными значениями, но без значимых различий уровня ИЛ-8 между собой (медиана 22,3 и 22,3 пг/мл соответственно).

Вместе с тем, установлено повышение уровня ИЛ-4 в сыворотке крови у детей 2 группы (0,22 пг/мл), в отличие от показателя ИЛ-4 у детей 1 группы, не превышавшего нормы.

Вывод. При тяжелой степени заболевания, несмотря на проводимую базисную терапию, сохраняется повышение продукции плазменного эндотелина-1, что свидетельствует об активности гладкомышечных элементов и наличия дисфункции эндотелия.

Установлено, что у детей с тяжелой степенью астмы активность фактора роста фибробластов, не выражена, что свидетельствует об отсутствии пролиферативных процессах в бронхах, и выраженной активации коллагеногенеза.

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ОСОБЕННОСТИ ТЕЧЕНИЯ БЕРЕМЕННОСТИ У ВИЧ-ИНФИЦИРОВАННЫХ ЖЕНЩИН

Резюме. Поскольку во время беременности у большинства пациенток определяются I-III стадии заболевания, патологические клинические признаки отсутствуют или выглядят неспецифичными. В течение первых трех месяцев после инфицирования у 50-90% зараженных наблюдается ранняя острая иммунная реакция, которая проявляется слабостью, незначительным повышением температуры, уртикарной, петехиальной, папулезной сыпью, воспалением слизистых оболочек носоглотки, влагалища. У некоторых беременных увеличиваются лимфатические узлы, развивается диарея. При значительном снижении иммунитета возможно возникновение кратковременных, слабо выраженных кандидозов, герпетической инфекции, других интеркуррентных заболеваний.

Ключевые слова: аланинаминотрансфераза, аспаратаминотрансфераза, антиретровирусная терапия, антиретровирусный препарат, Т-лимфоциты, экспрессирующие рецептор CD4, центральная нервная система.

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FEATURES OF THE COURSE OF PREGNANCY IN HIV-INFECTED WOMEN

Summary. Since during pregnancy, most patients are diagnosed with stages I-III of the disease, pathological clinical signs are absent or look nonspecific. During the first three months after infection, 50-90% of those infected have an early acute immune reaction, which is manifested by weakness, slight fever, urticarial, petechial, papular rash, inflammation of the mucous membranes of the nasopharynx, vagina. Some pregnant women have swollen

lymph nodes and diarrhea. With a significant decrease in immunity, short-term, mild candidiasis, herpes infection, and other intercurrent diseases may occur.

Keywords: alanine aminotransferase, aspartate aminotransferase, antiretroviral therapy, antiretroviral drug, T-lymphocytes expressing CD4 receptor, central nervous system.

Актуальность. Статистические данные Всемирной организации здравоохранения показывают, что в мире с момента открытия заболевания ВИЧ поразил 79 млн. людей, по данным на 2018 год количество людей, живущих с ВИЧ, составило 37,9 миллиона человек и зафиксировано 1,7 миллиона новых случаев ВИЧ-инфекции. В 2018 году от причин, связанных с ВИЧ, умерло 770 тысяч человек. Из 37,9 миллиона человек 62% получили лечение и 53% добились супрессии вируса ВИЧ до уровня, исключающего возможность заражения другого человека. Абсолютное большинство (93,5%) выявленных случаев приходится на взрослое население. Процент женщин составляет примерно половину. А количество умерших по причине ВИЧ, как видно из вышеуказанных данных, за все время исследования инфекции более 35 миллионов человек.

Республика Узбекистан, присоединившись к Международному пакту об экономических, социальных и культурных правах и признавая другие международные принципы и нормы в сфере борьбы с распространением ВИЧ/СПИД, сформировала собственную правовую базу защиты прав человека в контексте ВИЧ/СПИДа.

Основные принципы недискриминации лиц, живущих с ВИЧ и иных граждан, связанных с данной проблемой, закреплены в Конституции Республики Узбекистан.

Цель исследования. изучить особенности течения ВИЧ-инфекции у беременных женщин и оптимизировать схемы химиопрофилактики перинатальной передачи ВИЧ-инфекции.

Материалы и методы исследования. Исследование проводили на базе Андижанского областного центра по борьбе со СПИД.

В ходе проводимого исследования оценивались клинические, вирусологические и иммунологические параметры женщин в течение 2-х лет. В исследование были включены 30 женщин с ВИЧ-инфекцией в возрасте 18-35 лет, из них 7 женщин (23,3%) в возрасте 18-25 лет, 14 (46,7%) - в возрасте 26-30 лет, 9 (30,0%) в возрасте 31-35 лет, находящихся на диспансерном учёте.

Результаты и обсуждение. Проведен анализ показателей социального, эпидемиологического и соматического анамнеза исследуемых групп женщин.

Анализ брачно-семейных отношений показал, что все беременные женщины в официальном браке, у 22 -х женщин были дети, остальные 8 забеременели в первый раз.

Беременных женщин распределили по стадиям ВИЧ-инфекции в соответствии с Национальным клиническим протоколом по диспансерному наблюдению и лечению больных ВИЧ-инфекцией от 2015 года.

У 13 (43,3%) женщин диагноз ВИЧ инфекции был установлен во время беременности, у 17 (56,7%) до ее наступления. Клиническое состояние у 13 (43,3%) женщин соответствовало стадии 1, у 16 (53,3%) женщин стадии 2 и у 1-ой (3,3%) пациентки стадии -3.

У 27 (90%) беременных женщин выявлена анемия, у 24 беременных выявлена легкой степени, у 3- средней степени.

Соматической патологии у беременных женщин преимущественно отмечались также заболевания эндокринной системы у 24 (80%) женщин, которая во всех случаях сочеталась с анемией, заболевания мочевыделительной системы в виде хронического пиелонефрита установлена у 17 (56,7%) женщин. Заболевания желудочно-кишечного тракта у 8 (26,7), органов дыхания – у 1 (3,3%), опорно-двигательной системы – у 2 (6,7%) и заболевания сердечно-сосудистой системы выявлены у 1 (3,3%) беременной женщины.

Среди обследованных 7 женщин (23,3%) были инфицированы хроническим вирусным гепатитом В и 5 женщин (16,7%) были инфицированы хроническим вирусным гепатитом С.

До начала антиретровирусной терапии у беременных женщин диагностировались анемия легкой степени и тромбоцитопения легкой степени.

При оценке показателей клинического анализа крови выявлены достоверные различия между показателями гемоглобина, лейкоцитов и тромбоцитов до начала АРВТ и после начала лечения, $p < 0,05$. В динамике исследования - через 3 и 6 месяцев - не выявлено достоверных различий в исследуемых группах по уровню показателей гемоглобина, эритроцитов, лейкоцитов и тромбоцитов. Основные гематологические показатели крови (гемоглобин, эритроциты, лейкоциты, тромбоциты) как в начале исследования, так и в течение 6 месяцев исследования были в пределах возрастной нормы и не претерпели достоверно значимых изменений.

Вывод. В течение первых 14 недель беременности плод наиболее уязвим перед любыми токсичными эффектами антиретровирусных препаратов. Прием антиретровирусной терапии в это время может повысить риск аномалий плода, поэтому рекомендовано начать профилактический курс лечения АРВ препаратами беременным женщинам с ВИЧ инфекцией с 14 й недели гестации.

Беременность - состояние естественной иммуносупрессии за счет высокого уровня прогестерона (гормона, сохраняющего беременность). При отсутствии антиретровирусной терапии ВИЧ во время беременности может прогрессировать, переходить из латентной стадии в стадии с

осложнениями, что грозит не только здоровью, но и жизни беременной женщины. Поэтому необходимо своевременно начать АРВ терапию.

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ФОРМИРОВАНИЕ УНИВЕРСАЛЬНЫХ УЧЕБНЫХ ДЕЙСТВИЙ У УЧАЩИХСЯ НА УРОКАХ ХИМИИ ЧЕРЕЗ ДИДАКТИЧЕСКИЕ ИГРЫ

Аннотация. В данной статье рассматривается роль дидактических игр в обучении химии, рассматривается ряд дидактических вопросов, проводится классификация, требования и критерии отбора, предлагаются варианты использования дидактических игр на разных этапах уроков химии.

Ключевые слова: химия, дидактическая игра, игровые формы, виды игр.

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FORMATION OF UNIVERSAL EDUCATIONAL ACTIONS IN STUDENTS IN CHEMISTRY LESSONS THROUGH DIDACTIC GAMES

Annotation. The article examines the role of didactic games in teaching chemistry, discusses a number of didactic issues, classifies, requirements and selection criteria, offers options for using didactic games at different stages of chemistry lessons.

Keywords: chemistry, didactic game, game forms, types of games.

Сегодняшней день приоритетной целью школьного образования становится развитие у учащихся способности самостоятельно ставить учебные цели, проектировать пути их реализации, контролировать и оценивать свои достижения. Иначе говоря, формирование умения учиться. Учащийся сам должен стать «архитектором и строителем» образовательного процесса. Речь идет о формировании у школьника

универсальных учебных действий (УУД). Не знания, не навыки, а универсальные действия, которыми должен овладеть учащийся, чтобы решить в определённых жизненных ситуациях разные классы задач. В этой связи базовыми результатами школьного образования могли бы стать умения учиться и познавать мир, сотрудничать, коммуницировать, организовывать совместную деятельность, исследовать проблемные ситуации – ставить и решать задачи[1].

Универсальные учебные действия: – обеспечивают учащемуся возможность самостоятельно осуществлять деятельность учения, ставить учебные цели, искать и использовать необходимые средства и способы их достижения, уметь контролировать и оценивать учебную деятельность и ее результаты[2].; - создают условия развития личности и ее самореализации на основе «умения учиться» и сотрудничать со взрослыми и сверстниками. Умение учиться во взрослой жизни обеспечивает личности готовность к непрерывному образованию, высокую социальную и профессиональную мобильность[3].; - обеспечивают успешное усвоение знаний, умений и навыков, формирование картины мира, компетентностей в любой предметной области познания. Познавательные действия включают действия исследования, поиска и отбора необходимой информации, ее структурирования; моделирования изучаемого содержания, логические действия и операции, способы решения задач[4]. Коммуникативные действия обеспечивают социальную компетентность и учет позиции других людей, партнеров по общению или деятельности[5].; умение слушать и вступать в диалог; участвовать в коллективном обсуждении проблем; интегрироваться в группу сверстников и строить продуктивное взаимодействие и сотрудничество со сверстниками и взрослыми[6]. Регулятивные действия обеспечивают организацию обучающимся своей деятельности, к ним относятся: целеполагание, как постановка учебной задачи на основе соотнесения – того, что известно и усвоено обучающимися, и того, что еще неизвестно[7]; - планирование - определение последовательности промежуточных целей с учетом конечного результата; составление плана и последовательности действий; прогнозирование - предвосхищение результата и уровня усвоения его временных характеристик[9].

Позиции учителя и ученика в формировании УУД[10].

<i>Компоненты учебной деятельности (позиция учителя)</i>	<i>Вопросы, на которые отвечает ученик (позиция ученика)</i>
Мотив деятельности	Зачем я это изучаю?
Постановка учебной задачи, ее принятие учащимися	Каковы мои успехи и что у меня не получается?
Обсуждение способа действий при решении учебной задачи	Что я должен делать, чтобы решить эту задачу?
Осуществление контроля	Правильно ли я решаю эту задачу?
Соотнесение полученного результата с	Выполнил ли я правильно поставленную

целью (эталонном, образцом)	учебную задачу?
Оценка процесса и результата	Какая учебная задача стоит передо мной?

Проблема заключается в том, что современные старшеклассники и их родители отдают предпочтение предметам гуманитарного цикла, а не точным наукам. Они не желают мыслить самостоятельно и действовать без опоры на результаты чужого труда.

Именно поэтому, огромное значение приобретает развитие познавательных интересов учащихся, их творческих способностей. Важно, чтобы всем ученикам было интересно заниматься химией на каждом уроке[11]. Только вызвав интерес к изучаемому предмету, можно рассчитывать на то, что в школах увеличится количество учащихся, желающих изучать химию на профильном уровне.

Еще одной проблемой является то, что для естественнонаучных дисциплин, назначение которых состоит в формировании мировоззрения, методологической культуры, системных знаний о мироздании, раскрывающих смысл и ценность познания законов природы, бытия и места в них человека, неприемлем механизм формирования знаний, предназначенных лишь для запоминания, воспроизведения при ответе у доски, использования, в основном, для решения абстрактных, отчужденных от личности учащегося учебных задач[12].

Тем не менее, почти во всех учебниках материал излагается с точки зрения знаниевого, а не деятельностного подхода. Следовательно, надо изменять содержание и технологию образовательного процесса, механизм педагогического взаимодействия, чтобы включить ученика в творческий процесс познания, в который он вступит как субъект деятельности учения и собственного развития[13].

Школьник является субъектом учебной деятельности и собственного развития, когда реализует свои установки «хочу», «могу», «я сам» [14].

Актуальность профессионального проекта заключается в том, что именно работа учителя по созданию условий, обеспечивающих развитие способности учащихся к самосовершенствованию и саморазвитию, остается единственной предпосылкой успешности, которая обеспечивает соответствие современного обучения и постоянно повышающимися требованиями общества к возможностям будущих специалистов[15].

Активные формы работы (проектная и исследовательская деятельность, кейс-метод, живые модели и др.): -соответствуют требованиям ГОС; - способствуют формированию УУД обучающихся; - развивают творческие способности; - выступают фактором саморазвития, самоопределения обучающихся[16].

Объект исследования: Процесс обучения химии в 9 классах. Предмет исследования: Обучающая среда школьного курса химии. *Целью данного учебного проекта* является создание условий для формирования учебных

действий через активные педагогические технологии обучающихся в процессе изучения предмета «Химия». *Задачей учебного проекта является:*

1. Создать условия широкого проникновения в учебный процесс активных технологий

2. Повысить качество знаний и мотивацию обучающихся через активные формы работы.

3. Формировать УУД, развивать творческие способности обучающихся, способствовать приобретению обучающимися опыта самостоятельного действия.

4. Создание модели формирования универсальных учебных действий и создание условий для реализации модели формирования универсальных учебных действий: выбор УМК; ресурсное обеспечение проекта, учебно-методические ресурсы, использование современных технологий.

5. Разработка диагностических материалов и создание банка данных проектов, исследовательских, творческих работ[17].

Ожидаемые результаты. Модель дает для участников проекта: преподавателю - возможность реализовать принципиально новые формы и методы обучения; дополнительные возможности для поддержания и направления развития личности обучаемого; творческий поиск и организации совместной деятельности учащихся и учителей; использование интеллектуальных форм труда.

Учащимся – личностные результаты: сформированность мотивации учебной деятельности; формирование ответственного отношения к учению, готовности и способности к саморазвитию; познание нового, овладение умениями и новыми компетенциями.

- метапредметные результаты: - умение эффективно сотрудничать и взаимодействовать: формирование умений анализировать свою познавательную деятельность и управлять ею; умение самостоятельно работать с разными источниками информации.

- предметные результаты: формирование коммуникативной компетенции через различные активные формы деятельности; знание алгоритма проведения и оформления проектно-исследовательских работ, кейсов, синквейнов и т.д.

У учащихся повышается эффективность самостоятельной работы; появляются совершенно новые возможности для творчества, обретения и закрепления различных профессиональных навыков; - родителям - возможность участвовать в процессе обучения начиная от контроля уровня успеваемости, заканчивая участием в совместных проектах.

Характеристика УМК. Работаем по УМК разработанными самими для 9 - класса. Основанием для выбора послужило наличие разработанных рабочих программ, методических пособий для учителя, учебников, контролирующих материалов.

Учебно-методический комплекс отвечает следующим требованиям:

1. Соответствует стратегии модернизации содержания образования – федеральному компоненту образовательных стандартов первого поколения.

2. Соответствует современному уровню базовой науки.

3. Соответствует возрастным особенностям обучающихся, их познавательным интересам и возможностям.

4. Обеспечивает преемственность содержания.

5. Раскрывает межпредметные связи.

В методике обучения особое внимание уделяется целенаправленному использованию моделирующей деятельности. Приоритет поисково-исследовательской деятельности. Школьник является равноправным участником процесса обучения, его субъектом. УМК построены с учетом реализации межпредметных связей, что позволяет органично использовать проектную деятельность. Усилено внимание к творческой деятельности учащихся, которая включает инициативу и самостоятельность каждого обучающегося. Ресурсное обеспечение проекта является достаточным для его реализации: - кабинет химии; - оснащён комплектом оборудования по все темам курса; - оснащён комплектом мебели для учащихся и учителя; - имеется компьютер, проектор. В учебном процессе используются современные образовательные технологии.

Этапы реализации проекта. 1.Корректировка своей педагогической деятельности на начальном этапе реализации проекта. 2. Процесс реализации педагогического проекта. 3. Анализ достигнутых результатов.

Практическая значимость проекта. Материалы проекта могут использоваться на методических объединениях учителей естественного цикла, круглых столах, методических семинарах, уроках, внеклассных мероприятиях, для повышения профессионального уровня педагогов.

Перспективы развития. 1. Создать условия широкого проникновения в учебный процесс активных технологий. Вовлечь максимальное число обучающихся в активные формы обучения: на уроке, во внеурочной и внеклассной деятельности. 2. Повышать качество знаний и мотивацию к изучению предмета обучающихся через активные формы работы. 3. Формировать УУД, развивать творческие способности обучающихся. 4. Повышать ключевые компетенции. 5. Разработать диагностические материалы по предмету и создать банк проектов, исследовательских, творческих работ.

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АНАЛИЗ ФИНАНСОВОЙ УСТОЙЧИВОСТИ ПРЕДПРИЯТИЯ В БИЗНЕС-ПРОЦЕССЕ

Аннотация: В статье освещены основы анализа финансовой устойчивости предприятий в условиях либерализации экономики и необходимость его совершенствования.

Ключевые слова: экономический рост, процветание, экономическая независимость, стабильность.

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ANALYSIS OF THE FINANCIAL STABILITY OF THE ENTERPRISE IN THE BUSINESS PROCESS

Resume: The article highlights the basics of analyzing the financial stability of enterprises in the context of economic liberalization and the need to improve it.

Keywords: economic growth, prosperity, economic independence, stability

Иқтисодиётнинг эркинлаштирилиши шароитларида иқтисодий ўсишни ва унинг асосида аҳоли фаровонлигини таъминлашда турли тармоқларда фаолият юритаётган хўжалик субъектларининг молиявий-иқтисодий барқарорлигига боғлиқ. Шунинг учун фаолият юритиб келаётган хўжалик юритувчи субъектларнинг молиявий-иқтисодий барқарорлиги масаласи ҳукуматимиз диққат эътиборидаги энг муҳим масалалардан бири сифатида майдонга чиқмоқда. Коронавирус пандемиясининг салбий таъсири шароитларида бу зарурият янада кучаймоқда.

Иқтисодиётнинг эркинлаштирилиши борасида амалга оширилаётган чора-тадбирларнинг бош мақсади хўжалик субъектларининг иқтисодий самарадорлик мезонлари ва иқтисодий рағбатларга таянган ҳолда ишлашига, шунга таянган ҳолда эса миллий иқтисодиётнинг рақобатбардошлигига эришишдир. Шу нуқтаи назардан самарали ишлашга эриша олмаётган корхоналарни аниқлаш, бундай субъектларнинг бошқа

корхоналарга салбий таъсирини бартараф этиш масаласи ҳам муҳим аҳамиятга эга.

Мамлакатимизда хўжалик юритувчи субъектлар барчасининг молиявий-иқтисодий аҳволини аниқлаб ва таҳлил этиб бориш вазифаси юклатилган алоҳида давлат ёки нодавлат институти мавжуд бўлмасида, қатор соҳаларда буни амалга оширувчи тузилмалар мавжуд. Масалан банк иши соҳасида тижорат банкларининг молиявий барқарорлигини Марказий банк томонидан иқтисодий нормативларни белгилаш ва уларга риоя этилишини назорат қилиш орқали кузатиб борилади. Бундан ташқари ахборот-рейтинг компаниялари мунтазам равишда тижорат банкларининг рейтинг кўрсаткичларини аниқлаб ва эълон қилиб борадилар.

Иқтисодиётнинг реал секторида асосан молиявий аҳволи ёмонлашган корхоналарга эътибор қаратиб келинмоқда. Чунончи, 1994 йил 5 майда “Банкротлик тўғрисида” Қонун қабул қилинди (2003 йил 24 апрелда янги таҳрири қабул қилинган). Мазкур Қонун талабларини бажариш учун эса корхоналарнинг молиявий-иқтисодий ҳолатини аниқлаш ва баҳо бериш лозим эди. Унинг ижросини таъминлаш мақсадида 1995 йил 17 июлда «Банкротлик тўғрисида»ги Қонунни амалга киритиш чоратадбирлари тўғрисида»ги қарор қабул қилинди. 1996 йил 11 декабрда Республика Президентининг «Корхоналарнинг банкротлиги тўғрисидаги қонунни амалда қўллаш чора-тадбирлар ҳақида» Фармони эълон қилинди ва махсус орган – иқтисодий ночор корхоналар ишлари бўйича Қўмита тузилди. 1997 йилда Ўзбекистон Республикаси Корхоналар иқтисодий ночорлиги ишлари бўйича қўмита томонидан «Корхонанинг иқтисодий ночорлиги аломатларини аниқлаш мезонлари тизими» ишлаб чиқилди⁴⁰. Ушбу меъёрий ҳужжатга кўра корхонанинг иқтисодий ночорлиги тўловга қобиллик коэффициенти, ўзининг ва қарз маблағлари нисбати коэффициенти, молиявий мустақиллик коэффициенти ва ўз оборот маблағлари билан таъминланганлик коэффициентига кўра аниқланиши белгилаб қўйилди. Демак, банкротлик тўғрисидаги Қонун ижроси тўғридан-тўғри молиявий-иқтисодий таҳлил ва назорат таомилларига асосланмоқда.

Молиявий барқарорлик таҳлилига тижорат банклари фаолиятини тартибга солувчи қонунчилик ҳужжатларида алоҳида эътибор қаратилган. «Банклар ва банк фаолияти тўғрисида»ги Қонуннинг 4-моддасида банклар ўз номидан ўзининг ва жалб этилган маблағларининг ҳисобидан қайтариш, тўловлилик ва муддатлилик шартлари асосида кредитлар бериши қайд этилган⁴¹. Мазкур шартларнинг амалда бажарилишига кўмаклашиш ва банк акциядорларининг манфаатлари ҳимояланишини таъминлаш

⁴⁰ Ҳасанов Н., Нажбиддинов С. Корхона молиявий ҳолатини баҳолаш: Муаммолар ва уларни ҳал қилиш. –Т.: «Иқтисодиёт ва ҳуқуқ дунёси», 1999 й.

⁴¹ Сборник законодательных Узбекистан актов по реформированию и либерализации банковской системы Узбекистана». – Т: «Ўзбекистон», 2000, 31-стр.

мақсадида Ўзбекистон Республикаси Марказий банки томонидан “Тижорат банкларининг кредит сиёсатида талаблар тўғрисидаги Низом (янги таҳрир)” ишлаб чиқилган (Марказий банк бошқаруви томонидан 2000 йил 22 февралда тасдиқланган ва Ўзбекистон Республикаси Адлия вазирлигида 2000 йил 5 мартда 905-сон билан рўйхатга олинган). Низомнинг 2.6 – пунктида кредит сиёсатида бўлажак қарздорларнинг кредит қобилиятини аниқлаш учун уларнинг молиявий аҳволини таҳлил қилишнинг таомиллари батафсил ёритиб берилиши лозимлиги кўрсатилган. Банк қарздорнинг кредит қобилияти мезонларини ва уларни баҳолаш методикасини аниқ белгилаб олиши лозим⁴².

Кредитлаш жараёнида мижознинг фаолияти молиявий-иқтисодий мониторингини тақозо этувчи талаблар Марказий банкнинг бошқа норматив ҳужжатларида ҳам мавжуд. Чунончи, “Тижорат банклари томонидан фермер хўжалиklarини, шунингдек кичик ва ўрта бизнес субъектларини миллий валютада кредитлаш тартиби” (Ўзбекистон Республикаси Марказий банки бошқаруви томонидан 200 йил 7 мартда 907-сон билан рўйхатга олинган) мониторинг жараёнида мижознинг хўжалик-молиявий фаолияти, тузилган шартномалар (буюртмалар)га мувофиқ маҳсулот етказиб бериш бўйича ўз мажбуриятларини бажариши, ишлаб чиқариш ҳажмлари унумсиз харажатлари ва йўқотишлари, муомала харажатлари, фойдаси, ўз айланма маблағлари мавжудлиги динамикаси, товар-моддий бойликлар ҳолати, айланма маблағлар айланувчанлиги таҳлил этиб борилишини талаб қилади. Банк қарздорнинг кредит йиғма жилди ҳужжатларини тартиблаштирган ҳолда кредит қобилиятининг доимий мониторингини амалга ошириши лозим⁴³.

Мамлакатимизда қабул қилинган қатор бошқа қонунлар ҳам бевосита хўжалик юритувчи субъектлар фаолиятининг молиявий-иқтисодий натижалари ўрганиб чиқилишини назарда тутди. «Тадбиркорлик фаолияти эркинлигининг кафолатлари тўғрисида»ги қонуннинг 5-бўлимида мамлакатимизда мавжуд тадбиркорлик фаолиятини давлат томонидан қўллаб-қувватлаш ҳақида сўз боради⁴⁴. Қонуннинг ушбу бўлимида давлат бошқарув органларининг тадбиркорлик фаолиятини қўллаб-қувватлаш соҳасида, маҳаллий давлат ҳокимияти органларининг тадбиркорлик фаолиятини қўллаб-қувватлаш соҳасидаги ваколатлари, тадбиркорликни ривожлантиришнинг давлат томонидан рағбатлантирилиши, тадбиркорлик фаолиятини қўллаб-қувватлаш фондлари, тезлаштирилган амортизация, кичик ва хусусий тадбиркорлик субъектларига энергия таъминоти манбаи исътемолидаги имтиёзлар,

⁴² Сборник законодательных Узбекистан актов по реформированию и либерализации банковской системы Узбекистана». – Т: «Ўзбекистон», 2000, 329-стр.

⁴³ Сборник законодательных Узбекистан актов по реформированию и либерализации банковской системы Узбекистана». – Т: «Ўзбекистон», 2000, 349-стр.

⁴⁴ Тадбиркорлик фаолияти эркинлигининг кафолатлари тўғрисида»ги Қонун.Халқ сўзи, 4 январ 2001 йил.

тадбиркорлик фаолияти учун кадрлар тайёрлашни давлат йўли билан қўллаб-қувватлаш тўғрисида алоҳида тўхталиб ўтилган. Жумладан, 41-моддада давлат бошқаруви органлари ўз ваколатлари доирасида тадбиркорлик фаолияти эркинликлари кафолатлари тўғрисидаги қонунчиликка риоя этилиши ва тадбиркорлик фаолияти ривожланишидаги мавжуд муаммоларни ўрганишларини қайд этилган. Бу вазифанинг ижро этилиши тадбиркорлик субъектлари молиявий-хўжалик фаолиятининг жиддий равишда таҳлил этилишини тақозо қилади.

“Акциядорлик жамиятлари ва акциядорлар ҳуқуқларини ҳимоя қилиш тўғрисида”ги Қонуннинг қатор моддалари ҳам хўжалик фаолиятининг молиявий барқарорлиги ўрганиб чиқишини назарда тутди⁴⁵. Чунончи, Қонуннинг 60-моддасида дивидендлар тўлашга қуйидаги ҳолларда (эълон қилишга) чекловлар белгиланган:

- жамият устав фонди тўла тўлаб берилгунга қадар;
- агар дивиденд тўланиши пайтида у ночорлик (банкротлик) белгиларига жавоб берса ёки дивидендлар тўланиши натижасида шундай белгилар вужудга келса;
- жамиятнинг соф активлари қиймати унинг устав фонди ва резерв фондлари суммасидан камроқ бўлса.

Мазкур чекловлар мавжудлиги эса молиявий-иқтисодий таҳлил ўтказиш асосида аниқланади.

«Аудиторлик фаолияти тўғрисида»ги қонуннинг 17-моддасига кўра аудиторлик ташкилотининг касбий хизматларига хўжалик юритувчи субъектларнинг молиявий-хўжалик фаолиятининг таҳлили ҳам киритилган. Шунингдек, қонуннинг 18-моддасида аудиторнинг ҳисоботида хўжалик юритувчи субъектнинг молия-хўжалик фаолияти самарадорлигини ошириш бўйича тавсиялар ва таклифлар бўлиши лозимлиги қайд этилган⁴⁶.

Ўзбекистон Республикаси Аудиторлик фаолияти 90-сон миллий стандарти “Аудиторлик ташкилотининг касбга доир хизматлари”да касбга доир хизматлар рўйхатига молиявий ҳолат таҳлили, ликвидлик таҳлили, тўловга қобиллик таҳлили ва молия-хўжалик фаолиятининг таҳлили билан боғлиқ бошқа хизматлар киритилган⁴⁷.

Юқоридаги келтирилган қонунга мувофиқ Ўзбекистон Республикаси Молия вазирлиги томонидан тасдиқланган “Таҳлилий тадбирлар” деб

⁴⁵ “Акциядорлик жамиятлари ва акциядорлар ҳуқуқларини ҳимоя қилиш тўғрисида” Қонун, Ўзбекистон Республикаси Олий Мажлисининг Ахборотномаси, 1996 йил, № 5–6, 61-модда; 1997 йил, № 2, 56-модда; 1998 йил, № 3, 38-модда; № 9, 181-модда; 1999 йил, №9, 229-модда; 2001 йил, № 1–2, 23-модда; 2003 йил, № 1, 8-модда, № 9-10, 149-модда; Ўзбекистон Республикаси Олий Мажлиси палаталарининг Ахборотномаси, 2006 йил, № 4, 154-модда

⁴⁶ «Аудиторлик фаолияти тўғрисида» Ўзбекистон Республикаси Қонуни.- Ўзбекистон Республикаси Олий Кенгагининг Ахборотномаси, 1993 йил, № 1, 15-модда; Ўзбекистон Республикаси Олий Мажлисининг Ахборотномаси, 1999 йил, № 5, 124-модда

⁴⁷ Ўзбекистон Республикаси аудиторлик фаолиятининг миллий стандартлари. “Таҳлилий тадбирлар” 13-сон. Аудиторлар Палатаси Наманган вилоят худудий бўлими, 41-45 бетлар.

номланувчи аудиторлик миллий стандарти қабул қилинган. Ушбу стандарт аудиторлик ташкилоти томонидан таҳлилий тадбирларни бажарилишини тартибга солади. Стандартнинг “Таҳлилий тадбирлар” деб номлануви бўлимида хўжалик юритувчи субъектларнинг молиявий-иқтисодий таҳлили қайси тартибда олиб борилиши белгиланган. Стандартда хўжалик юритувчи субъектнинг молиявий ҳолатини унинг молиявий ҳисоботларининг амалдаги кўрсаткичларини, аудиторлик ташкилоти томонидан белгиланган прогноз кўрсаткичлари билан солиштириш, молиявий ҳисобот кўрсаткичларини тармоқнинг ўртача маълумотлари билан солиштириш, молиявий ҳисобот кўрсаткичларининг вақт ўтиши давомидаги ўзгаришлари ва улар билан боғлиқ бўлган нисбий коэффициентлар таҳлили ва бошқа шу каби тадбирлар ўтказиш кўзда тутилган. Таъкидлаб ўтиш зарурки, стандарт бўйича аниқланиши лозим бўлган барча кўрсаткичларнинг талқини аудитор томонидан бажарилади. Бу баъзи бир ҳолларда хўжалик субъектнинг молиявий-иқтисодий ҳолати тўғрисида субъектив фикр билдириши эҳтимолини оширади. Демак, ушбу стандартда хўжалик субъектининг молиявий-иқтисодий ҳолатига баҳо беришда аниқ бир меъёрлар ишлаб чиқилиши мақсадга мувофиқ бўлади.

Ўзбекистон Республикасининг Аудиторлик фаолияти 31-сон миллий стандарти “Хўжалик юритувчи субъект фаолияти билан танишув” ҳам қатор таҳлилий характердаги ишларни назарда тутди. Унга кўра аудитор хўжалик юритувчи субъект фаолияти билан танишишда асосий фаолияти такомиллаштириш ва самарадорлигини ошириш, молиявий менежмент, маркетинг ва шу кабиларга оид тадқиқотлар ва ишланмаларни кўриб чиқиши лозим бўлган асосий масалаларнинг намунавий рўйхатини белгилаб беради ва рўйхатнинг батафсил эмаслигини таъкидлайди. Шу билан бирга ҳар бир масалани ўрганиш борасида аудиторга аниқ тавсиялар берилмаган, яъни молиявий-иқтисодий таҳлилни аудитор ўз билим ва тажрибасидан келиб чиққан ҳолда амалга оширади.

Умуман олганда аудиторлик текширувлари давомида корхона молия-хўжалик фаолиятининг чуқур ўрганиб чиқилади. Лекин бундай текширувлар хўжалик юритувчи субъектларнинг катта доираси учун мажбурий характерда эмас. Шунинг учун аслида солиқ текширувларига бундай субъектларнинг ҳақиқий молиявий аҳволдан манфаатлари улар билан боғланган шахсларнинг анчагина қисми хабардор бўла олмайди. Масалан, фермер хўжаликлари аудиторлик текширувидан ўтказилиши мажбурий бўлган хўжалик юритувчи субъектлар доирасига киритилмаган. Шунинг учун уларнинг молия-хўжалик фаолияти солиқ органлари томонидан биринчи навбатда давлат бюджетига солиқлар ва мажбурий тўловлар тўғри тўланиши нуқтаи назаридан ва, иккинчи навбатда эса бухгалтерия ҳисобининг қонунчилик талабларига мувофиқ юритилиши нуқтаи назаридан текширилади. Фаолиятнинг дастлабки икки йилида фермер хўжаликлари текширувдан ўтказилмайди. Демак, фермер

хўжаликларининг молиявий хўжалик фаолияти ва молиявий ҳолати анчагина узоқ муддат баҳоланмай қолиши мумкин. Соҳани давлат томонидан тартибга солиш ва давлат томонидан қўллаб-қувватлашнинг асосланган чораларини ишлаб чиқиш нуқтаи назаридан бундай ҳолатни ижобий деб бўлмайди.

“Бухгалтерия ҳисоби тўғрисида”ги Қонуннинг 16-моддасида молиявий ҳисоботларга изоҳлар, ҳисоб-китоблар ва тушунтиришлар ҳам молиявий ҳисобот таркибида келтирилишини белгилайди⁴⁸. 1-сонли БҲМС “Ҳисоб сиёсати ва молиявий ҳисобот”нинг 14-пункти молиявий ҳисобот таркибида тақдим этиладиган қўшимча ахборот нимадан иборат бўлишини тавсифлаб беради: “Турли хўжалик юритувчи субъектлар фаолиятининг кўп қирралиги ҳисобга олинади, молиявий ҳисоботлар улардан фойдаланувчиларни иқтисодий қарорлар қабул қилиш учун зарур бўлган барча ахборот билан таъминлай олмайди, шу сабабли молиявий ҳисоботларга қўшимча равишда маъмурият томонидан тузиладиган молиявий шарҳ киритилади, унда хўжалик юритувчи субъект молиявий фаолияти ва молиявий ҳолатининг асосий белгилари тушунтириб берилади ва улар дуч келаётган ноаниқликлар баён қилинади. Бу шарҳда хўжалик юритувчи субъектнинг фаолияти натижаларига, фаолиятни қўллаб-қувватлаш ва мустақамлаш учун инвестиция сиёсатига, жумладан жорий даврда, хусусан келгуси даврларда дивиденд сиёсатига таъсир этувчи асосий омиллар очиб берилади...”⁴⁹

Юқоридагилардан кўриниб турибдики, мамлакатимизда молиявий-иқтисодий таҳлилнинг мунтазам олиб борилишини зарур қилиб қўювчи меъёрий-ҳуқуқий асослар амалда мавжуд. Лекин шу билан бирга, бу борадаги мавжуд қонунчилик ҳужжатларининг ишлаш механизмларини шакллантирилиши борасидаги ишлар давом эттирилиши лозим. Фикримизча, молиявий таҳлилни амалга ошириш бўйича ҳам иқтисодиёт турли соҳаларининг хусусиятларини эътиборга олган стандартларнинг ишлаб чиқиши зарурияти туғилмоқда.

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ЭТИОЛОГИЧЕСКИЕ И КЛИНИКО-МЕТАБОЛИЧЕСКИЕ АСПЕКТЫ РАННЕЙ НЕОНАТАЛЬНОЙ АДАПТАЦИИ

Резюме: Перинатальная патология в значительной мере предопределяет постнатальное развитие ребенка, а затем и взрослого человека. Перинатальные патогенные факторы искажают реализацию генетической программы и в результате наблюдается общее ухудшение здоровья, повышенная заболеваемость населения в течение всей жизни.

Ключевые слова: перинатальная патология, неонатальный период, адаптация, детского возраста, новорожденных.

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ETIOLOGICAL AND CLINICAL-METABOLIC ASPECTS OF EARLY NEONATAL ADAPTATION

Resume: Perinatal pathology largely determines the postnatal development of a child, and then an adult. Perinatal pathogenic factors distort the implementation of the genetic program and as a result, there is a general deterioration in health, increased morbidity of the population throughout life.

Keywords: perinatal pathology, neonatal period, adaptation, childhood, newborns.

Введение. В настоящее время первое пространство экологической среды человека – организм матери – изменилось в худшую сторону под воздействием существующих условий труда, загрязненных продуктов, воды, воздуха, следствием чего является снижение уровня здоровья новорожденных, учащение случаев рождения маловесных детей. Существует достаточно фактов, подтверждающих повышение в 1,5-2 раза перинатальной заболеваемости. Участились случаи гипоксии плода и

новорожденного, повысилась частота врожденных пороков развития, инфекций и других заболеваний [1,4].

Жизнеспособность новорожденного ребенка и его здоровье находятся под влиянием самых разнообразных факторов внешней и внутренней среды. Действие их может начаться в антенатальном периоде, в периоде родов или в постнатальном периоде. Именно поэтому физиологически протекающий перинатальный период рассматривают как основу для создания "пожизненного" здоровья [7].

Современные технологии ведения беременности и родов, выхаживания новорожденных детей необходимо рассматривать как мероприятия, позволяющие защитить организм ребенка от искажения экологического пространства первого периода жизни и обеспечить его выхаживание [4, 7].

Одним из наиболее критических периодов онтогенеза является первый месяц жизни - период новорожденности. Этот период характеризуется наибольшей напряженностью метаболических процессов, наибольшей опасностью срыва адаптационных механизмов в условиях резкого изменения внешней среды (переход от внутриутробной жизни к внеутробной). Поэтому концепция здоровья новорожденного включает понятие его оптимальной адаптации к изменяющимся условиям внешней среды и оценку результатов адаптационных механизмов на ближайшую (первый месяц жизни) и отдаленную (последующая жизнь) перспективу [2,6].

Для современной педиатрии актуально прогнозирование состояния здоровья детей, так как оно позволяет выделить среди них группы риска развития определенных заболеваний, а самое главное -своевременно осуществить профилактические и лечебные мероприятия [2]. После рождения ребенка происходит включение собственных механизмов регуляции обмена веществ и при этом, в первую очередь, возникает проблема энергетического обеспечения гомеостаза новорожденного за счет собственных (эндогенных) источников энергии.

Значительная роль в защитно-приспособительных реакциях принадлежит гуморальным регуляторным системам, среди которых особое место занимает гипоталамо-надпочечниковая система [1].

Одной из важнейших констант метаболизма новорожденных является обеспечение нормогликемии в организме. В течение нескольких минут после рождения наблюдаются снижение концентрации инсулина и повышение содержания глюкагона, что сопряжено с подъемом уровня катехоламинов и кортизола в родах. Указанные сдвиги стимулируют гликогенолиз и глюконеогенез в гепатоцитах, что направлено на поддержание нормогликемии в крови новорожденных [3].

Глюкоза является основным, а в обычных условиях и единственным субстратом энергетического обмена в мозге. При прекращении снабжения

ею мозга эндогенные ресурсы могут обеспечить нормальный его метаболизм лишь в течение 10-15 мин [7].

В основе повреждающего действия гипогликемии лежит эксайтотоксичность - один из универсальных механизмов, приводящий к гибели нейронов и связанный с нарушениями гомеостаза кальция и процессами свободно-радикального окисления. Изучение общих механизмов повреждения мозга при гипогликемии и гипоксически-ишемических поражениях открывает определенные перспективы в разработке методов фармакотерапии и профилактики постгипогликемической энцефалопатии [1,3].

Все вышеизложенное определяет важность проведения исследований, направленных на изучение клинко-метаболических особенностей гомеостаза глюкозы у новорожденных детей из групп риска и поиск путей коррекции срыва адаптации в ранний неонатальный период.

Цель исследования. Целью исследования явилось определение клинко-метаболических особенностей адаптации новорожденных детей из групп риска в ранний неонатальный период и разработка способов коррекции дизадаптационного синдрома.

Материалы и методы исследования. Группа новорожденных детей от матерей с ожирением, развившимся до наступления и во время беременности: в данную группу вошли 311 новорожденных детей от матерей с ожирением различной степени выраженности. 56 новорожденных родились у женщин с избытком массы тела на 20% и более, развившимся до наступления беременности.

Результаты собственных исследований. Общая характеристика обследованных новорожденных. Под наблюдением находились 1518 доношенных новорожденных детей.

Средняя прибавка массы тела за беременность у женщин составила $11,9 \pm 0,11$ кг. 59% женщин прибавили за беременность в массе тела от 10 до 15 кг и 25,8% - более 15 кг. У 231 женщины (15,2%) масса тела за период беременности увеличилась менее чем на 10 кг.

По основным антропометрическим характеристикам получены результаты, согласующиеся с данными отечественной литературы. Так, средняя масса тела обследованных доношенных новорожденных детей составила $3438,4 \pm 12,7$ г; длина тела - $52,3 \pm 0,03$ см; окружность головы - $34,8 \pm 0,08$ см. Масса тела при рождении менее 3 кг зарегистрирована у 265 доношенных новорожденных детей (17,5%>). Масса тела при рождении более 4000 г наблюдалась у 217 новорожденных детей (14,3%). Длина тела доношенных новорожденных детей соответствовала средним нормативным показателям (от 48 до 52 см) в 34% наблюдений. Нами обнаружено некоторое увеличение частоты встречаемости длины тела у новорожденных детей более 52 см в 66%. 407 новорожденных детей (26,8%а) родились с длиной тела более 54 см. Окружность головы от 32 до

35 см отмечалась у 680 доношенных новорожденных детей (44,8%). У остальных младенцев окружность головы была в пределах от 35 см до 40 см, т.е. несколько больше средних нормативных показателей.

Изучение особенностей течения беременностей у женщин выявило высокую частоту осложнений. У 334 беременных женщин (22%) из всей обследованной нами популяции, беременность сопровождалась гестозами. Причем, в 2 раза чаще гестозы наблюдались у женщин с избыточной прибавкой массы тела за период беременности (более 12 кг). Угроза прерывания и, соответственно, стационарное лечение по сохранению анализируемой беременности, отмечались у 339 женщин (22,3%), т.е. практически у каждой пятой в популяции. По данным Г.М.Савельевой (1991), осложнения беременности и развития плода чаще наблюдаются при выраженном нарушении жирового обмена. Частота нарушений жирового обмена увеличивается до 31% во всей популяции при учете избыточной прибавки массы тела за период беременности (гестационное ожирение).

Общесоматический статус новорожденных детей общей обследованной популяции определялся особенностями течения беременностей у матерей. В состоянии кардиореспираторной депрессии родились 234 новорожденных ребенка (15,4%), оценка по шкале Апгар у них была менее 7 баллов на первой минуте жизни. Клинические проявления хронической внутриматочной гипоксии в виде сухости кожных покровов, снижения выраженности подкожножирового слоя, мацерации ладоней и стоп, а также зеленоватого окрашивания околоплодных вод, отмечались у 286 доношенных новорожденных детей (18,8%), причем только 78 из них имели снижения оценки по шкале Апгар при рождении. У 137 новорожденных детей (9%) всей обследованной популяции отмечались клинические проявления локального кожного геморрагического синдрома в виде петехиальной сыпи, в основном на коже лица.

Физиологическая убыль массы тела новорожденных детей достоверно коррелировала с массой тела при рождении ($r=0,30$). Снижение массы тела 3-6% от первоначальной отмечалось у 968 доношенных новорожденных детей (63,8%). У 356 новорожденных (23,5%) масса тела снижалась до 10% от первоначальной и только у 81 (5,3%) из всей обследованной популяции убыль массы тела была более 10% от первоначальной. Одновременно с этим следует отметить, что 113 доношенных новорожденных детей (7,4%) имели транзиторную убыль массы тела менее 3% первоначальной. В среднем потеря массы тела у доношенных новорожденных детей в ранний неонатальный период составила $171,2 \pm 2,22$ г; что соответствует 5% от среднестатистической массы тела при рождении в обследованной популяции.

У новорожденных от матерей с гестационным и алиментарно-обменным ожирением увеличение частоты острой интранатальной

асфиксии в 3 раза, клинических проявлений недостаточности питания при рождении в 2 раза, геморрагического синдрома в 1,5 раза сопровождается повышением гликемии при рождении и на 5-6 сутки жизни, снижением содержания инсулина и увеличением содержания кортизола в сыворотке пуповинной крови, дисбалансом аминокислотного пула с его большей выраженностью при алиментарно-обменном ожирении у матерей. У новорожденных детей матерей с гестационным ожирением имеет место увеличение содержания малонового диальдегида и общих липидов в сыворотке пуповинной крови.

Повышение гликемии у новорожденных детей в сыворотке крови, исходные изменения пула свободных аминокислот, снижение дисахаридазной активности тонкого кишечника у детей от матерей с ожирением позволяют предполагать более раннюю активацию процессов глюконеогенеза и значительную выраженность катаболической направленности обмена веществ.

Вывод. Особенностью новорожденных детей с признаками недостаточности питания при рождении без дефицита массы тела являются более выраженное снижение гликемии от рождения к 5-6 суткам жизни. Общее уменьшение у них пула свободных аминокислот (на 21%) в сыворотке пуповинной крови обусловлено уменьшением количества треонина (на 23%), глутамина (на 25%), глицина (на 57%) и метионина (на 35%).

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БОРЬБА С ИМПУЛЬСНЫМИ ПОМЕХАМИ ПОСРЕДСТВОМ ПРЕДСКАЗАНИЯ И АНАЛИЗА СИГНАЛА ОШИБКИ

Аннотация: В данной статье анализируется эффективность одномерной статистической фильтрации на основе линейного предсказания в видеоинформационной системе пораженной импульсной помехой с длительностью одного элемента разложения.

Ключевые слова: видеоинформационные системы, аналоговое предсказание, импульсная помеха, помехоустойчивость, кодер анализатор.

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FIGHTING IMPULSIVE INTERFERENCE THROUGH PREDICTION AND ANALYSIS OF THE ERROR SIGNAL

Abstract: This article analyzes the efficiency of one-dimensional statistical filtering based on linear prediction in a video information system affected by impulse noise with the duration of one decomposition element.

Key words: video information systems, analog prediction, impulse noise, noise immunity, encoder analyzer.

В видеоинформационных системах действуют различные источники помех, вызванные главным образом процессами преобразования оптического изображения в видеосигнал, коррекцией ТВ сигнала, Иногда возникает необходимость бороться с импульсными помехами на видеоинформационном изображении. Это могут быть либо промышленные помехи, либо, помехи, возникающие в приемном устройстве, как скажем,

аномальные помехи при передаче изображений с использованием частотной или импульсно-кодовой модуляцией. Такие помехи проявляются в видеосигнале как хаотические импульсы со случайной амплитудой и длительностью порядка длительности элемента разложения.

Как известно, фильтрация помех возможна лишь в той мере, в какой их статистические свойства отличаются от статистических свойств передаваемых сообщений.

Статистические свойства аномальных помех резко отличаются от статистических свойств изображений, и это сильно облегчает задачу фильтрации таких помех. Для изображений характерны плавные, небольшие изменения яркости от элемента к элементу, а резкие изменения редко, тогда как аномальные помехи представляют собой одиночные изолированные выбросы. Этим объясняется тот факт, что наблюдатель легко отличает выбросы помехи от изображения, хотя помехи и мешают восприятию изображения.

Статистическое различие изображений и помех – различный вид соответствующих спектральных плотностей – использованы в [1] для линейной фильтрации помех.

Однако этот фильтр вместе с подавлением помех частично расфокусирует отфильтрованное изображение. Данный пространственный двумерный фильтр мало эффективен при фильтрации импульсных помех и выигрыш в фильтрации становится, сравним с проигрышем в качестве изображений за счет расфокусировки. Это происходит потому, что при такой фильтрации не учитывается импульсный характер помех.

Очень эффективным и простым средством фильтрации импульсных помех является фильтр, построенный согласно алгоритму описанному в работе [2,3]. В основе алгоритма лежит обнаружение помехи и замена его исправленным предсказанным значением.

Структура фильтра может быть получена, если известно апостериорное распределение передаваемого изображения и вид функции потерь, связанных с отличием восстановленного изображения, от передаваемого. Так как свойства зрения, определяющий вид функции потерь в случае приема изображений, трудно поддаются формализации, можно исходить из предположения, что оценка передаваемого значения видеосигнала должна вырабатываться по максимуму апостериорной вероятности. Апостериорное распределение получается как произведение априорного распределения значения передаваемого сигнала и условной вероятности значения помехи.

В качестве априорного распределения видеосигнала можно использовать распределение разности между значением видеосигнала для данного элемента изображения и его значением, предсказанным по элементам, окружающим данный. Это распределение близко к гауссовскому и имеет очень малую дисперсию, так как для осмысленных

изображений характерны плавные небольшие изменения яркости от элемента к элементу, а резкие изменения редки и образуют протяженные контуры. Условное распределение значений импульсной помехи имеет острый максимум вблизи значения принятого видеосигнала и равномерные «хвосты» во всем диапазоне изменения видеосигнала.

При синтезе схемы устройства были учтены следующие соображения. Так как на приемной стороне известны значения исходного видеосигнала, то для формирования предсказанного видеосигнала приходится использовать уже отфильтрованные значения видеосигнала для предшествующих элементов. При высоком качестве фильтрации этот сигнал мало отличается от истинного сигнала. Сама процедура формирования предсказанного сигнала должна выбираться из условия минимума дисперсии разностного видеосигнала, с тем, чтобы сделать минимальным порог обнаружения импульсов шума (4,5). В описываемом устройстве, использовалось линейное предсказание, когда (взвешенная сумма) значений видеосигнала, полученных при помощи задержки на длительность строки и на длительность элемента разложения. Оптимальные весовые коэффициенты можно определить, зная коэффициенты корреляции соответствующие этим задержкам. При настройке устройства их удобно подбирать экспериментально по максимуму размаха разностного видеосигнала.

Блок-схема обнаружения и устранения импульсных помех посредством предсказания и анализа сигнала ошибки приведена на рис.(1). Она содержит вычитающее устройство 1, которое служит для вычитания из исходного зашумленного видеосигнала предсказанного видеосигнала, поступающего с выхода предсказателя 8. Предсказатель 8 состоит из линии задержки 4 на длительность элемента изображения, линии задержки 5 на длительность строки, компенсирующей линии задержки 9, аттенуаторов 6 и сумматора 7. Разностный сигнал с выхода вычитающего устройства 1 поступает на двухсторонний ограничитель 2, выход которого соединен с выходом сумматора 8, на другой вход которого поступает предсказанный видеосигнал. Выходной отфильтрованный видеосигнал с выхода сумматора 3. Исходный видеосигнал поступает на вход вычитающего устройства 1, где происходит его сравнение с предсказанным видеосигналом, полученным с выхода предсказателя 8. Результат сравнения в виде разностного видеосигнала поступает на двухсторонний ограничитель 2. Для компенсации задержки ограниченного разностного сигнала, полученный за счет усилительных каскадов до сумматора 3, служит линия задержки 9. Эта компенсация необходима для того, чтобы обеспечить точное совпадение во время разностного и предсказанного видеосигнала на сумматоре 3. Величина компенсирующей задержки устанавливается при постройке фильтра. В сумматоре 3 ограниченный разностный видеосигнал, суммируясь с предсказанным,

даст восстановленное изображение, в котором импульсные помехи подавлены, а полезные перепады сохранены за исключением только очень контрастных.

Эти последние, несмотря на ограничения, восстанавливают свой контраст благодаря действию обратной связи по цепи: выход сумматора 3 предсказатель 8 вход сумматора 3, однако поскольку теряет в резкости при больших перепадах яркости, так как полный контраст восстанавливается за несколько элементов.

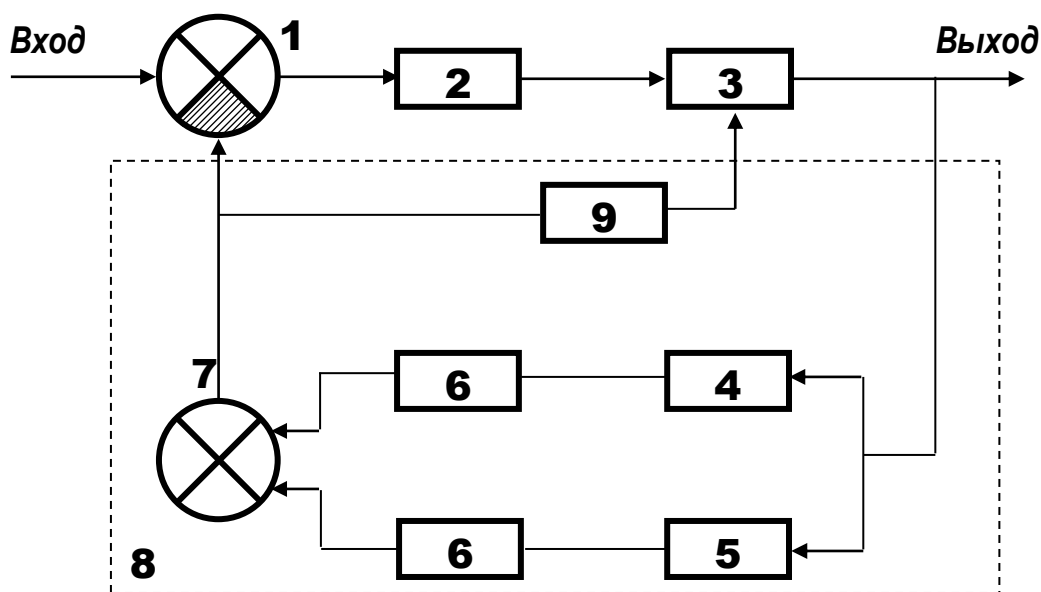


Рис.1.

Эффективность такой фильтрации в сильной степени зависит от длительности импульсных помех: чем больше длительность, тем меньше эффективность (6.). Это положение можно исправить дополнением устройствами измерения длительности импульсных помех, обнаружения их задних фронтов, а также устройствами заменяющих пораженные импульсными помехами элементами предыдущими, не пораженными элементами. Создание таких фильтров очень сложно и требует соответствующих теоретических и экспериментальных исследований (7).

Наибольший интерес для практики представляет использование методов преобразования телевизионного сигнала, которые обеспечивали бы наибольший выигрыш в ОСП, при относительно простой недорогостоящей аппаратной реализации. Если, в этих предсказывающих и корректирующих преобразователях учесть глубокие внутренние корреляционные связи между элементами изображения и что для типовых сюжетов характерны плавные переходы от элемента к элементу, А резкие большие перепады встречаются редко, кроме того, зрительная система в таких перепадах не критична к искажениям, то, как будет показано, эффект таких преобразователей сильно возрастает. Эти

условия наиболее полно выполняются при использовании метода предсказания и корректирования сигнала изображений на основе предсказания и ограничения с обратной связью.

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КОЖНЫЕ ПРОЯВЛЕНИЯ ПРИ ВИЧ-ИНФЕКЦИИ

Резюме. В истории человечества не было такой болезни, которая бы не привлекала к себе столь пристальное внимание всей медицинской и немедицинской общественности, как ВИЧ-инфекция. Это стало причиной многочисленных научных исследований во всем мире и колоссальных экономических затрат. СПИД - одно из опаснейших инфекционных болезней человека, угрожающей существованию человеческой популяции, поскольку неизбежна гибель инфицированных в среднем через 10-11 лет после заражения ВИЧ

Поражения кожи могут иметь важное диагностическое значение как для острой стадии болезни, так и для определения стадий вторичных заболеваний.

Ключевые слова: ВИЧ инфекция, дерматовенерология, СПИД.

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SKIN MANIFESTATIONS IN HIV INFECTION

Resume. There has never been a disease in the history of mankind that has not attracted such close attention of the entire medical and non-medical community as HIV infection. This has caused numerous scientific studies around the world and enormous economic costs. AIDS is one of the most dangerous infectious human diseases threatening the existence of the human population, since the death of infected people is inevitable on average 10-11 years after HIV infection

. Skin lesions can have an important diagnostic value both for the acute stage of the disease and for determining the stages of secondary diseases.

Key words: HIV infection, dermatovenerology, AIDS.

Актуальность. Заболеваемость ВИЧ-инфекцией (ВИЧ — вирус иммунодефицита человека) сохраняет тенденцию к неуклонному росту [1,6,70]. Существенно увеличилось число больных с поздними стадиями ВИЧ-инфекции и наличием различных оппортунистических заболеваний, в частности поражений кожного покрова.

Диагностика этих изменений нередко представляет большие трудности на догоспитальном уровне для врачей общего профиля, а также дерматологов и инфекционистов [4,9,10].

Цель исследования. Улучшение результатов лечения у ВИЧ-инфицированных больных, обследованных по поводу острых дерматовенерологических заболеваний, на основании полученных новых данных об особенностях иммунологических нарушений и клинического течения в послеоперационном периоде.

Материалы и методы исследования. Нами наблюдались 586 пациентов с различными кожными проявлениями, что составило 69% от общего числа госпитализированных (в 4-й стадии ВИЧ-инфекции — 88%). Их можно подразделить на 3 группы: кожные проявления при манифестации ВИЧ-инфекции, заболевания в стадии вторичных проявлений (4-я стадия) и поражения кожи, не связанные с ВИЧ-инфекцией. Поражения кожи могут иметь важное диагностическое значение.

Результаты и обсуждение. Первые две группы относятся к ВИЧ-индикаторным заболеваниям, так как все виды опухолей у больных ВИЧ/СПИД имеют вирусную этиологию и их формирование обусловлено тяжелым иммунодефицитом. Дерматозы неясной этиологии, возможно, обусловлены лекарственно-аутоиммунными поражениями, особенно при длительной антиретровирусной терапии (АРВТ) (в частности — Эпивиром) или специфической терапии оппортунистических заболеваний, не исключено и непосредственное воздействие ВИЧ на кожу. Самыми распространенными у больных СПИДом являются грибковые поражения кожи и слизистых. Наиболее часто наблюдаются кандидоз, руброфития, разноцветный лишай (81%). Другие микозы встречаются значительно реже.

Второе место среди поражений кожи занимает себорейный дерматит (68%). Как правило, у этих больных он протекает остро и тяжело. Вначале процесс локализуется только на лице (брови, усы, область рта), волосистой части головы и на разгибателях верхних конечностей. При развитии процесса на волосистой части головы можно обнаружить довольно сильное шелушение, напоминающее перхоть. Иногда при ВИЧ процесс может распространиться по всему кожному покрову в виде зудящих экзематозных бляшек.

Герпетические высыпания могут появиться на любом участке кожи и слизистых оболочек, но чаще они возникают на губах, половых органах

или в перианальной области. Высыпания часто трансформируются в крупные, болезненные, долго не заживающие язвы. Нередко клинические проявления герпеса напоминают ветрянку или импетиго.

Помимо поражения кожи и слизистых оболочек, при ВИЧ-инфекции у больных часто развивается герпетический проктит, который проявляется в виде болезненной отечной эритемы в перианальной области. Опоясывающий лишай при условии возникновения его у лиц молодого возраста из группы риска, отсутствии провоцирующих заболеваний и иммуносупрессивной терапии служит индикатором ВИЧ-инфекции.

Пузырьковые высыпания сопровождаются сильными болями, оставляют рубцы, рецидивируют, что не наблюдается у лиц без иммунного дефицита. Наиболее характерным дерматологическим неопластическим проявлением ВИЧ-инфекции остается саркома Капоши, вызванная вирусом простого герпеса 6-го типа.

Надо отметить, что ее частота снизилась с 40% у мужчин со СПИДом в 1980–90 гг. до 9% начиная с 2000 г. Основными клиническими особенностями саркомы Капоши является то, что у большинства больных заболевание развивается в возрасте до 35 лет; очаги поражения на коже носят распространенный характер; склонность к быстрой генерализации процесса (в первую очередь поражаются легкие, желудочно-кишечный тракт, лимфоузлы и слизистая оболочка полости рта); высокая смертность в течение короткого времени без лечения.

Появление на коже различных пятен синюшного или розового цвета, бляшек или папул у лиц молодого возраста обязательно должно насторожить лечащего врача в отношении ВИЧ-инфекции и требует обязательного проведения гистологического исследования биоптата кожи для исключения саркомы Капоши. В поздних стадиях болезни кожные элементы (розеолы, папулы, пятна) становятся многочисленными, инфильтрируются, могут изъязвляться. Обильные кожные проявления практически всегда сопровождаются выраженным лимфостазом, поражением суставов, с развитием контрактур.

Примером прямой зависимости поражения кожи от ВИЧ-инфекции может служить папилломавирусная инфекция кожи и слизистых оболочек (10%). У ВИЧ-инфицированных больных изменения на коже имеют необычный вид, поражают нетипичные места, многочисленные, имеют участки распада в центре папул, сливаются и после хирургического удаления практически всегда рецидивируют.

Вывод. Таким образом, несмотря на то, что клинических вариантов дерматологических проявлений ВИЧ-инфекции довольно много, такие поражения кожи, как саркома Капоши, стойкий кандидоз кожи и слизистой оболочки полости рта, часто рецидивирующий простой и опоясывающий герпес, себорейный дерматит, контагиозный моллюск, «волосатая» лейкоплакия языка и вульгарные бородавки, следует отнести к наиболее

характерным и диагностически значимым маркерам ВИЧ-инфекции, особенно если они протекают на фоне общих симптомов — лихорадки, лимфаденопатии, слабости, диареи, потери массы тела.

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ФОРМИРОВАНИЕ ОСНОВ БЕЗОПАСНОСТИ ЖИЗНЕДЕЯТЕЛЬНОСТИ КАК ФАКТОР СОЦИАЛИЗАЦИИ СТАРШИХ ДОШКОЛЬНИКОВ

Аннотация. В статье исследуются особенности основ безопасности жизнедеятельности как фактора социализации старших дошкольников в контексте современного российского образования. На основе анализа специфики дошкольного образования и воспитания сформулированы основные направления обеспечения безопасности жизнедеятельности старших дошкольников, определены основные составляющие этого важного фактора их социализации в жизни общества. Автор провел достаточно глубокий анализ факторов социализации старших дошкольников, показав все трудности и особенности этого вопроса в современном педагогическом, социальном и информационном поле. Особое внимание уделено логике развития обеспечения безопасности жизнедеятельности старших дошкольников, основанной на принципах безопасной педагогики, реализуемых сегодня в дошкольном образовании детей и их социализации.

Ключевые слова: безопасность жизнедеятельности, старшие дошкольники, социализация, современное общество, угрозы, безопасность.

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FORMATION OF THE FOUNDATIONS OF LIFE SAFETY AS A FACTOR IN THE SOCIALIZATION OF OLDER PRESCHOOLERS

Annotation. The article examines the features of the foundations of life safety as a factor in the socialization of older preschoolers in the context of modern Russian education. Based on the analysis of the specifics of preschool education and upbringing, the author formulates the main directions of ensuring

the life safety of older preschoolers, identifies the main components of this important factor of their socialization in the life of society. The author has carried out a rather in-depth analysis of the factors of socialization of older preschoolers, showing all the difficulties and features of this issue in the modern pedagogical, social and informational field. Particular attention is paid to the logic of the development of ensuring the life safety of senior preschoolers, based on the principles of safe pedagogy being implemented today in modern conditions.

Keywords: life safety, senior preschoolers, socialization, modern society, threats, safety.

Для Российской Федерации XXI века характерно повышенное внимание к развитию детей, что определяет важнейшие факторы социализации старших дошкольников. При этом их шаги к успеху в процессе социализации в обществе должны быть безопасными при жизнедеятельности во всех сферах. Создание реально работающей концепции педагогики безопасности сегодня должно базироваться на глубоких знаниях происходящих перемен, основных тенденциях и перспективах развития общества в условиях нарастающих угроз и опасностей. В современном обществе значительно возрастает число новых рисков и опасностей. Примерами могут служить пандемия коронавируса COVID-19, риски и опасности, связанные с нахождением старших дошкольников в ДОУ, дома, местах большого скопления людей. Это важно, потому что все перечисленные угрозы неизбежно присутствуют в процессе социализации старших дошкольников.

Социализация это важный момент в жизни старших дошкольников. Знаменитый педагог и психолог Д.И. Фельдштейн писал что «Детство – это не «социальный питомник», а социальное состояние, в котором взаимодействуют дети и взрослые» [8, 65].

Социализация старших дошкольников основана на том, что человек рождается, а вместе с ним и рождаются его способности. Но, чтобы стать полноценным социализированным человеком, мало иметь биологическую наследственность, необходимо развивать значимые качества своей личности. И одним из таких качеств для социализации является умение правильно строить межличностное общение между людьми. Уметь общаться - это значит быть социально-значимым для общества. И это самое «правильное общение» нужно развивать в дошкольном возрасте, необходимо развить в детях доброе отношение к людям и позитивное общение между ними [7, 35].

Социализация старших дошкольников определяет особенности социального развития личности ребенка дошкольного возраста. Концепция социального развития и социализации старших дошкольников включает в себя роли родителей человека в процессе социального развития,

полоролеевое воспитание, гендерные особенности, влияние информационной среды. В процессе социализации очень важно влияние ценностных ориентиров взрослых на формирование ценностных установок детей. Как следствие необходим их учет в организации процесса социального воспитания.

Важными средствами социализации старших дошкольников являются музыка, игра и досуг ребенка. Однако нужно учитывать и тот факт, что в мире третьего тысячелетия развитие дошкольников во многом определяется цифровой социализацией [2, 50]. При этом она различна у детей находящихся в разных социальных условиях. Мы живем в современном мире. О его современности и «необычности» можно говорить много, но безопасность детей, в том числе и в сети интернет, всегда должна быть на первом месте. Формирование основ безопасности жизнедеятельности как фактора социализации старших дошкольников в сети интернет должно учитывать следующие факторы. Ребенок все больше времени проводит в онлайн-пространстве, которое становится «средой его обитания», несмотря на то, что пока слабо регламентировано и мало изучено с точки зрения возможных долгосрочных негативных последствий. Старшие дошкольники активно, самостоятельно и стихийно находят и осваивают интернет-ресурсы в качестве развивающего, обучающего и развлекательного контента и площадок онлайн-коммуникации. В силу этого для старших дошкольников всемерно возрастают риски, связанные с онлайн-средой, в том числе риск возникновения компьютерной зависимости и влияния негативной и опасной информации на их формирующуюся в процессе социализации личность.

Педагогика безопасности сегодня понимается как научное направление в педагогике о закономерностях развития жизненного опыта человека в области безопасности жизнедеятельности [10]. В. В. Гафнером четко определен объект педагогики безопасности – это образовательный процесс развития жизненного опыта безопасного существования (жизнедеятельности) личности [1]. Он включает не только сферу специфичной подготовки человека к безопасной жизнедеятельности, но и имеет свои элементы в других отраслях педагогики и сферах человеческой деятельности.

В дошкольном возрасте дети накапливают и впитывают знания об окружающем мире, происходит их активное физическое, эмоциональное, интеллектуальное развитие. Ребенок открыт и доверчив к окружающему его миру. Поэтому очень важно показать ему положительные и отрицательные стороны этого мира. с оттенками черного и белого, хорошего и плохого, правды и лжи. Нужно научить ребенка не бояться, но остерегаться, не убегать, но избегать опасности. Именно этот возраст рассматривается как особо важный этап психолого-педагогического

воздействия, как уникальный для решения обучающих, развивающих, воспитательных задач, в том числе в области безопасности. Именно педагог, применяя необходимые методы и приёмы, учит ребенка безопасному взаимодействию со всеми элементами окружающего его мира [6].

Одним из основных документов, регламентирующих организацию образовательного процесса в дошкольном образовательном учреждении, является учебный план. Однако вопросам безопасности в учебном плане, на наш взгляд, уделяется недостаточное внимание. Так в младшей группе вопросы безопасности затрагиваются лишь косвенно в образовательной области «Социально-коммуникативное развитие», одной из задач которой, согласно ФГОС, является формирование основ безопасного поведения в быту, социуме, природе. В учебном плане средней группы изучение вопросов безопасности вовсе не предусмотрено, а возвращение к ним происходит лишь в старшей группе. Формирование основ безопасности в дошкольном образовательном учреждении происходит в процессе различных форм индивидуальных и групповых занятий с детьми. Следовательно, содержание учебных планов в части обеспечения безопасности при обучении, воспитании и социализации старших дошкольников нуждается в корректировке в сторону обеспечения безопасности.

По материалам статьи можно сделать вывод, что для XXI века характерно то, что при социализации старших дошкольников необходимо реальное формирование основ безопасности их жизнедеятельности в школе и дома. Для этого нужно создание в дошкольных учреждениях, школе и дома условий, способствующих безопасности социализации дошкольников, а также помощь семье в воспитании и образовании детей, путем привлечения родителей к сотрудничеству. Можно констатировать, что сегодня крайне важно не забывать о том, что родители, учителя, воспитатели просто обязаны создать для дошкольников благополучное, безопасное социальное будущее. Исходя из имеющегося сегодня понимания существующих угроз и опасностей, необходимо формировать реальную педагогику безопасности, обеспечивающую эффективную и безопасную социализацию старших дошкольников.

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УЧАСТИЕ ГОСУДАРСТВА В ГРАЖДАНСКО-ПРАВОВЫХ ОТНОШЕНИЯХ

Аннотация: В данной статье рассматриваются гражданские правоотношения и их особенности, сущность их содержания и представление об участниках этих отношений.

Следует отметить, что в статье рассматриваются и другие гражданские правоотношения в рамках государственно-частного партнерства.

Ключевые слова: гражданско-правовые отношения, субъект, государство, гражданин, договор частного партнерства, юридическая ответственность.

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STATE PARTICIPATION IN CIVIL LAW RELATIONS

Abstract: This article examines civil legal relations and their features, the essence of their content and the idea of the participants in these relations.

It should be noted that the article also discusses other civil legal relations within the framework of public-private partnership.

Keywords: civil law relations, subject, state, citizen, private partnership agreement, legal responsibility.

В последние годы в Республике Узбекистан осуществляется ряд реформ в различных сферах общественной жизни, в том числе широкомасштабная работа в целях дальнейшего развития существующей инфраструктуры, эффективного решения возникающих различных социальных, экономических проблем. Для эффективного решения этих проблем широко используются различные современные механизмы, передовой зарубежный опыт. В этих целях налажена эффективная практика широкого использования возможностей частного сектора, привлечения представителей частного сектора на основе государственно-частного партнерства. Создан ряд правовых норм, регулирующих эти отношения, создана необходимая нормативно-правовая база. Указанные

нормы основаны на признании равноправного положения участников этих отношений, предоставлении им соразмерных прав и обязанностей. Эти отношения соответствующим образом регулируются и общими нормами гражданского права, несмотря на наличие специальных норм, регулирующих эти отношения.

Гражданско-правовыми элементами в данных отношениях являются регулирование отношений государственно-частного партнерства на основе договора, заключаемого между сторонами, установление порядка, включающего механизмы выбора частного партнера для заключения сделки, механизмы надлежащей ответственности участников за неисполнение или ненадлежащее исполнение настоящего Соглашения.

Участие государства в гражданских правоотношениях признается исследователями и учеными в этой области, осуществляемое в двух формах. Государство участвует в различных имущественных и обязательственных правоотношениях непосредственно через себя и через образованных им юридических лиц. При этом указанные субъекты, участвующие в гражданских правоотношениях от имени государства, находятся в равном положении с другими субъектами, являющимися участниками этих отношений, и отношения между ними строятся на равноправии. Его уполномоченные органы-учреждения или юридические лица, участвующие в гражданских правоотношениях от имени государства, не могут занимать по отношению к третьим лицам, участвующим в этих отношениях, преимущественное положение, опираясь на свою "властную" позицию.

В целом в имущественных отношениях, в которых участвует государство, наблюдаются случаи, когда государство участвует в этих отношениях в статусе "условного кредитора". Этот процесс наиболее ярко выражен в налоговых и финансовых отношениях, в которых государство выступает фиксатором, установщиком, модификатором и сборщиком различных платежей (государственной пошлины, сборов и налогов). Государство в течение реализации своих властных полномочий устанавливает налоги и иные платежи, обязательные к уплате субъектам, являющимся участниками экономических отношений.

А в гражданских правоотношениях государство не может ссылаться на свое господствующее положение. В этих отношениях государство участвует в равных долях, вступает в отношения с другими участниками на равных основаниях и несет ответственность.

В отношениях государственно-частного партнерства государство участвует на равных основаниях с частным партнером, который является участником этих отношений. В договоре, заключаемом между сторонами, устанавливаются механизмы ответственности для обеих сторон. Государство в целом вступает в ряд гражданских правоотношений, в то время как государство участвует в отношениях частного партнерства. В

частности, гражданско-правовые отношения возникают при проведении в установленном порядке конкурса по выбору частного партнера для заключения договора государственно-частного партнерства, при предложении частным партнером проектов государственно-частного партнерства, при определении условий договора и прав и ответственности сторон по нему и в ряде других ситуаций.

В целях упорядочения и систематизации этих отношений 10 мая 2019 года принят Закон Республики Узбекистан "О государственно-частном партнерстве". Настоящий закон определяет понятие государственно-частного партнерства, государственное управление в данной сфере, проект и соглашение о государственно-частном партнерстве, государственно-частное партнерство как стороны сделки, права и обязанности сторон сделки, порядок ее заключения и осуществления, выбор частного партнера, гарантии прав частного партнера и кредитора.

Гражданское законодательство устанавливает общий порядок проведения конкурсных (тендерных) торгов, однако данные конкурсы, проводимые в рамках отношений государственно-частного партнерства, отличаются от конкурсов общего характера. В соответствии с общими нормами гражданского законодательства организатор тендерных торгов (в качестве полноправного субъекта гражданских правоотношений организатором конкурса может выступать и государство) заключает с победителем конкурса договор на выполнение указанных в конкурсе действий (проекта) и при выполнении указанных в проекте работ в установленном порядке обязуется уплатить оговоренную в договоре плату (обязанность по уплате платы возлагается на организатора конкурса в виде в случае, если иное не предусмотрено законом). А в государственно-частных партнерских отношениях, когда проект предлагается государственным партнером, в качестве организатора конкурса выступает государственный партнер или уполномоченный государственный орган (государство). Также проект реализуется за счет победителя конкурса, при этом государственный партнер предоставляет победителю конкурса право, необходимое для реализации проекта (например, право пользования земельным участком или объектами государственной собственности).

Гражданско-правовые отношения, возникающие между сторонами в рамках проекта государственно-частного партнерства и его реализации, регулируются Гражданским кодексом Республики Узбекистан, Законом Республики Узбекистан "О государственно-частном партнерстве" и другими соответствующими нормативно-правовыми актами. В этих нормах закреплено несколько норм, таких как права и обязанности сторон, гарантии прав частного партнера и кредитора. В частности, согласно закону "О государственно-частном партнерстве", государственный партнер обладает несколькими правами. В частности, считается, что он имеет

относительно преимущественные права, такие как: (а) запрашивать информацию о выполнении частным партнером условий сделки, заключенной между сторонами, и о ходе проекта, указанного в сделке, (б) контролировать выполнение условий сделки другой стороной, (с) выполнять проекты и планы, указанные в сделке, и оценивать их результаты.

Субъектам предпринимательства (частному партнеру), являющимся второй стороной этих отношений, непосредственно осуществляющим реализацию проекта, законодательство предоставляет право: Эти субъекты могут (а) вносить предложения о внесении изменений в различные пункты договора между ними и уполномоченным государственным партнером или об изменении определенного условия договора, (б) требовать от стороны, участвующей в договоре в качестве представителя государства, возмещения этих убытков, если невыполнение или удержание действий, которые должны быть выполнены государственным партнером, приведет к потере ожидаемых доходов, полученных на основе проекта, или к убыткам.

Законодательство в сфере государственно-частного партнерства также устанавливает порядок внесения изменений в договор государственно-частного партнерства, согласно которому договор о государственно-частном партнерстве может быть изменен, дополнен или расторгнут по соглашению сторон либо по решению суда, если иное не предусмотрено законодательством или договором о государственно-частном партнерстве.

Использованные источники:

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ЧЕТ ТИЛ ЎҚИТИШДА ТИНГЛАБ ТУШУНИШНИНГ АҲАМИЯТИ

Аннотация: Ушбу мақолада Олий таълим муассасаси шароитида талабаларнинг тинглаб тушуниш соҳасидаги қийинчиликлар ва уларни бартараф этиш усуллари хусусида сўз боради.

Калит сўзлар: тил кўникмаси, нутқий идрок, тинглаб тушуниш, омофон, полисемия, фонетик компонент.

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THE IMPORTANCE OF LISTENING IN A FOREIGN LANGUAGE TEACHING

Annotation: This article discusses the difficulties in the field of listening comprehension of students in the context of higher education and ways to overcome them.

Keywords: language skills, speech comprehension, listening comprehension, homophone, polysemy, phonetic component.

Ҳозирги кунда мустақил Республикамизда хорижий тилларни мукамал биладиган етук мутухассисларга талаб ортиб бормоқда. Хусусан инглиз тилини ўрганишни давр тақозо этмоқда. Ҳар томонлама баркамол ўз касбини яхши билувчи кадрларни тайёрлаш мақсадида барча ўқув юртларида инглиз тилини ўқитишга катта эътибор берилаётганлиги ҳаммамизга маълум.

Чет тилини ўрганиш турли маданиятларга йўл очиб беради. Юқори сифатли тил таълимоти талабаларнинг тил ўрганишга бўлган қизиқишларини янада ортишига ва оламни англашнинг чуқурлаштиришига ёрдам беради. Тил ўқитиш талабаларни ўз фикрларини, ғояларини бошқа тилда намоён қила олиши, оғзаки ва ёзма нутқда сўзловчига жавоб қайтаришини таъминлаши керак. Ундан ташқари, тил ўрганиш ўрганувчиларни турли амалий мақсадларда мулоқотни ва буюк адабиёт асарларини оригинал тилда ўқиш имкониятлари билан таъминлаши ва келажакда бошқа чет тиллар ўрганилишига асос бўлиб, ўқувчиларнинг

бошқа мамлакатларда ўқиш ва ишлашга тайёрлашга хизмат қилиши керак. Чет тилда нутқий мулоқотни амалга ошириш учун нутқ фаолияти турларига мос бўлган кўникма ва малакаларни шакллантириш талаб этилади. Нутқий фаолият: оғзаки ва ёзма тарзда амалга ошади. Оғзаки нутқ, яъни гапириш нутқий фаолиятнинг бошқа турлари билан ҳам боғлиқ ва бир-бирини тўлдиради. Тинглаб тушуниш ва ўқиш орқали маълумот олинса, гапириш ва ёзиш орқали маълумот узатилади. Талабаларда тинглаб тушуниш кўникмасининг қанчалик яхши шаклланганлиги гапириш ва тўғри талаффуз қилиш билан боғлиқ кўникмаларини ўстиришга ҳам ижобий таъсир кўрсатади ва хорижий тилда берилаётган ахборот мазмунини аниқ тушунишга ҳамда ушбу ахборотни қайта айтиб бериш, яъни “retelling” билан боғлиқ кўникмаларни шакллантиришга ҳам ёрдам беради.

Чет тилдаги аудитив кўникмаларни ўстиришда ва гапиришга ўргатишда ўқитувчининг нутқи муҳим ўрин тутди. Ўқитувчи ўқув жараёнида ўрганилаётган хорижий тилда қанчалик кўп гапирса, аудиториияда хорижий тил муҳити шунчалик узоқ сақланиб туради. Бу эса ўз навбатида талабаларда тинглаб тушуниш кўникмаларини ўстиришга ёрдам беради.

Тинглаб тушуниш учун танлаб олинган матнлар хорижий тил ўрганувчиларининг ёшига, қизиқишига ва билим даражасига мос бўлиши лозим. Ўқитувчининг нутқини раволиги, талаффузининг тиниқлиги, гапириш тезлиги ҳам меърий даражада бўлиши муҳим аҳамият касб этади.

Нутқ фаолияти турларининг ҳар бирига хос қийинчиликлар мавжуд. Тинглаб тушунишда содир бўладиган қийинчиликлар бир талай. Уларни билиш чет тили ўргатишда ҳал қилувчи шартлардандир. Идрок этиш, жумладан нутқни идрок этиб тушуниш муаммолари жаҳон руҳшунослигида анча муфассал ишлаб чиқилган. Чет тили ўқитиш методикаси фани мавжуд назарий мулоҳазалардан самарали фойдаланади.

Олий таълим муассасаси шароитида талабаларнинг тинглаб тушуниш соҳасидаги қийинчиликлар қуйидагилардан иборат:

1. Тилга оид шаклий қийинчиликлар. Маъноси ҳар – хил, товуш шакли эса ўхшаш сўзларни (омофонларни) ёки чет тили феълининг мажҳул даражасини тинглаш ва тушуниш мураккаблик касб этади. Омофон ва мажҳул феъл бир қарашда танишга ўхшайди, бироқ аудиоматннинг мазмунини пайқашда ҳийла қийинчилик туғдиради.

2. Мазмунга доир қийинчиликлар. Олинаётган ахборот қамровидаги нима, қаерда, ким билан, қачон бўлиши каби далилларни идрок этиш бобида ёки улар орасидаги боғланишни илғаб олиш, шунингдек, умумий ғояга таалуқли қийинчиликлар мавжуддир.

3. Нутқий идрок қилишнинг шарт – шароитидаги қийинчиликлар. Булардан нутқ тезлиги, оҳанги ва механик ёзилган аудио матннинг

муракаблигини эслатиш кифоя. Шу билан бирга аудидоматнни бир марта идрок қилиш, нотаниш одамни тинглаш, овоздаги ўзига хослик кабилар ҳам тушунишда ғов бўлиши табиий.

4. Нутқ шаклига оид қийинчиликлар. Диалог нутқда жавоб қайтариш, монологни тинглашда эса жумлаларни эшитиши хотирасида сақлаш ўқувчи учун муайян қийинчилик келтириб чиқаради.

5. Тилшунослик нуқтаи назаридан содир бўладиган қийинчиликлар. Уларни лисоний – лексик, грамматик ва фонетик қийинчиликлар деб аталади. Лексикада жуфт тушунчалар (масалан, дунё томонларини ифодаловчи сўзлар, кўп маънолилик (полисемия) турғун бирикмалардаги сўз маъноси, ёрдамчи сўзлар, грамматик жиҳатдан она тилида йўқ ходисалар ёки фонетик тарафдан сўзнинг ёзувда ва талаффузда кескин тавафути, урғу ва оҳангнинг ўхшамаслиги тегишли қийинчиликларга сабаб бўлди.

6. Аудиоматн тузилишига оид қийинчиликлар. Аудиоматннинг тузилиши (композицион – мазмуний тузилиши) ҳам қийинчиликларга олиб келиши аниқланган. Чунки баён этилаётган ахборотни илғаб олишга унинг бевосита дахли бор. Гапнинг ёки сатр бошининг бир – бирига мантиқан ёпишиши, матннинг юзаки ёки чуқурлиги, нотаниш лексик бирликлар иштироки ва қатор ўхшаш композицион – мазмуний ҳолатлар аудиоматннинг тушунилиши даражасини белгиловчи омиллардир.

Талаба тинглаб тушунишда дуч келадиган қийинчиликларни эътироф этишдан мақсад уларнинг олдини олиш чораларини кўришдир. Қийинчиликлар меҳнат ва вақт талаб қилади, махсус машқларни бажариш заруриятини туғдиради. Қийинчиликларни ўз вақтида бартараф қилиш (нейтраллаш) йўли билан таълим жараёнини жадаллаштириш ва ўқитишнинг энг моқбул (оптимал) методикасини ишлаб чиқаришга мувофақ бўлинади. Тил ўрганишда ёки умуман ҳаётда воқеа бўладиган қийинчиликлар сабаб ва оқибатнинг бир – бири билан боғлиқ равишда аниқланади. Қийинчиликларни олдиндан аниқлаш, унинг сабабларини билиш мумкин. Қийинчиликнинг юзага чиқиши турли хатолар ва кўзланган натижага эришиш даражаси билан белгиланади. Ўқувчиларнинг ўзгалар нутқини идрок этиб, унинг мазмунини фаҳимлай олишларидан қийинчиликларни бартараф этиш йўлида тинглаб тушунишнинг психофизиологик механизмларини тўғри шакллантириш катта аҳамият касб этади.

Оғзаки нутқни ўргатиш чет тили ўқитишнинг асосий амалий мақсадларидан биридир.

Олий таълим муассаса битирувчилари чет тилида оғзаки ахборот бера олишлари ва суҳбатлаша олишлари, ўрганилган тематикага боғлиқ бўлган чет тилидан нутқни эшитиб тушунишлари керак. Биринчи навбатда оғзаки нутқни ўрганишнинг бирлиги муаммосини эслатиб ўтиш лозим бўлади.

Авваллари, лексик ва грамматик элементлар, оғзаки нутқ материали сифатида алоҳида олиб қаралган бўлса эндиликда, ҳозирги тилшунослик ютуқларига асосланиб, нутқнинг грамматик, лексик ва фонетик компонентлари бирлигидан иборат комплекс birlikлар ҳақидаги масалани куйиш имконияти туғилди. Сўнгра шундай комплекс birlikларини билиб олишга қаратилган тайёрлов машқлари, бу машқларнинг турлари, уларнинг оғзаки нутқни ўқитиши у мумий системасидаги салмоғи каби масалалар. Нутқ ўрганилаётган тил материалдан фойдаланиш малакаларини ўстиришни таъминловчи нутқ машқлари ҳақидаги масала янада мураккаброкдир. Дарсада табиий нутқ муаммоси муҳитни яратишга интилиш диалогик ва монологик оғзаки нутқ муаммосини бир - бирдан ажратиб қўйишга, шунингдек ўқитишни ва оғзаки нутқнинг бошқа бир томони суҳбатдошни нутқини махсус топшириш сифатида идрок этишни алоҳида ажратишга олиб боради. Олий таълим муассасаларида чет тилларини ўқитишнинг ҳозирги замон практикасида оғзаки нутқ муносиб ўринни эгаллайди. Ўқитувчиларнинг диққат - эътибори, асосан бу машқларнинг турини кўпайтиришга, уларнинг қизиқарли бўлишига, дарс олиб боришнинг муносиб тезлигини таъминлашга, дарсга ўқитувчилар талабаларни жуда кўпчилигини жалб этишга қаратилган.

Нутқий фаолият мобайнида талабалар ўртоқларининг фикрларини тинглаб тушунадилар ва ўз навбатида шахсий фикрларини баён этадилар. Тил ўйинлари талабалардаги уялиш, иккиланиш, хато қилиб қўйишдан чўчиш каби психологик тўсиқларни олиб ташлашга ва уларни ўйин асосидаги нутқий фаолиятда ҳеч иккиланмасдан фаол иштирок этишларига имкон яратади. Йўл қўйилган хатолар эса, ўйин тугагандан сўнг тўғриланади. Бу талабаларни ўз кучларига ишончини мустаҳкамлашга ва ўз фикрини ўрганаётган хорижий тилда ифодалашга ўргатади. **Хулоса.** Чет тилда тинглаб тушуниш ва гапиришга ўргатишга юқорида келтирилган омиллар ва тавсияларни ҳисобга олган ҳолда ўқув машғулотларини ташкил этиш аудитив кўникмаларни шакллантириш ва ўстиришда кафолатланган натижаларга эришишга ва хорижий тилни ўрганиш самарадорлигини оширишга ёрдам беради.

Фойдаланган адабиётлар:

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**ГЕОГРАФИЯ ТАЪЛИМИДА ҚЎЛЛАНИЛАДИГАН ЯНГИ
ЗАМОНАВИЙ ПЕДАГОГИК МЕТОДЛАР (“ВЕНН
ДИАГРАММАСИ”, “АССЕСМЕНТ”, “ЕЛПИҒИЧ”, “БББ”
МЕТОДЛАРИ МИСОЛИДА)**

Аннотация: Мазкур мақола география дарслари самарадорлигини ошириш, янги педагогик технологиялардан фойдаланиб машғулотларни олиб бориш, ёш авлодни баркамол инсон қилиб таълим бериш ва тарбиялашда муҳим аҳамият касб этади.

Калит сўзлар: География таълими, “Венн диаграммаси” методи, “Ассесмент” методи, “Елпигич” методи, “БББ” методи.

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**NEW MODERN PEDAGOGICAL METHODS USED IN THE
EDUCATION OF GEOGRAPHY**

Annotation: this article is of great importance in increasing the effectiveness of geography classes, training using new pedagogical technologies, teaching and educating the younger generation as a harmonious person.

Key words: geography education, "Venn diagram" method, "assessment" method, "Elpigich" method, "BBB" method.

География таълимида дарслик, географик атлас ва карталар, дидактик тарқатма материаллар, кўргазмали қуроолардан кенг фойдаланилади, интернет сайтлари ва маълумотларидан ҳамда аудио ва видео техника воситаларидан ўринли фойдаланиш тавсия қилинади. Илғор педагогик технологиялар ва фанни ўқитишнинг интерфаол методларини қўллаш маъқул топилади.

Дарс самарадорлиги маълум даражада ўқув жараёнида қўлланиладиган педагогик технологияларга боғлиқ. Шунинг учун география таълимида педагогик ва ГАТ технологияларидан фойдаланиш назарда тутилади. Жумладан: компьютер технологияси, мультимедия воситалари, тест топшириқлари, кўргазмали қуроолар ва бошқа фан материалларига оид кўникмалар ва нутқий малакаларни шакллантиришга

қаратилган табақада ёндашиш; ўқувчиларнинг ўқув фаолиятини, мустақил ишларини табақали ташкил этиш; техник воситалардан видео, аудиомагнитофон, кодоскопдан фойдаланиш; кўргазмали куроллардан фойдаланиш (схема, диаграмма, жадвал, расмлар); интерфаол методлар: суҳбат, лойиха методи, ақлий хужум, кластер методи, ролли ўйинлар, мусобақа, кўрик танловлар, дебат, давра суҳбатлари, муаммоли ўқитиш, изоҳли ўқиш, ФСМУ технологияси, блиц ўйин технологияси, елпигич, бхбхб методи ва бошқа методлар.

Янги замонавий педагогик технологиялардан самарали фойдаланиш методикаси

“ВЕНН ДИАГРАММАСИ” МЕТОДИ



Таърифи:

Иккита бир-бири билан кесишган доиралар кўринишидаги географик объектлар, харита, профиль, харита-схема, диаграммалар, фактлар, ҳодисалар, ғоялар, табиий ва иқтисодий географик шарт-шароитларни бир-бири билан таққослаш, буюк географ олимлар ва кашфиётчиларнинг географик меросини ўрганиш учун қўлланилади.

Айланма диаграмма. Ҳар бир доирадаги бўш жойлар тафовутларни ёзиш учун ишлатилади, доиралар кесишганда ҳосил бўлган умумий майдон икки таққосланаётган ҳодисаларнинг (географик объектлар, харита, профиль, харита-схема, диаграммалар ва бошқалар) умумий жиҳатларини қайд қилиш учун фойдаланилади.

Фойдаланиш доиралари:

География фанида саволларни маълум ўқув мавзусига ва ҳар қандай ёшдаги ўқувчилар гуруҳларига мослаштиришда индивидуал ва гуруҳ-гуруҳ бўлиб ишлаш учун қўлланилади.

Афзалликлари:

Танқидий фикрлаш кўникмаларини ривожлантиради, предметлар, ҳодисалар ва шу кабиларнинг фарқи ҳамда ўхшаш жиҳатларини аниқлашга ёрдам беради.


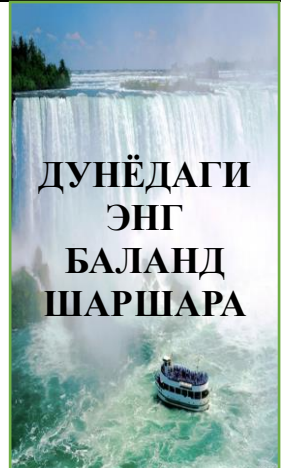
Қийинчиликлар:

Аниқланмаган.

“АССЕСМЕНТ” ТЕХНОЛОГИЯСИ МЕТОДИ

Ассесмент – ўз-ўзини тақдимот қилиш, маълум синондан ўтиш учун қўлланадиган баҳолаш техникасидир. Ундан муайян бўлим якунида ўқувчиларнинг бўлим бўйича олган билимларини баҳолашда ёки дарснинг мустаҳкамлаш босқичида ёки назорат дарсларида фойдаланиш мумкин. Бу техниканинг чизмаси қуйидаги иккита вариантда берилган намунадагидек тузилади. Бунда топшириқлар сони ва савияси ўқувчиларнинг ёшига қараб ўзгартирилиши мумкин.

1-вариант

ТЕСТ	САВОЛ	ЎЗМА	АМАЛИЙ МАШҒУЛОТ
 <p>Марказида қолдик тоғлар мавжуд бўлган табиий географик округни топинг</p> <p>а) Мирзачўл б) Устюрт с) Қизилқум д) Қуйи Амударё</p>	 <p style="text-align: center;">ДУНЁДАГИ ЭНГ БАЛАНД ШАРШАРА</p>	<p>1. Қайси сайёҳ Буюк географик кашфиётларни бошлаб берди ва нима учун?</p> <p>2. Ўзбекистон иқлими шаклланишида қайси омиллар етакчи ўрин тугади?</p> <p>3. Қайси масалалар глобал муаммолар каторига киради?</p>	<p>Агар эҳолотда юборилган товуш 5 секунддан кейин қайтиб келса, океан чуқурлиги қанчага тенг бўлади?</p>

2-вариант

ТЕСТ	САВОЛ	ЎЗМА	АМАЛИЙ МАШҒУЛОТ
<p>Жаҳоннинг умумий ер фонди қанча?</p> <p>А) 13 млрд. га Б) 15 млрд. га С) 13.4 млрд. га Д) 20 млрд. га</p>	<p>БМТнинг атроф муҳитни муҳофаза қилиш қароргоҳи қайси шаҳарда жойлашган?</p>	<p>Тугамайдиган табиий ресурслар деб нимага айтилади? Уларга мисоллар келтиринг</p>	<p>1. Ҳаво ҳарорати 30°C, ҳаводаги сув буғи 10 г/м³ бўлса, унинг нисбий намлиги қанчага тенг бўлади?</p> <p>2. Географик атласдаги яримшарлар ҳаритасидан қуйидаги шаҳарларнинг географик координаталарини аниқланг</p> <p>а) Тошкент, Самарқанд, Андижон; б) Урганч, Бухоро, Термиз.</p>

“ЕЛПИҒИЧ” ТЕХНОЛОГИЯСИ МЕТОДИ

“Елпиғич” технологияси мураккаб ва кўп тармоқли метод бўлиб, муаммоли мавзуларни ўрганишга қаратилган. Технологиянинг моҳияти, бунда мавзунинг турли тармоқлари бўйича бир йўла ахборот берилади. Яъни, ҳар бири алоҳида нуқталардан муҳокама этилади. Масалан, ижобий ва салбий, афзаллик ва камчилик ҳамда фойдали ва зарарлари томонлари белгиланади. Ушбу технология таълим олувчиларнинг танқидий, таҳлилий ва аниқ мантиқий фикрлашларини ривожлантиришга ҳамда ўз фикрларини ёзма ва оғзаки шаклда ихчам баён этиш, шунингдек, уни ҳимоя қилишга имконият яратади.

1-мисол





- Маъруза режасига мос ҳолда 2-устунни тўлдиринг.
- Ўйланг, жуфтликда мавзу режасини ҳал этинг ва жавоб беринг. Ушбу саволлар бўйича нимани биласиз, 3-чи устунни тўлдиринг.
- Ўйланг, жуфтликда маъруза саволи бўйича биладиганларингизни аниқланг ва жавоб беринг. Ушбу саволлар бўйича нимани билиш керак? 4-чи устунни тўлдиринг.
- Маърузани эшитинг.
- Маърузадан олган билимларингиз асосида 5-чи устунни тўлдиринг.

1-мисол

	Маъруза саволи	Биламан	Билишни хоҳлайман	Билиб олдим
	2	3	4	5
.	Автомобилсозлик	Русумларини	Қанча бензин сарфлашини, қанча от кучига эга эканлигини	Автомобилсозлик заводи Асака шаҳрида 1996-йилда ишга туширилди

	Дунё океани	“Қирғоқсиз денгиз”, “Ерни айланиб оқувчи буюк дарё” маъноларини англатишини, Ер шарининг узлуксиз сувли қобиғи эканлигини	Дунё океани қисмлари	Дунё океанларида қандай денгизлар жойлашган?
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2-мисол

	Маруза саволи	Биламан	Билишни хоҳлайман	Билиб олдим
	2	3	4	5
	Германия Федератив Республикаси	ГФР пойтахти Берлин шаҳри	ГФР нечта округдан иборат?	ГФР 16 та федерал ердан иборат
	Антарктида материги	Антарктида жанубий ярим шарда жойлашган	Антарктида майдони ҳақида	Майдони 14 107 000 км квдан иборат
	“Мерседес-Бенц” автоконцерни	“Мерседес-Бенц” Германияда жойлашган автоконцерн	“Мерседес-Бенц” бир йилда қанча фойда кўради?	“Мерседес-Бенц” соф фойдаси 19,322 млрд. доллар

Хулоса қилиб шуни айтиш мумкунки география дарслари самарадорлигини ошириш, янги педагогик технологиялардан фойдаланиб машғулотларни олиб бориш, ёш авлодни баркамол инсон қилиб таълим бериш ва тарбиялашда муҳим аҳамият касб этади. Дарсларда қўлланиладиган ҳар бир метод ўқувчиларни мустақил фикрлашга ўргатади. Дарсларни гуруҳларга бўлиб олиб боориш, яқка тартибда ишлаш ўқувчиларни билим салоҳиятини оширади. Ўқитувчи дарсга пухта тайёргарлик кўриши, ўрганилаётган мавзунини тўғри режалаштириши, ҳар бир режани ёритишда унга мос методни қўллаши керак бўлади. Агар танланган метод тўғри бўлса у технологияга айланади ва кўзланган натижага эришилади.

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**РАЗРАБОТКА УСОВЕРШЕНСТВОВАННОЙ ФОРМЫ
ПРОТИВОПОЖАРНОЙ ПРЕГРАДЫ ДЛЯ ОБЕСПЕЧЕНИЯ
ЭКОЛОГИЧЕСКОЙ И ПОЖАРНОЙ БЕЗОПАСНОСТИ
НЕФТЕХРАНИЛИЩ**

Аннотация: Объекты нефтяной промышленности представляют собой комплекс сложных систем и являются объектами высокого экономического значения. Безопасность таких предприятий – приоритетная задача не только для самого объекта, но и для страны в целом. При этом основное направление в области защиты объектов от пожаров является сохранение жизни и здоровья людей как на территории предприятия, так и за ее пределами. Поэтому данные объекты обеспечены высоким уровнем противопожарной безопасности, в соответствии с научно-техническим прогрессом.

Ключевые слова: кривизна потока, поток жидкости, температура воспламенения, прочность материала, эффективность экологической безопасности, ячеистый бетон.

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**DEVELOPMENT OF AN IMPROVED FORM OF FIRE BARRIER TO
ENSURE THE ENVIRONMENTAL AND FIRE SAFETY OF OIL
STORAGE FACILITIES**

Abstract: Oil industry facilities are a complex of complex systems and are objects of high economic importance. The safety of such enterprises is a priority task not only for the facility itself, but also for the country as a whole. At the same time, the main direction in the field of protecting objects from fires is the preservation of life and health of people both on the territory of the enterprise and beyond. Therefore, these facilities are provided with a high level of fire safety, in accordance with scientific and technological progress.

Key words: flow curvature, fluid flow, ignition temperature, material strength, environmental safety efficiency, cellular concrete.

При полном разрушении крупногабаритных технологических аппаратов, например резервуаров, поток жидкости (так называемая волна прорыва) движется по законам динамики, поэтому земляные обвалования не могут его удержать и разрушаются. Для повышения безопасности населения, объектов застройки населенных пунктов и природы, которые могут оказаться в зоне воздействия волны прорыва, образующейся при квазимгновенном разрушении РВС, необходимо применять защитные инженерные сооружения, устойчивые к гидродинамическому воздействию.

Для решения этой задачи рассмотрим процессы возникновения и распространения волны прорыва, образующейся при разрушении РВС и ее взаимодействия с защитными преградами.

Характерными особенностями этого вида движения являются:

- кривизна потока, которая выражена настолько резко, что распределение давления не может быть принято гидростатическим;
- быстрое изменение режима потока происходит на относительно коротком участке, поэтому граничное трение, как правило, ничтожно;
- при возникновении быстро изменяющегося движения в резких переходных сооружениях физические характеристики потока определяются в основном геометрией границ сооружения и состоянием потока.

Новое конструктивное решение существенно изменяет условия работы узлов коренных задвижек, в том числе при пожаре с горением у основания резервуара. Разгерметизацию фланцевых соединений на узлах коренных задвижек резервуаров в условиях пожара объясняется выгоранием прокладок. Потерю герметичности фланцевых соединений в условиях пожара нельзя объяснить лишь выгоранием прокладок и резиновых сальников, так как герметичность теряют и соединения с металлическими прокладками.

Было проведено исследование температуры воспламенения и скорости возгорания полимерных композиций в присутствии полимерных антипиренов. Установлено, что полимерные антипирены способствуют увеличению температуры воспламенения композиции и уменьшению скорости возгорания.

В дальнейших исследованиях мы изучали области применения модифицированного огнепреградителя с учетом реальных условий возникновения и развития пожара на резервуарах, т.к. при наличии данного условия пожар внутри резервуара может возникнуть и без прохода наружного пламени через дыхательное устройство (например, вследствие прямого удара молнии или опасного нагрева сухой части корпуса резервуара соседним очагом пожара). Необходимость установки огнепреградителя может быть обоснована также с учетом влияния его защитного действия на ослабление тяжелых последствий пожара.

Как показали огневые испытания, время защитного действия (огнестойкость) большинства испытанных образцов промышленных огнепреградителей при непрерывном и длительном воздействии на него пламени в условиях пожара колеблется от 30 до 50 мин.

К одному из современных способов защиты резервуарных парков, удовлетворяющих рассмотренным выше принципам, относится разработанная нами противопожарная преграда в виде ограждающей стены с волноотражающим козырьком, общий вид которой показан на рис.1. Ограждающее сооружение состоит из вертикальной стены 2, предназначенной для отражения основного потока, опирающейся на опорное горизонтальное основание 3, в нижней части которого мы на основе проведенных расчетов и численного моделирования мы предлагаем установить два выступа 4, препятствующие опрокидыванию стены при воздействии на нее волны прорыва, образующейся при разрушении резервуара. Верхняя часть вертикальной стены оборудована волноотражающим козырьком 1, обращенным в сторону резервуара, позволяющим существенно уменьшить высоту стены и предотвратить перехлест жидкости через нее.

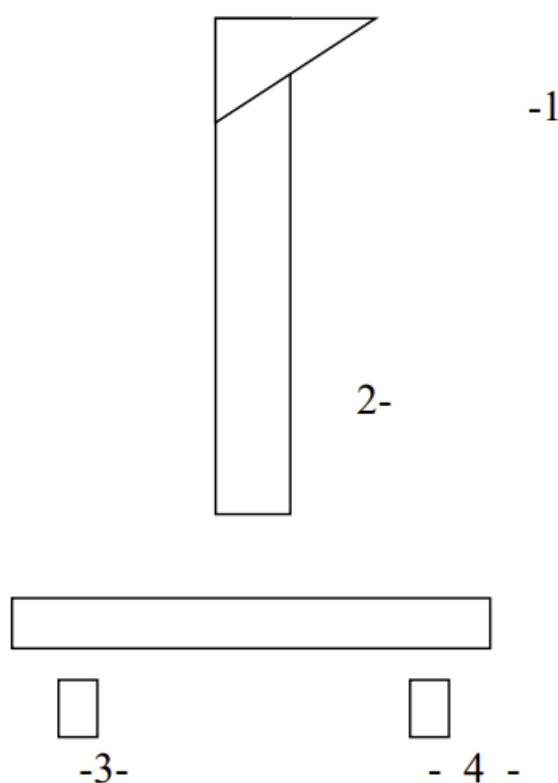


Рис.1. Принципиальная схема конструкции ограждающего сооружения

Высокая температура, возникающая во время пожара, как правило, вызывает разрушение строительных конструкций из-за потери несущей

способности или возникновения предельных деформаций. Это связано с отрицательным влиянием высокой температуры на прочность и усадку материала. Прочность материала при длительном действии высоких температур изменяется вследствие удаления из гидросиликатов химических связанной воды. Проведенные нами многочисленные исследования, показали, что при повышении температуры до 400°C прочность ячеистого бетона увеличивается на 85%. При дальнейшем повышении температуры до 700°C прочность ячеистого бетона снижается до первоначального значения и при температуре 1000°C она уменьшается на 86%, и этот процесс практически стабилизируется.

Проведенные исследования образцов из ячеистого бетона различного назначения показали, что в целом ряде случаев после воздействия огня во время пожара конструктивные элементы из ячеистого бетона после легкого ремонта могли далее эксплуатироваться. Ячеистый бетон может успешно использоваться как покрытие для защиты других материалов, например стальных резервуаров нефтепродуктов, или для повышения огнестойкости бетонных и кирпичных стен.

Заключение

Таким образом, нами выявлены некоторые возможные варианты повышения огнестойкости огнепреградительных конструкций.

Применение в резервуарных парках такой противопожарной преграды позволяет обеспечить требуемый уровень пожарной безопасности объектов хранения нефти и нефтепродуктов, а также значительно снизить ущерб от аварии.

Разработанное нами новое конструктивное решение существенно изменяет условия работы узлов коренных задвижек, в том числе при пожаре с горением у основания резервуара.

Проведенные нами исследования направлены на определение оптимального состава гранулированной подложки для использования при проектировании наружных технологических установок, где обращаются нефтепродукты, а также на действующих установках, где есть возможность перепланировки на основе риска. Применением таких конструкции обеспечивается эффективность экологической безопасности хранения нефтепродуктов.

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“Миниатюра ва китоб графикаси” кафедраси профессори

МИНИАТЮРА РАНГТАСВИРИНИНГ ХОЗИРГИ КУНДА БАДИИЙ ТАЪЛИМ ЖАРАЁНИДА ТУТГАН ЎРНИ ВА АҲАМИЯТИ

Анотация: Миниатюра санъатини Ўзбекистонда миллий рангтасвир сифатида ривожланиш босқичлари, собиқ иттифоқ давридаги миллий санъатимизни тиклашга бўлган ҳаракатлар, ташаббускор ва ўз соҳасининг фидойи инсонларининг жонбозликлари, ҳамда ҳозирги кунда таълим тизимидаги ривожни борасида олиб борилаётган ислохотлар тахлиллар асосида ўрганиб чиқилган.

Таянч сўзлар: Марказий Осиё, миниатюра, миллий рангтасвир, хаттотлик, нақш, композиция, бадиий таълим.

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THE ROLE AND SIGNIFICANCE OF MINIATURE PAINTING IN THE PROCESS OF MODERN ART EDUCATION

Annotation: Based on the analysis, the stages of development of miniature art in Uzbekistan as a national painting, the efforts to restore Uzbek national art during the former Soviet Union, the enthusiasm of initiative and dedication of people in their field, as well as the reforms carried out today in the education system in the areas of miniature are studied

Key words: Central Asia, miniature, national painting, calligraphy, pattern, composition, art education.

Миниатюра рангтасвир санъати Марказий Осиё давлатлари тасвирий санъати сифатида жозибадор ва мафтункор санъат турларидан биридир. Ҳозирги кунда Шарқ миниатюра санъатини ўрганувчи, тадқиқ этувчи олимлар ёки бу нафис санъат мухлислари томонидан анъанавий ва замонавий кўринишдаги Миниатюра рангтасвир санъати катта қизиқиш билан ўрганилмоқда. Сўнгги ўттиз йил оралиғида Ўзбекистонда, миниатюра санъатининг иккинчи умри бошланди. Унинг анъаналарини давом эттираётган замондош мусаввирларимиз маҳорати улар асарларидаги пластик тимсолларнинг ҳайратланарли жозибадорлигида намоён бўлади. Қайта тикланган Шарқ миниатюраси намуналари бу

санъатнинг умрбоқийлигидан ва умумжаҳон бадий жараёнларининг муҳим таркибий қисми эканлигидан далолатдир. XX аср охири –XXI аср бошларида миниатюра санъатини Ўзбекистонда тикланиш жараёнлари ва ривожланиш босқичлари жадал суратлар билан шаклланиб, ҳозирги кунда қоғоз, мато, тошқоғоз, тери, локли қутича ва паннот, деворий сурат каби ўзига ҳос сатхларда ишланиб ўзгача қиёфа касб этмоқда.

Ўрта Осиёда XVI- XVII асрларда Моворауннаҳр, хусусан темурийлар давридаги тарихий қўлёзмалар, уларга ишланган миниатюра асарлари, миниатюра мактаблари, тарихий ривожланиш босқичлари О.Грбар, Т.Буркхард, А.Адамова, Э.Баҳари, Л.Улуч, О. Акимушкин, Б.Сергеев, Г.Пугаченкова, О.Галеркина, М.Ашрафи, М.Назарли каби олимлар томонидан ўрганилган. Замонавий Ўзбекистон миниатюра санъат ривожига кечаётган жараёнларни ўрганишда Ш.Шоёқубов, А.Ҳақимов, К.Акилова, З.Раҳимова каби олимларнинг илмий мақолалари ва изланишлари катта аҳамиятга эга.

Бугунги кунда XVI- XVIII асрлар оралиғида яратилган миниатюра рангтасвир асарлари Лувр музейи, АҚШдаги Метрополитен санъат музейи, Фрир галереяси, Россиядаги Эрмитаж каби кўплаб йирик музейлар, Британия, Франция Миллий кутубхоналари каби йирик кутубхоналарнинг энг ноёб экспонатлари ҳисобланади. Бу мўжаз миниатюра асарлари нафақат рассом ва илмий изланувчиларни балки оддий томошабинни ҳам ўз нафислиги, мукамал композициявий сюжетлари, рангдорлиги ва ишланиш жозибаси билан ўзига жалб қилади.

Ўрта Осиёда Темурийлар давридаги санъат ва маданиятнинг чўққига кўтарилганлигини бутун дунё эътироф этган. Темур ва Темурийлар даврида Ўрта Осиёда маҳобатли қурилишлар ва турли санъат турларини гуллаб яшнагани ва бу ҳолат янгича кўринишда намоён бўлганини замондошлар ҳам таъкидлашган. Тарихчи Ибн Арабшоҳ, Темурийлар Самарқандда қурган иншоотлари “янги услубда қурилган” деб таъкидлайди. [1. Б.17]

Шубҳасиз, Моварауннаҳр худудида китоблар қадим замонлардан тайёрланган, аммо “китобат санъати” тушунчаси тўла ишонч билан айтиш мумкинки, XV аср биринчи ярмида, яъни Амир Темурнинг набираси Улуғбек томонидан Хуросон(Ҳирот)дан Самарқандга “китоб усталари”нинг келтирилиши билан пайдо бўлган[2. Б.20]

Ҳирот миниатюра мактаби ва анъаналарининг давом эттирган ҳолда миниатюра рангтасвири Самарқанд, Бухоро ва Шохрухия каби марказларда XV-XVI асрларда ўзига ҳос усулда шаклланиб ривож топиб боради. Ўз даврида Моварауннаҳр миниатюра мактабларининг йирик вакилларидан Мирак Наққош, Камолиддин Бехзод, Қосим Али, Маҳмуд Музаххиб, Муҳаммад Мурод Самарқандий, Муҳаммад Дарвиш Самарқандий, Муҳаммад Муқим, Абдулла Мусаввир каби кўплаб

намоёндаларини келтиришимиз мумкин. Улар ўз ижодий асарлари яратган усуллари билан тарих зарварақларида ўз номларини абадий муҳрлаганлар.

XV аср Шайбонийхон давлати ташкил бўлгунга қадар, Темурийлар давлати пойтахти Ҳиротда санъат энг гуллаган даврини ўз бошидан кечирган. Қўлэзма китоблари сарой “Китобхона”си моҳир усталари томонидан яратиларди. Китобхонада маҳоратли хаттотлардан ташқари, рассом, саҳифаловчи, китоб муқовасини тери босмаси ёки локли панно кўринишида тайёрловчи усталар ва ниҳоят моҳир наққош, китоб, муқова, зарварақ ва ҳошияларидаги энг нозик сиёҳқалам тилло суви ёки нақшларини ишловчи усталар бўлган. [3. Б.20]

XX аср бошларида собиқ шўролар давлатининг сиёсий, ижтимоий мураккаб оғир дамларида ижод этган, ўзбек миниатюрасини сўнгги вакили хисобланган рассом Садриддин Поччаев(1870-1948й) ижодида миниатюра йўналишида бир қатор, нусха олиш ва композиция яратишга бўлган урунишларни, Камолиддин Бехзод номидаги Бухоро санъат музейида сақланаётган “Лаззатун нисо”, “Юсуф ва Зулайҳо” номли миниатюралар билан безатилган икки қўлэзма китоблари, алоҳида кўринишдаги 28 дона миниатюраларда кўришимиз мумкин.

С.Поччаев китобот санъати услубида Абурахмон Жомийнинг “Юсуф ва Зулайҳо”, Алишер Навоийнинг “Фарход ва Ширин” дostonлари ва “Тўтинома” асарига миниатюралар ишлаган. Унинг асарларини ўша давр Бухоро миниатюра мактабининг сўнги наъмуналари дейиш мумкин.

Умуман олганда ўтган асрда миниатюра яъни миллий рангтасвир йўналиши деярли йўқолиб кетиш даражасига келиб қолган эди. 1980-йил бошларида ўша пайтдаги Ўзбекистоннинг биринчи секретари Ш.Рашидов ташаббуси билан Россияда локли миниатюра ишлаш мутахассислиги бўйича таълим олиб, амалий тажриба орттирган Ниёзали Холматовнинг Ўзбекистонда ижодий фаолият бошлаши сабабли Тошкент шаҳрида “Усто” бирлашмаси қошида “Локли миниатюра” устахонаси очилди. Бу бирлашмага миниатюра йўналишида мустақил изланаётган Ш.Мухаммаджонов, А.Қамбаров, Ғ.Камолов, А.Йўлдошев, Т.Болтабоев, М.Сабиров, Х.Назиров, М.Сотиболдиева ва бошқа ёш рассомлар йиғилди. Бу устахона раҳбарлигига Чингиз Ахмаров ижодий йўналиш бўйича таклиф қилинди, устахона ишлаб чиқаришга асосланган бўлсада, ижодий йўналишида фаолият олиб борилган эди. Устахона ёшлиги сабабли ўз хом ашё базасига эга эмас эди. Шу сабабли қутичалар Россиянинг Палех қишлоғидан келтирилган эди. Ёш рассомлар анъанавий рангдор композицияларни қора фонда ишлашга мослашиш устида синов ва изланишлар олиб боришган. Шу билан бирга, турли давлат буюртмалари асосида маҳобатли миниатюра йўналиши шакллана бошлади.

Миниатюра санъати тасвирий санъатнинг миллий тури сифатида давлат буюртмалари асосида бино интерьерларини безашда ўз ўрнига эга бўлди. Бунга мисол қилиб, Темурийлар тарихи давлат музейи, Ипакчилик

вазирлиги, Тошкент аэропорти, Камолиддин Бехзод мемориал-боғ музейи каби бир қатор бинолар ички деворларига ишланган суратларни мисол қилишимиз мумкин.

Ўзбекистон мустақилликка эришган дастлабки йиллариданок, Республикамизда тасвирий ва амалий санъат соҳаларини ривожлантириш, ёшларни санъат соҳаларга қизиқтириш масалаларга давлат даражасида катта эътибор қаратила бошлади.

Ўзбекистон Республикаси Президентининг 1997-йил 23-январдаги “Ўзбекистон Бадий Академиясини ташкил этиш ҳақида”ги Фармони, Вазирлар Маҳкамасининг 1997-йил 11-мартдаги 131-сонли Қарорига асосан Ўзбекистон Бадий Академиясини ташкил қилинди. Ўзбекистон Бадий Академияси(кейинги ўринларда — ЎзБА)га бириктирилган бир қатор муассасалар қаторида Тошкент шаҳри ва вилоятларда, Қорақалпоғистон Республикасида жойлашган бадий соҳага ихтисослаштирилган санъат мактаблари, коллежлар ва Камолиддин Бехзод номидаги Миллий рассомлик ва дизайн институти(кейинги ўринларда — Институт) ташкил этилди.

Юртимизда тасвирий ва амалий санъати, дизайн, санъатшунослик ва музейшунослик соҳаларини ривожлантиришга, бу соҳалар учун ёш малакали кадрлар тайёрлашга, уларни жаҳон бозори талаблари даражасидаги кадрлар бўлиб чиқишига катта эътибор қаратилмоқда. Бунинг мисолини, Ўзбекистон Республикаси Президентининг 2017-йил 16-августдаги “Ўзбекистон Бадий академияси фаолиятини фаолиятини ривожлантириш ва янада такомиллаштиришга доир кўшимча чора-тадбирлар тўғрисида”ги ПҚ-3219 сонли қарори, 2020-йил 21-апрелдаги “Тасвирий ва амалий санъат соҳаси самарадорлигини янада оширишга доир чора-тадбирлари тўғрисида”ги ПҚ-4688-сонли қарорларидаги санъат соҳаларини ривожлантириш ва замон талаблар асосида бадий таълим тизимини такомиллаштириш масалаларига қаратилган бандларда кўришимиз мумкин. Хусусан, миниатюра санъатига бўлган алоҳида эътиборни, Ўзбекистон Республикаси Президентининг 2020-йил 21-апрелдаги ПҚ-4688-сон қарорида, Камолиддин Бехзод таваллудининг 565 йиллигини кенг нишонлашга тайёргарлик кўриш ва уни ўтказиш(1-иловаси), Хорижда сақланаётган Камолиддин Бехзод ва унинг издошлари ижодига мансуб асарларнинг асл ёки кўчирма нусхаларини юртимизга қайтариш(2-иловаси 3-банди), Бадий академия тизимидаги ихтисослаштирилган санъат мактаблари ҳамда мактаб-интернатларнинг мутахассислик фанлари бўйича янги авлод дарсликлари, ўқув-методик қўлланмалар, каталог-альбомлар, нота ва материалларни тайёрлаш ҳамда чоп этиш(2-иловаси 6-банди), Камолиддин Бехзод номидаги давлат стипендиясини таъсис этиш(2-иловаси 17-банди) бўйича бандлари орқали кўришимиз мумкин.

Ўзбекистон Республикаси Вазирлар маҳкамасининг 2021-йил 8-январдаги “Қамолитдин Бехзод номидаги Миллий рассомлик ва дизайн институти фаолиятини янада такомиллаштириш ҳамда моддий-техника базасини мустаҳкамлаш чора-тадбирлари тўғрисида”ги 8-сон қарорида “Хаттотлик ва миниатюра таълим йўналишларида дарс жараёнини бевосита амалиёт билан боғлаш, миллий қадрият ва анъаналарни ўрганиш, сақлаш ва давом эттириш мақсадида миниатюра ашёларида ишлаш ҳамда қўлда тайёрланадиган қоғоз ўқув ишлаб чиқариш устахоналарини ташкил этиш”(1-илоvasи 15-банди) бўйича чора тадбирлар режаси ишлаб чиқиш орқали алоҳида эътиборни кўришимиз мумкин.

Юқоридаги, Давлат даражасида ишлаб чиқиладиган қарор ва фармонлардан кўриниб турибдики, Республикада бадий таълим, хусусан миллий санъати тури бўлиши, миниатюра рангтасвири соҳасида кадрлар тайёрлаш масаласига катта эътибор қаратилмоқда. Амалда ҳам, Ўзбекистон Республикаси ҳудудлари бўйлаб ўтказилиб келадиган халқаро ва республика миқёсидаги фестивал, конференция, танлов ва кўргазмалар, бу соҳага қизиқувчиларни эътибори тортиб, Ўзбекистон ёшларни бу соҳага янада кўп жалб қилиб келмоқда.

Ҳозирги кунда, Ўзбекистонда, ЎзБА тасарруфида тасвирий ва амалий санъат соҳаларига ихтисослаштирилган республикамизни турли шаҳар ва туманларида жойлашган 13 та махсус мактаб интернатлари ва Институти фаолият кўрсатиб келмоқда. Ушбу таълим муассаларида миниатюра йўналиши бўйича ҳар йили қабул квоталари шакллантирилади ва ушбу кўрсаткич йил сайин ошириб бормоқда. Миниатюра рангтасвири соҳасига қизиққан, ўз ижодий фаолиятини ушбу йўналишида давом эттириш хоҳиши бор ёшлар тобора кўпайиб бормоқда. Ушбу санъат тури анъаналарини тиклаш, ривожлантиришга давлат даражасида эътибор қаратилгани сабаб бу соҳа Ўзбекистонда кун сайин ривожланиб бормоқда.

Миниатюра соҳасида дастлаб таълим фаолиятини бошлаган таълим муассаси “П.Бенков номидаги республика ихтисослаштирилган санъат мактаби”(кейинги ўринда ихтисослаштирилган санъат мактаби) ҳисобланади. Бу таълим муассаси, 1949-йилда “П.Бенков номидаги республика билим юрти” негизида ташкил этилган бўлиб, 1991-йилдан 2020-йиллар оралиғида “Республика рассомлик колледжи” деб юритилган. Ихтисослаштирилган санъат мактаби 1997-йилдан ҳозирги кунга қадар ЎзБА тасарруфида ўз фаолиятини амалга ошириб, тасвирий ва амалий санъат, дизайн соҳалари бўйича республикамиз ихтисодиёти секторларига кадрларни етиштириб келмоқда. Ихтисослаштирилган санъат мактаби 1990-йиллардан буён “Локли миниатюра” йўналиши бўйича мутахассислар тайёрлайди. Ҳозирги кунда бу йўналиш, Ўзбекистон Республикаси Бандлик ва меҳнат меҳнат муносабатлари вазирлиги касб стандартлари рўйхатида “Лок миниатюраси рассоми” номи билан номланган.

ЎзБА тизимидаги махсус мактаб интернатларнинг етти таси (П. Бенков номидаги махсус ихтисослаштирилган мактаб, Қўқон ихтисослаштирилган санъат мактаби, Наманган ихтисослаштирилган санъат мактаб-интернати, Хоразм вилоят ихтисослаштирилган санъат мактаб-интернати, Қашқадарё ихтисослаштирилган санъат мактаб-интернати, Андижон ихтисослаштирилган санъат мактаб-интернати, Жиззах ихтисослаштирилган санъат мактаб-интернати) да “Лок миниатюра рассоми” ихтисослиги бўйича қабул мавжуд ва ўқувчиларга ушбу соҳа бўйича таълим бериб келинмоқда.

Бу ўринда ўқув жараёни ва педагог кадрларни фаолиятини тахлили натижасида тизимдаги баъзи камчиликларни мавжудлиги аниқланди. Бу вилоятлардаги мактаб интернатларда миниатюра соҳаси бўйича малакали, диплом мутахассислиги мос келадиган кадрларнинг етишмаётганлигидан келиб чиқади. ЎзБА тизимидаги таълим муассасаларинидан олинган сўровнома ва тахлиллар натижасида П. Бенков номидаги махсус ихтисослаштирилган мактаби, Қўқон вилоят ихтисослаштирилган санъат мактаби ва Хоразм вилоят ихтисослаштирилган санъат мактаб-интернати ўқитувчилари диплом мутахассисликлари бўйича дарс бериб келишаётгани маълум бўлди. Бу эса “Лок миниатюра рассоми” соҳаси бўйича мутахассислиги бўйича таълим бериш масалаларига салбий таъсир кўрсатиши мумкин. Лок миниатюраси бўйича амалий кўникмага эга бўлмаган мутахассис шу соҳа бўйича ўқувчиларга талаб даражасида билим бериб уларда ушбу соҳа бўйича кўникмаларни ҳосил қилиши мантқан тўғри келмайди. Демак ЎзБА тизимидаги ушбу соҳа ўқитувчиларини танлаш масаласини қайта кўриб чиқиш керак бўлган долзарб масала ҳисобланади.

Давлат томонидан таълим тизимида узвийлик ва узлуксизликни таъминлаш мақсадида, мактаб интернат, коллеж ва санъат мактабларидан сўнг кейинги босқич, олий таълим тизимида бакалавр ва магистратура мутахассисликлари бўйича миниатюра соҳасида тахсил олиш имконияти яратилган. Ўқувчилар Тошкент шаҳри, вилоятлар ва Қорақалпоғистон Республикасидан келиб ўз қизиққан соҳалари бўйича институтда ўқишни кейинги босқичини давом эттириш имкониятига эга.

Институтда 1999-йилдан бошлаб “Хаттотлик ва миниатюра” таълим йўналишига талабалар қабул қилиниб келинмоқда. “Хаттотлик ва миниатюра” таълим йўналиши учун қабул квоталари дастлабки 1999-2000 ўқув йилида 6 нафар (4та грант, 2та контракт) ни ташкил этган бўлса, бу кўрсаткич 2021-2022 ўқув йилига келиб 20 нафарни (3та грант, 17та контракт) ташкил қилмоқда. Лекин табақалаштирилган тўлов контракт асосида таълим олиш хоҳловчилар сони кўплиги сабаб, бу кўрсаткичлар 2021-2022 ўқув йилида яна 5 нафарга кўпайиб, хозирда институтнинг “Хаттотлик ва миниатюра” таълим йўналиши биринчи босқичида 25 нафар талаба тахсил олмоқда. Институтда ушбу таълим йўналиши очилгандан

буён Миниатюра соҳасида фольклор олиб борган мутахассислардан дастлаб Ўзбекистон Халқ устаси, Ўзбекистон Бадий Академияси Академиги Н.Холматов(1948-2020), “Меҳнат шухрати” ордени соҳиби М.Сабировлар, кейинчалик шу йўналишда тахсил олиб институтни мувофақиятли тамомлаган ёш педагоглардан Б.Хаджиметов, З.Сулаймонова, Ч.Пайзиева, А.Солиев, А.Алибоев, Г.Абдуллаевалар ишлаб талабаларга мутахассислик фанларидан билим бериб келишмоқда.

Институтда “Хаттотлик ва миниатюра” йўналишида тахсил олувчи талабаларга “Миниатюра композицияси”, “Китобот санъати”, “Миниатюра ашёларида ишлаш”, “Мутахассислий бўйича материалшунослик”, “Хаттотлик”, “Ҳуснихат” каби мутахассислик фанларидан тахсил бериб келинмоқда. Ушбу фанлар доирасида вазифалар анаънавий ва замонавий мавзуларга бўлиниб, фан вазифалар оддийликдан мураккабликка қараб ривожлантириб борилади. Талабалар мутахассислик фан вазифалари юзасидан маиший мавзулардан тортиб то мураккаб тарихий композициялар устида тажриба ва изланишлар олиб борадилар.

“Хаттотлик ва миниатюра” йўналиши ташкил этилганлигига қисқа вақт булганлигига қарамай Миниатюра соҳасида Институтда эришилаётган ютуқлар сезиларли. Бунга ушбу йўналиш талабаларидан Б.Хаджиметов(2005), Ч.Пайзиевалар(2013) Ўзбекистон Республикаси Президенти Давлат стипендияси, З.Сулаймонова (2005), Ч.Пайзиева(2010), Г.Абдуллаева (2015) Навоий номли Давлат стипендияси, Д.Хошимова(2021) Камолиддин Беҳзод номидаги Давлат стипендияси соҳиблари, кўплаб Халқаро ва Республика миқёсидаги танлов ғолиблари, кургазма иштирокчилари мисолида кўришимиз мумкин.

Миллий рангтасвир санъати бўлмиш миниатюра рангтасвирини назарий ва амалий жиҳатдан ўрганиш, унинг асл мазмуни ва қиёфасини йўқотмаган ҳолда қайта тиклаш ва замон талаблари асосида янги асарлар яратиш Ўзбекистон тасвирий санъатида 1980 йиллардан бошлаб ҳозирги кунга қадар долзарб масалаларидан бўлиб қолмоқда.

Ҳозирги кунга келиб тасвирий санъатнинг миниатюра йўналишларида ижод этаётган кўплаб рассомлар ижоди мисолида Ўзбекистон миниатюра санъатида ижобий томонга жуда катта ўзгаришлар бўлмоқда. Шу ўринда миниатюрачи мусаввирларнинг сунгги ўттиз йил давомида сафи, ҳамда сифати ошиб, дунёнинг барча давлатларида ўз маҳоратларини намоиш этиб томошабинларни хайратга солиб келмоқда. Ҳозирги кун миниатюра мусаввирларнинг қилқалами ўткирлиги, нозиклиги ишланаётган композицияларнинг турли мавзуларда эканлиги томошабинни мафтун этади, лекин миниатюра нафақат ижтимоий турмуш тарзи балки, биринчи ўринда шеърят билан чамбарчас боғлиқ санъат туридир.

Бизгача тарих варақлари сифатида етиб келган ўз даврини акс эттирган миниатюра асарлар каби биз ҳам авлодларимизга санъат асарлари

кўринишида муносиб манбаа қолдиришимиз зарур. Шундай экан ҳозирги кун миниатюра рассомлари XIV-XVIII аср миниатюраларидан андоза олиш билан кифояланмасдан, балким ҳозирги кун шеърляти, турмуш тарзи, урф одатлари ва шунга ухшаш замонимиз жараёнларини тарих зарварақларига муҳрлаши лозимдир.

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УХОД ЗА БОЛЬНЫМИ С ЗАБОЛЕВАНИЯМИ ДЫХАТЕЛЬНОЙ СИСТЕМЫ И ИХ КОНТРОЛЬ

Аннотация: В данной статье освещено уход за больными с заболеваниями дыхательной системы и их контроль.

Ключевые слова: уход, контроль, пульмонология, пациент, дыхание, профилактика, диагностика, инфекционные заболевания.

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CARE OF PATIENTS WITH RESPIRATORY SYSTEM DISEASES AND THEIR CONTROL

Abstract: This article highlights the care of patients with diseases of the respiratory system and their control.

Keywords: care, control, pulmonology, patient, respiration, prevention, diagnosis, infectious diseases.

Пульмонология (лат. pulo-легочная, греч. logos-учение) - раздел внутренних болезней, изучающий диагностику, лечение и профилактику заболеваний органов дыхания. Осмотр и уход за больными с заболеваниями органов дыхания осуществляется в 2 приема. Общим мероприятием является следующий уход и наблюдение за пациентами с любыми заболеваниями.

- осмотр общего состояния пациента
- термометрия
- контроль артериального давления и пульса
- заполнение температурного листа
- соблюдение личной гигиены пациента
- поставить судно.

Специальные меры-это меры по наблюдению и уходу за пациентами с симптомами респираторных заболеваний (одышка, кашель, рвота кровью и боль).

Дыхание-это процесс, связанный с поступлением кислорода из внешней среды сначала в легкие, затем в кровь, а затем в органы и ткани всего организма и выделением из организма углекислого газа. Органы дыхания состоят из дыхательных путей (полость носа, гортань, трахея, бронхи) и обменного органа - легких.

В дыхательных движениях (вдох и выдох) участвуют грудная клетка, диафрагма (мышца, расположенная между грудной клеткой и брюшной полостью), дыхательные пути (верхний и Нижний), легкие. Воздух забирается через нос или рот и попадает в гортань через носовое кольцо или ротовое кольцо, а затем в трахею. Трахея делится на правое и левое легкое соответственно на 2 главных бронха, каждый из которых будет расположен в соответствующей части грудной клетки. Бронхи разветвляются на маленькие трубки, похожие на ветви деревьев, и доставляют воздух к альвеолам. Поступающий воздух перед попаданием в легкие нагревается, увлажняется и очищается носовой полостью и дыхательными путями. Легкие-парный орган. Легкие похожи на гальвиры и состоят из миллиона крошечных мешочков — альвеол, окруженных капиллярами.

Через альвеолы и стенки капилляров, по которым течет кровь, насыщенная углекислым газом, осуществляется газообмен. Каждое легкое окружено тонкой оболочкой — плеврой. Основная функция плевры заключается в равномерном сокращении и выпрямлении легких. Плевра образует кавернозную полость, в которой содержится 1-2 мл жидкости, уменьшающей трение при дыхательных движениях легких; в плевральной полости отрицательное давление, осуществляющее всасывающее действие при дыхании. При нарушении целостности плевральной полости резко нарушается дыхательная функция легких.

Дыхательная функция может быть нарушена при многократном воздействии инфекционных заболеваний, табачного дыма, загрязненной среды, выхлопных газов. Дыхание связано с увеличением размеров грудной клетки и набуханием легких. Куполообразная диафрагма остается плоской во время дыхания. При этом мышцы между ребрами сокращаются, растягивая грудную клетку вверх и в стороны. Эти движения увеличивают размер груди, тем самым обеспечивая всасывание воздуха. Во время выдоха мышцы диафрагмы и грудной клетки расслабляются и воздух выходит наружу.

Дыхание-основной жизненный процесс, обеспечивающий бесперебойное поступление кислорода в организм и выделение углекислого газа и водяного пара. В зависимости от того, в какую сторону изменяется объем грудной клетки при вдохе, различают грудной (больше у

женщин), брюшной (больше у мужчин) и смешанный типы дыхания. При смешанном типе дыхания все отделы легких вентилируются равномерно. Типы дыхания возникают различных факторов жизнедеятельности человека и окружающей среды.

Польза физических упражнений. Регулярные физические упражнения укрепляют сердце и легкие, повышают их работоспособность и сопротивляемость различным заболеваниям. Для достижения хорошей физической формы и настроения достаточно 20-минутных физических упражнений с одинаковыми интервалами в неделю. Выполняйте упражнения энергично, пока пот, дыхание и сердцебиение не станут интенсивными, но никогда не выполняйте силовые упражнения до тех пор, пока у вас не появится головокружение и обморок.

Ритм, тип, скорость и глубина дыхания обеспечивают достаточный газообмен и неразрывно связаны между собой. При частом, поверхностном дыхании газообмен снижается, при разреженных, но глубоких дыхательных движениях может возникнуть гипервентиляция. Дыхание регулируется центральной нервной системой. При нарушении функции головного мозга может возникнуть остановка дыхания, в результате чего необходима срочная помощь. Нормальное дыхание происходит равномерно. Нарушение ритма, скорости и глубины дыхательных движений приводит к одышке. Изменения дыхания, когда требуется немедленная помощь врача:

1. При длительном обмороке, тяжелой коме-глубокие и разреженные вдохи с одновременными глубокими дыхательными движениями и громкими шумами.

2. При нарушении функции дыхательного центра возникает пульсирующее дыхание, которое может быть двух видов:

- однообразные глубокие дыхательные движения, чередующиеся примерно с одинаковыми интервалами времени с длительными перерывами;

- после длительной (от нескольких секунд до минуты) дыхательной паузы сначала возникает поверхностное дыхание без шума, затем быстро нарастающее по глубине, переходящее в шумное и достигающее максимума в течение 5-7 минут, затем уменьшающееся в этой последовательности, а затем завершающееся кратковременной паузой. Во время паузы пациенты теряют сознание или не могут оценить окружающую среду в различных ситуациях.

Когда дыхание восстанавливается, память может восстановиться. Нарушения дыхания инфекционные заболевания приводят к воспалению дыхательных путей или легочной ткани. Эти заболевания могут сопровождаться насморком, нарушением воздухообмена по дыхательным путям, болями в груди или горле, кашлем, появлением слизи и мокроты.

Тяжелые нарушения со стороны дыхательной системы приводят к одышке, удушью. Влияние на дыхание

1. Восстановление проходимости дыхательных путей.
2. Обеспечить миграцию мокроты.
3. Особые режимы дыхания.
4. Искусственная и вспомогательная вентиляция легких, заменяющая индивидуальное дыхание.
5. Вдыхание кислорода.

Фосфоорганические в производстве и в быту в результате применения соединений возникают случаи отравления ими. Симптомы отравления проявляются в течение 1 ч после контакта с препаратами; появляются слюнотечение, рвота, диарея, укорочение век; затем развивается удушье в результате спазмов бронхов и резкого усиления секреции бронхиальных желез; на поздних стадиях отравления наступает паралич мышц (в том числе дыхательных), что приводит к летальному исходу, вызванному асфиксией.

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КЎЙЛАКБОП МАТОЛАР УЧУН ОЛИНГАН ТОЛА ТАРКИБИ ТУРЛИЧА БЎЛГАН ИПЛАРНИНГ ФИЗИК-МЕХАНИК ХОССАЛАРИНИНГ ЎЗГАРИШИ

Аннотация: Ушбу мақолада “Osborn Textile” МЧЖ корхонасида 5% жун+65% лавсан+30% пахта тола, 6% жун+17% лавсан+67% пахта тола; 3-12% жун+10% лавсан+78% пахта тола; 4-50% бамбук +50% полиамид тола; 5-90% акрил +10% полиамид тола; 6-50% акрил +50% жун толали аралашмалардан олинган иplar олинди ва уларнинг физик-механик хоссалари аниқланди ҳамда ишлаб чиқаришга сифатли иplar олиш учун оптимал варианты тавсия этилди.

Калит сўзи: Иplarнинг узилиш кучи, узилиш кучи бўйича квадратик нотекислиги, узилишдаги узайиши, узилишдаги узайиши бўйича квадратик нотекислиги, солиштирма узилиш кучи, солиштирма узилиш кучи бўйича квадратик нотекислиги.

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CHANGES IN PHYSICAL AND MECHANICAL PROPERTIES OF YARNS WITH DIFFERENT FABRIC COMPOSITIONS FOR SHIRT FABRICS

Abstract: In this article, 5% wool + 65% lavsan + 30% cotton fiber, 6% wool + 17% lavsan + 67% cotton fiber at Osborn Textile LLC; 3-12% jun + 10% lavsan + 78% cotton fiber; 4-50% bamboo + 50% polyamide fiber; 5-90%

acrylic + 10% polyamide fiber; Yarns obtained from 6-50% acrylic + 50% wool fiber mixtures were obtained and their physical and mechanical properties were determined and the optimal option for obtaining quality yarns for production was recommended.

Keywords: Thread breaking strength, quadratic inequality in breaking strength, elongation at break, quadratic inequality in breaking elongation, specific breaking strength, quadratic inequality in specific breaking strength.

Ўзбекистоннинг интерактив харитасини яратиш, тўқимачилик ва тикув-трикотаж саноати маҳсулотларини ишлаб чиқаришни ташкил этиш учун Ўзбекистоннинг қиёсий устунликларини эълон қилиш, тўқимачилик ва тикув-трикотаж саноати маҳсулотларини ишлаб чиқарувчиларни қўллаб-қувватлаш мақсадида ташкил этилган онлайн-дастурий маҳсулотларни хорижий аналоглар билан интеграция қилиш, молия хизматларини, шу жумладан, лизинг контрактлари бўйича қарз маблағларини, ускуналарни ҳамда суғурта хизматларини жалб қилиш бўйича етказиб берувчиларни акс эттириш, миллий тўқимачилик корхоналари учун ишлаб чиқариладиган ва талаб қилинадиган хизматлар, материаллар ва хом ашёлар номенклатураси ва ҳажмини жойлаштириш вазифалари қўйилди.

Республика тўқимачилик саноати тармоқларига инвестицияларни йўналтириш учун иқтисодий тусдаги бир қанча омиллар мавжуд. Булар: асосий хом ашё ресурслари, юқори сифатли пахта толаси мавжудлиги; энергия ресурсларининг қиймати пастлиги; малакали нисбатан арзон меҳнат ресурслари; ривожланган коммуникация тармоқлари, банк хизматлари ва юридик хизматлар; тўқимачилик маҳсулотларини сотишнинг кенг қўламли, лекин амалда ўзлаштирилмаган бозоридир.

Шу билан бирга, республика раҳбарияти иқтисодиётга хорижий инвестицияларни жалб этиш учун кўрсатаётган ёрдам ва яратаётган алоҳида қулай шарт-шароит сабабли тармоқ хорижий инвесторларни ўзига жалб этмоқда.

Ҳозирги бозор иқтисодиёти шароитида халқ хўжалиги маҳсулотлари ва техника материалига бўлган эҳтиёжни ошириш учун, маҳсулот турларини кўпайтириш, сифатини ошириш, янги илмий-техникавий янгиликларни тадбиқ этиш, тўқимачилик ва енгил саноат ишларидаги энг муҳим йуналишлардан бири ҳисобланади.

Йиғириш жараёнида ип ишлаб чиқаришда пахта толасининг механик хоссалари муҳим аҳамиятга эга бўлиб, яъни емирилишга чидамлилиги, сиқилиши, эгилиши ва толаларнинг бир-бирига сурилишидир.

Йиғириш корхонасида сифатли ип ишлаб чиқаришда толанинг узунлиги, мустаҳкамлиги ва чизиқий зичлиги муҳим аҳамиятга эгадир. Тола қанчалик сифатли бўлса, ундан талабга жавоб берадиган талабгир ип

ишлаб чиқариш мумкин. Унинг учун, хом ашёни тўғри танлаш, қолаверса пахта тозалаш корхоналарида чигитли пахтани ғарамда сақлаш, қуритиш, тозалаш, толасини чигитидан ажратиш, толасини тозалаш жараёнларининг оптимал шароитини яратиб бериш лозим бўлади.

Тайёр маҳсулотларининг сифатли бўлиши кўп жиҳатдан йиғирилган ипларнинг қанчалик равон ишланишига боғлиқ. Агар ипнинг нотекислиги юқори бўлса, унинг солиштирама узиш кучи камаяди, демак, ундан тўқилган матонинг пишиқлиги ҳам кам бўлади. Нотекисликни келиб чиқишига асосий сабаблардан бири, бу толалар аралашмасида компонентлар миқдорининг доимий бўлмаслиги, уларнинг яхши аралашмаганлигидир.

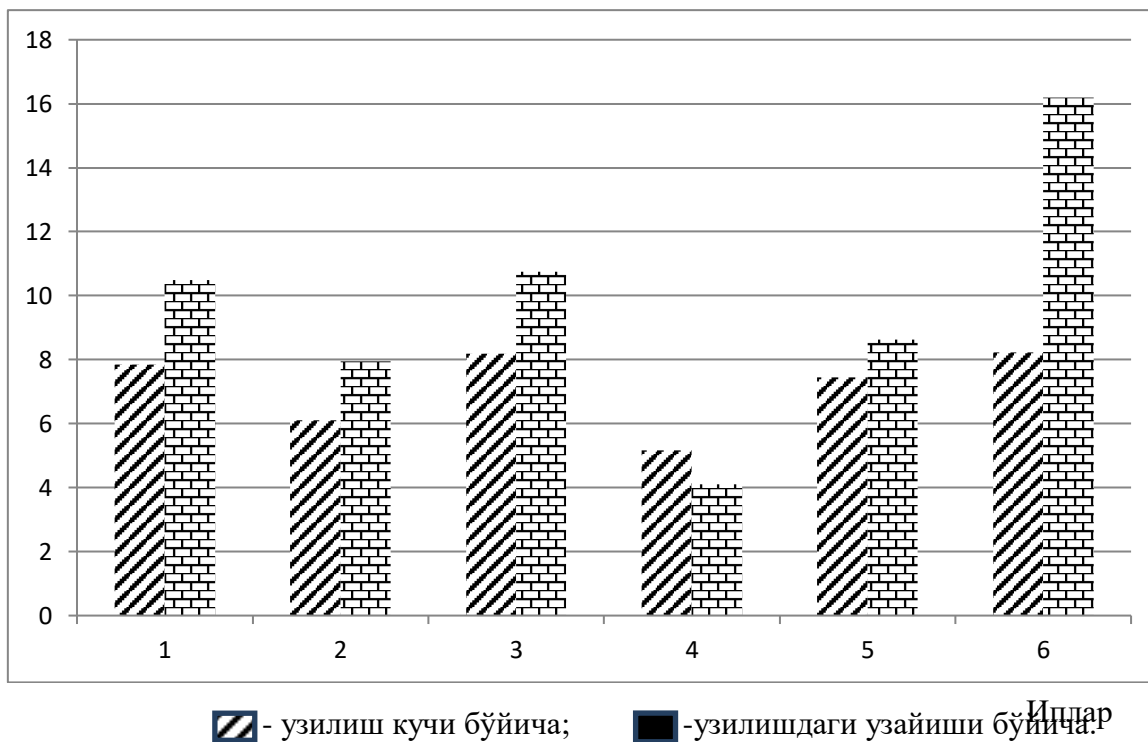
Йиғириш машиналарида ипларни ўраш ва шаклланиш вақтидаги узилиши қанчалик кўп бўлса, унда ипнинг нотекислиги шунчалик юқори бўлади. Нотекислик кўрсаткичлари йиғириш ва тўқувчилик маҳсулотларининг физик-механик хоссаларига салбий таъсир кўрсатади. Кўпгина омиллар, масалан, хом ашё хоссаларининг нотекислиги, кўпинча технологик жараён ва машинанинг конструкциясига, ишчи режимнинг бузилганлигига, ҳамда ишчиларнинг машиналардан узоқлашиш ва таъмирлаши натижасида юзага келади.

Ипларнинг асосий кўрсаткичларидан бири уларнинг узилиш кучи, узилиш кучи бўйича квадратик нотекислиги, узилишдаги узайиши, узилишдаги узайиши бўйича квадратик нотекислиги, солиштирама узилиш кучи, солиштирама узилиш кучи бўйича квадратик нотекислиги ва бошқалардир.

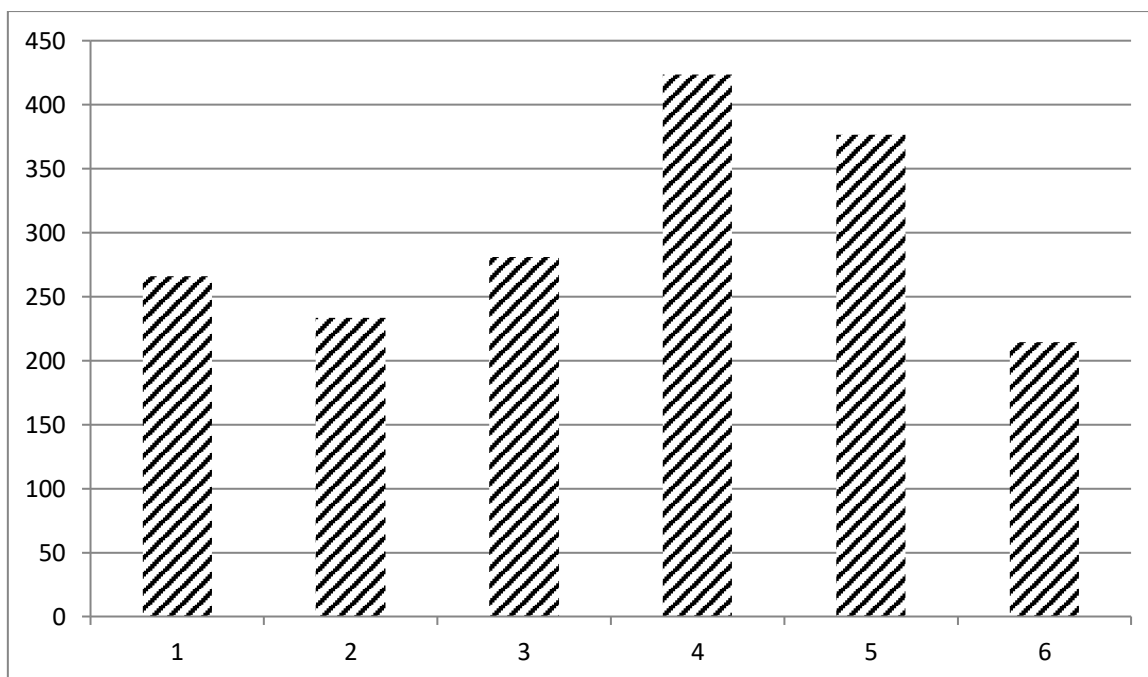
Ипларнинг сифат кўрсаткичларига таъсир этувчи омилларни ўрганиш мақсадида тола таркиби турлича бўлган иплардан намуналар олиниб, уларнинг узилиш кучи, узилиш кучи бўйича квадратик нотекислиги, узилишдаги узайиши, узилишдаги узайиши бўйича квадратик нотекислиги, солиштирама узилиш кучи, солиштирама узилиш кучи бўйича квадратик нотекислиги замонавий асбобларда аниқланди.

Олинган тадқиқот натижалари асосида графиклар қуришда қуйидаги шартли белгилардан фойдаланилди: 1-6% жун+17% лавсан+67% пахта тола; 2-% жун+65% лавсан+30% пахта тола; 3-12% жун+10% лавсан+78% пахта тола; 4-50% бамбук +50% полиамид тола; 5-90% акрил +10% полиамид тола; 6-50% акрил +50% жун толали аралашмалардан олинган иплар.

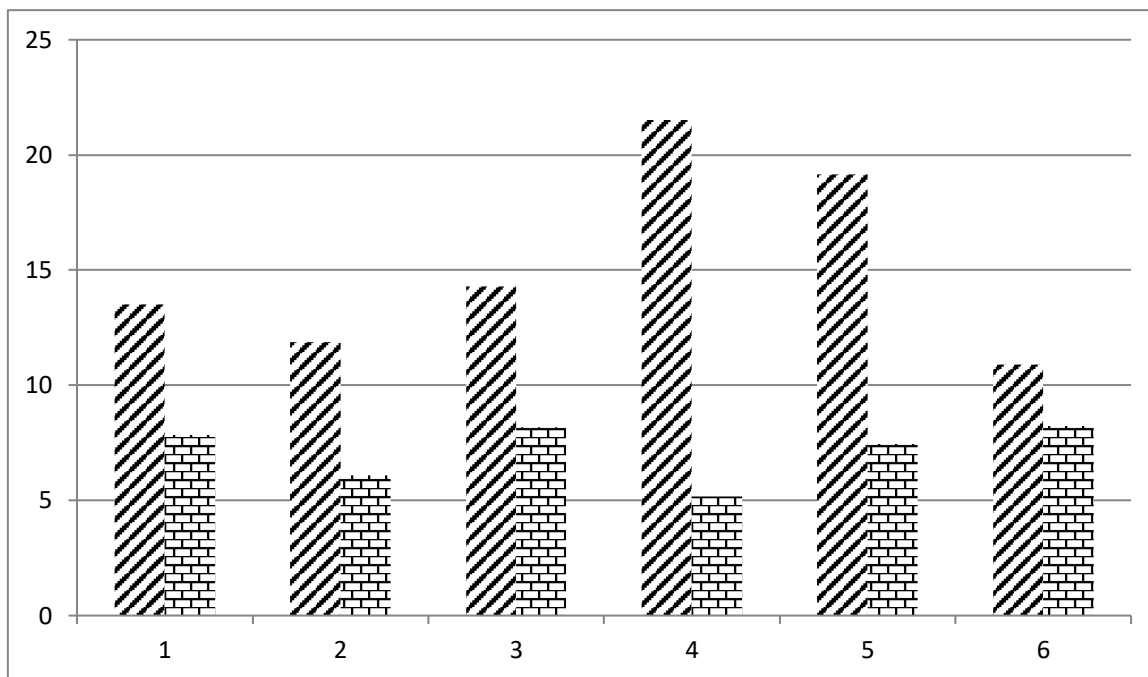
Олиб борилган тадқиқот натижалари асосида 1 ва 4-расмларда турли тола таркибли ипларнинг узилиш кучи, узилиш кучи бўйича квадратик нотекислиги, узилишдаги узайиши, узилишдаги узайиши бўйича квадратик нотекислиги, солиштирама узилиш кучи, солиштирама узилиш кучи бўйича квадратик нотекислиги ўзгариш гистограммалари келтирилди.




1-расм. Кўйлакбоп матолар учун олинган тола таркиби турлича бўлган ипларнинг узилиш кучи бўйича квадратик нотекислиги ва узилишдаги узайиши бўйича квадратик нотекислигининг ўзгариши.

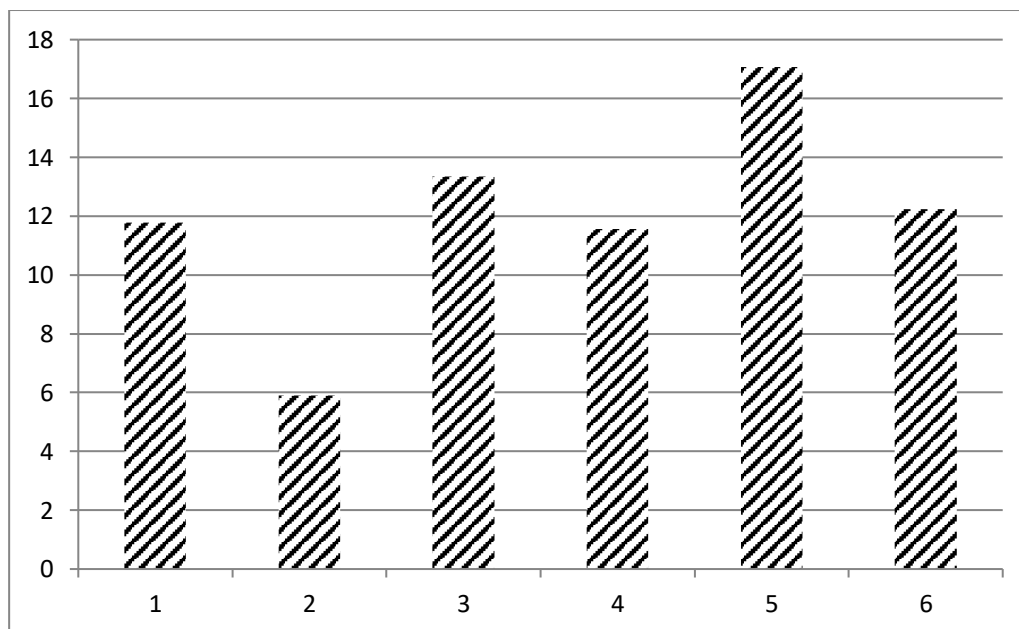


2-расм. Кўйлакбоп матолар учун олинган тола таркиби турлича бўлган ипларнинг узилиш кучининг ўзгариши.



- - солиштира узилеш кучи;  -солиштира узилеш кучи бўйича квадратик нотекислиги

3-расм. Кўйлакбоп матолар учун олинган тола таркиби турлича бўлган ипларнинг солиштира узилеш кучи ва солиштира узилеш кучи бўйича квадратик нотекисликлиги ўзгариши.



4-расм. Кўйлакбоп матолар учун олинган тола таркиби турлича бўлган ипларнинг узийлликдаги узайишининг ўзгариши.

Синов натижаларини 5% жун+65% лавсан+30% пахта толали аралашмалардан олинган ипларнинг кўрсаткичларига нисбатан

солиштирсак, 6% жун+17% лавсан+67% пахта толали аралашмалардан олинган ипларнинг узилиш кучи 13,2% га, узилиш кучи бўйича квадратик нотекислиги 33,3% га камайди, узилишдаги узайиши 50,0% га, узилишдаги узайиши бўйича квадратик нотекислиги 25,3% га, солиштирма узилиш кучи 13,2% га, солиштирма узилиш кучи бўйича квадратик нотекислиги 33,3% га камайди, 12% жун+10% лавсан+78% пахта толали аралашмалардан олинган ипларнинг узилиш кучи 6,4% га, узилиш кучи бўйича квадратик нотекислиги 5,1% га, узилишдаги узайиши 12,7% га, узилишдаги узайиши бўйича квадратик нотекислиги 3,4% га, солиштирма узилиш кучи 6,4% га, солиштирма узилиш кучи бўйича квадратик нотекислиги 5,1% га ортди, 50% бамбук +50% полиамид толали аралашмалардан олинган ипларнинг узилиш кучи 28,3% га ортди, узилиш кучи бўйича квадратик нотекислиги 25,2% га, узилишдаги узайиши 2,8% га, узилишдаги узайиши бўйича квадратик нотекислиги 6,1% га камайди, солиштирма узилиш кучи 38,3% га ортди, солиштирма узилиш кучи бўйича квадратик нотекислиги 35,2% га камайди, 90% акрил +10% полиамид толали аралашмалардан олинган ипларнинг узилиш кучи 30,4% га орди, узилиш кучи бўйича квадратик нотекислиги 6,3% га камайди, узилишдаги узайиши 31,0% га ортди, узилишдаги узайиши бўйича квадратик нотекислиги 18,8% га камайди, солиштирма узилиш кучи 30,5% га ортди, солиштирма узилиш кучи бўйича квадратик нотекислиги 6,3% га камайди, 50% акрил +50% жун толали аралашмалардан олинган ипларнинг узилиш кучи 20,5% га камайди, узилиш кучи бўйича квадратик нотекислиги 5,6% га, узилишдаги узайиши 4,8% га, узилишдаги узайиши бўйича квадратик нотекислиги 36,3% га, солиштирма узилиш кучи 20,4% га, солиштирма узилиш кучи бўйича квадратик нотекислиги 5,6% га ортди.

Олиб борилган тадқиқот натижалари таҳлилидан, ипларнинг узилиш куч, солиштирма узилиш кучи 50% бамбук +50% полиамид толали ва 90% акрил +10% полиамид толали аралашмалардан олинган ипларда бошқа толали аралашмалардан олинган ипларнинг кўрсаткичларига нисбатан юқори эканлиги аниқланди.

Олиб борилган тадқиқот натижалари таҳлили шуни кўрсатдики, тола таркиби турлича бўлган ипларнинг узилиш кучи 6,4% дан 30,4% гача, узилиш кучи бўйича квадратик нотекислиги 5,1% дан 33,3% гача, узилишдаги узайиши 2,8% дан 50,0% гача, узилишдаги узайиши бўйича квадратик нотекислиги 3,4% дан 36,3% гача, солиштирма узилиш кучи 6,4% дан 38,3% гача, солиштирма узилиш кучи бўйича квадратик нотекислиги 5,1% дан 35,2% гача ораликда ўзгариб турганлигини кўриш мумкин экан. Ундан ташқари, кўрсаткичлар бўйича ипларнинг квадратик нотекисликлари 12% жун+10% лавсан+78% пахта толали ва 50% акрил +50% жун толали аралашмалардан олинган ипларда бошқа толали аралашмалардан олинган ипларнинг кўрсаткичларига нисбатан юқори эканлиги аниқланди.

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РОЛЬ РОДНОГО ЯЗЫКА В ИЗУЧЕНИИ РУССКОГО

Аннотация: В данной статье рассматривается проблема совершенствования обучения русского языка с помощью родного с целью повышения качества умение владения языком

Ключевые слова: Студент, иностранный язык, русский язык, родной язык, подготовка, инновационные технологии.

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THE ROLE OF THE NATIVE LANGUAGE IN LEARNING RUSSIAN

Annotation: In this article, there is a problem with learning English using the native language in order to obtain high-quality language proficiency

Key words: Student, foreign language, Russian language, native language, training, innovative technologies.

Важной составляющей в образовательном процессе является познавательный интерес, являющийся основополагающей мотивацией к активной деятельности обучающегося. Интерес к предмету помогает лучше усвоить материал. На сегодняшний день главной задачей обучения является не только передача определенных знаний и умений, но и формирование у обучающегося личностных и профессионально значимых качеств. Эту задачу решают инновационные подходы в обучении, смещающие акцент с активности преподавателя на активность обучаемых.

Известно, что трудности усвоения нового языка связаны с адаптацией обучающегося к иной культуре, обычаям, традициям, истории, ценностям другого народа. Поэтому для эффективного развития речи на неродном языке необходимы методы, способствующие приобретению умений и навыков разговора, чтения и перевода. Мы видим решение в применении инновационных подходов к разработке методики преподавания русского языка для узбекских студентов [1].

Обучение любой дисциплине требует от обучающего и обучаемого ряда обязанностей и усилий. В обязанности обучающего входит выбор

определенной методики и подходящего метода преподавания, отбор заданий для каждого вида учебной деятельности, учебных пособий с учетом уровня знаний обучаемых и многое другое. От обучаемых требуются усилие, серьезность и ответственность. Отличие обучению иностранным языкам от других дисциплин заключается в том, что благодаря языку мы выражаем свои мысли и чувства. Наши мысли и чувства не ограничиваются в аудитории, в лаборатории, в исследованиях, они всегда и везде при нас. Это говорит также и о том, что следует не только правильно изучать иностранные языки, но и правильно выражать свои мысли на родном языке. «Если развитие родного языка начинается со свободного спонтанного пользования речью и завершается сознанием речевых форм и овладения ими, то развитие иностранного языка начинается с осознания языка и произвольного овладения им и завершается спонтанной речью». Родной язык усваивается одновременно с присвоением общественного опыта. В узбекских вузах в программу изучения русского языка, как и других иностранных языков, входит углубленное изучение грамматики, фонетики и лексического состава языка, все больше акцент делается на обучение системе языка и в основном на грамматике. По-прежнему основными трудностями являются недостаток активной устной практики в расчете на каждого студента группы, изучение русского языка должно основываться на развитии речевых навыков у студентов в результате выполнения устных упражнений, и теоретическое изучение должно уступать свое место выработке практических навыков. Необходимо научить студентов не только основам русского языка, но и научить их с интересом и правильно общаться на другом языке как в рамках профессиональной тематики, так и в ситуациях повседневной жизни. Преподавание русского языка как иностранного осуществляется сейчас в условиях глобальных изменений по всей системе образования - изменились цели изучения языка, потребности учащихся, условия обучения; нельзя не признать, что произошёл и переход количественных изменений в качественные - работа с массами изучающих трансформировалась в работу более индивидуализированную, когда студенты сами стали определять не только языковую, но и культурную составляющую процесса обучения. Главная цель обучения иностранному языку - не столько обучение системе языка (лингвистической компетенции), сколько овладение коммуникативной компетенцией, т.е. способность человека средствами изучаемого языка осуществлять речевое общение в той или иной сфере деятельности. В основе коммуникативной компетенции лежит комплекс языковых знаний и речевых навыков и умений, которые формируются и усваиваются в ходе занятий [2].

Восприятие правил русского языка у обучаемых происходит через грамматику родного языка, что является причиной совершаемых интерференционных ошибок в орфографии и пунктуации. Разработка

методики преподавания русского языка с акцентом на типичных ошибках, характерных для студентов, говорящих на узбекском языке, позволило ускорять процесс усвоения языкового материала [3].

В процессе обучения русскому языку важное значение имеет работа со словарём. Эффективными приемами на занятиях русского языка стали синхронные переводы с русского на узбекский язык и обратно, выстраивание ассоциативного ряда, графическое изображение слова, использование других мнемотехник. Действенным подходом в методике обучения является работа в группах по парам, что позволяет создавать различные речевые ситуации. Для полноценной реализации коммуникативной компетенции привлекаются носители русского языка.

В настоящее время при изучении иностранных языков широко используются информационные компьютерные технологии. Они способствуют развитию самостоятельности студентов в процессе познания языкового материала. С помощью обучающих программ и приложений можно расширять границы знаний, формировать новые методы и способы самообучения и самореализации. Кроме того, осуществление компьютеризированной проверки знаний помогает реализовать принцип индивидуализации образования. На занятиях русского языка нами проводятся медиа уроки. Такие занятия вызывают интерес обучающихся, позволяют заострить их внимание на нужных моментах, стимулировать активность, выявить творческие способности. Интересное занятие способствует более быстрому и легкому усвоению языкового материала. Также проводятся интернет-тестирования как для проверки знаний студентов по конкретным темам, так и для выявления имеющихся пробелов в давно изученном материале, самооценки способностей.

Можно сделать вывод, что применение инновационных технологий на практических занятиях русского языка в группах с узбекским языком обучения способствует повышению коммуникативных навыков. Кроме того, использование современных технологий мотивирует педагога к внедрению новых методов в образовательный процесс [4].

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РОЛЬ ПСИХОЛОГИЧЕСКОГО ФАКТОРА ПРИ СОВЕРШЕНИИ СУИЦИДОВ ПОДРОСТКАМИ

Аннотация: Данная статья посвящена суициду и мерам профилактики его возникновения, особенно у подростков.

Ключевые слова: суицидальное поведение; подростковое население; факторы риска.

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THE ROLE OF A PSYCHOLOGICAL FACTOR IN SUICIDE BY ADOLESCENTS

Annotation: this article gives information about suicide among teenagers and its prevention measures.

Key words: suicidal behavior, teenagehood, factors of risk.

Суицид (от лат. sui caedere – убивать себя, самоубийство) – намеренное, целенаправленное и осознанное прекращение собственной жизни. Профильными специалистами (психологами и психиатрами) суицид рассматривается как способ избегания непереносимой ситуации, акт аутоагрессии или призыв о помощи. Данный термин был введен в 1641 году английским врачом и философом Томасом Брауном (1605-1682) в труде «Религия врача».[1]

Другое классическое определение дал М. Farber: «Самоубийство – это сознательное, намеренное и быстрое лишение себя жизни».[2] Современные авторы выделяют несколько критериев самоубийства, отличающие его от других видов смерти: добровольность, самостоятельность, осознанность, намеренность, достаточность, непосредственная связь по времени («post hoc»).[3] Для осознания серьезности данной проблемы, обратимся к статистике:

По данным ВОЗ ежегодно кончают жизнь самоубийством более 800000 человек (частота самоубийств составляет 10,5 на 100 000 населения, 15,0 для мужчин и 8,0 для женщин). И даже до 20 самоубийств на 100 000 населения.[4]

Самоубийства совершаются людьми на протяжении всей жизни, однако, в возрасте *от 15 до 29 лет* они становятся второй по значимости причиной насильственной смерти, уступая только гибели в автодорожных происшествиях. Мужчины совершают самоубийство достоверно чаще, чем женщины (1,6:1), однако для суицидальных попыток ситуация обратная.[5]

На подростковый возраст приходится значительная учебная нагрузка, смена гормонального фона, конфликтное поведение сверстников, в этот период большое количество времени ребенок проводит в стенах образовательных организаций, на глазах педагогов, воспитателей, школьных психологов. Именно от них во многом зависит психологическая атмосфера в образовательной организации, они являются важнейшим звеном первичной профилактики аутоагрессивного, в том числе суицидального поведения детей и подростков, они могут первыми заметить изменения в поведении ребенка, от их своевременной и правильной реакции во многом зависит дальнейшее развитие событий. [6]

Даже незначительные трудности могут восприниматься подростком как непреодолимые, приносящие невыносимую боль. А такие проблемы как неблагоприятная атмосфера в семье, разрыв отношений с «первой любовью», неудовлетворительная успеваемость в школе, школьный буллинг и проблемы в общении со сверстниками вызывают у них сильнейшую негативную эмоциональную реакцию, формируя депрессию и нередко подталкивая к акту отчаяния – попыткам самоубийства.[7]

Суицидальное поведение – это процесс, который чаще всего протекает в несколько этапов:

★ *антивитаальные переживания*; («жизнь бессмысленна», «ничего хорошего уже не будет», «я никому не нужен», «не живешь, а существуешь» и т.п.).

★ *пассивные суицидальные мысли*; («хорошо бы, если бы сбила машина», «если бы уснуть и не проснуться»).

- *активные суицидальные мысли*. (человек интересуется способами самоубийства, обдумывает более подходящий для себя, принимает решение о совершении суицида)

4. *суицидальные намерения, разработка плана*; (выбирается место, время, конкретный способ)

9. *поиск и подготовка средств для его осуществления*;

6 *суицидальные попытки*;

14. *завершенный суицид*.

Суицидальное поведение у подростков нередко сочетается с некоторыми видами отклоняющегося поведения – прогулами занятий, употреблением алкоголя или наркотиков, побегами из дома, а также правонарушениями;

Подросткам часто свойственны повышенная восприимчивость, внушаемость, импульсивность в принятии решений, что часто приводит к копированию поведения, модного в субкультурах, в интернете, среди кумиров. Тема смерти, суицида часто романтизируется и идеализируется в подростковой культуре.[8]

Как уже было сказано выше, пик суицидальной активности приходится на подростков в возрасте 15-19 лет.

Профилактика суицидов предусматривает:

- образование в области психического здоровья, повышение компетенции психологов, устранить факторы риска
- Помощь людям, всерьез намеревающимся суицид
- Помощь людям, выжившим после неудачного инцидента суицида, а также родственникам суицидентов.

Заключение

Оценка риска суицидального поведения должна основываться на всестороннем клиническом и психологическом обследовании с учетом специфических особенностей подросткового возраста. Поэтому одним из перспективных направлений совершенствования системы профилактики самоубийств является исследование мотивов суицидального поведения. Проблема оценки риска и профилактики самоубийства по-прежнему требует пристального внимания и поиска путей решения. Разработка четких алгоритмов в этом направлении на всех уровнях взаимодействия с подростком, улучшит качество специализированной медицинской, психолого-социальной помощи суицидентам, будет способствовать профилактике повторных попыток самоубийства. Не следует забывать, что иногда для предотвращения самоубийства требуется обращение ребенка к врачу-психиатру и назначение медикаментозной терапии. Детский суицид практически всегда можно предотвратить: для этого необходимо чувствовать ребенка, слышать его, вовремя заметить тревожные сигналы.[9]

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СОВЕРШЕНСТВОВАНИЕ КОНСТИТУЦИОННО-ПРАВОВЫХ ГАРАНТИЙ ОБЕСПЕЧЕНИЯ ПРАВА ГРАЖДАН НА КВАЛИФИЦИРОВАННОЕ МЕДИЦИНСКОЕ ОБСЛУЖИВАНИЕ

Аннотация. В статье анализируются вопросы, связанные с конституционно-правовыми гарантиями прав граждан на квалифицированную медицинскую помощь.

Ключевые слова: медицинское обслуживание, здравоохранение, государственные медицинские учреждения, медицинская помощь.

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IMPROVEMENT OF CONSTITUTIONAL AND LEGAL GUARANTEES OF ENSURING THE RIGHT OF CITIZENS TO QUALIFIED MEDICAL CARE

Annotation. The article analyzes issues related to constitutional and legal guarantees of citizens' rights to qualified medical care.

Keywords: medical care, healthcare, state medical institutions, medical care.

Во многих международных договорах, защищающих права человека, признается, что здоровье имеет решающее значение для благополучия и достоинства людей, а также ответственность государств за развитие здравоохранения. Как равноправный субъект международных отношений, права народа Узбекистана на квалифицированную медицинскую помощь определены на уровне конституционной нормы и в этой области разработана система национального законодательства. Статья 40 нашей Конституции продемонстрировала мировому сообществу, что наша страна является государством, приверженным всеобщим правам человека, укрепляя право каждого человека пользоваться квалифицированными медицинскими услугами. Особенностью данной конституционной нормы является то, что данная норма признается правовой ценностью, а ее главной целью является воспитание гармоничного поколения, воспитание и формирование здоровой, духовно активной личности.

Оно характеризуется тем, что постановление Президента Республики Узбекистан "О мерах по дальнейшему развитию частного сектора в сфере здравоохранения" от 1 апреля 2017 года пп-2863 направлено на внедрение новых мер по привлечению частного сектора. Среди шести приоритетных направлений, определенных этим решением, важен вопрос комплексного продвижения объема и видов услуг частных медицинских учреждений, направленных на оказание высококвалифицированной медицинской помощи гражданам, нуждающимся в социальной защите, в том числе широким слоям населения, с широким применением современных высокотехнологичных методов диагностики и лечения, а также выполнение поставленных задач.

Статья 40 Конституции Республики Узбекистан также строго определена: "каждый имеет право пользоваться квалифицированными медицинскими услугами". При вызовах скорой помощи вызов поступает по адресу, разумеется, у пациента запрашивается информация о зарегистрированном адресе. Это делается для заполнения графы "юридический адрес" в листке вызова, как указано в действующих нормативных документах. Согласно статье 29 закона Республики Узбекистан "Об охране здоровья граждан", лечение наиболее распространенных заболеваний, травм, отравлений и других состояний, требующих неотложной помощи, предоставляется в учреждениях государственной системы здравоохранения бесплатно и без каких-либо ограничений. Необоснованный отказ в оказании неотложной и (или) несвоевременной медицинской помощи лицу, находящемуся в состоянии, опасном для жизни или здоровья, влечет в соответствии со статьей 591 Кодекса Республики Узбекистан об административной ответственности соответствующую административную ответственность. Еще одним важным правом граждан в области здравоохранения является то, что они имеют право получать своевременную и точную информацию о факторах, влияющих на их здоровье, в том числе о спокойствии территории их проживания с точки зрения санитарно-эпидемиологии, о рациональных нормах питания, о товарах, работах, услугах, их безопасности, соблюдении санитарных норм и правил. Осуществление этого права имеет особое значение, особенно в период пандемии COVID-19. Чтобы обеспечить это право во время пандемии, мы можем следить за процессом широкого использования социальных сетей, особенно каналов Telegram. Но этот метод не всегда охватывал все слои Республики, ограничиваясь лишь общей информацией о ситуации в республике. На наш взгляд, населению пора принять следующие меры в этой области:

во-первых, создание электронной платформы для предоставления медицинских услуг и получения информации о медицинских учреждениях;

во-вторых, квалификация и опыт работы врачей, время приема, информация об электронной очереди, включая внедрение системы управления междугородной очередью;

в-третьих, создать возможность для оценки качества услуг, предоставляемых государственными и частными медицинскими учреждениями, включая личную медицинскую деятельность.

Нормативные правовые акты в области здравоохранения отличаются широким охватом, а также регулируются рядом других отраслей права. В частности, Трудовой кодекс Республики Узбекистан содержит нормы о рабочем времени (статьи 115-119) и времени отдыха (глава VIII), а также об охране труда, в том числе об охране труда женщин (глава XIV). Эти нормы предусматривают создание работодателями подходящих условий для осуществления трудовой деятельности работниками на предприятии, в организации, учреждениях. Это служит для того, чтобы гарантировать государству на его месте право граждан на здоровье. Обеспечение неотъемлемого права граждан на здоровье в нашей стране не ограничивается только их деятельностью, связанной с созданием норм. Также важно, чтобы государство Бунда при необходимости установило контроль за исполнением законов, восстановило нарушенные права и привлекло виновных к ответственности. Среди этих обязанностей можно выделить административную ответственность, уголовную ответственность и гражданско-правовую ответственность.

Административная ответственность установлено, что имеет место нарушение трудового законодательства и правил охраны труда, нарушение санитарно-гигиенических и санитарно-эпидемиологических правил и норм, незаконное приобретение или хранение наркотических средств в небольших количествах или потребление наркотических средств без указания врача. Основанием для преследования криминальные является преступность. Запрещенное Уголовным кодексом Республики Узбекистан виновное общественно опасное деяние (действие или бездействие) считается преступлением с угрозой наказания. Уголовный кодекс предусматривает особый состав профессиональной халатности: причинение смерти по неосторожности вследствие несоблюдения своих профессиональных обязанностей в необходимом объеме, причинение тяжкого или средней тяжести вреда здоровью по неосторожности. Порядок ведения уголовных дел на территории Республики Узбекистан, проведения судебно-медицинской экспертизы в отношении лица, помещения лица в медицинское учреждение определен в уголовно-процессуальном кодексе, без которого ограничение права лица на здоровье не допускается. Права человека взаимосвязаны, необходимы и постоянно требуют друг друга. Получается, что нарушение права человека на здоровье также приводит к ограничению других прав, связанных с человеком. В целях охраны здоровья граждан, улучшения их репродуктивного здоровья Семейный

кодекс определяет возраст вступления в брак (статья 15), не допускается заключение брака между близкими родственниками, а также между людьми, хотя бы один из которых из-за психического заболевания или умственной отсталости признан неизлечимым (статья 16), при этом родители указывают, что их дети обязаны заботиться Согласно Гражданскому кодексу, наличие ущерба перед пациентом со стороны врачей и медицинских учреждений, связь между возникновением незаконных действий медицинского персонала или медицинских учреждений, совершенными незаконными действиями и причиненным ущербом (действие или действие должны оцениваться судом как причина ущерба) вытекает из ущерба, причиненного здоровью

Принимая во внимание широту охвата нормативно-правовых актов в сфере здравоохранения Узбекистана, необходимость радикального реформирования этой сферы, будут выдвинуты следующие предложения:

во-первых, разработать проект кодекса этики медицинского персонала, направленный на регулирование конфликта интересов в данной области, ограничивающий отношения между медицинским работником и пациентом, медицинским работником и родственниками пациента, основываясь на мировом опыте;

во-вторых, в целях объединения норм действующего законодательства в области здравоохранения с целью совершенствования нормативно-правовой базы путем унификации национального законодательства в области здравоохранения, кодифицированного документа по организации санитарно-эпидемиологического контроля разработать и принять кодекс здравоохранения Республики Узбекистан;

в-третьих, развитие санитарно-эпидемиологической службы, совершенствования системы контроля инфекционных и неинфекционных хронических заболеваний, внедрения и реализации международных медико-санитарных правил;

из четырех будет предложено законодательно усилить гарантированный бесплатной медицинской помощи за счет государства;

в-пятых, в соответствии с рекомендациями Всемирной организации здравоохранения необходимо разработать правовую базу для поощрения широких слоев населения к занятиям физической культурой и спортом.

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ФОРМИРОВАНИЕ ЭКОНОМИЧЕСКИХ ЗНАНИЙ ПРОФЕССИОНАЛЬНОГО ОБУЧЕНИЯ НА УРОКАХ ТЕХНОЛОГИИ

Аннотация: В данной статье рассматриваются формирование экономических знаний профессионального обучения на уроках технологии, экономические отношения в условиях рыночной экономики и потребительские права.

Ключевые слова: Экономическое знание, потребительство, социально-экономическое отношение, предпринимательство, рыночные условия.

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FORMATION OF ECONOMIC KNOWLEDGE OF VOCATIONAL TRAINING IN TECHNOLOGY LESSONS

Abstract: This article discusses the formation of economic knowledge of vocational training in the lessons of technology, economic relations in a market economy and consumer rights.

Keywords: Economic knowledge, consumerism, socio-economic attitude, entrepreneurship, market conditions.

Состояние структуры экономики играет незаменимую роль в обеспечении сбалансированности экономики региона, в формировании устойчивых темпов экономического роста, в стимулировании диверсификации и локализации производства, что в свою очередь определяет предпосылки роста конкурентоспособности экономики. Данные целевые ориентиры были заявлены в ряде нормативно-правовых актах, принятых Президентом Республики Узбекистан

Ш.М.Мирзиёевым за последние года. К ним относятся Указ Президента Республики Узбекистан от 7 февраля 2017 года № УП-4947 «О стратегии действий по дальнейшему развитию Республики Узбекистан»⁵⁰.

В современном мире в условиях информатизации, научно-технического прогресса и непрерывно изменяющихся социальных и экономических условиях, как в мировом масштабе, так и внутри страны возникает необходимость подготовки молодежи к жизни в сложившихся рыночных отношениях, дальнейшего обучения и предстоящей трудовой деятельности. Возрастает значимость навыков и умений позволяющих ориентироваться

в новых жизненных ситуациях, быстро адаптироваться в постоянно меняющихся условиях, усваиванию больших объемов информации, принятию быстрых и в тоже время взвешенных решений. В данных условиях возникает острая потребность в экономическом образовании всего населения и, в первую очередь обучающихся.

Изменяющиеся экономические условия оказывают существенное влияние, в том числе и на семейно-бытовую деятельность людей. Большая часть населения старшего поколения не всегда имеют достаточный опыт рыночных экономических отношений, чтобы передать накопленные знания в этой области детям. Большую роль в формировании навыков, знаний и умений в области социально-экономических отношений, являющихся основой для развития предпринимательских способностей, готовности к самостоятельному принятию решений в рыночных условиях, дальнейшему самообразованию играет преподаватель и профессиональное обучения на уроках технологии.

Формирование экономических знаний и умений проводится с учетом реализации дидактического аспекта в профессиональном обучении на уроках технологии - организация обучения через введение экономических понятий; формирование первоначальных знаний и умений; закрепление и развитие экономических знаний и умений. В ряде случаев расписываемая информация о вводимых понятиях вначале давалась не полностью, в упрощенном виде. В дальнейшем, при обучении в следующих курсах, эта информация уточнялась, расширялась и конкретизировалась, максимально приближаясь к научной.

Экономическое воспитание учащихся направлено на раскрытие личностных возможностей подрастающего поколения, а именно: трудолюбия, бережливости, экономности, предприимчивости. Различные преобразования в экономической и социально-культурной сферах жизнедеятельности требуют инноваций в области образования и

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воспитания, которые основаны на современных научных представлениях, идеях и знаниях.

Развитие экономического воспитания и образования на профессионального обучения в уроках технологии складывается из многих составляющих:

1. опыта из жизни самих учащихся;
2. оформления и оборудования кабинетов или мастерских училища;
3. материалы, с которыми работают учащиеся;
4. уроки по технологии;
5. творческие проекты;
6. докладов и рефератов по технологии тесно связанных с вопросами экономики и другими дисциплинами;
7. консультации учащихся с преподавателем, в том числе при разработке творческих проектов;
8. планирование личного и семейного бюджета;

На уроках технологии учащиеся получают не только теоретические знания, но и, как правило, эти знания подкрепляются практическими занятиями.

Как было отмечено выше, учащиеся вступают в экономические отношения в раннем возрасте, поэтому, опираясь на их небольшой опыт, преподаватель технологии уделяет большое внимание с первых уроков экономическим вопросам. В кабинете технологии собрано достаточно дорогое оборудование, инструменты, материалы, наглядные пособия, что представляет собой материальные ценности. Поэтому начальные вопросы экономического воспитания всегда связаны с бережным отношением и сохранением оборудования, инструментов, материалов, наглядных пособий. На каждом уроке преподаватель ставит перед собой воспитывающую цель бережного отношения к оборудованию, инструментам, материалам. Достижение этой цели происходит во время всего урока при помощи различных педагогических приемов и методов. Если разбить решение этой задачи на несколько этапов это можно представить себе следующим образом:

1. В начале урока, в разделе «Новый материал» преподаватель ставит перед учащимися ряд задач по рациональному использованию материалов и бережному использованию инструментов и оборудования и представляет способы их решения.

На этом этапе учащиеся пробуют спланировать и создать свой личный бюджет и бюджет своей семьи, путем расчета основных доходов и расходов. Таким образом, учащиеся могут сэкономить средства на тех или иных расходных пунктах, или перекинуть часть средств с одного пункта расходов на другой. Благодаря такому обучению учащиеся привыкают планировать свои расходы, а также увеличивать доходы;

2. На втором этапе в разделе «Закрепление нового материала» преподаватель убеждается, что учащиеся правильно восприняли и осознали объяснения преподавателя, что достигается рядом правильно и последовательно поставленных вопросов.

Немалая часть раздела посвящена роли предпринимательства, получению дополнительных доходов и пополнения ими семейного бюджета. К сожалению, в нашей стране роль предпринимательства находится на очень низком уровне. Поэтому уже профессионального обучения на уроках технологии рассматриваются вопросы предпринимательства и мелкого частного бизнеса. Одним из самых простых способов заработать является работа на приусадебном участке, работа по расклеиванию различных объявлений или аналогичная не очень сложная и утомительная работа;

3. На данном этапе в разделе «Вводного инструктажа» преподаватель показывает, как правильно работать инструментом и оборудованием, рационально расходовать материал и бережно использовать оборудование и инструмент;

4. На этом этапе в разделе «Текущий инструктаж» преподаватель контролирует, как учащиеся усвоили знания и умения рационального использования материалов, бережного использования оборудования и инструмента. В случае не экономной разметки или небрежного отношения к инструменту и оборудованию преподаватель сначала индивидуально, а потом и со всем классом прорабатывает возникающие вопросы.

На этом фоне у учащихся возникают следующие вопросы: как посчитать стоимость материалов, которые не надо приобретать, а можно взять дома. Учащиеся считают, что стоимость этих материалов нет необходимости учитывать при расчете стоимости их изделия. В этом случае преподаватель обязан объяснить учащимся, что любой материал, даже самый незначительный, имеет свою стоимость, следовательно, необходимо узнать рыночную стоимость на этого «бесплатного» материала или аналогичного ему;

5. На последнем этапе в разделе «Заключительный инструктаж» преподаватель должен положительно оценить учащихся, отличившихся при наиболее рациональной разметке материала и бережном обращении с инструментом и оборудованием. Себестоимость изделия будет рассчитываться исходя из стоимости материалов и стоимости затраченной во время работы электроэнергии для усвоения учащимися экономического расчета изготовления изделия и теоретической записки к нему.

На заключительном этапе каждого года обучения учащимся предлагается самостоятельная работа по творческим проектам. На этих уроках учащиеся самостоятельно рассчитывают себестоимость изделия из своего творческого проекта, трудозатраты при производстве и примерную рыночную стоимость изделия.

В результате таких расчетов учащиеся получают систематические знания по вопросам экономики. Однако на этом экономические задачи по расчету стоимости изделия не заканчиваются. Необходимо рассчитать конкретную стоимость работы учащегося и оценить примерную рыночную стоимость изделия. Для этого необходимо сравнить посчитанную себестоимость изделия с рыночной стоимостью такого же или аналогичного изделия представленного в продаже. Разница и составит приблизительную стоимость работы учащегося.

Учащийся вступает в экономические отношения и решает экономические задачи по производству изделия и его продаже. Учащийся, решая экономические задачи в течение всего времени обучения, укрепляет и систематизирует добытые опытным путем знания и легче ориентируется в современных рыночных отношениях.

При выполнении задач возникают объективные предпосылки для объединения знаний, полученных из предметов естественнонаучного и гуманитарного циклов. Важную интегрирующую функцию формирования в сознании учащихся целостной картины мира выполняет экономика. При этом интеграция разрозненных знаний происходит не механическим суммированием, а посредством своеобразного синтеза, поскольку идеи взаимосвязи социальных и природных факторов в жизни человека, способствующие требованиям сохранения жизни, бережного отношения к природным ресурсам, позволяют выбрать технологию производства, оценить их. Результатом такого объединения является система знаний и умений, обладающая свойствами целостности, определяющая экономическую культуру и мировоззрение учащихся.

Экономическое воспитание будет не полным, если не рассмотреть вопрос о правах потребителей и их защите. Все люди постоянно сталкиваются с недоброкачественными продуктами, одеждой и обувью, бытовой техникой, а также недобросовестным оказанием различных услуг. Поэтому каждый покупатель должен иметь возможность защитить себя при помощи различных государственных и общественных институтов. Учащиеся должны знать и уметь обратиться за помощью в той или иной жизненной ситуации.

Подводя итоги, хочется отметить, что экономическое воспитание профессионального обучения на уроках технологии не сводится к одноразовым рассказам или мероприятиям, это продолжительная систематическая и комплексная работа с учащимися на протяжении всего периода обучения.

Надо отметить, что если вначале обучения работа с учащимися в основном складывается из личного опыта преподавателя, который опирается на имеющиеся знания учащихся, то с каждым годом обучения эта работа все более и более усложняется, переходя к концу обучения к

самостоятельной работе над докладами, рефератами и творческими проектами.

Рассматриваемые вопросы по экономике на уроках технологии помогают учащимся легче вступать в экономические отношения в условиях рыночной экономики, отстаивать свои потребительские права и жизненные интересы.

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НАЗВАНИЯ ГОЛОВНЫХ УБОРОВ В СТРУКТУРЕ ПОСЛОВИЦ И ПОГОВОРОК

Аннотация: В статье рассматриваются названия головных уборов в структуре пословиц и поговорок. Говоря на том или ином языке, мы пользуемся не только отдельными словами и словосочетаниями, но и устойчивыми и крылатыми выражениями, пословицами и поговорками, которые имеют как повествовательный, так и поучительный характер.

Ключевые слова: Секрет, слова, выражение, поговор, пословица.

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NAMES OF HEADRESSES IN THE STRUCTURE OF PROVERBS AND SAYINGS

Annotation: The article deals with the names of headdresses in the structure of proverbs and sayings. Speaking in a particular language, we use not only individual words and phrases, but also stable and catchy expressions, proverbs and sayings, which are both narrative and instructive in nature.

Keywords: Secret, words, expression, saying, proverb.

Ни для кого ни секрет, что лучшее изучение народа, проходит через пословицы и поговорки, в которых заключена вся мудрость нации. В частности, узбекистанский лингвист П.У.Бакиров отмечает: «Не следует забывать, что пословицы несут в себе мудрость создававшего их народа. А мудрость – это целая наука: ею владеют умудренные опытом люди» [1, с.5] При сравнении пословиц и поговорок разных народов, можно отметить огромный ряд сходств, показывающий, как много общего имеют эти народы, и способствующий увеличению их взаимопонимания. В

пословицах и поговорках отражён богатый исторически опыт государств, традиции и культура народов, элементы одежды и обуви и т.п.

Правильное и точное употребление пословиц и поговорок придаёт речи яркость, глубже описывает ситуацию, а говорящий благодаря им стремится подчеркнуть суть сказанного. Ранние произведения, в которых уже заметно упоминание пословиц и поговорок, относятся к X веку, а первое печатное собрание пословиц содержится в книге Н. Г. Курганова «Российская универсальная грамматика, или Всеобщее письмословие». Крупнейшим их собирателем по праву считается и В.И. Даль, издавший в 1862 году сборник «Пословиц русского народа».

В зависимости от того, с какого аспекта рассмотрены пословицы и поговорки, они могут быть охарактеризованы как малый жанр фольклора или же как паремии. Множество исследователей отмечает, что для выявления определенной части семантической структуры концепта и его национальной специфики особенно информативны паремии. Паремией называют устойчивую фразеологическую единицу, представляющую собой целостное предложение дидактического характера. Паремии – это речевые клише, близкие по образности и афористичности крылатым словам, однако, в отличие от последних, являющиеся анонимными изречениями. «В них, – отмечает И.А. Стернин, – мы находим застывшие осмысления того или иного концепта, сложившиеся на протяжении длительного времени и менявшиеся в зависимости от места, времени и условий проявлений концептуальных сущностей в жизни народа, отдельных групп людей, отдельного человека» [5, с.99]. Историю и теорию пословиц, поговорок и многих других жанров фольклора изучает наука называемая паремиологией. Она находится на пересечении фольклора и фразеологии, что играет немаловажную роль с позиции лингвокультурологического подхода.

Пословица – один из первых шагов в проявлении творчества народа. Кроме прямого смысла, она заключает в себе смысл иносказательный, более значительный по сравнению с тем, который в них прямо выражен.

Поговорка – это меткое выражение, часть суждения, часть выражения. Поговорка заменяет собой отдельные слова или даже группы слов. Многие ученые дают определение терминам «пословица» и «поговорка», которые по своей сути дополняют друг друга. Так С.И. Ожегов характеризует пословицу и поговорку следующим образом: «пословица - краткое народное изречение с назидательным содержанием, народный афоризм» а «поговорка - краткое устойчивое выражение, преимущ. образное, не являющееся, в отличие от пословицы, законченным высказыванием» [4, с.530].

Т.Ф. Ефремова описывает пословицу как «меткое образное изречение, обычно ритмичное по форме, обобщающее,

типизирующее различные явления жизни и имеющее назидательный смысл», а поговорку – «распространенное меткое, образное выражение, не являющееся - в отличие от пословицы - цельной фразой, предложением» [3, с.506].

Составитель словаря русских пословиц и поговорок В.И.Даль характеризует пословицу как «коротенькую притчу; сама же она говорит, что голая речь не пословица. Это - суждение, приговор, поучение, высказанное обиняком и пущенное в оборот, под чеканом народности. Пословица - обиняк, с приложением к делу, понятый и принятый всеми. Но одна речь не пословица: как всякая притча, полная пословица состоит из двух частей: из обиняка, картины, общего суждения и из приложения, толкования, поучения; нередко, однако же, вторая часть опускается, предоставляется сметливости слушателя, и тогда пословицу почти не отличишь от поговорки. Вот примеры полных пословиц: ««Эх ты, шляпа!» русское выражение, говорят незадачливому человеку. Прошляпить - упустить что-либо важное. А поговорку же он определяет как «окольное выражение, переносную речь, простое иносказание, обиняк, способ выражения, но без притчи, без суждения, заключения, применения; это одна первая половина пословицы. Поговорка заменяет только прямую речь окольную, не договаривает, иногда и не называет вещи, но условно, весьма ясно намекает. Вместо *он глуп* она говорит: «У него не все дома, одной клепки нет, он на цвету прибит, трех не перечтет; под носом взошло, а в голове и не посеяно» и пр.»[2, с.6].

Народное же определение гласит: поговорка цветочек, а пословица ягодка. В тематическом плане пословицы и поговорки многообразны. Особый интерес представляют пословицы и поговорки, в которых содержатся названия головных уборов. Издавна известно, что бояре могли легко сбросить со своего плеча соболью шубу, украшенную драгоценными камнями и парчой, лишь за малейшую услугу первому встречному, но ни один из них не отдал бы своего головного убора, который играл немаловажную роль в общественности. Но не материал, из которого был он пошит, имел ценность, а то какое почтение он внушал окружающим. На Руси веками особое внимание уделялось головным уборам, которые указывали на происхождение, статус человека в обществе, род его деятельности, а по тому, чем была украшена голова женщины, можно было судить об её месте жительства, социальном статусе, её достатке и даже возрасте. В частности, молодые девушки, готовившиеся к замужеству, носили более скромные головные уборы (ленты, обручи, повязки), для которых была характерна открытая макушка, не скрывающая волос – главного критерия красоты, а барыни же – прятали волосы целиком и заплетали их в 2 косы, оборачивая их вокруг головы и собирая в пучок, так как видеть волосы, имел право только её муж. Девушки, которые вступали в брак, прощались со своей «девичьей красотой» на девичнике, расплетая

косу и укладывая её вокруг головы, «окручивая». Отсюда и произошло выражение «окрутить девку», означавшее в прямом смысле взять её в жёны. Если же замужняя девушка появлялась на глазах посторонних с непокрытой головой, то это считалось позором и большим грехом. Кроме того в то время бытовала легенда: если барыня покажет хоть одну непокрытую прядь, то домовый утащит её на чердак, а разгневанное божество наслёт на неё все беды и болезни, а ещё и неурожай. Отсюда и появилось выражение «опростоволоситься». У каждой девушки и женщины было несколько головных уборов, предназначенных на определённые события, хранившихся в специальных сундуках с другими драгоценностями и передававшихся по наследству, из поколения в поколение, от матери к дочери, а получение их считалось неотъемлемой частью приданого зажиточной невесты. Надевание какого-либо головного убора впервые часто сопровождалось определёнными обрядами. Примером может служить надевание в день свадьбы кокошника, считавшегося древним оберегом. После же его разрешалось носить лишь по случаю больших праздников до рождения первого ребёнка. На замену кокошнику замужние девушки применяли платки, шали, волосники. Большая часть названий женских головных уборов была связана с птицами. Так слово «кокошник» произошло от – «кокоть», то есть «петух», слово «кика» - от слова «кичка» - утка, а слово «сорока» связано с названием одноимённой птицы. Основываясь на вышеизложенном, наименование женских головных уборов непосредственно связано с культом неба, нашедшем в них своё отражение.

Примерно к XVII веку относят появление поговорки «По Сеньке шапка, по Ереме и колпак», говорящая о принадлежности человека к соответствующему ему роду. Происхождение данной поговорки обязано старинному обычаю судить о положении и весе человека в обществе по материалу, высоте и форме его головного убора. Чем выше "горлатная" (так она называлась, потому что мех для неё был взят с горла убитого зверя, чаще всего соболя, куницы или же бобра) шапка, тем знатнее род. Бояре, дворяне носили высокие шапки, колпаки разной необычной формы, из дорогих материй, мехов, украшенные драгоценными камнями, цветными вставками, пуговицами, отделанные золотой, серебряной, жемчужной нитью. Простой народ высоких головных уборов не носил, его шапки были похожи на современные ушанки: плетеные или войлочные с круглой и плоской тульей, меховые треухи со стоячим меховым козырьком и спускающейся или отворачивающейся вниз задней частью. Простые люди не имели ни права, ни средств на ношение дорогих головных уборов. Отсюда и смысл пословицы, заключающийся в том, что каждому воздавалась честь по его заслугам, в те времена определяемым исключительно принадлежностью к знатному роду. В семантическом

плане анализируемой пословице очень близки следующие поговорки и пословицы:

1. «По голове шапка, по ноге и сапог».
2. «Каков Пахом, такова и шапка на нём».
3. «По Сеньке и шапка, по горшку и крышка».
4. «По Сеньке шапка, по дыре заплатка».

Всем известная поговорка «Прийти к шапочному разбору» имеет несколько значений, общеизвестное из которых – это явиться поздно или же опоздать. Это было связано с обычаем снятия головного убора при входе в церковь, по окончании службы они разбирались. Человек, явившийся позже, приходил «к шапочному разбору». Но первоначально она обозначала совсем другое. На Руси в старину устраивались бои, своего рода «стенка на стенку», славившиеся своей кровопролитностью и неистовой жестокостью. По окончании этой брани, поле схватки было усеяно шапками, а родные участников битвы приходили искать своих близких, если последние не возвращались в течение долгого времени. Помимо сказанного, шапка, брошенная озимь, была сигналом к вызову на сражение. Отсюда можно сделать вывод, что изначально данная поговорка имела смысл «побояться прийти к началу»

В этот момент несколько человек резко схватились за свои шапки и сорвали их, и тогда-то уже всем стало ясно - они и оказались ворами. Когда монаха спросили, почему для разоблачения воров он выбрал день большого праздника, он ответил, что только в этот день можно было поймать всех воров сразу. После такого эффектного разоблачения, выражение «на воре и шапка горит», стало устойчивым речевым оборотом, смысл которого в том, что провинившийся сам себя и выдаёт. В другом же предании говорится о том, что крестьянин говаривал сознаться другому односельчанина том, что последний ограбил его избу. Односельчанин всячески отмахивался от всех обвинений. Тогда-то проходивший мимо ограбленной избы крестьянин сказал односельчанину: «Вот вор не знает, а на нём сейчас шапка горит». В этот же момент вор непроизвольно ухватился за шапку, чем, конечно же, и выдал себя.

Чуть позже данная ситуация обратилась в анекдот и стала бытовать в нём, а поговорка, трансформировавшись, крепко пустила свои корни в речь ни одного народа, но при этом сохранила свое значение. Схожа по своей тематике пословица «Шапку в охапку – и бегом!». Использование данного высказывания адресовано характеристике трусливых людей, которые при побеге в спешке успевают захватить с собой лишь шапку. Это является еще одним доказательством её важности в жизни каждого человека того времени.

Пословица «Шапку выиграл, а кафтан проиграл» также связана с анекдотом, так как своим происхождением она обязана ему. Смысл пословицы связывают с толком и глупостью. Так герой анекдота Ивашка,

выиграв головной убор, утрачивает свой кафтан. Из-за того, что точная дата создания данной пословицы неизвестна, учёные расходятся во мнениях при определении её семантики. Многие из исследователей настаивают на том, что потеря кафтана того не стоила, ведь он принёс бы больше пользы по сравнению с шапкой.

Разлад во мнениях учёных связан в первую очередь с течением времени, так как, если в одну эпоху были утверждены определённые ценности, принципы и постулаты, нарушать которые никто не имел право, то пару веков или даже несколько лет спустя они уже утрачивают своё значение и заменяются новыми. Таким же образом менялась и сама пословица. Чуть позже был зафиксирован следующий её вариант: «Выиграл Ивашка шапку, да проиграл кафтан».

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НОВЫЕ МЕТОДЫ ЛЕЧЕНИЯ ОСТРЫХ ЛЕЙКОЗОВ

Резюме: В статье выполнен обзор литературы по внедрению новых подходов в диагностике и лечении острых миелоид-ных лейкозов (ОМЛ). Рассмотрены методы цитогенетического и мутационного анализов, приведены комбинации применения разных классов таргетных препаратов и иммунохимиотерапии.

Приведены результаты терапии пациентов с ОМЛ разными исследовательскими группами с оценкой достижения частоты полных ремиссий, общей и безрецидивной выживаемости в разных прогностических группах.

Ключевые слова: острый миелоидный лейкоз, генные мутации, таргетная терапия.

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NEW METHODS OF TREATMENT OF ACUTE LEUKEMIA

Resume: The article reviews the literature on the introduction of new approaches in the diagnosis and treatment of acute myeloid leukemia (AML). Methods of cytogenetic and mutational analyses are considered, combinations of the use of different classes of targeted drugs and immunochemotherapy are given.

The results of therapy of patients with AML in different research groups with an assessment of the achievement of the frequency of complete remissions, general and relapse-free survival in different prognostic groups are presented.

Key words: acute myeloid leukemia, gene mutations, targeted therapy.

Актуальность. Химиотерапия острых лейкозов имеет довольно короткую историю, насчитывающую около 50 лет, но проведенные именно в эти годы клинические исследования доказали, что острые лейкозы – заболевания излечимые[3,7].

Объективность и доказательность полученных успехов была обеспечена рандомизированными исследованиями, в которых испытывались новые эффективные цитостатические препараты, совершенствовалась терапия компонентами крови, разрабатывались основы сопроводительной и антибиотической терапии[1,6].

Принципами проведения этих исследований стали:

- 1) проверка научной концепции, основанной на данных предварительных (пилотных) клинических и экспериментальных исследований;
- 2) планирование исследования;
- 3) сравнение предположительно лучшего терапевтического подхода со стандартным в настоящее время;
- 4) разумная селекция больных;
- 5) компромисс между участниками исследования в отношении дизайна исследования и критериев эффективности; 6) статистическое оформление.

Исследования, направленные на улучшение результатов терапии острых миелоидных лейкозов (ОМЛ), проводились и проводятся на всех этапах противоопухолевого лечения. С момента становления программного лечения ОМЛ основными его принципами были различные варианты интенсификации [5,9].

Во-первых, это введение в уже известные протоколы дополнительных цитостатических или биологических средств; во-вторых, использование новых цитостатических препаратов в качестве альтернативы изученным; в-третьих, увеличение доз препаратов; в-четвертых, модификация стандартных программ химиотерапии на основании кинетических параметров бластных клеток в ходе терапии и характерных особенностей восстановления кроветворения после цитостатического воздействия; в-пятых, применение ростовых факторов для прайминга (введение ростовых факторов до начала химиотерапии с целью вывода большего числа лейкоэмических клеток в клеточный цикл и, соответственно, большей эффективности цитостатического воздействия на делящиеся клетки) и для сокращения периода посткурсовой аплазии, в-шестых, применение метода трансплантации стволовых гемопоэтических клеток крови или костного мозга (аллогенного или аутологичного) в качестве супервысокодозной консолидации.

К сожалению, ни один из этих подходов за последние десятилетия принципиально не изменил результатов лечения острых миелоидных

лейкозов – долгосрочная безрецидивная выживаемость больных колеблется, по данным различных авторов, от 30 до 40% [2,4,8].

Несмотря на это, накопление сведений об эффективности того или иного терапевтического подхода, особенно на фоне значительного прогресса в области цитогенетических и молекулярных исследований, позволило существенно переосмыслить и пересмотреть такие понятия, как факторы риска. Так, в настоящее время цитогенетические и молекулярные маркеры опухолевых клеток стали главными критериями в оценке прогноза. Более того, уже многие исследователи проводят дифференцированное лечение острых миелоидных лейкозов в соответствии с цитогенетической классификацией групп риска [5,10].

Неоспоримыми, в этой связи, представляются лишь два факта: необходимость применения полностью транс-ретиноевой кислоты при остром промиелоцитарном лейкозе и полная несостоятельность современных программ лечения ОМЛ с комплексными хромосомными aberrациями [4,7,11]. Прогностическая значимость всех остальных цитогенетических аномалий варьирует в зависимости от дизайна исследования. Исходя из выше- изложенного, исключительно важной становится задача по созданию новых методов терапии и определению оптимальных терапевтических подходов в лечении конкретных вариантов острых миелоидных лейкозов.

Основой для создания химиотерапевтических протоколов острых лимфобластных лейкозов (ОЛЛ) взрослых послужили программы лечения, используемые у детей. Терапия ОЛЛ многокомпонентна, и применение каждого цитостатического средства строго регламентировано. Совершенствование терапии ОЛЛ взрослых осуществляется, прежде всего, за счет интенсификации исходных программ и дифференцированного подхода к лечению различных иммунологических вариантов ОЛЛ [3,8,12].

Так, принципиальную роль сыграли высокие дозы циклофосфана и цитарабина для Т-клеточных лейкозов, метотрексата – для всех В-клеточных лейкозов, применение импульсного высокодозного многокомпонентного воздействия в течение короткого периода времени – для зрелоклеточных В-лейкозов, L-аспарагиназа увеличила длительность полных ремиссий. Для взрослых больных ОЛЛ была строго доказана необходимость использования высоких доз антрациклиновых антибиотиков в периоде индукции [2,7]. Принципиальным компонентом всех программ лечения ОЛЛ остается профилактика нейтролейкемии [8].

Успехи лечения острых лимфобластных лейкозов у взрослых не столь очевидны, как у детей: несмотря на использование дополнительных цитостатических препаратов, введение курсов интенсификации на фоне постоянной поддерживающей терапии, результаты остаются уже в течение многих лет скромными.

При высоком проценте достижения полных ремиссий (70-80%) долгосрочная выживаемость пациентов составляет 30-40% (у детей 80-90%) [10]. Известно, что цитогенетические и молекулярные характеристики лейкоэмических клеток определяют прогноз заболевания. Поэтому тем, что у взрослых больных ОЛЛ в 10 раз чаще определяются неблагоприятные хромосомные аномалии, и объясняются малоудовлетворительные результаты лечения [5,9]. Именно в связи с этим фактом, становится очевидным, что разработка новых подходов в лечении острых лимфобластных лейкозов взрослых просто необходима, и одним из направлений может стать импульсная высокодозная терапия.

Цель исследования. Разработка новых терапевтических подходов в лечении острых лейкозов и оценка их долгосрочной эффективности путем проведения пилотных и рандомизированных испытаний в рамках кооперированного многоцентрового исследования.

Материалы и методы исследования. Материалы для исследования выживаемости ОЛ предоставлены гематологическим отделением клинике АГМИ. Обработаны статистические талоны медицинской карты стационарного больного, страдающего ОЛ, находящегося на лечении в период с 2020г. по 2022г. и сопоставлены с регистром живых больных ОЛ. Информированность специалистов изучена при помощи анкетирования.

Результаты исследования. Программа 7+3 с этопозидом, основанная на принципе «двухшаговой» индукции, увеличивает 10-летнюю безрецидивную выживаемость больных острыми миелоидными лейкозами с 22% до 35% и повышает вероятность сохранения полной ремиссии с 29% до 50%.

Интенсивная поддерживающая терапия по программе 7+3 после индукции и консолидации по той же программе увеличивает безрецидивную выживаемость у пациентов острыми миелоидными лейкозами с 14% до 36% и повышает вероятность сохранения полной ремиссии с 16% до 38%, при этом, уменьшение длительности поддерживающей терапии с трех лет до одного года не снижает общей эффективности лечения.

Уменьшение дозы даунорубицина в программе 7+3 с 60 мг/м² до 45 мг/м² при проведении поддерживающего лечения по интенсивной схеме не ухудшает долгосрочные результаты терапии острых миелоидных лейкозов: пятилетняя безрецидивная выживаемость составляет 28% и 29%, соответственно.

При острых промиелоцитарных лейкозах после индукции и консолидации по программе 7+3 с высокими дозами даунорубицина и полностью транс-ретиноевой кислотой необходимо осуществлять двухлетнюю поддерживающую терапию в связи с высокой вероятностью развития поздних рецидивов, которые составляют 78% от всех рецидивов

Ранняя интенсификация лечения необходима при острых промиелоцитарных лейкозах с исходным уровнем лейкоцитов более $10 \cdot 10^9/\text{л}$, так как на стандартной терапии вероятность развития рецидивов в течение двух лет от момента достижения полной ремиссии составляет 65% в сравнении с 21 % при уровне лейкоцитов менее $10 \cdot 10^9/\text{л}$

Биологическая терапия интерфероном-альфа в сочетании с полностью транс-ретиноевой кислотой позволяет достигать и длительно (до 45 месяцев) сохранять молекулярные ремиссии при острых промиелоцитарных лейкозах

Поддерживающее лечение интерфероном-альфа в сочетании с полностью транс-ретиноевой кислотой позволяет исключить использование цитостатических препаратов и обеспечивает трехлетнюю безрецидивную выживаемость 40% первичных больных острыми миелоидными лейкозами, которым не удалось выполнить протокол химиотерапии в полном объеме вследствие тяжелых осложнений.

Программа со сверхвысокими дозами дексаметазона эффективна в лечении рефрактерных форм острых лимфобластных лейкозов, позволяя у 47% больных достигать полной ремиссии продолжительностью 10-14 месяцев.

Интенсивная импульсная терапия при острых лимфобластных лейкозах обладает высокой первичной противоопухолевой эффективностью, но у 75% больных в течение первого года лечения развиваются рецидивы заболевания.

Вывод. Полученные данные анкетирования свидетельствуют о низкой осведомленности опрашиваемых студентов III курса (9 %) и врачей (15%) о возможности выздоровления больных с ОЛ. Студенты же VI курса более информированы в отношении данного вопроса: 70% считают, что ОЛ можно вылечить. Половина опрашиваемых в качестве источника получения информации поставили кинофильмы.

Достижения последних лет в области молекулярных технологий позволили повысить эффективность сочетанной терапии ОЛ, выражающейся в улучшении гематологических, иммунологических и эндокринологических параметров. Таргетная и эпигенетическая терапия в перспективе могут минимизировать побочные эффекты лечения, увеличить продолжительность жизни и снизить смертность.

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ЯНГИ ЎЗБЕКИСТОНДА ДЕМОКРАТИК ЖАМИЯТ ҚУРИШНИНГ ЎЗИГА ХОС ХУСУСИЯТЛАРИ

Аннотация: Мақолада Ўзбекистоннинг кучли давлатдан кучли фуқаролик жамияти сари тамойили асосида олиб бораётган ўзига хос сиёсати тўғрисида сўз боради.

Калит сўзлар: Янги Ўзбекистон, жамият, демократия, виждон эркинлиги, конституция, қадрият, суверенитет, демократик давлат.

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CHARACTERISTICS OF BUILDING A DEMOCRATIC SOCIETY IN NEW UZBEKISTAN

Annotation: The article discusses the specific policy of Uzbekistan from a strong state to a strong civil society.

Keywords: New Uzbekistan, society, democracy, freedom of conscience, constitution, values, sovereignty, democratic state.

Сўнгги йилларда мамлакатимизнинг етакчи олимлари томонидан демократиянинг миллий, умумбашарий тамойилларини ҳар бир халқнинг қадриятлари билан уйғунлаштириш ва тўлдириш борасида бирмунча ишлар қилинди. Шунга қарамай, мамлакатимизда демократик жамият барпо этиш жараёнида уларнинг ўзаро боғлиқлиги ва намоён бўлиш хусусиятлари жиддий ўрганишни талаб этади. Ваҳоланки, демократиянинг муҳим умумжаҳон эътироф этилган асосий тамойиллар мавжуд. Улар қуйидагилардан иборатдир:

- эркин ва адолатли сайловлар:
- очиқ ва ҳисобот берувчи ҳукумат:
- инсон ҳуқуқларининг устиворлиги:
- ҳокимият органларининг сайланиб қўйилиши:
- сўз, матбуот ва виждон эркинлигининг Конституция ва қонунлар билан кафолатланиши:

- қонун устиворлиги:
- фуқароларнинг сиёсий ва иқтисодий ҳуқуқлари мавжудлиги ва тенглиги:
- тайинлаш йўли билан шаклланадиган давлат органларининг сайлаб қўйиладиган органлар олдида ҳисоб бериш бурчлилиги:
- кўппартиявийлик тизимининг мавжудлиги:
- умуммиллий масалаларнинг ҳал этилишида референдумларнинг ўтказилиши:
- мулк шаклларининг хилма-хиллиги ва уларнинг тенглигини кафолатловчи қонунларнинг мавжудлиги:
- сиёсий муҳолифатнинг очиқ фаолият кўрсатиши:
- жамиятда плюрализм, яъни фикрлар хилма-хиллиги, ранг-баранглигини кафолатловчи қонунларнинг мавжудлиги ҳамда уларни амалий ҳаётга жорий этиш масалалари самарасининг ортиши.

Маълумки, Ўзбекистон халқи ўз мустақиллигига эришгач, Ер шарининг кўпчилиги аҳолиси каби ижтимоий йўналтирилган бозор иқтисодиётига асосланган демократик жамиятни барпо этишни ўз олдида мақсад қилиб қўйди. Табиийки, бундай жамиятни шакллантиришда, авваламбор, Ўзбекистон тараққиётининг ўзига хос миллий тамойилларини жаҳонда кечаётган умуминсоний тамойиллар билан уйғунлашаётганлигини назардан қочирмаслик керак.

Демократик жамият концепциясида миллий, умуминсоний қадриятлар билан бир қаторда, диний қадриятларнинг ўрнига алоҳида эътибор қаратилмоқда. Негаки, улар ўртасида қатъий чегара йўқ. Бундай фикр билдиришимизга муайян тарихий шароитларда объектив заруратлар туфайли жамият ривожланиши учун алоҳида аҳамият касб этувчи миллий қадриятлар диний қарашлар бағрида шаклланганлиги асос бўлади. Шунга кўра, бизнинг миллий қадриятларимиз фақат ислом заминиде вужудга келмаган, балки зардўштийлик, буддавийлик каби динлардан ҳам кўп нарсаларни олган. Бинобарин, ҳар қандай қадриятларнинг бош манбаи ижтимоий ҳаётдир. Бунинг исботи сифатида ҳозирги даврда мамлакатимизда кўпгина тарихан дин билан боғлиқ қадриятлар ўзларининг диний мазмунини ўзгартириб, дунёвий, миллий қадриятларга айланганлигини эътироф этиш мумкин. Айни, пайтда, демократик жамиятни барпо этишда дин ҳар доим унинг тарафдори бўлавермайди. Айниқса, ҳозирги мураккаб ўтиш даврида ислом гоялари ва қарашларидан бир-бирига тубдан қарама-қарши мақсадлар йўлида фойдаланишга уринишлар жонланган бир пайтда, ана шу омилнинг ўрнини алоҳида таҳлил этиш зарур. Мустақиллик йилларида энг кўлга киритган ютуқларимиздан бири тарихий, миллий ва ахлоқий қадрият ҳамда анъаналарнинг, муқаддас динимизнинг жамиятни маънавий юксалишидаги ўрни ва аҳамиятининг қайта тикланганлигидир. Айни замонда, тажовузкор

ақидапараст кучлар ислом дини халқимиз учун муқаддас қадрият эканлигидан фойдаланиб, Ўзбекистонни демократик, маърифий тараққиёт йўлидан оғдиришга интилоқдалар». Кейинги йилларда дунё миқёсида исломдан қарама-қарши мақсад йўлидан фойдаланишлар яққол мисоллардан намоён бўлмоқда.

Демократик жамиятни умуминсоний ва миллий қадриятларсиз барпо этиб бўлмайди. Қадриятлар ҳақида фикр юритганда унинг иккита таркибий қисмини назарда тутмоқ керак. Бундан энг аввало инсоннинг объектив оламга нисбатан бўлган актив фаолиятини алоҳида таҳлил қилиш зурур. Умуминсоний қадриятлар тушунчасига моддий ва маънавий муҳит яшаш шарт-шароитларининг ривожланиши ва ворислик содир бўлиб янги-янги қадриятларнинг шаклланишига ўтишдан мерос бўлиб қолганлари эса давр руҳи янги ижтимоий эҳтиёж ва тараққиёт учун асос бўлган қадриятлар киради. Умуминсоний қадриятларнинг асосий вазифаси оламни билиш ва уни амалий ўзгартиришнинг муҳим омилдир.

Марказий Осиё халқларининг миллий қадриятлардаги ўзига хос жиҳатларига қуйидагиларни киритиш мумкин:

- туғилган макон ва она юртга эҳтиром:
- аждодлар хотирасига садоқат:
- катталарга ҳурмат ёшларга иззат:
- инсоний муомалада мулозамат:
- ҳаё андиша вазминлик сабр-тоқат кабиларнинг устуворлиги.

Маълумки демократик қадриятлар муайян шароитларда шаклланади. Шу сабабли улар маҳаллий миллий минтақавий умуминсоний мазмунда намоён бўлади.

Ҳар бир халқнинг миллий онгида шу халққа хос ва мос бўлган тарихий шаклланган асосий жиҳатлар борки у шу халқнинг руҳиятини менталитетини характерини ифодалайди ва улар мамлакатнинг сиёсий тизимида ўзининг изларини қолдирмаслиги мумкин эмас. Умуминсоний қадриятга айланган демократиянинг ҳамма учун муҳим ва аҳамиятли бўлган жиҳатларини тан олиб унинг ҳар бир халқ миллий-маънавий руҳияти асосида қарор топиши ва умуминсоний ҳодисага айланишини эътироф этмаслик жиҳат ривожига демократик тараққиёт мантигига тўғри келмайди. Демократия қанчалик умуминсоний маъно ва қадрият касб этмасин унинг негизини унга руҳий куч-қувват берадиган уни бойитиб турадиган ранг-баранглигини таъминлайдиган миллийлик миллий руҳият миллий-маънавий қадриятлардир. Демократия миллийликнимиллий руҳиятни ҳисобга олмаса унга таянмаса ўз моҳиятига зид бўлиб қолади.

Бу қадриятлар бутун инсоният томонидан қўлга киритилган фан, техника, маданият, ижтимоий ишлаб чиқариш муносабатларини ривожлантириш борасидаги янги жиҳатлар, демократия қонунчилик, адолатни барқарорлаштириш борасидаги ютуқлардан ҳам иборат бўлиб, улардан оқилона фойдаланиш республикамизни жаҳондаги ривожланган

давлатлардан бирига айлантириш ишига хизмат қилади. Бу борада бирор чекинишларга, миллий маҳдудликка ва калондимогликка йўл қўйиш ниҳоятда катта йўқотишларга олиб келиши мумкин.

Хулоса қилиб айтганда, кадриятлар жамият тарихий тараққиёти жараёнида шаклланган ва ривожланган, ўтмишда, ҳозирги кунда ва келажакда ҳам ижтимоий тараққиётга ижобий таъсир этадиган, кишилар онгига сингиб, ижобий аҳамият касб этган моддий, маънавий бойликлардир. Шу нуқтаи назардан, тарихий тажриба, анъаналарнинг мерос бўлиб ўтиши – буларнинг барчаси янгидан-янги, авлодларни тарбиялайдиган кадриятларга айланиб қолиши лозим.

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ПРАКТИКА ОЦЕНКИ В ПРЕПОДАВАНИИ

Аннотация: Рост английского как международного языка поставил под сомнение обоснованность многих методов оценки, особенно в контексте, когда учащиеся изучают английский как международный язык (EIL). Конструкции многих тестов основаны на стандартизированных нормах английского языка внутреннего круга, и содержание этих тестов часто выбирается из схожих контекстов. Исследование EIL ставит под сомнение обоснованность этих практик в глобализованном мире, где носители используют английский язык во всем его многообразии в изменчивых культурах и контекстах.

Ключевые слова: языковой оценки, EIL, TESOL, международный язык, академические области, методы обучения, международный язык, оценивание, коммуникации.

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PRACTICE OF ASSESSMENT IN TEACHING

Annotation: The rise of English as an international language has challenged the validity of many assessment methods, especially in the context of students learning English as an international language (EIL). The designs of many tests are based on the standardized norms of the English language of the inner circle, and the content of these tests is often selected from similar contexts. The EIL study questions the validity of these practices in a globalized world where native speakers use English in all its diversity in changing cultures and contexts.

Key words: language assessment, EIL, TESOL, international language, academic fields, teaching methods, international language, assessment, communication.

Рост английского как международного языка привел к появлению академических областей, которые требуют пересмотра методов преподавания английского языка и переосмысления систем знаний,

лежащих в основе этих методов. Например, исследователи английского языка как международного, английского языка как Lingua Franca призвали к пересмотру практики преподавания английского языка. Роль языковой оценки, которая всегда была неразрывно связана с педагогической практикой, играет центральную роль в достижении этого капитального ремонта. Практика оценки оказывает сильное влияние на преподавание английского языка из-за использования тестов на знание английского языка в качестве привратников для входа в различные социальные сферы, где английский играет роль международного языка. Английский язык является относительно новым для многих из этих областей, поскольку язык проник во множество социальных контекстов, где он не играл исторической роли или функции. Его влияние можно увидеть в политике, образовании, бизнесе, экономике, международных коммуникациях, СМИ, а также на микроуровнях общества.

Из-за роста использования английского языка во все большем числе местных и глобальных контекстах, интеллектуальное внимание в области TESOL и прикладной лингвистики уделяется тому, как оценивается английский язык. Поскольку языковая оценка актуальна для ряда заинтересованных сторон за пределами образования, практика языковой оценки также быстро становится предметом более широкого интереса в контекстах, где уместно языковое тестирование. Исторически сложилось так, что оценка языка была сосредоточена на грамматических, лексических и фонологических формах языка, которые преимущественно основаны на предписывающих языковых стандартах. Однако лингвистические исследования показали, что многие из этих форм не являются стандартными в использовании даже в речевых сообществах внутреннего круга, и что успешные пользователи EFL полагаются на свое стратегическое использование в языке для общения с носителями из различных социолингвистических слоев общества. Таким образом, ученых и практиков, занимающихся преподаванием английского языка как международного, особенно интересует, полностью ли современные методы оценки измеряют способность учащегося использовать английский язык в международном контексте. Во многих из этих контекстов англичане существуют во множественном числе, и целью использования языка является общение, а не соблюдение предписанных языковых норм. Более того, ученые заинтересованы в том, чтобы оценить, являются ли критерии измерения, которые обычно основаны на предписывающих стандартах внутреннего круга, наиболее подходящими моделями для языковой оценки.

Становление английского как международного языка сопровождалось усилением внимания к обучению английскому языку в традиционном окружении EFL (то есть в расширяющемся кругу Качру). Учащимся во всем мире часто приходится посещать обязательные уроки

английского языка в своих национальных школьных системах, и методы оценки, используемые в этих образовательных системах, часто позиционируются как привратники для дальнейшего обучения. В Японии, например, английский является обязательным для всех учащихся и часто является единственным иностранным языком, преподаваемым в школе. Успех в тестах по английскому языку в средней школе напрямую влияет на доступ учащихся к высшему образованию из-за того, что тесты по английскому языку составляют значительную часть вступительных экзаменов в среднюю школу, старшую школу и университет. При поступлении в университет студенты бакалавриата проходят как минимум два года занятий английским языком, даже по несвязанным специальностям. В Китае изучение английского языка является обязательным в начальных школах с 3 класса, хотя во многих школах обучение начинается раньше. Как и в Японии, он также является обязательным в большинстве китайских колледжей и университетов в течение первых двух лет, и тест по английскому языку в колледже становится все более преобладающим показателем успеха в этих программах, а некоторые университеты требуют его для окончания учебы. Южная Корея также проверяет английский язык в рамках национального теста на способности к обучению в колледже (CSAT), который необходим для поступления в южнокорейские университеты. Соседние страны Азии также начинают следовать их примеру; во Вьетнаме более 90 процентов детей изучают английский язык, и это является обязательным в большинстве средних школ, где все учащиеся должны пройти тест по английскому языку, чтобы получить высшее образование. Подобные ситуации можно найти в Европе и Латинской Америке. В Италии, например, английский язык продвигается в образовательной политике, которая поощряет интегрированное обучение по содержанию и языку (CLIL), когда учащиеся преподаются на английском языке таким предметам, как история, математика, естественные науки и спорт. Таким образом, знание английского языка влияет не только на результаты языковых тестов, но и на другие предметы обучения.

Будущие направления исследований, теории и методологии Ученые EIL, занимающиеся языковой оценкой, похоже, согласны с важностью и ценностью оценки стратегической компетентности учащегося. На самом деле важность стратегических компетенций в коммуникативных практиках подразумевалась исследователями с момента появления коммуникативного обучения языкам в 1970-х годах, и, таким образом, это не новые аргументы в области языковой оценки, даже если их основное обоснование может быть основано на разные идеалы. Однако, несмотря на аргументы в пользу изменения практики языковой оценки, многие международные стандартизированные тесты по-прежнему сосредоточены на форме, а именно потому, что гораздо сложнее и дороже проверить

конструкцию стратегической компетентности, а не знание грамматики языка. В связи с этим, тесты с высокими ставками продолжают сосредоточиться на предписанной английской грамматике просто потому, что их легче построить, дешевле запустить и более систематически оценивать. Изменения в тестировании, предложенные учеными ЕП, приведут к «революционным» последствиям (McNamara, 2012, стр. 202). Однако, поскольку область TESOL продолжает стремиться к передовому опыту, нельзя отказываться от инноваций, потому что это сложно. Стипендия ЕП утверждает, что, хотя изменения могут быть непростыми, они необходимы из-за обратного эффекта, который оценка оказывает на учебную программу на большинстве языковых классов. Таким образом, практика оценивания остается серьезным барьером на пути к инновациям в преподавании английского языка в целом.

В заключение, при оценке ЭИЛ необходимо переориентировать практику, чтобы сконцентрироваться на стратегической компетентности учащихся в использовании языка, а не на их грамматических знаниях. Несмотря на то, что методы оценки в классе реагируют на изменения, стандартизированное тестирование остается более устойчивым к изменениям из-за присутствующих им трудностей измерения использования языка, в отличие от языкового.

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ДЕМОКРАТИЗАЦИЯ МЕСТНОЙ ГОСУДАРСТВЕННОЙ ВЛАСТИ И ИНСТИТУТОВ ГРАЖДАНСКОГО САМОУПРАВЛЕНИЯ В УЗБЕКИСТАНЕ

Аннотация. В статье излагается опыт Узбекистана в формировании и развитии гражданского общества, института самоуправления граждан – махами, основанный на поэтапной и последовательной реализации принципа "От сильного государства – к сильному гражданскому обществу". Махалля является одной из важных основ строительства демократии в Узбекистане,

Ключевые слова: органы самоуправления, махалля, органы самоуправления граждан, образование, молодое поколение.

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DEMOCRATIZATION OF LOCAL GOVERNMENT AND INSTITUTES OF CIVIL SELF- GOVERNMENT IN UZBEKISTAN

Abstract. The article describes the experience of Uzbekistan in the formation and development of civil society, the institution of self-government of citizens - the mahalla, based on the phased and consistent implementation of the principle "From a strong state to a strong civil society". The Mahalla is one of the important foundations for building democracy in Uzbekistan.

Keywords: self-government bodies, makhalla, citizens' self-government bodies, education, young generation.

Обозначения организаций схода граждан имеют такой общий вид, как населенный пункт. Изначально люди селятся вместе для того, чтобы использовать возможности деятельности друг друга через соседские связи, руководствуясь общей целью, которая не может быть необходима в отдельности (имея в виду расположение улицы, форму и размеры дома, состав специализации и т. д.). По мере развития урбанизации фактор целостности возрастает и теряет свои характерные черты и начинает обособляться. Очевидно, что все эти организационные формы будут тесно связаны между собой. Организуя коллективные действия, направленные на

достижение общих целей, люди не могут избежать иерархической структуры. Во-первых, социальная иерархия-это универсальная форма построения социальной системы (государство, организация, населенный пункт, семья), в которой "низшие" уровни управляются "высшими" уровнями. Чем «выше» уровень, тем более узкой становится его исполнительная структура, а иерархическая структура образует пирамиду.

Развитие современного общества характеризуется глубокими, динамичными, системными изменениями. Меняются государственные, социально-экономические формы, внедряются новые социальные и производственные технологии. Все эти процессы существенно повышают значение управления в сложных организованных социальных системах. Структура мировой рабочей силы и валовой рабочей силы претерпела значительные изменения. Сейчас менеджеры сталкиваются не с малообразованными послушными исполнителями, а в основном со специалистами. По технологической структуре современное производство предполагает широкое использование квалифицированного профессионального труда, поэтому современные руководители привлекают к реализации управленческих решений сотрудников, способных давать оценку и творчески влиять.

Развитию личности, ее социализации и гражданской зрелости также способствует воспитательная работа в обществе. Роль района с серьезными образовательными возможностями здесь огромна. Соседство живет на принципах самоуправления, жизнь которого во многом регулируется исторически сложившимися традициями и обычаями. В некотором смысле соседство похоже на большую семью, и поэтому часто в каждой семье могут возникать конфликты, может возникнуть соперничество, непонимание, сопротивление и т. д. Однако, если все эти второстепенные, случайные моменты будут устранены, районы будут характеризоваться подлинной демократией, справедливостью, человеческой благодарностью и взаимопомощью. Все это оставляет глубокий след в умах и сердцах молодежи. Главное преимущество этого-профессионализм-основывается на твердости общественного мнения, преемственности поколений, живом примере старших, бережном отношении к определенному человеку, заботе и поддержке слабых (вдовы, сироты, инвалиды, одинокие пенсионеры).

После обретения независимости статус района значительно повысился. Ему были поручены важные вспомогательные задачи. Особое внимание уделялось воспитательной работе, особенно подрастающему поколению. Усилиями махаллинских комитетов и активистов были проведены различные мероприятия, направленные на конкретное образование. «Система махалли является важнейшим и базовым звеном нашего общества. За последние три года проведена большая практическая работа по ее развитию.

В частности, принято 38 законов и нормативных актов, касающихся института махалли, усовершенствовано более 50. Работники сферы, проявившие самоотверженность в общественной жизни, были награждены государственными наградами. Только в прошлом году ежемесячная заработная плата председателей и ответственных секретарей сходов граждан была увеличена в 1,5 раза.

За последние три года построено 624 махаллинских офиса, реконструировано и отремонтировано 2 265. В 102 районах и городских центрах построены комплексы "Центр Махалла". На каждом сходе граждан были организованы группы "Совет старейшин", библиотеки в более чем 4 тысячах махаллинских зданий. В сотрудничестве активистов махалли с ответственными организациями и инспекторами профилактики за последние три года около 87 тысяч малообеспеченных семей были выведены из уровня бедности». [4]

Большой интерес представляет узбекский опыт формирования, развития гражданского общества, Института самоуправления граждан-махалли, основанный на поэтапной и последовательной реализации принципа "от сильного государства к сильному гражданскому обществу" и его эффективного использования в странах, идущих по пути демократии. Махалля является одной из важнейших основ построения демократии в Узбекистане, деятельность которой обеспечивает конституционное право граждан на непосредственное участие в государственном управлении, решении важнейших задач социально-экономического развития страны.

В Концепции дальнейшего углубления демократических реформ и развития гражданского общества в нашей стране институты гражданства становятся сегодня важнейшим фактором защиты демократических ценностей, прав, свобод и законных интересов. Гражданские институты гражданам создает условия для реализации своих возможностей, повышения социальной, экономической и правовой культуры, поддержания баланса интересов в обществе.

Ведется постоянная работа по благоустройству и озеленению территории. Большое значение для местных жителей приобрело строительство детских площадок и зон отдыха. Большую роль в этом процессе играют сами граждане, которые проявляют инициативу в проведении регулярных хашаров. Это одна из удивительных традиций нашего народа, которая служит мощной духовной и объединяющей силой. Результаты добрых дел сегодня очевидны. Действительно, стараниями узбеков в махаллях посажено и выращено много плодовых и декоративных деревьев и цветов, а сходы граждан преобразованы в благоустроенную экологическую зону.

В Узбекистане насчитывается около 10 тыс. органов самоуправления граждан. Основываясь на предоставленных им законом полномочиях, махаллинские сходы граждан и активисты проводят большую работу по

широкому вовлечению населения в общественно-политическую жизнь, усилению духовно-просветительской работы, сохранению благополучия в семьях, оказанию материальной помощи малообеспеченным семьям и инвалидам, благоустройству территорий, организации ряда других мероприятий.

Таким образом, махалля получила возможность возродить и восстановить свои качества как орган самоуправления граждан нового типа гражданского общества. Важно, чтобы соседство было не Институтом политической системы, а гражданского самоуправления, не участвовало в политической системе, а взаимодействовало с ней. Как отметил глава нашего государства, в связи с обесцениванием вековой и благородной идеи " семья-это святое " и обретением тысячелетних национальных ценностей такие болезненные ситуации не могут быть сведены на нет. Для этого район должен выйти на поле как большая социальная сила. Потому что активисты, старейшины, которых мы видели много, наши опытные светила, если они хотят, могут вместе с общественностью решить любую проблему, направить молодых людей, которые ошибаются, на правильный путь». [4].

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РОЛЬ КОКАНДСКОЙ ЛИТЕРАТУРНОЙ СРЕДЫ В РАЗВИТИИ ТВОРЧЕСТВА НОДИРЫ

Аннотация: Статья посвящена исследованию роли литературной среды Коканда в формировании художественного мировоззрения Нодир, а также влиянию поэтессы на развитие этой среды. В статье освещаются факторы повлиявшие на творчество Нодир, такие как влияние литературной среды и усилия её мужа Амирий на мировоззрение поэтессы.

Ключевые слова: литературная среда, развитие, влияние, персидский, арабский, тюркский, предшественник, преемник, традиция, образ, идея, философский, художественное мастерство.

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ROLE OF THE KOKAND LITERARY ENVIRONMENT IN THE DEVELOPMENT OF NADIRA'S CREATIVITY

Annotation: The article is devoted to the study of the role of Kokand literary environment in the formation of Nodira's artistic worldview, as well as the influence of the poetess on the development of this environment. The article highlights the factors that influenced Nadira's work, such as the literary environment and the efforts of her husband Amiry in forming Nadira's worldview, in detail.

Keywords: literary environment, development, influence, Persian, Arabic, Turkic, predecessor, successor, tradition, image, idea, philosophical, artistic skill.

Следует отметить, как литературная среда Бухары и Хивы, так и литературная среда Коканда играет важную роль в развитии узбекской классической литературы. Действительно, тот факт, что Коканд предоставил литературную среду сокровищнице нашего классического

литературного наследия, многих выдающихся поэтов и писателей: Гулханий, Увайсий, Нодира, Махмур, Фазлий, Адо, Фуркат, определяет его особое место среди литературных сред.

Перед изучением художественного мастерства уникального представителя Кокандской литературной среды Мохларойим – Нодира, на наш взгляд, необходимо поговорить об окружающей среде, которая воспитала и подняла её до уровня чуткой поэтессы, а также факторы, которые привели к художественному мировоззрению поэтессы.

Если мы говорим о факторах, сформировавших художественное мировоззрение Нодир, то мы можем указать на несколько факторов как их источник. Мы сочли необходимым включить следующее:

1. Влияние тюркской и персидской литературы на творчество поэтессы;

2. Хорошее знание религиозно-просветительских, религиозно-божественных, философско-мистических и морально-духовных концепций;

3. Влияние литературной среды Коканда на творчество Нодир:

а) Усилия супруга Амирий;

б) Уроки Жахон отин Увайсий.

Ниже мы обсудим влияние литературной среды Коканда на творчество поэтессы Нодир, в частности усилия ее мужа Амирий и роль, которую она сыграла в уроках Жахон отин Увайсий.

Теперь, прежде всего, поговорим о литературной среде Коканда. Литературная среда Коканда формировалась в первой половине XVIII века под эгидой Кокандского ханства. Это было связано с тем, что люди, правившие ханством, руководили интеллигенцией, чтобы поднять социально-экономический и культурный уровень народа и способствовали развитию литературы и искусства. Автор произведения «Ансоб ус-салотин...» Мирзо Олим писал о периоде Кокандского хана Абдулкаримхана (1732-1733):

«Для оказания служение Абдулкаримхану – Эшон, суфий Аллоёр домулло Олим Конибодомий и домулло Вали Хужандий и Машраби девонаи Намангоний приходили и беседовали. Он нашел выражение и применение в их беседах и стал ученым и первооткрывателем нескольких общих религий и открытий» [10,41], [3, 18–6 л.].

Литературовед, академик Азиз Каюмов, изучавший литературную среду Коканда, пишет об этом периоде: «Ханы никогда не были равнодушны к литературному движению. Они пытались использовать все средства, чтобы держать массы народа под своим контролем. Они пытались привлечь в широкую общественность людей определенного авторитета и влияния... Кроме того, ханы собирали вокруг себя разных поэтов и по-разному поощряли их. И так собрались вокруг дворца льстящее, лицемерные поэты» [10, 41]. Чтобы доказать свою точку зрения,

ученый цитирует из книги «Тухфат ут-Таворихи хоний» следующее: «У кокандского хана Норботабий (1770–1789) был сын по имени Мухаммадин. В меру осведомленный с литературой Мухаммадин хан собрал вокруг себя несколько поэтов. Однажды во время пира он прочитал поэту Нусрату следующие строки:

Ба ширди шам чун қўнғуз” бувад парвона-парвона.

Перевод: Вокруг свечи жук был таким пропеллером.

Поэт Нусрат сразу хвалит хана и сочинил второй строку двустипшия:

Сарат гардам, тариқи дилнавозй ёд гир аз шам.

Перевод: Узнай путь доброты от свечи и учись у неё это наизусть.

Был приведен из рукописи следующая информация: Хан, был доволен и обрадован таким ответом и подарил поэту Нусрату пятьдесят колесниц пшеницы [7, 84 а. лист].

Следует отметить, что, не отрицая знаний литературоведа, умного и критически настроенного ученого, признавая его большой вклад в изучение литературной среды Коканда, в частности творчества Нодир, мы не согласны с его точки зрения. Во-первых, ханы, хорошо осведомленные литературой и поэзией, вокруг дворца собирали поэтов и писателей, не для того чтобы держать массы народа под своим контролем. Испокон веков в Мовоуннахре молодые шахзады проходили специальную подготовку, были принуждены старательно изучать литературу, особенно поэзию. Также по традиции того времени правители знали секреты лиризма и создавали свои. Во-вторых, их награду следует понимать, как «ювелир знающей цену золото». Ханы не были равнодушны к поэзии и их награждение – это просто выражение признательности.

Поэтому если мы согласимся со взглядами вышеупомянутого ученого, нам кажется, что мы предаем права тонкого поэта и правителя Амир Умархана, стихи которого заканчиваются под псевдонимом Амирий, внесший большой вклад в литературную среду Коканда и его процветание. Кроме того способствовавшей развитию Нодир как поэтессе – королевой поэтического достояния того времени.

В связи с этим заслуживают внимания следующие взгляды литературоведа И. Адизовой: «Поскольку он сам поэт тонкого вкуса и восторга, и он создал возможности для творческого сообщества. Он спонсировал и руководил ими. В книге Миена Бузрука «Обзор истории узбекской литературы», изданной в Ташкенте в 1930 году, он назвал кокандскую литературную среду «литературой Золотой колыбели». Это описание в первую очередь связано с «Золотой колыбелью» и историей Бабура, цитируемой дворцовыми историками. Во-вторых, в литературной среде создаются благоприятные творческие условия и процессы» [1; 125]. Что же касается цитированного литературоведа случая с «Золотой колыбелью», то мы уже затронули эту тему в своей кандидатской диссертации [12, 73-92].

Следовательно, в поэзии Нодиры взгляды на историю «Золотой колыбель» встречаются в нескольких местах. Считается, что «Золотая колыбель» - это представитель рода Захириддина Мухаммада Бабура, именно с него начинается династия кокандских ханов. Отзвуки об этом событии красной нитью проходят в поэзии Надиры, посвященной Умархану и его дому. Например, поэтесса в следующем двустишии:

*Сиедат хонадони, шоҳи Бобур насли покиман,
Худоё, раҳмат айла, барча аждоди изомимни*

Перевод: Семейное родословие, потомок правителя Бабура

Боже, сохрани, все мои родовое поколение, -
и гордилась тем, что она тоже из рода Бабуров [6, 297].

Случай привязки себя к генеалогическому древу Тимуридов через Бабура также можно найти в предисловии девоне Умархана. В предисловии Амир пишет: «Я дам описание тому, так как я из рода Бабуров династии Темура и об этом должен знать весь мир. Хочу выразить искренние соболезнования и наилучшие пожелания семье Темура Курагона, цветку моего тела высшего происхождения, И мое творение - это представитель рода Бабура Султана» [2, 25 а – б. лист].

Выше упомянутое двустишие Нодиры был довольно известным. И поэтому на него обращали внимание многие исследователи. Например, А.Каюмов писал: “Им было известно, что кокандские ханы происходят из рода Бабуров. И они гордились этим. Об этом писала супруга кокандского хана Умархана Мохлар ойм Нодира” [9; 14], – и в качестве примера приводил этот двустишие.

Не секрет, что литературная среда Коканда, сложившаяся в первой половине XVIII века под эгидой Кокандского ханства, достигла пика своего развития в период правления амир Умархана, одним словом, процветала. Мы можем увидеть это в нескольких представлениях:

Во-первых, прежде всего, это большая работа Амира в литературной среде Коканда, то есть он выявил всех талантливых поэтов и писателей, художников в общем людей творчества на территории ханства, собрал их во дворец, организовал интенсивный творческий процесс, спонсировал их.

Во-вторых, представители этой литературной среды добились больших успехов в историографии. В частности, произведения «Мунтахаб ут-таворих» Хакимхана Туры, «Тухфат ут-таворих» Авазмухаммада Аттора, «История Ферганы» Ишахона Туры, «Ансоб ус-салотин и таворихи Хавокин» Мушриба, «Шахномаи девона Мутриб» Мутриба, «Шахномаи Нусрат паём» Мушрифа может быть включен в эту категорию.

В-третьих, по инициативе Амира Умархана было сформировано новое направление в тазкиранависе – произведение, состоящее из описания исторических событий. Он положил начало традиции сочинения тазкиры (летопись, антология поэзии) из стихотворений пайров – следование за кем или за чем-либо. Также особое значение в литературных кругах имеет

созданный Фазли Намангани тазкира «Мажмуаи шоирон». Как указывает известный литературовед Абдурауф Фитрат, эта традиция была позже продолжена и в других литературных кругах: «Тем не менее, нельзя отрицать, что ферганские поэты оказали большое влияние на поэтов Хорезма. Доказательство того является создание произведения «Маджмуат уш-шуаро» в Хорезме подобно произведению «Маджмуат уш-шуаро» в Фергане [8, 59].

В-четвертых, Амирий уделяет особое внимание традициям и преемственности. В частности, мы видим, что людей поощряют осваивать образцы устного искусства, умело использовать их и создавать новые шедевры. Абдурауф Фитрат в статье «Общий взгляд на узбекскую литературу после XVI века» отметил, что покровителем и лидером развития литературной среды Коканда был амир Умархан. Ссылаясь на произведение Гулханий «Зарбулмасал», созданное по его предложению и инициативе, он подчеркивает, что «в этот период в литературе Ферганского дворца особое внимание уделялось народной литературе» [8, 59].

В-пятых, в литературной среде Коканда большое внимание уделялось полиграфии. «Многие рукописи копировались снова и снова в течение этого периода». В частности, история книгопечатания в этот период неотделима от литературных связей, литературного сотрудничества. Потому что девоны Бедиля были скопированы и распространены во многих экземплярах. К его произведениям поэты сочиняли назирь и мухаммасы. Сборник «Мухаббатнома», состоящий из девонов Лутфий, Навоий и Амирий, был отправлен в подарок турецкому султану. В 1836-1837 годах по приказу Мухаммадалихана, сына Амирий и Надиры, девон Фузулий был скопирован каллиграф Дабиром» [1, 126] отметил он.

В-шестых, литературная среда Коканда была одной из первых, что также характерно тем, что она создавала широкий спектр возможностей для женщин-поэтесс.

Итак, Мохлароим-Нодира занималась творчеством в столь развитой литературной среде Коканда, и в то же время, позже, она сама руководила и спонсировала эту среду. Итак, кем была Мохлароим - Нодира до приезда в Коканд? В какой семье она родилась и насколько была знакома с литературой, особенно поэзией? Кто или что заставило ее стать такой зрелой поэтессой? Подобные вопросы интересовали многих литературоведов. Об этом писал в свое время Хакимхан тура:

«... В то время правительство Андижана принадлежал Рахманкулбий, дяди амира Алимхана. У Рахманкулбий была дочь по имени Мохлар. Амир Алимхан хотел выдать замуж Мохлар за его брата амира Умархана. Амир Алимхан послал Масудхан Тура с дорогими подарками, и он позволил отвезти Умархана в Андижан, жениться на ней и привезти Мохлар в

Маргилан. Масудхан Тура приехал в Маргилан, пригласил амир Умархана и отвез его в Андижан и в благоприятный час был прочтен молитвы из священной книги Куръана и он привязал их судьбы во веке веков» [4, стр. 161 а].

Творческие способности Нодиры сформировались под влиянием кокандской литературной среды, стараниями и усилиями ее мужа амир Умархана, и уроками Жахон отин Увайсий. Об этом пишет литературовед Махбуба Кодирова:

– «Было бы хорошо, если бы вы могли лучше выучить персидский», - сказал он. «Также на этом языке есть несколько любовных газелей». Мохлар, которая была ныряльщицей в мире поэзии и одержима сладкими мыслями, была опечалена:

– «Я умею читать и писать по-персидски», - робко ответила она. «А также некоторые мои тренировочные газели я прозвала под псевдонимом Комилой и Нодирой».

– «Поэтессы Комилы и Нодиры удачи и просветания!» – воскликнул хан.

Умархан напомнил Мохлар, что слышал о поэтессе из Маргилана и эта женщина по имени Джахан писала стихи под псевдонимом Увайсий. И прочитал её двустиишие:

*Забонингни кетургил, эй шакарлаб тўра, гуфтора,
Нечукким, марҳамат бўлсин неча мендек дилафгора.*

Перевод: Встряхни языком, пожалуйста милый, говори нравящие,
Скажи-ка мне, зачем тебе столько опечаленных душ как я.

И он признался, что почему-то с удовольствием слушает её эту газель, когда его поют певцы.

Позже... Увайсий и Мохлар, известные как «счастливый соловей в цветке слов», стали сестрами. Увайсий и Мохлар с интересом разговаривали, когда были одни, хвастались успехами и неудачами своего сочинительства и наслаждались друг другом. Так газели и мухаммасы стали сборниками. Умархан, наблюдая за их творчеством, посоветовал ей читать больше книг об искусстве поэзии. Учил её сочинять назирь и мухаммасы на газели поэтов предшественников» [11, 45-46].

На данном этапе мы сочли целесообразным высказать свои выводы. Они включают:

1. Судя по всему, на Нодиру, только что побывавшую в мире поэзии, является важными факторами литературная среда Коканда в ее развитии как поэтесса эпохи. В частности, большое влияние оказали ее муж амир Умархан и Увайсий.

2. Отмечается значительное влияние турецкой и персидской литературы на творчество Нодирь. Поэтесса заслуженно продолжила творческие эксперименты представителей классической литературы Хафиза, Навоий, Фузулий.

3. Наблюдая за ее лирикой, мы можем отметить, что поэтесса была хорошо знакома с религиозно-просветительскими, религиозно-божественными, философско-мистическими и морально-духовными концепциями.

4. Также можно без колебаний сказать, что творчество Нодиры и ее лидерство в поэтах и поэтессах заслуживают похвалы. Наблюдая за творчеством поэтессы, мы видим, что в её лирики - проиллюстрированы прекрасные метафоры в образе любви и преданности, которые воплощают идеи человечности, справедливости, веры и тем самым доказывают, что Коканд - достойный наследник литературной среды.

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НАЛОГОВАЯ ПОЛИТИКА И СПОСОБЫ ЕЕ СОВЕРШЕНСТВОВАНИЯ

Аннотация: Налоги и налоговая политика составляют основу доходов бюджета. Основным направлением налоговой политики является максимальное снижение налоговой нагрузки по мере роста экономики Узбекистана. Поэтому в данной статье предлагаются предложения по совершенствованию налоговой политики.

Ключевые слова: бюджет, налог, социальное развитие, финансовая политика, предприятие, налоговая политика, малый бизнес.

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TAX POLICY AND WAYS TO IMPROVE IT

Abstract: Taxes and tax policy form the basis of budget revenues. The main focus of tax policy is to reduce the tax burden as much as possible with the growth of the Uzbek economy. Therefore, this article offers suggestions for improving tax policy.

Keywords: Budget, tax, social development, financial policy, enterprise, tax policy, small business.

Налоги и налоговая политика составляют основу организации доходов бюджета. Основное направление налоговой политики - максимальное снижение налоговой нагрузки по мере роста экономики Узбекистана. Фискальная политика – это самостоятельная деятельность государства в сфере финансовых отношений. Социальное развитие означает не только развитие образования, культуры, здравоохранения и других социальных потребностей, но и структуру социальных отношений в обществе. Поэтому не рекомендуется связывать фискальную политику исключительно с экономической политикой.

Политика охватывает все сферы государственной деятельности. В зависимости от сфер социальных отношений, которые являются объектом политического влияния, мы говорим об экономической или социальной, культурной или технической, бюджетной или кредитной, внутренней или внешней политике.

Налогово-бюджетная политика имеет самостоятельное самостоятельное значение и в то же время является важным инструментом реализации государственной политики в любой сфере социальной деятельности. В принципе не имеет значения, идет ли речь о экономической, социальной, военной реформе или международных отношениях. Политика, политическое влияние и политическое лидерство состоят из следующих трех элементов:

- определять и ставить основную цель и обозначать будущие и краткосрочные задачи, которые необходимо решить для достижения целей, поставленных на определенный период общества:

- Разработка методов, инструментов и конкретных форм взаимоотношений, при которых поставленные цели будут достигнуты в краткосрочной перспективе, а задачи на ближайшее и будущее - разумно решены:

- подбор и расстановка кадров, способных решать выявленные средства, организовывать выполнение поставленных задач.

Таким образом, фискальная политика - это определение решения целей и задач, направленных на процесс формирования, распределения и перераспределения общественного богатства для удовлетворения конкретных потребностей воспроизводства и обеспечения процесса непрерывного воспроизводства финансовыми ресурсами.

Под фискальной политикой понимается специфическая деятельность органов государственной власти, связанная с использованием государством финансовых отношений для выполнения своих функций, такая интерпретация сочетает в себе несколько рисков, изменений, трансформаций. Например, вмешательство государства в экономику страны, выравнивание уровня жизни, социально-экономические условия и ряд других вопросов, определяющих функции и обязанности государства, все еще обсуждаются. Использование финансов только как средство

выполнения функций государства создает конфликт между интересами органов государственной власти, местного самоуправления и других субъектов финансовой системы, то есть населения страны и хозяйствующих субъектов.

Исходя из вышеизложенного, мы сделать следующие три логические выводы:

Во-первых, фискальная политика должна быть не только инструментом достижения той или иной цели корыстной власти, но и средством решения социально-экономических проблем общества;

Во-вторых, фискальная политика государства должна учитывать интересы не только органов государственной власти, но и всех участников финансовой системы;

В-третьих, необходимо различать государственную фискальную политику и фискальную политику государственных органов и фискальную политику государственных органов.

Таким образом, можно сделать вывод, что государственную фискальную политику следует рассматривать как часть государственной социально-экономической политики для обеспечения сбалансированного (пропорционального) роста финансовых ресурсов на всех уровнях финансовой системы страны. Зарубежный опыт показывает, что отрицание необходимости сбалансированного роста финансовых ресурсов ведет к деградации и коллапсу экономики, деградации финансовой системы страны.

Самая важная особенность налогово-бюджетной политики заключается в том, что она должна быть сосредоточена на развитии производительных сил страны и ее постоянном влиянии на экономический успех. Такая политика может обеспечить благосостояние населения, увеличить источник государственных доходов и дать самые высокие результаты в отношении финансовой экономики. Ориентируясь на это, можно определить следующие основные цели фискальной политики: создание финансовых условий для социально-экономического развития общества, повышение уровня и качества жизни.

Если мы говорим о финансовой политике предприятий, то имеется в виду бизнес-ориентированная деятельность руководителей финансового управления предприятия, направленная на ведение бизнеса. Целью финансовой политики предприятия является:

- избежание банкротства предприятия в конкурентной среде;
- избежание крупных финансовых неудач и банкротства;
- максимизация рыночной стоимости предприятия;
- увеличить производство и продажи;
- максимизация прибыли;
- минимизация затрат;
- обеспечение прибыльной деятельности и др.

Приоритетность той или иной цели финансовой политики предприятия определяется, прежде всего, в соответствии с целями ведения бизнеса. Используйте соответствующие финансовые механизмы для достижения поставленной цели.

Таким образом, реализация задачи по обеспечению устойчивой мобилизации доходов бюджета в результате реализации налоговой политики имеет принципиальное значение. Выполнение этой задачи укрепит финансовое положение государства, создаст финансовую основу для своевременного выполнения возложенных на него обязательств, не возникнет проблем с непрерывным финансированием бюджета, государство сможет выполнять свои функции полностью и вовремя.

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ОПРЕДЕЛЕНИЕ ДИАСТОЛИЧЕСКОЙ ФУНКЦИИ ЛЕВОГО ЖЕЛУДОЧКА И КОРРЕКЦИЯ ИЗМЕНЕНИЙ У ПАЦИЕНТОВ С ИШЕМИЧЕСКОЙ БОЛЕЗНЬЮ СЕРДЦА

Резюме. АГ и ИБС – основные причины развития ДДЛЖ и диастолической СН (Мареев В.Ю., 2003). Нарушение ДФЛЖ у больных АГ имеет мультифакторную природу и происходит не изолированно, а одновременно с нарушением морфофункционального состояния других органов и систем, или при их патогенетическом участии, вследствие длительного воздействия высокого АД.

Ключевые слова: артериальная гипертензия, артериальное давление, ишемическая болезнь сердца, фракцией выброса левого желудочка.

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DETERMINATION OF LEFT VENTRICLE DIASTOLIC FUNCTION AND CORRECTION OF CHANGES IN PATIENTS WITH CORONARY HEART DISEASE

Summary. AH and IHD are the main causes of LVDD and diastolic HF (Mareev V.Yu., 2003). Violation of LV LV in patients with AH has a multifactorial nature and does not occur in isolation, but simultaneously with a violation of the morphofunctional state of other organs and systems, or with

their pathogenetic participation, due to prolonged exposure to high blood pressure.

Key words: arterial hypertension. arterial pressure, ischemic heart disease, left ventricular ejection fraction.

Актуальность. Значение и роль ДДЛЖ в патогенезе, клиническом течении и прогнозе СН стала определяться лишь в течение последних трех десятилетий [4]. В настоящее время доказано, что примерно в 30-40% случаев причиной СН являются диастолические расстройства [3]. Более того, существуют данные, что нарушения диастолических свойств миокарда обычно предшествуют снижению насосной функции ЛЖ и даже могут изолированно приводить к появлению симптомов СН [2].

АГ и ИБС - основные причины развития ДДЛЖ и диастолической СН (Мареев В.Ю., 2003). Нарушение ДФЛЖ у больных АГ имеет мультифакторную природу и происходит не изолированно, а одновременно с нарушением морфофункционального состояния других органов и систем, или при их патогенетическом участии, вследствие длительного воздействия высокого АД [1].

Согласно теории "изнашивания" (Кушаковский М.С., Балябин А.А., 1991) АГ является также основной причиной поражения клапанов сердца ДК, который в пожилом возрасте даже без формирования порока приводит к развитию ДДЛЖ.

Цель исследования. Исходя из вышеизложенного, была поставлена цель исследования: найти новые механизмы патогенеза, разработать критерии клинико-функциональной классификации и дать сравнительную оценку различных видов лечения диастолической дисфункции левого желудочка у больных с АГ и ИБС.

Материалы и методы исследования. В исследование включали пациентов в возрасте не старше 70 лет со стабильным течением ишемической болезни сердца (ИБС) на протяжении предшествующего месяца, с фракцией выброса левого желудочка (ФВ ЛЖ) не менее 45 %. Обязательным критерием являлось наличие у больного устойчивого синусового ритма.

Результаты исследования и их обсуждение. Особенности синдрома АГ, способствующими развитию ДДЛЖ, являются длительность его существования при наличии высокого уровня и суточной нагрузки, как САД, так и ДАД, повышенная вариабельность АД в течение суток, отсутствие снижения, повышение и высокая нагрузка АД ночью, а также высокая скорость утреннего подъема АД.

При наличии ДДЛЖ у больных с АГ микроальбуминурия встречается в 6 раз чаще, чем при нормальной релаксации ЛЖ, при этом выявление корреляционных связей между фактом обнаружения микроальбуминурии и показателями ДФЛЖ не означает прямого участия

микроальбинурии в патогенезе нарушенной релаксации, а свидетельствует о синхронном развитии двух процессов - морфофункциональной перестройки ЛЖ и нефропатии, в одинаковой степени зависящих от тяжести синдрома АГ, в частности от отсутствия ночного снижения АД.

У большинства больных АГ ДД развивалась на фоне ремоделирования ЛЖ по типу концентрической гипертрофии с тенденцией при наличии объемной перегрузки к формированию эксцентрической гипертрофии, а высокие корреляционные связи достоверно подтверждали зависимость развития ДДЛЖ от увеличения массы миокарда ЛЖ.

Развитию ДДЛЖ при АГ способствует нарушение функции эндотелия, выражающееся в снижении эндотелий-зависимой вазодилатации и увеличении в 1,36 раза сывороточной концентрации эндотелина-1, а также ремоделирование сосудов с увеличением толщины комплекса интима-медиа и жесткости стенок артерий.

Длительно существующая АГ с преимущественным повышением уровня, вариабельности и суточной нагрузки САД способствует развитию ДК АК, который сопровождается увеличением систолической скорости аортального кровотока и градиента давления между ЛЖ и аортой и является самостоятельным фактором риска как гипертрофического ремоделирования, так и ДД ЛЖ, прогрессирующих по мере увеличения количества пораженных кальцинозом створок, что не позволяет даже умеренный ДК АК считать доброкачественным процессом.

Вывод. Разработаны новые критерии определения стадии ДДЛЖ на основе доплерэхокардиографического исследования высокоамплитудных отраженных сигналов движения и параметров трансмитрального кровотока, а также оценки клинико-функциональных факторов: особенностей суточного профиля АД, выраженности МАУ, характера и степени ремоделирования ЛЖ и периферических сосудов, степени дисфункции эндотелия, изменения ВСР, а также наличия и распространенности сопутствующего ДКАК.

Доказана эффективность применения миокардиального цитопротектора метазидина по нормализации глобальной и региональной ДДЛЖ, вызванной ишемией и гибернацией миокарда.

Доказана большая эффективность комбинированной терапии иАПФэналаприлом и ААТјлозартаном по обратному развитию ремоделирования ЛЖ и нормализации ДФЛЖ, по сравнению с монотерапией каждым из этих препаратов в отдельности.

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MATLAB SIMULINK МУҲИТИДА ЭЛЕКТР ТИЗИМ НОСИММЕТРИК ИШ РЕЖИМЛАРИНИ ТАДҚИҚ ҚИЛИШ

MATLAB Simulink муҳитида электр тармоқларини фаза йўқолиш иш режимларини имитацион моделлаштиришга намуна келтирилган. SymPowerSystems кутубхонаси блоklarини қўллаб электр энергияси истеъмолчисида уч фазали кучланиш тизимининг бузилишларини юқори кучланиш томонидаги вариант ҳолатида таҳлил қилиш.

Калит сўзлар: имитацион моделлаш, фаза узилиш режими, MATLAB муҳити, илова Simulink, SymPowerSystems кутубхонаси, бир фазали йўқотиш, кучланиш осцилограммаси.

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INVESTIGATION OF SYMMETRICAL OPERATING MODES OF ELECTRICAL SYSTEMS IN MATLAB SIMULINK ENVIRONMENT

An example of simulation modeling of incomplete-phase operating modes of electrical networks in the Matlab Simulink environment. A variant of using the blocks of the SymPowerSystems library for analysis of distortions of a three-phase voltage system at a consumer of electrical energy in case of fa PS on the side of the higher voltage.

Keywords: simulation, incomplete phase mode, Matlab environment, application Simulink, SymPowerSystems Library, Single Phase Loss, Voltage Waveform.

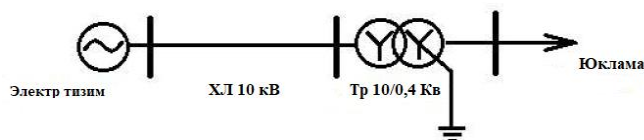
Электр тармоқларини ишлашининг носимметрик режимлари энерготизимида тез-тез учрайдиган ҳолат бўлиб, улар носимметрик

юкламалар ва аварияли режимлар сабаб юзага келиши мумкин. Носимметриклик, ўз навбатида, кўндаланг ва бўйлама бўлиши мумкин. Бўйлама носимметрикликка олиб келадиган авария режимлари қисқа туташувлар бўлиб, унда фазалар бир хил шароитларда бўлмайди, уларнинг частотасини ҳосил бўлиши нисбатан уч фазали (симметрик) қисқа туташувлар частотаси юзага келишидан анча юқори. Аварияни хусусий кўриниши тармоқ узилишлари кўндаланг носимметрия дейилади.

Электр тизимидаги аварияларнинг асосий қисми 10 кВ тармоқларда содир бўлади, чунки булар энг узун ва энг кенг тарқалган юқори кучланишли тармоқлардир. Бир фазали ер билан қисқа туташув ва бир фазали узилишлар ушбу турдаги тармоқдаги энг кенг тарқалган шикастланишлардан ҳисобланади. 10 кВ тармоқдаги фаза узилиши нафақат электр таъминоти ташкилотлари, балки истеъмолчилар учун ҳам хавф туғдиради, чунки у 0,4 кВ томонда, яъни тўғридан-тўғри истеъмолчиларда симметрик уч фазали тизимида нонормал жараёнларни ҳосил қилади.

MATLAB Simulink муҳитида носимметрик ва фаза тўлиқ бўлмаган режимда истеъмолчиларнинг 0,4 кВ томонидаги кучланишларни тадқиқ қилиш.

1-расмдаги схема учун 10 кВ томонда бир фаза узилганда истеъмолчиларда уч фазали кучланиш тизимининг деформациясини баҳолаймиз.



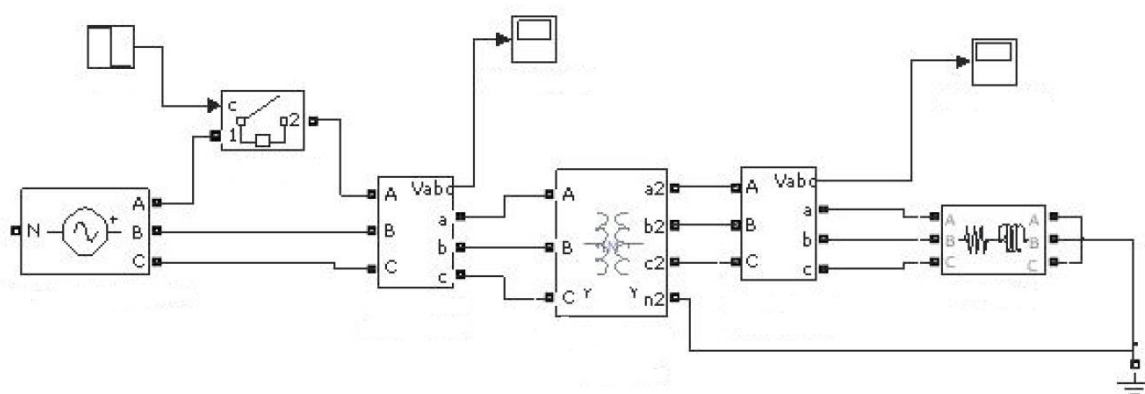
1-расм. Тадқиқ қилинаётган электр тизим бир чизиқли схемаси.

Ўрганилаётган тизимнинг моделини SimPower Systems иловалар кутубхонасидан фойдаланиб ишлаб чиқамиз. Моделлаш учун уч фазали икки чулғамли трансформаторни Three-Phase Transformer Inductance Matrix Tuupe (Two Windings), блокдан фойдаланамиз, бу блокда трансформаторни уланиш схемасини, юқори ва паст кучланиш чуғмларини магнит ўтказгич типини киритилади. Трансформатор заводларида 10/0,4кВли трансформаторни икки типи ишлаб чиқарилади: Δ/Y_0-11 уланиш схемали ва Y/Y_0-0 группали уланиш схемалари.

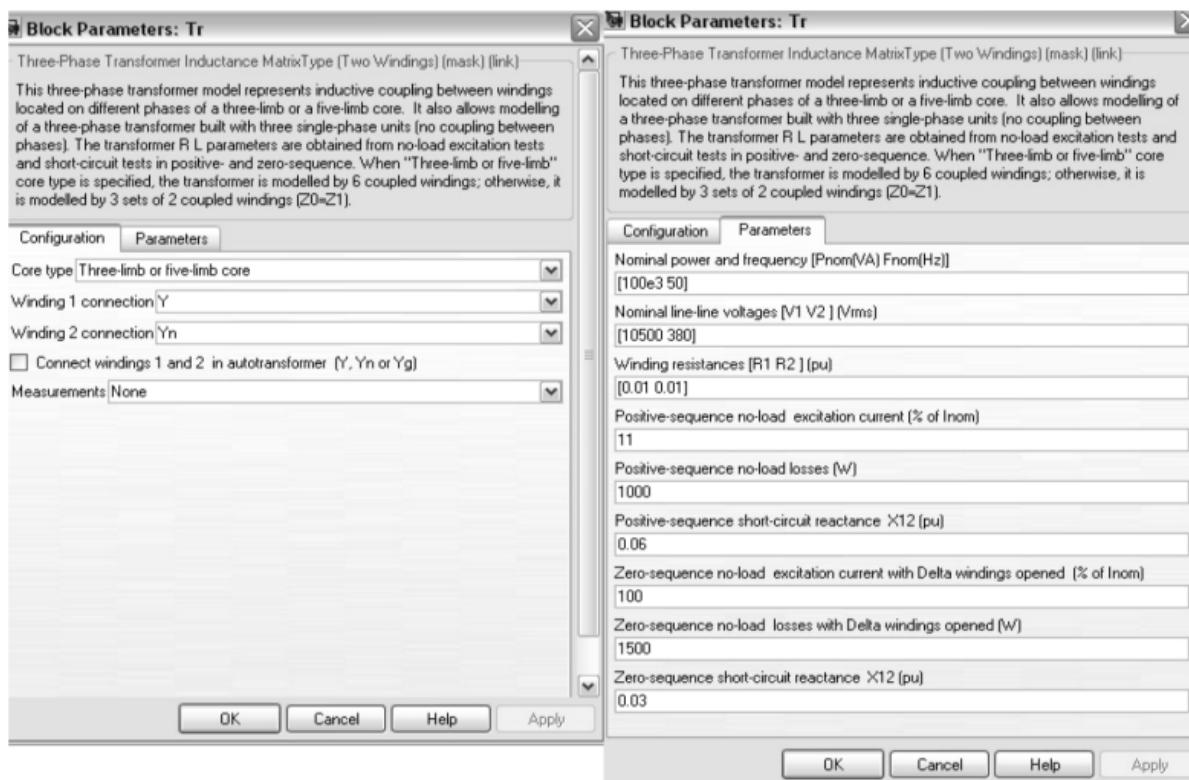
Республика энерготизимида энг кенг тарқалган уланиш билан нол уланиш гуруҳ билан трансформаторлари чулғами "юлдуз" - "юлдуз нол" (Y/Y_0-0) туридир, таҳлилда биз айнан ушбу турдаги трансформаторни кўриб чиқамиз. 2-расмда икки чулғамли трансформаторнинг параметрларини ўрнатиш ойнасида кўрсатилган.

10 кВ кучланишли ҳаво линиясининг бир фазасининг (А фазаси) узилиши Breaker блоки ёрдамида моделлаштирилади, бу нормал ёпилиши

билан ташқи таъсирлар натижасида фаза А ни ўчиради. Ташқи таъсир моделлаштириш бошланганидан бошлаб 0,02 сонияда А фазани узиш буйруғини берадиган Step блок томонидан берилади[1]. Электр тизим моделида Electrical Source бўлимидан Three-Phase Programmable Voltage Source (электр манбалар), юклар блокidan эса Three-Phase Series RLC Branchлар намоён қилинган, бу элементлар ёрдамида трансформаторнинг қисқа туташув, нормал ҳамда салт ишлаш режимда ишлашини моделлаш имконини беради. Натижаларни олиш учун уч фазали Three-Phase V-I Measurement дан фойдаланиб, 10 ва 0,4 кВ томонга уланган осциллографларда фаза ва фазалараро кучланиш қийматлари ҳақида маълумот олинади[1].



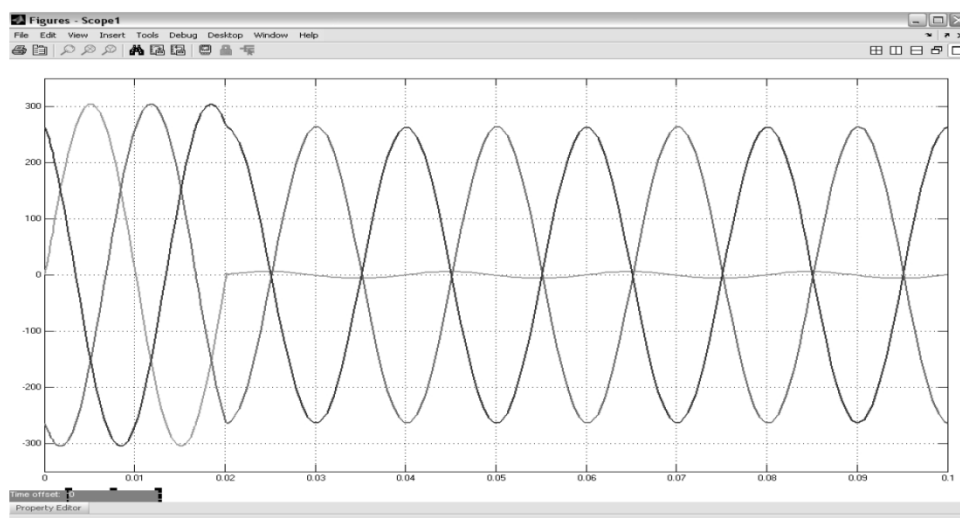
2-расм. Икки чулғамли трансформатор параметрларини киритиш ойнаси.



3-расм Simulink MATLAB мухитида тадқиқ қилинаётган тизим модели.

Маълумотлар ўлчагичлар билан Scope осциллограф блокига узатилади. Моделлаштиришни умумий вақти 0,1 секундни ташкил этади, бу вақт ўткинчи жараёни яқунланишига етарли ҳисобланади, шунга кўра бу жараёни ўрнатилган режимни натижасини аниқ тасвирлаш мумкин.

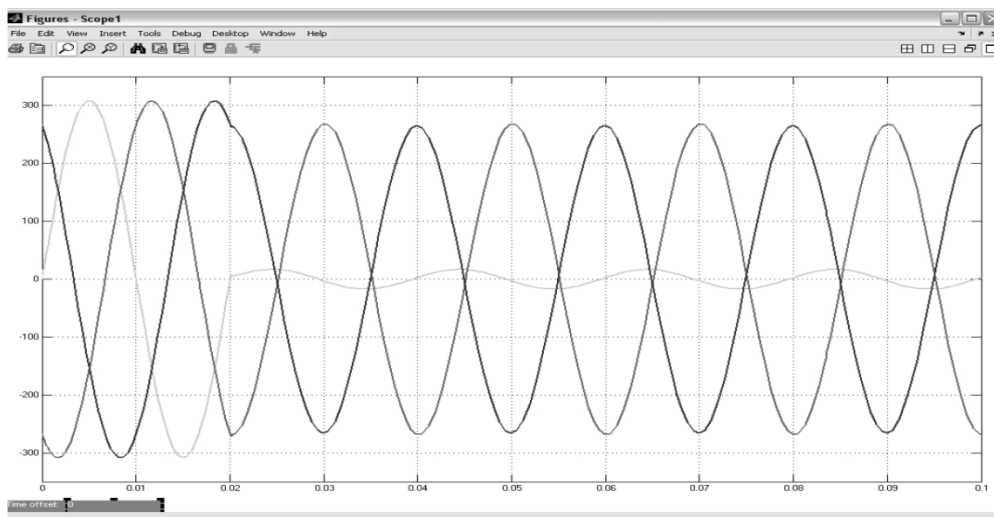
Тадқиқ қилинаётган тизим модели Simulink MATLAB иловасида бажарилган ҳамда 3-расмда тасвирланган.



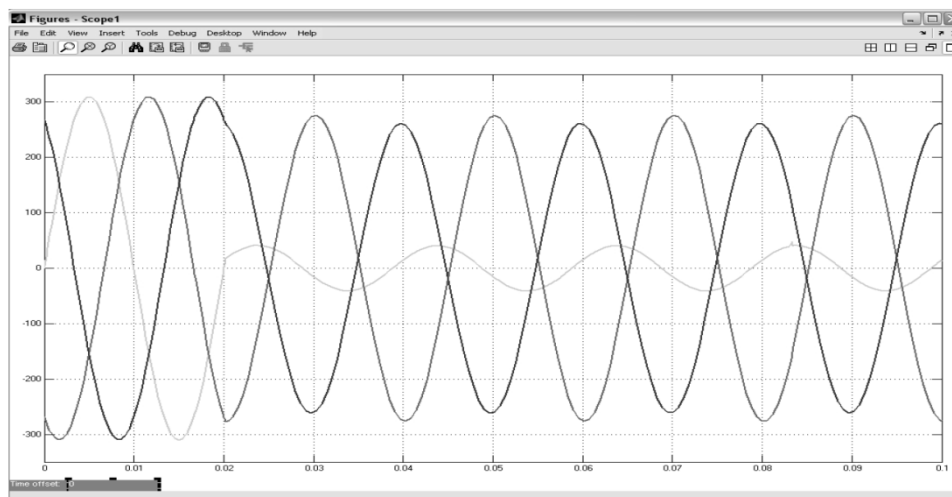
4-расм. Ўта юклама режимда трансформатор 0,4 кВ чиқишларида кучланиш осциллограммаси.

10 кВ томонда битта фазани узилиши 0,4 кВ томонда кучланиш вектор диаграммаси деформацияланади, трансформатор паст кучланиш томонида фаза кучланиши уч фазали симметрик тизим кучланишидан фарқи катта 180^0 силжиш бурчагига эга. Шикастланган фаза кучланиши трансформатор чиқишидаги қувват юкламаси боғлиқ[2].

Трансформатор номиналга яқин юклама қиймати ва ўта юклама ҳолати иш режимида битта фаза кучланиш нолга интилади(4,5-рasm).



Расм-5. Номинал юкламада трансформатор 0.4 кВ чиқишидаги кучланиш осциллограммаси.



Расм-6. Салт ишлаш режимида трансформатор 0,4 кВ чиқишидаги кучланиш осциллограммаси

Трансформатор салт ишлаш режимида ишлаганда 10 кВ кучланиш томонида шикастланган фаза кучланиши шикастланмаган фаза даражасидан модул бўйича 20 % га яқинини ташкил қилади, бунда шикастланмаган фаза кучланишидан силжиш бурчаги 180^0 дан кам бўлади. 0,4 кВ томонда шикастланмаган фаза кучланиши, фаза бўйича силжишига

қарамай, модул бўйича ихтиёрий қувват юкламасида авариягача кучланиш қиймати ошмайди. Шунга қарамасдан бундай иш режимлари электродвигателларни нормал иш режимларини бузилиши натижасида жиддий носозлик келтириб чиқаради. Мураккаб кўринишдаги шикастланишларни таҳлил қилиш учун Simulink иловасидан фойдаланиш катта қизиқиш уйғотади, масалан, бир вақтни ўзида фаза узилиши билан ерга қисқа туташув бўлади, бунда шикастланган фаза электр сиғими ортади, шунинг билан бирга феррорезонанс ҳосил бўлиши учун шарт бажарилади. Ҳисоблашларни аналитик методи бундай ҳолатларда катта қийинчиликлар келтириб чиқаради[3].

Энерготизимни ифодаловчи юқорида тўхталиб ўтилган ечимлар, энерготизим жараёнларида содир бўлувчи кўп факторларни ҳисобга олиш ва аниқ картинани шакллантириш имконини беради.

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ФОРМИРОВАНИЕ ИНФОРМАЦИИ О ФИНАНСОВЫХ РЕЗУЛЬТАТАХ

Аннотация: в статье описывается неоднозначность определений и расчетов показателя финансового результата создаваемой сложности в его понимании и анализе заинтересованным в отчетности пользователям.

Ключевые слова: финансового результат, бухгалтерского учет, имущественной стоимость, величина актива, собственный капитал, оценка эффективности.

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FORMATION OF INFORMATION ON FINANCIAL RESULTS

Annotation: the article describes the ambiguity of definitions and calculations of the indicator of the financial result of the created complexity in its understanding and analysis by users interested in reporting.

Key words: financial result, accounting, property value, asset value, equity capital, efficiency.

На фоне неблагоприятной экономической ситуации в стране одной из проблемных отраслей с точки зрения текущего состояния и ближайших перспектив развития становится предпринимательства. В настоящее время неоднозначность определений и расчетов показателя финансового результата создает сложности в его понимании и анализе заинтересованным в отчетности пользователям.

Поэтому дальнейшее развитие методического инструментария бухгалтерского учета доходов, расходов и финансовых результатов требует поиска новых направлений и подходов к их исчислению, максимально учитывающих обозначенные в соответствующих нормативных и правовых документах ориентиры развития бухгалтерского учета, а также информационные интересы заинтересованных пользователей и отраслевые особенности деятельности организаций. Необходимо уточнить общепринятые подходы к определению и исчислению финансового результата, основополагающими аспектами

которых являются: - раскрытие балансовых теорий как методов исчисления финансового результата; - систематизация подходов определения прибыли; - уточнение классификации финансовых результатов.

В начале, рассмотрим, какой смысл вкладывают в понятие «финансовый результат» сегодняшние российские авторы. И так, несмотря на множество формулировок, отечественные экономисты сводят определение финансового результата к понятиям прибыли или убытка, с уточнением традиционного для нашей учетной практики порядка его исчисления в бухгалтерском учете в виде разности доходов и расходов. Проанализируем эту ситуацию в свете классических теорий бухгалтерского учета: статической, динамической и органической.

Считаем, что сегодня в рамках статической теории финансовый результат рассматривается в тесной связи с финансовой концепцией сохранения (поддержания) капитала. При этом подразумеваем, что для обеспечения устойчивого развития организации следует сохранить величину собственного капитала (чистых активов) в начале и конце отчетного периода на одном уровне, или достичь превышения собственного капитала (чистых активов) организации в конце отчетного периода над собственным капиталом (чистых активов) в начале отчетного периода. Это утверждение можно выразить всем известной формулой (1):

$$СК1 \geq СК0, (1)$$

где СК0 — собственный капитал, исчисленный на начало отчетного периода;

СК 1 — собственный капитал, исчисленный на конец отчетного периода.

Финансовый результат определяем путем сопоставления собственного капитала в начале и конце периода и охарактеризуем конкретными величинами: или приростом, или «проеданием», что нашло отражение в формулах (2) и (3):

$$\pm \text{ФРст} = СК1 - СК0 = \pm \Delta СК, (2) \text{ или } \pm \text{ФРст} = (A1 - O1) - (A0 - O0), (3)$$

где ФРст — финансовый результат в рамках статической теории бухгалтерского учета;

$\pm \Delta СК$ - прирост или «проедание» капитала;

A0 - величина актива в начале отчетного периода

A1 - величина актива в конце отчетного периода;

O0 - величина обязательства в начале отчетного периода; O1 - величина обязательства в конце отчетного периода⁵¹.

⁵¹ Кутер, М.И. Исследование и развитие теоретических основ финансового результата / М.И. Кутер, Б.С. Ешугова, Ж.Л. Комкова, А.Г. Шихиди // Вектор науки Тольяттинского государственного университета. - 2009. - № 7 (10).

В современной интерпретации статическая модель определения финансовых результатов (4) может быть представлена в следующей формуле:

$$\pm \text{ФРст} = \text{СК1} + \text{И} - \text{В} - \text{СК0}, (4)$$

где И – изъятия (в том числе дивиденды) собственников в течение отчетного периода;

В – вложения в собственный капитал собственников в течение отчетного периода⁵².

Если переосмыслить эту теорию в свете современных реалий глобализации экономического хозяйствования и изменившегося учетного порядка, то в бухгалтерской (финансовой) отчетности можно представлять оба показателя: чистая прибыль (убыток), и нереализованная прибыль.

Таким образом, данный подход представляет собой переход основного назначения показателя финансового результата от предупреждения банкротства к оценке эффективности текущей деятельности организации. Для решения данной проблемы проведем сравнение этих теорий в отношении исчисления финансового результата по цели расчета, интересам пользователей, элементам расчета, оценки элементов и условию расчета.

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ТЕХНИКА ОЛИЙ ЎҚУВ ЮРТИ ТАЛАБАЛАРИНИ ХОРИЖИЙ ТИЛДА ЁЗУВГА ЎРГАТИШНИНГ ДОЛЗАРБ МУАММОЛАРИ

Аннотация: Ушбу мақолада техника олий ўқувюрти талабаларини хорижий тилда ёзувга ўргатишнинг долзарб муаммолари ва малакаларини ивожлантириши ҳақида сўз боради.

Калит сўзлар: лексика, лингвистик қийинчиликлар, экстра лингвистик қийинчиликлар, ёзув техникаси, нутқ фаолияти.

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PROBLEMS OF TEACHING TECHNICAL HIGHER EDUCATION STUDENTS TO WRITE IN A FOREIGN LANGUAGE

Annotation: This article discusses the current problems and skills of teaching technical university students to write in a foreign language.

Keywords: vocabulary, linguistic difficulties, extra linguistic difficulties, writing techniques, speech activity.

Бугунги кунда хорижий тилларни жадал ўргатиш мустақил Ўзбекистонда умумхалқ эҳтиёжига айланди ва давлат сиёсати даражасига кўтарилди. Ҳозирги пайтда чет тили таълими турли мутахассислар тайёрлаш тизимининг муҳим қисмига айланганлиги ва бирор бир чет тилини билиш олий ёки ўрта махсус ўқув юртини тугатаётган мутахассис учун муҳим эканлиги барчага маълум.

Ўзбекистон Республикаси мустақиллиги шарофати билан жаҳоннинг бошқа мамлакатлари ўртасида ривожланиб бораётган ижтимоий-сиёсий, илмий-техникавий ва маданий дипломатик алоқаларнинг тобора ошиб бораётганлиги, мамлакатимизда турли хорижий кўшма-корхоналарнинг фаолият кўрсатиши ва кўпгина элчихоналарни очилишида хорижий тил ёзувининг аҳамияти ҳам ўз ҳиссасини турли хил соҳаларда кўшаётганлиги кундалик ҳаётимизда яққол кўзга ташланиб турибди.

Нутқ фаолиятларидан бири бўлган ёзма нутққа оид ўнлаб илмий-тадқиқот ишлари олиб борилган, ўқув-услугий кўлланмалар, олий ўқув юрти талабалари учун илмий мақолалар ёзилган, ҳар бир дарсликда ёзув малакасига оид бажариш учун ёзув машқлар берилган бўлиб, бу

талабаларни ҳар томонлама етук инсонлар қилиб тарбиялаш, уларга фан асосларидан чуқур билим бериш, уларда замонавий дунёқарашни шакллантириш ва кенгайтириш, уларни эстетик тарбиялашда муҳим аҳамиятга эга.

Чет тилининг, жумладан инглиз тили ўқитиш методикасида ёзувни ўргатишга доир илмий тадқиқотларда қимматли фикрлар баён этилган (Ж.Ж.Жалолов, Г.Махмудова ва С.Ёқубова, ТН.Anderson and К.Forrester, J.A.Hefferman.). Ёзув малакасининг психологик ва психофизиологик хусусиятлари, ёзув техникасига доир машқлар ҳам бор бўлиб, бу борада чет эл олимлари томонидан турли тадқиқот ишлари олиб борилган. (Nala Nola Bacha “Testing Writing in the EFL Classroom, Student Expectation”, Oleg Tarnopolsky “A case for Writing Skills Development”).

Ёзма нутқнинг компонентига ўқиш ва ёзув киради. Ёзув-ёзма нутқнинг ажралмас компоненти дур. У орқали маълумот алмашилади ва узоқ вақт сақланади. Ёзув таълимнинг ҳамма босқичларида ёрдамчи аҳамиятга эга бўлиб, гаптириш, тинглаб тушуниш, ва ўқиб тушуниш ва ёзув кўникмаларини ривожлантириш ва такомиллаштириш воситаси вазифасини бажарган.

Ёзув- деганда нутқда тил белгиларини қайд қилиш тушунилади. Ёзувни ўргатганда ҳарф, ҳарф бирикмалари орқали сўзлар, гаплар тузиш, фикрни ёзма баён қилиш ўрганилади.

Шу нуқтаи назардан ёзув мазмунига графика, орфография, пунктуация ва улар орқали фикрни ёзма баён қилишдан иборат. Бироқ инглиз тилини ўрганаётган ўзбек тили аудиториясини назарда тутган ҳолда амалга оширилган илмий ишлар кам қилинганлиги сир эмас. Бугунги ахборот технологиялари тараққий этган бир даврда талабанинг хорижий тилда ёзувга ўргатиш, керак ахборотни ёзув орқали ифода қилишга ўргатиш масаласи кам ишланган муаммолардан бири эканлиги маълум бўлди. Хусусан, бу масала билан боғлиқ:

I. Лингвистик қийинчиликлар: (фонетик, лексик, грамматик).⁵³

1.1. Фонетик қийинчиликлар: сўзни тўғри ёзишда тингловчилартовушларни мазмунини фарқлашдаги қийинчиликлар

масалан: write-right/kid-kit /board-boat-bought /mete-meet /

1.2. Лексик қийинчиликлар, яъни омофонлар, омографлар ва ҳ.к;

масалан: steal-steel-stele/extend-extent/eat-it/three-tree/sleep-slip/

1.3. Грамматик қийинчиликларни бир-биридан ажрата олиш;

1.4. Нутқнинг монологлик, диалоглик хусусиятларини ҳисобга олиш;

1.5. Стилистик қийинчиликлар-нутқни шева ёки адабий тилга таълуқлилигини ҳисобга олиш.

II. Экстралингвистик қийинчиликлар:

2.1. Ёзув техникасига оид машқлар (қўл харакатини ўргатиш, намунага

биноан ҳарф қисмларини ёзиш, ҳарфни бир неча қатор ёзиш, матнни чиройли қилиб кўчириш, босма ҳарфни ёзма шаклини кўчириш);

2.2. Ёзма нутқ машқлари:(кўчириш, эшитиб ёзиш, эркин ва ижодий диктант, ёзув машқи, ўйин машқи, ҳикоянинг режасини тузиш, ўқиган матннинг мухтасар баёнини тайёрлаш);

2.3. Ёзув билан боғлиқ бошқа масалалар хусусан;

кўчириш, тўлдириш, тасниф ва таҳлил, хатоларни тузатиш киради.

Шу билан бир қаторда синфдаги ёзув билан боғлиқ яъни, таянч воситаларнинг ва мазмунли расмларнинг бўлишлигига эътибор берилади. Умуман олганда, нутқ фаолиятининг бу тури тадқиқотларда етарли ёритилмаган бўлсада, тинглаб тушуниш кўникмаларини шакллантириш билан боғлиқ бўлган машқлар ишлаб чиқилган. (Н.И.Гез, Ж.Ж.Жалолов, Н.В.Елухина).

Олий ўқув юрти талабаларини хорижий тилда ёзувга ўргатишнинг долзарб муаммолари мавзусининг долзарблиги қуйидаги омиллар билан белгиланади, чунончи: **(1)**олий ўқув юртлари талабаларини хорижий тил дастурларида ёзувга ўргатишнинг бугунги кун ҳолатидаги қийинчиликлар кузатилмоқда. **(2)** чет тил ўқитиш мазмуни (нутқий малакалар ва ёзув техникасини ўргатиш) да сезиларли номувофиқлик ҳукум суриб келмоқда. **(3)** университет (институт) дарсликларида ёзувга ўргатишнинг дастурий талаблари яратилган эмас. **(4)** ёзма нутқий малакалар учун алоҳида дарс соатлар ажратилган эмас, аксинча интеграллашган фаолият асосида кузатилади. **(5)** чет тил ўқитиш курсида олий ўқув юртлари талабаларини хорижий тилда ёзувга ўргатиш муаммоси тадқиқотчилар эътиборидан четда қолиб кетмоқда ва ҳ.к.з.

Ёзувни ривожлантиришга оид машқлар типологиясини ишлаб чиқиш ва ушбу мақсадга эришиш йўлида вазифалар ва улар қуйидагилар:

1. хорижий тил малакаларини шакллантиришда ёзувнинг ўрнини аниқлаш;

2. ёзувни психологик ва психофизиологик хусусиятини аниқлаш;

3. ёзувга ўргатишнинг замонавий услублари ва уларнинг хусусиятларини кўриб чиқиш;

4. ёзувга ўргатиш тамойилларини очиб бериш;

5. чет тил олий ўқув юртларида ёзув турлари ва шаклларини белгилаш;

6. ёзув билан боғлиқ қийинчиликларни аниқлаш ва уларнинг сабабини тушунтириш.

Чет тил таълими самарадорлигини таъминлашга янгича нуқтаи назардан ёндашилганлиги, чет тил таълими мазмунининг давр талаби даражасида янгиланиб боришига объектив зарурият сифатида

қаралганлиги турли техника олий ўқув юрларида ёзув малакасини нутқ фаолияти тури сифатида ривожлантиришда бакалаврият талабалари учун фикрни ёзма баён қила олиш, хатоларсиз ёзиш қобилиятини ўстиришга хизмат қиладиган ва ёзув малакасини ривожлантиришдаги қийинчиликларни бартараф қилишнинг амалий-ижодий усуллар, илмий-назарий тавсиялар баён қилинади.

Хулоса ўрнида айтиш жоизки, Техника олий ўқув юрти талаба ёшларига чет тилини ўргатишда ёзув фаолиятини шакллантиришнинг замонавий методикасини яратиш бугунги куннинг энг долзарб масалаларидан бири бўлиб қолмоқда.

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СОВРЕМЕННЫЕ ТЕХНОЛОГИИ УПРАВЛЕНИЯ ОРГАНИЗАЦИЕЙ

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ТЕНДЕНЦИИ В РАЗВИТИИ ОТРАСЛИ МАШИНОСТРОЕНИЯ РФ

Аннотация: Тенденции развития отрасли оказывают существенное влияние на экономическую деятельность страны, обеспечивая своей продукцией нужды материального производства, непродуцирующей сферы, обороны и населения. От него зависит технологический прогресс в обществе, уровень производственного аппарата и качество жизни людей. Машиностроение создает машины и оборудование, применяемые повсеместно: в промышленности, сельском хозяйстве, в быту, на транспорте. Основное экономическое назначение продукции машиностроения - облегчить труд и повысить его производительность путем насыщения всех отраслей народного хозяйства основными фондами высокого технического уровня.

Ключевые слова: машиностроение, отрасль, производство, старые, новые, новейшие.

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TRENDS IN THE DEVELOPMENT OF THE INDUSTRY MECHANICAL ENGINEERING OF THE RUSSIAN FEDERATION

Abstract: Trends in the development of the industry have a significant impact on the economic activity of the country, providing its products to the needs of material production, the unproductive sphere, defense and the population. Technological progress in society, the level of the production apparatus and the quality of people's lives depend on it. Mechanical engineering creates machines and equipment that are used everywhere: in industry, agriculture, at home, in transport. The main economic purpose of machine-building products is to facilitate labor and increase its productivity by saturating all branches of the national economy with high-tech fixed assets.

Keywords: mechanical engineering, industry, production, old, new, newest.

Машиностроение – вид деятельности предприятий обрабатывающей промышленности и сферы услуг, специализирующихся на проектировании, производстве, обслуживании и утилизации всевозможных машин, технологического оборудования и их деталей. Состав машиностроения можно условно разделить на три группы – научная, трудоемкая, металлоемкая. Уже они разделяются на виды машиностроения, которые подразумевают отдельные отрасли. В них осуществляется обработка всех элементов периодической таблицы Менделеева и размещение производства по географическим особенностям.

Всего отрасль насчитывает более 40 000 предприятий, из которых 2 000 – наиболее крупные. Структура машиностроения России включает в себя: 19 комплексов по различным направлениям, свыше 100 подотраслей и ряд отдельных предприятий узкого профиля.

Основные проблемы сектора в условиях современных реалий РФ – высокий износ основных фондов, низкий уровень инноваций, технико-экономического уровня обеспечения машиностроительных предприятий, старение кадров, как следствие – низкая инвестиционная привлекательность сектора. По этим же причинам сектор обладает слабым экспортным потенциалом.

В товарной структуре экспорта РФ доля «машин, оборудования и аппаратуры» составляет менее 3%. При этом в структуре импорта эта же товарная группа составляет более 40% [3, с.83-85].

Драйвером развития сектора являются укрепление научно-технической базы, приток инвестиций, господдержка.

Рассмотрим производственные показатели за последние три года (рисунок 2).

Показатели	
2020/2019, %	
Производство компьютеров, электронных и оптических изделий	100,5
Производство электрического оборудования	99,6
Производство машин и оборудования, не включенных в другие группировки	106,4
Производство автотранспортных средств, прицепов и полуприцепов	87,4
Производство прочих транспортных средств и оборудования	101,6

Источник: Росстат

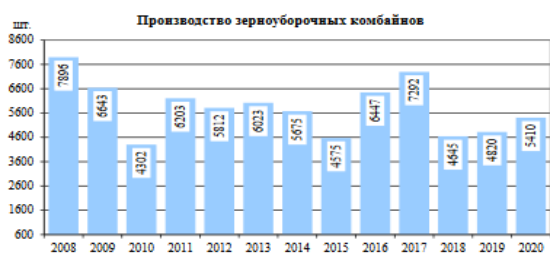
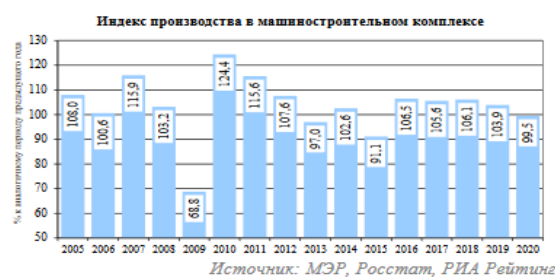


Рисунок 2 – Производственные показатели отрасли машиностроения РФ, 2018-2020 гг. [1]

Таким образом, спад производства в российском машиностроении был незначительным, несмотря на экономический кризис. Во втором полугодии динамика улучшилась из-за фактора отложенного спроса и ряда других причин. Среди машиностроительных отраслей наихудший показатель зафиксирован в автотранспортном машиностроении;

В сельскохозяйственном машиностроении сохраняется положительная динамика за счет устойчивого спроса со стороны аграрного сектора.

Динамика производства в железнодорожном машиностроении резко ухудшилась после трех лет активного роста. Продажи дорожно-строительной техники на внутреннем рынке выросли всего на 0,5 % после 12 % в 2019 году.

Финансовые результаты в машиностроительных отраслях частично улучшились в четвертом квартале.

Ведущая отрасль промышленности в настоящее время испытывает целый ряд серьезных проблем, требующих принципиально новых методов решения.

Отсутствие гибкости, возможности своевременного манёвра для быстрого перехвата наиболее выгодных заказов. Глубокая специализация,

рассчитанная на гарантированный длительный и устойчивый сбыт, порождает своеобразный консерватизм, препятствующий кардинальным, резким изменениям направления деятельности. Это приводит к простоям, старению оборудования, потери материальной заинтересованности персонала в результатах своего труда и др.[4].

Отсутствие высококвалифицированного персонала, способного работать на ультрасовременном оборудовании и готового к постоянному переобучению. Здесь одним из решающих факторов является уровень оплаты труда, заставляющий перспективную молодёжь искать работу в других отраслях или на за рубежных предприятиях.

Цифровая трансформация создает для машиностроительных компаний не только возможности, но и вызовы. Помимо уже упомянутого изменения конкурентного ландшафта, связанного с приходом новых игроков, она оказывает существенное воздействие на конечные рынки продукции. Переход к «экономике совместного потребления» (“sharing economy”) (Чумаков, 2016), а также повышение качества сервисных процессов приводят к снижению продаж готовых изделий. Например, ожидается, что средние темпы роста мирового рынка автомобилей (в ед.) к 2030 году снизятся с нынешних 3,6 % в год до 2 %. 2019 год стал вторым подряд по падению объема продаж – 77 млн. ед. против исторического максимума в 79 млн.ед. в 2017 году [2, с.291-293].

Таким образом, переоценить роль машиностроения в экономике страны невозможно. Именно оно обеспечивает триллионы рублей валового внутреннего продукта Российской Федерации.

Без машиностроения сегодня не может существовать какая-либо материальная сфера деятельности человека. Оно обеспечивает техникой и оборудованием все отрасли экономики, формирует индустриальную базу военно-промышленного комплекса, служит крупнейшей областью внедрению достижений научно-технического прогресса, открывает перспективы освоения космического пространства.

Развитие машиностроения является основным фактором экономического благосостояния и безопасности государства, определяющим его позицию на мировой политической арене.

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ФОРМИРОВАНИЕ КАДРОВОЙ СТРАТЕГИИ УПРАВЛЕНИЯ ПЕРСОНАЛОМ

Аннотация: Повышение значимости кадров организации в современных условиях ведения бизнеса определяется фундаментальными изменениями в экономике страны, которые происходят в последнее десятилетие. Кадры предприятия выполняют не только производственно-хозяйственные функции, но и являются активной частью всего экономико-организационного и хозяйственно-финансового комплекса организации.

Ключевые слова: кадры, организация, менеджмент, экономика, стратегия управления.

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FORMATION OF A PERSONNEL MANAGEMENT STRATEGY

Abstract: The increasing importance of human resources in modern business conditions is determined by the fundamental changes in the economy of the country that have been taking place over the past decade. Human resources of an enterprise perform not only production and economic functions but they are the most active part of the whole economic-organizational and economic-financial complex of an organization.

Keywords: personnel, organization, management, economy, management strategy.

Увеличение уровня значимости кадров предприятия в ведении бизнеса в современных условиях, зависят это изменений, которые происходят в последнее время, в экономике в стране. Кадровая составляющая организации теперь для организации несёт не только производство хозяйственную функцию, а является также

непосредственной частью всей организационной составляющей предприятий.

Кадровая политика предприятия, играет важную роль в работа с персоналом. Сюда относятся системы формирования персонала и их распределение. Так же обучение, переподготовка, переобучение, все действия вплоть до увольнения.

Сама по себе кадровая политика, это огромного масштаба деятельность организации. Сформировать такой коллектив работников, которые будет видеть, и достигать целей организации. А организация в свою очередь уделять должное внимание персоналу.

Кадровая политика в состоянии создать рабочий механизм, который будет ориентирован на разработку задач и целей предприятия. Этот механизм должен быть нацелен на росте и развитии потенциала работников.

Цели организации, которые пересекаются с взаимоотношением с внешним миром (взаимодействие с властями, союзами, рынком труда, органами охраны окружающей среды) - это собственные цели кадровой политики. Персонал организации должен быть высококвалифицированным, и состав работников должен соответствовать нормам и потребностям организации.

Кадровая политика бывает разной, все зависит от мощности и специализации предприятия. Мы рассмотрим кадровую политику с точки зрения вмешательства высшего руководства. Выделяют два типа- авантюристическая и рациональная политика кадровая на предприятии. Рассматривается все процессы и механизмы используемые руководством [2].

Для правильной организации кадров политики необходима диагностика, и достоверный прогноз возможного развития ситуации. И методы влияния на них. Эта кадровая политика располагает к частой смене подрядных организаций.

Если в организации нет хорошей диагностики менеджмента, нет достоверного прогноза развития - это авантюрная кадровая политика. Тут предприятие всеми усилиями пытается получить влияние.

Ещё можно выделить закрытую и открытую кадровую политику. Открытая политика кадров - подразумевает точность действий в процессе работы. Такую политику можно ввести в любое время. Закрытая политика кадров- новичка в работу допускают с самого нижнего уровня. Все руководящие должности занимает только имеющийся персонал предприятия. [1].

Для успешной работы кадровой политики, при её создании необходимо брать во внимания несколько факторов:

1. Расстановка приоритетов, и разработка чётких принципов

2. Формирование полной кадровой обеспеченности, резерва сотрудников, обучение персонала

3. Осуществление информационной политики(информирование)

4. Финансовая политика, распределение средств для эффективной мотивации к труду

5. Постоянное отслеживание и оценка результатов деятельности кадров политики [3].

Все выше сказанное даёт понимание о увеличении важности кадровой политики в деятельности предприятия. Ведь от того какой кадровый состав, и как мы смогли организовать работу внутри коллектива, будут зависеть качество выполнения работ. От качества работы, будет зависеть репутация и доход предприятия. Предприятие не достигает намеченных целей, теряют клиентов и прибыль. Важно ответственно подойти к каждому их этапов осуществления кадровой политики, начиная от трудоустройства, стажировки, обучения, мотивации, условий труда, заинтересованности и т.д. если сделать все правильно, это даст свои плоды, сформируется хорошо обученный и слаженный коллектив, готовый работать и достигать целей. Ну и конечно нужно не забыть о мониторинг и оценке кадровой политики, и при необходимости внести соответствующие изменения.

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METHODOLOGY OF TEACHING ENGLISH IN THE PEDAGOGICAL INSTITUTES

Abstract: In this article, we reflect on modern problems of linguistics and methods of teaching English at pedagogical University. At present, the need to learn English in its actual functioning in various spheres of human activity has become generally accepted. The well-known fact is that an indispensable condition for the implementation of any communicative act must be a mutual knowledge of realities by the speaker and the hearer, which is the basis of language communication.

Keywords: background knowledge, foreign languages, linguistics, phonetics, grammar.

At present, the need to learn English in its actual functioning in various spheres of human activity has become generally accepted. The last year of training focuses on business English, where the main is the communicative method of teaching. However, here we are faced with a number of communicative problems of linguistics.

The well-known fact is that an indispensable condition for the implementation of any communicative act must be a mutual knowledge of realities by the speaker and the hearer, which is the basis of language communication. These values have received in linguistics the name of background knowledge. A word reflecting an object or phenomenon of the reality of a particular society not only means it, but also creates some background associated with this word.

The experience of teaching shows that even at advanced stages of education, students admit a significant number of errors both in the performance of exercises and when using substantive constructions in conversational practice.

Incorrect use of these structures in the composition of a complex sentence leads to a violation of the logic of the utterance and, as a consequence, to non-fulfillment of the tasks of communication.

The transition from cultural to individual is manifested in the projection of cultural significance through the prism of some of its own properties, attitudes. This is the barrier in communication, which is called psychological, and is the

most difficult to overcome in communication between individuals, because for all people the mechanism of "encryption" and "decryption" is different and depends on various reasons, one of which is the different psychology of people. Therefore, the urgency of the communicative problem has now acquired an unprecedented poignancy. This problem is also connected with one of the problems of translation theory, namely with the ways of transferring the equivalent vocabulary, i.e. Vocabulary, which has no analogues in a different culture. It, in turn, creates a great obstacle in communication between people of different cultures. The solution to this problem we see in the expansion of background knowledge of students. Background vocabulary are words or expressions that have additional content and accompanying semantic or stylistic nuances that overlap with its basic meaning, known to the speaker and listener belonging to a given language culture. Therefore, an important stage in teaching communication is to familiarize students with the realities, traditions and customs of English-speaking countries. In our university in the course of teaching a foreign language much attention is paid to the elements of linguistics. The use of the linguistic and cultural aspect contributes to the formation of the motivation of the teaching, which is very important in the conditions of studying in the college because foreign language communication is not supported by the language environment.

When learning a language, simultaneously with the condition of each lexeme, the lexical concept associated with it is formed. If the lexeme is acquired and articulated correctly, this does not yet indicate that the lexical concept has been completed. In the educational process, it should be borne in mind that the word is simultaneously a sign of reality and a unit of language. Therefore, nonequivalent and background vocabulary needs comment, requires special attention of the teacher. Equivalent vocabulary is the property of culture. If we compare two national cultures, then we can conclude that they never completely coincide. This follows from the fact that each language consists of national and international elements, and for each culture the totality of these elements will be different.

Since there is parallelism between language and culture, it is necessary to talk about national and international elements not only in cultures, but also in the languages of their servants. The introduction of students to the culture of English-speaking countries is an integral part in teaching a foreign language. In our practice, we constantly draw the attention of students to the culturological aspect, namely, what traditions and customs exist in the culture of the country whose language they are studying. We introduce students to language units that most clearly reflect the national characteristics of the culture of the native speaker of the language and among its existence. In addition, the content of the national culture also includes the social component, on the basis of which knowledge about the realities and rights of the countries of the studied language, knowledge and skills of communicative behavior in acts of speech

communication, skills and abilities of verbal and non-verbal behavior are formed.

Due to the fact that students do not have the opportunity to communicate directly with the native speaker of the language being studied, the teacher needs to explain and explain certain features of the culture of native speakers, we often face the problem of students' lack of understanding of the characteristics and culture of the native speaker. In this regard, we are trying to select the language material reflecting the culture of the country of the studied language, the so-called realities. In realities, the closeness between language and culture is most clearly manifested. A distinctive feature of reality from other words of the language is the nature of its substantive content, i.e. A close connection of the designated reality of an object or phenomenon with a national one, on the one hand, and a historical period of time, on the other. Reality as a linguistic phenomenon is most closely connected with the culture of the country of the studied language, since it has a national and historical color.

Following the communicative system - activity approach in the study of the English language, we in our practice try to implement such a method of instruction, in which an orderly, systematized and mutually related teaching is conducted to a foreign language as a means of communication in the context of the verbal activity modeled in the classroom, an integral and integral part of the overall (Extralinguistic) activity. Communicative system-activity approach implies complete and optimal systematization of the relationship between the components of the content of training. These include the system of general (for example, extralinguistic, pedagogical) activity, the system of speech activity, the system of speech communication (communication, interaction and mutual perception), the system of the foreign language being studied, the system correlation of native and foreign languages (their consciously comparative analysis) Speech mechanisms (speech generation, speech perception, speech interaction, etc.), text as a system of speech products, a system of structural speech formations (dialogue, monologue, monologue in dialogue, different Types of speech utterances and messages, etc.), the system (process) of mastering a foreign language, the system (structure) of speech behavior of a person. As a result of this approach, the system of foreign language mastering is formed, implemented and operates as a means of communication in the broad sense of the word.

So, the materials used in teaching must form the language competence (the possession of linguistic material for its use in the form of speech utterances), sociolinguistic competence (the ability to use linguistic units in accordance with communication situations), discursive competence (the ability to understand and achieve connectivity in perception and generation of individual Statements in the context of communicative meaningful speech formations), "strategic" competence (ability to compensate for verbal and non-verbal Shortcomings in language proficiency), socio-cultural competence

(degree of familiarity with the social and cultural context of language functioning), social competence (ability and willingness to communicate with others).

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IXTISOSLASHGAN MAKTABLAR FIZIKA TA'LIMIDA O'QUVCHILARDA TA'LIM KOMPETENSIYALARINI SHAKLLANTIRISH

Maqolada ixtisoslashgan maktab o'quvchilarida ta'lim kompetensiyalarini shakllantirish muammolari ko'rib chiqiladi. Fizikani o'qitish jarayonida kompetensiyaga asoslangan yondashuvni amalga oshirishning o'ziga xos xususiyatlari aks ettiriladi. Ixtisoslashgan maktabda darslarni tashkil etish misolida faol o'qitish usullari va tizimli-faollik yondashuvidan foydalanish imkoniyatlari tahlil qilinadi.

Kalit so'zlar: ta'lim modernizatsiyasi, kompetensiyaga asoslangan yondashuv, fizika sohasida kadrlarni tayyorlash, ta'lim kompetensiyalari.

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FORMATION OF EDUCATIONAL COMPETENCIES OF STUDENTS IN PHYSICS EDUCATION IN SPECIALIZED SCHOOLS

The article discusses the problems of formation of educational competencies in students of specialized schools. In the process of teaching physics, the specific features of implementing a competency-based approach are reflected. In the example of the organization of lessons in a specialized school, the possibilities of using active teaching methods and a system-active approach are analyzed.

Keywords: modernization of education, competency-based approach, training in physics, educational competencies.

Oxirgi yillarda O'zbekistonda bozor mexanizmlari faolroq ishlamoqda, odamlarning ishtimoiy-iqtisodiy harakatchanligi oshdi, yangi turdagi kasblar paydo bo'lib va ularga qo'yiladigan talablar kuchaydi. Kasblar ko'proq integratsiyalashgan va kamroq ixtisoslashgan bo'lib qoldi. Bu holat "hayot

uchun ta'lim" ta'lim modelining "hayot davomida ta'lim" modeliga o'zgarishiga olib keldi. Yangi modelning ajralmas qismi uzluksiz ta'lim faktori hisoblanadi. Bu vaziyat noaniqlik sharoitida yashay oladigan, ijodiy fikrlovchi, mas'uliyatli, stressga chidamli, hayotning turli holatlarida konstruktiv va malakali harakatlarni amalga oshirishga qodir shaxsni shakllantirish zarurligini taqozo etadi.

2021 yildan O'zbekistonda ta'limini modernizatsiya qilish kontsepsiyasi, umumta'lim sifatini oshirishning asosiy shartlaridan biri sifatida, umumta'lim maktablarining bir qismini ixtisoslashtirilgan ta'limga o'tkazishni belgilaydi. Prezidentning "Fizika sohasida ta'lim sifatini oshirish va ilmiy tadqiqotlarni takomillashtirish chora-tadbirlari to'g'risida"gi qarori (2021-yil 19-mart, PQ-5032-son) qabul qilindi. Farmon bilan 2021–2023-yillarda fizika fanidan ta'lim sifatini oshirish va fizika sohasidagi ilmiy tadqiqotlar samaradorligini ta'minlash bo'yicha kompleks chora-tadbirlar dasturi tasdiqlandi.

Fizika sohasida kadrlarni tayyorlash, qayta tayyorlash va ularning malakasini oshirish, tizimini rivojlantirish Kompleks dasturning asosiy vazifalaridan biri hisoblanadi. 2021-2022-yillarda respublika hududlarida bosqichma-bosqich 28 ta fizikani chuqurlashtirib o'qitishga ixtisoslashtirilgan tayanch maktablar tashkil etiladi va ularga tegishli oliy ta'lim muassasalarining kafedralari birlashtiriladi. Shuningdek, 2021-2023-yillarda 175 ta maktabda fizika fanini chuqurlashtirgan sinflar tashkil etiladi [1].

Turli yosh bosqichlarida va turli fan sohalarida faoliyat usullari majmuasi, ixtisoslashgan maktab bitiruvchisida umumlashtirilgan faoliyat usullarini shakllantirishga olib kelishi kerak. Buning natijasi - o'rganilgan ma'lumotlarning yig'indisi emas, balki o'quvchi shaxsining qobiliyatidir. Bu - turli xil real va muammoli vaziyatlarda harakat qilish qobiliyatidir. Faoliyatning bu umumlashtirilgan usullarini kompetensiyalar deb atash mumkin. Kompetentlik - bu noaniq vaziyatda harakat qilish qobiliyatidir.

Biroq umumta'lim maktabi o'quvchilarning barcha faoliyat sohalarida va aniq vaziyatlarda muammolarni hal qilish uchun yetarli darajada kompetensiya darajasini shakllantira olmaydi. Maktabning maqsadi - asosiy kompetensiyalarni shakllantirishdir. Asosiy kompetensiyalar - bu barcha shaxslarga shaxsiy hayotga erishish va rivojlanish, faol fuqarolik, ijtimoiy moslashish va bandlik uchun zarur bo'lgan vakolatlardir. Kompetensiya (lot. *competentia* - shaxs yaxshi tushunadigan, bilim va tajribaga ega bo'lgan masalalar majmuasi) A. Xutorskiy nuqtai nazaridan, ma'lum bir doiraga nisbatan o'rnatiladigan va o'zaro bog'liq shaxs xususiyatlarining yig'indisidir. Kompetensiya ob'ektlar va jarayonlarga tegishli bo'lib, u yuqori sifatli ishlab chiqarish faoliyati uchun zarurdir.

Ta'lim kompetensiyalari ta'limga shaxsiy - faol yondashish bilan bog'liq. Chunki ular faqat o'quvchining shaxsiyati bilan bog'liq bo'lib, faqat asosiy ta'lim yo'nalishlari va o'quv fanlarini qamrab oladigan faoliyatga tegishli. A.V.

Xutorskoy ta'lim maqsadlari va o'quvchining asosiy faoliyatidan kelib chiqqan holda ettita asosiy kompetentsiyani belgilaydi[2].

1. Qadriyat-semantik - shaxsni axloqiy tarbiyalash va dunyoqarash munosabatlarini shakllantirish.

2. Umumiy madaniy - o'z dunyoqarashini kengaytirish va jamiyat normalari bilan tanishish.

3. O'quv-kognitiv - kognitiv faoliyat, bilim, ko'nikma va malakalarni amaliyotda qo'llash, taqqoslash va o'xshashliklarni topish ko'nikmalarini rivojlantirish. Tasavvur, ijodkorlik va tadqiqotchilik malakalarini shakllantirish.

4. Axborot - axborot bilan ishlash ko'nikmalarini shakllantirish.

5. Kommunikativ - hamkorlik, jamoaviylik, xushmuomalalik va muloqotni tarbiyalash.

6. Ijtimoiy va mehnat - mehnatga ongli ijodiy munosabatni shakllantirish va kasbiy fazilatlarni rivojlantirish.

7. Shaxsiy - shaxsiy fazilatlarni shakllantirish, aks ettirishni rivojlantirish, o'z-o'zini tartibga solish.

"Ta'lim kompetentsiyalari" tushunchasi mahalliy psixologik-pedagogik adabiyotlarda nisbatan yaqinda paydo bo'lgan va 20-asrning oxirida "o'rganish qobiliyati" va "o'quv faoliyati" tushunchalari o'quvchilarning muhim fazilatlari sifatida ishlatilgan. Ta'lim faoliyatida kompetensiyalar o'quvchilarning bilimlarni egallashi, ularni tizimlashtirishi va kerakli ko'nikmalarni shakllantirish qobiliyati bilan bog'liq bo'lgan biroz boshqacha ma'noga ega bo'lib, natijadaularo'quv, kasbiy va mehnat faoliyatiga o'tishga imkon beradi. V.I. Baidenkoning ta'kidlashicha, o'qitish jarayonida kerakli kompetensiyalarni egallash ta'lim natijasi bo'lishi kerak.

O'quvchining kelajakda rivojlanishini to'xtatmaydigan, balki takomillashtiradigan, yangi bilim, malaka va ko'nikmalarga ega bo'lishga imkon beradigan muhim asos sifatida, "o'rganish qobiliyati" tushunchasi nimani anglatishini hisobga olgan holda, ta'lim kompetensiyalarini ajratib ko'rsatish mumkin. Demak, o'quv faoliyati - o'qituvchi tomonidan o'ziga xos tarzda tashkil etilgan o'quvchining bilish faoliyati bo'lib, buning natijasida u o'ziga kerakli barcha bilim, ko'nikma va malakalarni shakllantira oladi. Shunga ko'ra, o'quv kompetensiyalari o'quvchilarning maxsus shakllantirilgan kompetensiyalari bo'lib, o'quvchi o'rganish davomida o'zini o'zgartiradi. A.G. Asmolov bo'yicha, umumjahon ta'lim faoliyati turlari: shaxsiy, tartibga soluvchi, kognitiv va kommunikativ turiga bo'linadi[2].

Ixtisoslashtirilgan umumta'lim maktabida o'quv vazifa-vaziyat holatlari orqali ta'lim kompetensiyalarini shakllantirish mumkin. Bu holatlarning xos xususiyatlari:

- yaratilgan vaziyatda muayyan ijtimoiy rollarni moslashtirish;
- real hayotga yaqin vaziyatda amaliy harakatlar va qarorlar qabul qilish zarur;
- sub'ektivlik va hissiyot bilan ajralib turadigan vazifalar-vaziyatlar.

Bunday vazifa-vaziyatlarning bajarilishini o'z-o'zini o'zgartirish va rivojlantirish faoliyati sifatida belgilash mumkin. Sub'ekt esa, o'quvchilarning o'zlari ijtimoiy tajribani o'zlashtirish orqali o'qitishda shakllanadigan tajribasidir. Asosiy kompetensiyalarni aniqlashga bunday yondashuv, 21-asr ta'limi bo'yicha xalqaro komissiyasida Jak Delorning "Ta'lim: yashirin xazina" mavzuli ma'ruzasida bayon etilgan. Bu YUNESKO materiallaridagi ta'limning asosiy maqsadlarini tushunishga mos keladi: bilim olishga, ishlashga va pul topishga, yashash va birga yashashga o'rgatish[3].

Ta'lim kompetensiyalarining xossalari va sifatlari, ta'lim jarayonining samaradorligini, dunyo manzarasini shakllantirishni va o'quvchilar kompetensiyalarining asosiy turlarini belgilaydi. Davlat ta'lim standartiga muvofiq, zamonaviy maktab o'z qobiliyatlarini ro'yobga chiqarish va rivojlantirish imkoniga ega bo'lgan, hayotda o'z o'rnini topa oladigan, erkin, ijodiy va tanqidiy fikrlaydigan shaxslarni shakllantirish uchun sharoit yaratadi. Shu munosabat bilan, fizikaga yaxlit tabiat haqidagi fan sifatida motivatsiya bilan mulohaza yuritish va o'quvchiga yo'naltirilgan ta'limni tashkil etish asosida o'rganishga qiziqishni shakllantiradigan ta'lim funksiyasi kuchayadi. O'quvchilar tomonidan o'quv faoliyatini o'zlashtirish, shaxsni shakllantirish tizimining tarkibiy qismlaridan biridir.

Mamlakatda shakllangan ta'lim tizimida, ko'pincha o'quvchilarga nisbatan shaxssiz yondashish hukm suradi. Ta'lim - xotiraga asoslangan ma'lumot to'plash bo'lib qolgan. Ta'limning asosiy vazifasi esa fikrlashdir. Ko'pincha fizikani o'qitish jarayonida tafakkur, aniq javobni talab qiladigan muammolarni hal qilish bilan bog'lanadi. Bu bog'lash to'g'ri yoki noto'g'ri bo'lishi mumkin, ammo javobning o'zi va uning shakli ko'pincha o'quvchi va o'qituvchi uchun, uni qabul qilish usulidan ko'ra ko'proq narsani anglatadi. Bu esa fikrlash jarayonini qadrsizlantiradi.

Afsuski, an'anaviy umumta'lim maktabda o'quvchilar dars qanday qabul qilinganligi haqida emas, balki to'g'ri javoblar haqida ekanligini tezda bilib olishadi. Bunda to'g'ri javoblarning asosiy manbalari o'qituvchi va darsliklardir. Har o'quv yili davomida o'quvchilar bu g'oyani yanada kuchaytiradilar. O'rta maktabda o'quvchilar javobi taxminiy yoki aniqlanmagan vazifalarga duch kelganda, ular adashib, aniqlangan javoblar haqida o'ylash va xulosa chiqarishdan bosh tortadilar. Amerikalik olim U. Glasserning fikricha, "Eng yaxshi yechimlarni belgilash, izlash va amalga oshirish jarayoni" demokratik ta'limning haqiqiy jarayonidir. Rivojlangan xotira ta'lim emas va aniq ma'lumot esa bilim hisoblanmaydi. Aniqlik va mexanik yodlash, jonli tafakkur rivojlanishiga to'siq bo'lib, ular ijodkorlikni yo'qotadi va tafakkurning o'ziga xosligini bekor qiladi. Binobarin zamonaviy ta'lim sifatning asosiy ko'rsatkichi kompetentsiya bo'lib, u o'quvchining muayyan vaziyatda olgan barcha bilim va tajribasini safarbar etish qobiliyatini tavsiflaydi.

Kompetensiyaga asoslangan yondashuvga muvofiq, o'quvchi maktab ta'limida kasbiy tanlov qilishga va malakali mutaxassis bo'lishga yordam

beradigan ta'lim kompetensiyalarini egallashi kerak. Bu yondashuvning o'ziga xosligi shundaki, o'qituvchi tomonidan taklif qilingan "tayyor bilim" o'zlashtirilmaydi, balki o'quvchining o'zi ma'lum shartlarni bajarib, bilimlarni egallashni kuzatib boradi. Bu ta'lim kompetensiyasining mohiyatini belgilaydi.

Ta'lim kompetensiyasi - shaxsning real ob'ektlarga nisbatan faoliyatini amalga oshirish uchun zarur bo'lgan o'zaro bog'liq semantik yo'nalishlar, bilim, ko'nikma va tajribalar yig'indisidir. U ta'lim faoliyatining barcha tarkibiy qismlarini(kognitiv va tarbiyaviy motivlar, ta'lim maqsadlari, o'quv vazifalari, ta'lim harakatlari va amaliyotlari) to'liq rivojlantirishni o'z ichiga oladi. O'quvchilarda ta'lim kompetensiyalarini samarali shakllantirish uchun, birinchi navbatda, ularni turli xil ma'lumotlar manbalaridan bilim olishga o'rgatish kerak. Bu ta'lim kompetensiyasi asosida yotgan bilimlarni chuqurlashtiradi, ularni tizimlashtirishga yordam beradi va aqliy qobiliyatlarni rivojlantirishga yordam beradi[3].

Psixologik-pedagogik tadqiqotlar tahlili shuni ko'rsatadiki, maktabda o'quvchilarning ta'lim kompetensiyalarini shakllantirish uchun bilimlarni passiv o'zlashtirishdan faol o'quv va kognitiv faoliyatga o'tishni ta'minlaydigan o'quv jarayonini shunday tashkil etish zarur. O'quv jarayonida o'quvchilarning ta'lim kompetensiyalarini shakllantirishning uslubiy va tashkiliy jihati - o'qitishning tegishli usullari, vositalari va shakllarini tanlashdir. Ta'limning asosiy usullari muammoli ta'lim, evristik va tadqiqot usuli hisoblanadi. Ta'lim kompetensiyalarining samarali shakllanishi o'quvchilarning faolligiga va faoliyatining xususiyatiga bog'liqdir. Bu o'quvchilarning faollik darajasini bosqichma-bosqich oshirish imkonini beradigan o'qitish usuli va vositalarini tanlashda muhim mezon bo'lib xizmat qilishi kerak. Shu bilan birga, reproduktiv faoliyatdan samarali ta'lim faoliyatiga o'tish zarur. Natijada o'quvchilarning bilish jarayoniga hissiy munosabati o'zgaradi, ularning o'quv faoliyatiga bo'lgan motivatsiyasi ortadi, yangi bilim va ko'nikmalarni o'zlashtirishga va ularni amaliy qo'llashga qiziqishi ortadi.

Ta'lim kompetensiyalarining shakllanish darajasini, ta'lim vazifalarini mustaqil ravishda tayyorlash emas, balki uning yanada yuqori va rivojlangan shakli - maktab o'quv dasturidan tashqari yangi bilimlarni mustaqil ravishda chuqurlashtirish va o'zlashtirish sifatida tushunish kerak. Shuning uchun, ta'lim faoliyatining ma'nosi, o'smir uchun o'z-o'zini tarbiyalash va takomillashtirish faoliyati sifatida to'g'ri keladi[4].

Ta'lim berish - o'quvchiga tashqi ta'sirni anglatadi. Kompetensiya tushunchasi o'quvchi va uni o'rab turgan voqelik sub'ekti bilan bog'lanishiga urg'u beradi. O'quvchining o'z faoliyatini chetlab o'tib, to'g'ridan-to'g'ri bilimni bevosita "ko'chirib o'tkazish" mumkin emas. O'quvchining aqliy rivojlanish jarayonlariga o'qituvchi ta'sirini, o'quvchining faoliyatisiz amalga oshirib bo'lmaydi. Rivojlanish jarayonining o'zi esa, bu faoliyat qanday amalga oshirilishiga bog'liq bo'lib, u o'quvchini o'ziga qaratadi va baholashni talab

qiladi. Fizika kursi mazmunini optimallashtirish yo'llarini izlashda, asosiy e'tibor fanni o'rganishga yangi yondashuvlarga qaratiladi:

1. O'rganilayotgan fan sohasidagi tajriba.
2. O'quvchilarning o'ziga yo'naltirilgan bilish faoliyati.

Agar ushbu psixologik dalillar pedagogik rejaga aylantirilsa, u quyidagicha ko'rinadi: o'quvchiga o'z-o'zidan nima qila olishini emas, balki u hali qanday qilishni bilmaydigan, ammo o'qituvchining rahbarligi ostida o'zlashtira oladigan narsalarni o'rgatish kerak. O'quvchining shaxsiy materialda qo'lga kiritgan yangi imkoniyatlari, ta'limga ta'sir qilmaydigan boshqa qobiliyatlarga ta'sir qiladi[5].

Pedagogik faoliyatning asosiy vazifalari:

-o'quvchilarning o'quv faoliyatini takomillashtirish va ta'lim olish motivlarini kuchaytirish;

-o'quvchida o'ziga bo'lgan ishonchni ko'proq mustahkamlash va uning mustaqilligini rivojlantirish;

-o'quvchilarni hamkorlikdagi muloqot shakllariga jalb qilish va ularda erkin tanlash tuyg'usini tarbiyalash.

Xulosa sifatida ta'kidlash mumkinki, bu tadbirlarning barchasi o'quv jarayonida o'quvchilarning ta'lim kompetensiyalarini rivojlantirishga yordam beradi va ularga keyingi ta'lim traektoriyasini ongli ravishda aniqlash imkonini beradi. Ta'limning maqsadli yo'nalishining o'zgarishi natijasida, o'qitish usullariga e'tibor ham o'zgaradi. Asosiy ta'lim olish usullardan biri - izlanish va tadqiqot bo'lib, buning natijasida o'quvchilar o'zlarining o'quv faoliyatini idrok etadilar. Bu o'rganish jarayoni nafaqat ularning fikrlariga, balki his-tuyg'ulariga ham ta'sir qiladi. Bularning barchasi fizika bo'yicha ta'lim dasturini ishlab chiqishga yordam beradi, o'quvchilarning bilim, ko'nikma va shaxsiy fazilatlarini rivojlantiradi va ta'lim kompetensiyasini amalga oshirishni ta'minlaydi.

Adabiyotlar ro'yxati:

1. Fizika sohasida ta'lim sifatini oshirish va ilmiy tadqiqotlarni takomillashtirish chora-tadbirlari to'g'risida. O'zR Prezidenti 2021-yil 19-mart PQ-5032-son qarori, <https://lex.uz/docs/5338558>

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SOG‘LOM TURMUSH TARZIDA SHAXSIY GIGIYENANING AHAMIYATI

Annotatsiya: Ushbu maqola insonning sog‘-salomat hayot kechirishi uning shaxsiy gigiyenik talablarga amal qilishi darajasiga qaratilgan ma'lumotlardan iborat.

Kalit so‘zlar: barkamol avlod, gigiyena, teri, tibbiyot, pedagogika.

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THE IMPORTANCE OF PERSONAL HYGIENE IN A HEALTHY LIFESTYLE

Abstract: This article contains information aimed at ensuring that a healthy lifestyle of a person corresponds to the level of his compliance with the requirements of personal hygiene.

Key words: harmonious generation, hygiene, skin, medicine, pedagogy.

Komil inson tarbiyasi – bu ta’lim – tarbiya jarayonida orqali amalga oshiriladi va pedagogika asosida tarkib toptiriladi. Buning uchun quyidagi manbalarni chuqur o‘rganish, tahlil qilish, o‘zlashtirish va ularni o‘z turmush tarzimizda joriy etishimiz lozim:

“Avesto” dagi “Ezgu fikr – ezgu so‘z – ezgu amal” tuzimi bo‘yicha fikr yurita olishlikni amalga oshirish, ya’ni bunyodkorlik g‘oyalarini talabalar ongiga singdirish metodikasini egallash va yoshlar tarbiyasida ulardan foydalanish;

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Yusuf Xos Hojib va Ahmad Yugnakiy asarlarida tasvirlangan benuqson insonlar haqidagi ta’limotlari asosida ta’lim tarbiya berish;

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Amir Temur “Tuzuklari”, Muhammad Qozizodaning “Hukumdorga o‘g‘itlari” asosidagi ta‘limotlari asosida ta‘lim – tarbiya berish;

Alisher Navoiyning adolatli jamiyat va komil inson ta‘limoti asosida ta‘lim – tarbiya berish;

Bunday imkoniyatlar O‘zbekistonning o‘z mustaqilligiga erishishi natijasida va erkin fikrlashga to‘liq imkoniyatlar pedagogikada sog‘lom aql, ijod muhit, milliy ruhiyat va an‘analar, urf – odatlar, marosimlarga mos tarzda ta‘lim – tarbiyani olib borish imkoniyatini yaratiladi.

Zamonaviy milliy pedagogikamizda millat ruhiyatining nozik jihatlariga kirib borish va dunyo tarbiyashunosligida eng so‘nggi yutuqlarni ham hisobga olish imkoniyati yaratiladi. Ana shu sababli ham bugungi milliy pedagogikamiz muntazam ravishda taraqqiy etmoqda va unga barkamol avlodni shakllantirishdek muhim vazifa qo‘yilgan. Ayni paytda barcha pedagogik tadbirlarda yoshlar ta‘lim – tarbiya jarayonining ob‘ektigina emas, balki sub‘ekti, ya‘ni ijrochisi ham ekanligiga alohida e‘tibor berilmoqda. Bu ta‘lim oluvchilar va tarbiyalanuvchilarning mustaqil hamda erkin fikrlarini ta‘minlashga imkon bermoqda. Eng asosiysi yoshlarda tarbiyalash va o‘qishga ehtiyoj uyg‘otishga yo‘naltirilgan holda ta‘lim – tarbiya ishlari olib borilmoqda.

Demak, bugungi pedagogikamiz uchun muayyan bilimlar yig‘indisi emas, balki bola shaxsi bosh qadriyatiga aylandi. Shu sababli ham bugungi yoshlarga qo‘yiladigan talab faqatgina bilimli bo‘lish emas, balki izlanuvchan, tashabbuskor, fidoyi, intellektual salohiyatli bo‘lishini ham talab qilmoqda. Shu ma‘noda zamonaviy milliy pedagogikamiz oldida quyidagi dolzarb muammolarni hal qilish vazifasi turibdi.

Uzluksiz ta‘lim tizimida bola tarbiyasi rivojlantirishining uzviyligi va uzluksizligini ta‘minlash konsepsiyasini ishlab chiqish hamda barkamol avlodni shakllantirishga zamonaviy ta‘lim texnologiyasidan samarali foydalanishga erishish. Bunda mustaqillik mafkurasini insonlar ongiga singdirish usullari, shakllari, yo‘llari, vositalari va ularning axboratli ta‘minotini ishlab chiqish, hayotga joriy etish orqali yoshlarda o‘zligini bilish, o‘z – o‘zini boshqara bilishi, o‘z – o‘zini tarbiyalay olishi kabi xislatlarni takomillashtirish. Ta‘lim – tarbiya sohasidagi barcha hatti–harakatlarimizni O‘zbekiston Respublikasi Konsititutsiyasi, “Kadrlar tayyorlash milliy dasturi”, “Ta‘lim to‘g‘risida” gi Qonun va boshqa shu kabi davlat me‘yoriy hujjatlari asosida olib borishga erishish va h.k. Ushbu muammolar qatorini yana ko‘plab davom ettirish mumkin, chunki ta‘lim – tarbiya jarayoni ham murakkab tuzilmaga ega bo‘lgan jamiyat taraqqiyotiga mos holda o‘zgarib turadigan dinamik jarayondir. Shu sababli ham bu boradagi ilmiy tadqiqot ishi ham uzluksiz ravishda rivojlanib, takomillashib boraveradi.

Insonning sog‘-salomat hayot kechirishi uning shaxsiy gigiyenik talablarga amal qilishi darajasiga bog‘liq.

Shunday ekan, har bir inson tozalikka rioya qilishi lozim. Bu bir tomondan mazkur shaxsning salomatligini mustahkamlashga yordam bersa, ikkinchidan gigiyenik madaniyatga erishganligini namoyon qiladi.

Gigiyena qoidalariga amal qilish inson organizmiga mikroblarning tushishi hamda diareya va har xil oshqozon – ichak kasalliklariga chalinishning oldini oladi. Gigiyenik talablarini to‘laqonli bajarish shamollash, gripp va boshqa turli xil yuqumli kasalliklarning atrofdagi insonlarga o‘tishining oldini oladi.

Kasallikning oldini olishning eng oddiy usuli qo‘llaringizni tez-tez sovunlab yuvishdan boshlanadi. Kir qo‘llar orqali iste‘mol qilinadigan taomlar bilan mikroblar organizmni zaharlaydi. Shu bois, ovqat tayyorlashdan avval, ovqatlangandan va xojatxonadan foydalangandan so‘ng va h.xolatlarda qo‘lni yaxshilab yuvish kerak bo‘ladi.

Teri - tanani qoplabgina qolmay, inson organizmida himoya qilish; issiqlik almashish jarayonini ta‘minlash; modda almashinuvi; tananing nafas olishi; sezgi organi sifatida namoyon bo‘lish singari vazifalarni ham bajaradi.

Terining bu xususiyatlari agarda terimiz toza, baquvvat va sog‘lom bo‘lsa, mutlaqo bekamu – ko‘stdir. Terining ifloslanishi, turli kasalliklarga duchor bo‘lishi, uning faoliyatiga yomon ta‘sir ko‘rsatadi. Shuning uchun har bir kishi o‘z terisining muhofazasi to‘g‘risida g‘amxo‘rlik qilishi, uni doimo toza saqlashi lozim.

Inson tanasi doimo ter bilan, ter moyi bilan kirlanib turadi. Tekshirishlar shuni ko‘rsatadiki, tana terisi bir haftada 100 grammdan 300 grammgacha teri moyini va 3,5 litrdan 7 litrgacha ter ajratib chiqarar ekan. Natijada terida 35 grammdan 70 gramgacha turli tuzlar va 40-90 tacha teri epiderms qavatidan ajralib chiqqan to‘qimalari yig‘ilar ekan.

Ma‘lumki, iflos terida mikroblarning yashashi uchun qulay sharoit bulib, turli teri kasalliklarning kelib chiqishiga sabab bo‘ladi. Shunday ekan, tana terisini to‘g‘ri parvarish qilish zarur!

Sochni to‘g‘ri parvarish qilish – shaxsiy gigiyenaning muhim qoidalaridan hisoblanadi. Ya‘ni qurug‘ sochni xaftada bir marta va yog‘li sochni xaftada ikki marta yuvish tavsiya qilinadi. Har bir kishining o‘z tarog‘i va sochig‘i bo‘lishi lozim. Tibbiyot xodimlari tavsiyalariga ko‘ra tarog‘ning maxsus soch cho‘tkasidan foydalanish mumkin, bunday cho‘tka boshni o‘ziga xos massaj qilib, qon aylanishini yaxshilaydi.

Tana salomatligi to‘g‘risida qayg‘urish tish va og‘iz bo‘shlig‘ining toza bo‘lishiga jiddiy e‘tibor berishni taqozo etadi. Ma‘lumki, og‘iz bo‘shlig‘i ovqat hazm qilish yo‘lining boshlang‘ich qismi hisoblanib, ko‘plab vazifalarni bajaradi. Biroq shaxsiy gigiyena qoidalariga amal qilmaslik natijasida og‘iz bo‘shlig‘iga ovqat mahsulotlari orqali turli mikroblar tushadi. Tishlarning kasallanishi esa o‘z navbatida boshqa ichki organlarning kasallanishiga sabab

bo'ladi. Shuning uchun og'iz bo'shlig'i, ayniqsa, tish holatiga e'tibor berib borish kerak. Sog'lom kishining tishi zararlangan bo'lmasa ham yiliga ikki – uch marta shifokor qabulida bo'lish, agar tishda o'zgarishlar boshlangan bo'lsa o'z vaqtida davolatishi lozim.

Badanni ifloslanishdan, mexanik shikastlanishdan umuman atrof-muhitning turli noqulay ta'siridan himoya qiladigan - insonning kiyim – kechagidir. Kiyim tor yoki sintetik matodan bo'lishi tavsiya etilmaydi, aksincha organizm uchun qulay, issiqlik o'tkazmaslik va havoni o'tkazishi hamda tozaligiga e'tibor qaratilishi kerak bo'ladi.

Poyabzal oyoqni turli shikastlanishlardan va ifloslanishlardan saqlaydi. Poyabzal o'zining razmeri va tikilishiga ko'ra oyoq kaftining rivojlanishiga xalaqit bermasligi kerak. Oyoqqa tor bo'ladigan poyabzal uzoq vaqt kiyilganda oyoq kaftining anatomik va funksional buzilishi kuzatiladi. Shu bois bu borada poyabzalning oyoq razmeriga mos bo'lishi va tozalikka rioya qilinishi tavsiya qilinadi.

Sog'lom turmush tarzi omillaridan biri – atrof-muhit gigiyena talablariga rioya qilishdir.

Bu mavzuda so'z yuritilganda, yer usti va yer osti boyliklari, suv, havo, o'rmonlar, o'simliklar, hayvonot dunyosi va hokazolarning inson hayotidagi ahamiyatini ko'rsatmasdan ilojimiz yo'q.

XI asrning yirik tasavvuf shoiri Xo'ja Ahmad Yassaviy «Devoni hikmat» she'riy asarida:

... Ahli ayol, qarindosh, hech kim bo'lmaydi yo'ldosh,

Mardona bo'l g'arib bosh umring yeldek o'taro.

Qul Xo'ja Ahmad toat qil, umrining bilmam necha yil,

Asling bilsang obi gil, yana gilga ketaro., - deganlar.

Ushbu satrlar orqali insonning suv va tuproqdan yaralgani va oxir oqibatda u yana asliga qaytishini ifoda etmoqda.

Muqaddas «Qur'oni Karim»dagi «Yeb, ichinglar faqat isrob qilmanglar» degan fikrlar ham insonni tabiiy boyliklardan oqilona foydalanishga da'vat etadi, xususan u:

▶ o'zi yashab turgan atrof-muhitni seva olishi;

▶ o'simliklar o'stirishi, tozalikka rioya qilishi;

▶ mavjud boyliklarni asrab-avaylashi;

▶ ekologik madaniyatga erishish uchun harakat qilishga undaydi.

Gigiyenik talablarga to'la rioya qilmaslik oqibatida turli kasalliklar kelib chiqishi tabiiy hol.

Ozoda bo'lmagan joy, turli xil xasharotlar (pashsha, chivin, suvarak, burga hamda kana)ning ko'payishi, iflos suv (iste'molga yaroqli bo'lmagan, yetarli darajada tozalanmagan), ko'chalarda ochiq holda sotiladigan oziq-ovqat mahsulotlari, kimyoviy moddalarga to'yingan meva va sabzavotlar (ayniqsa, qulupnay, qovun va tarbuz mahsulotlari), oziq-ovqat mahsulotlari (turli meva va sabzavotlar)ni yuvmasdan iste'mol qilish, xojatxonadan chiqqanda qo'llarni

yuvmaslik, tayyorlanishiga nisbatan belgilangan me'yorlarga amal qilinmagan holda tayyorlangan saqichlar (ularning qo'lda ushlanaverishi, qaynatilmagan suvning iste'mol qilinishi, sanitariya talablariga javob bermaydigan umumiy ovqatlanish muassasalari va boshqa shu kabi holatlar turli xildagi kasalliklarni keltirib chiqaruvchi manba bo'lib hisoblanadi. Turar joy, xonadonlardagi gigiyenik talablarga rioya qilmaslik holati turli xil yuqumli kasalliklarni tashuvchi zarurkunandalar: pashsha, sichqon, qalamush va boshqalarning paydo bo'lishiga sabab bo'ladi.

Suv - inson organizmining asosiy qismini tashkil etadi. Shu bois sog'lom turmush tarzida suv va undan gigiyenik talablarga amal qilingan holda to'g'ri foydalanish lozim.

O'quvchilar orasida suvdan noto'g'ri iste'mol qilmasliklari bois turli kasalliklar vujudga keladi.

Jamiyatda sog'lom turmush tarzini qaror toptirishda, eng avvalo, mahalla, har bir oila va uning a'zolarining salomatligi hamda sanitariya holatini yaxshilash, gigiyenik talablarga rioya qilishiga turtki berishda Siz aziz o'quvchilar asosiy yordamchisizlar. Ushbu kursdan oladigan bilim va xosil qilinadigan ko'nikmalarni kelgusida shaxsiy va atrofdagilarning sog'lom turmush kechirishlari yo'lida amalga oshirishlaringiz kerak bo'ladi.

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“ТАРБИЯ ИШИ ПЕДАГОГИ” КАСБИНИНГ МАЗМУНИ

Аннотация: Мақолада “Тарбия иши педагоги” касбининг мазмуни тўғрисида фикр юритилган ва методик тавсиялар берилган.

Калит сўзлар: тарбия, педагог, Қонун, профессионал, профессионализм, прагматизм, компетенциявийлик, кредит – модуль, классификатор, мутахассис, методологик, таълим стандарт.

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CONTENT OF THE PROFESSION "TEACHER OF EDUCATIONAL WORK"

Abstract: The articles reflect on the issues of the profession "Educator for educational work" and give methodical recommendations.

Keywords: education, teacher, law, professionalism, professionalism, pragmatism, competence, credit module, classifier, specialist, methodological, educational standard

Ўзбекистонда олий педагогик таълим жараёни воситасида юксак малакали педагог кадрларни тайёрлаш ишлари миллий педагогик тажриба ва халқаро таълим дастурлари асосида амалга оширилмоқда. Шу жиҳатдан тарбия иши педагоги кадрларини ҳам тайёрлаш долзарб бўлиб турибди.

Ўзбекистон Республикасининг янги таҳрирдаги “Таълим тўғрисида” ги Қонунида тарбия тушунчасига қуйидагича изоҳ берилган: “тарбия – аниқ мақсадли ҳамда ижтимоий – тарихий тажриба асосида ёш авлодни ҳар томонлама камол топдиришга, уларнинг онгини, маънавий-ахлоқий қадриятлари ва дунёқарашини шакллантиришга қаратилган тизимли жараён” дир (1). Шу маънода мамлакатимизда мактабгача таълим муассасаларидан тортиб олий таълимгача бўлган жараёнда ёш авлод тарбияси амалга оширилмоқда. Бунда қуйидагилар асосий вазифа ҳисобланади:

- ёш авлодни мақсадли тарбиялаш;
- тарбияда ижтимоий – педагогик тажрибаларга таяниш;
- ёш авлодни жисмоний, ақлий, эстетик, экологик ва ахлоқий жиҳатдан тарбиялаш;
- ёш авлод онгида маънавий – ахлоқий қадриятларни шакллантириш.

Буларнинг барчаси ўқув фанларини ўқитиш ва махсус тарбиявий тадбирлар воситасида амалга оширилади. Шу сабабли бугунги кунда олий маълумотли, профессионал тарбия иши педагогларини тайёрлаш муҳим масалалардан бири бўлиб турибди. Чунки бундай касб эгалари ёш авлод тарбиясини қуйидагилар асосида амалга оширади:

- профессионализм;
- прагматизм;
- компетенциявийлик.

Бундай тамойиллар асосида амалга ошириладиган тарбия иши кутилган самарани беради ва бу ҳол махсус тайёргарликка эга тарбия иши педагогларини тақазо этади.

Бугунги кунда мамлакатимиз олий таълим муассасалари ўқитишнинг кредит – модулли тизими асосида фаолият юритмоқда (2). Ўқитишнинг бу тизимида асосий эътибор ўқув фанларини ўқитишга қаратилади, тарбиявий тадбирлар масаласи иккинчи даражада қолади. Шунингдек, 2020 -2021 ўқув йилидан бошлаб умумий ўрта таълим мактабларининг 1-11 синфларида “Тарбия” фани ўқитила бошланди (3). Эътибор берилса, ўқитишнинг кредит- модулли тизимида тарбиявий ишларни амалга ошириш механизми ва тарбия иши педагогларини тайёрлаш муаммоларини ҳал этишимиз долзарб бўлиб турибди.

Бизнинг ёндашувимизга кўра, келгусида таълим тизимимиз ўқитишнинг кредит-модул тизимига тўлиқ ўтиш эҳтимоли бор. Шу сабабли биз ўқитишнинг мазкур тизимида тарбия ишларини Тарбия иши педагоглари воситасида қуйидаги механизмлар асосида амалга ошириш мумкин деб ҳисоблаймиз:

- тарбия жараёни ва тарбиявий тадбирларни ўқув фанларини ўқитиш жараёнида амалга ошириш;
- “Тарбия” фанини ўқитиш жараёнида;
- мустақил таълим машғулотилари жараёнида;
- тарбияланганлик даражасини мониторинг қилиб бориш воситасида.

Бу ҳол махсус маълумотли, профессионал тарбия иши педагогларини тайёрлашни тақазо этади. Шу сабабли бу борада қуйидаги ишларни амалга оширишимиз лозим бўлади:

- тарбия иши педагоги касбининг давлат таълим стандартлари ва талабларини ишлаб чиқиш;
- мутахассисликлар классификаторига қўшимчалар киритиш;
- тарбия иши педагогларини тайёрлашга йўналтирилган ўқув режа, дастурлар ва адабиётларни яратиш;
- тарбия иши педагогларини тайёрлашнинг назарий – методологик асосларини ишлаб чиқиш;
- тарбия иши педагогларини тайёрлаш механизмларини йўлга қўйиш.

Буларнинг барчаси тарбия ишини жамият талабалари асосида ва профессионал даражада амалга оширадиган тарбия иши педагогларини мақсадли тарбиялаш асосларини беради.

Тарбия иши педагогларини тайёрлаш тизимини йўлга қўйиш билан қуйидагиларга эриши мумкин:

- тарбия иши билан профессионал даражада шуғулланувчи педагогларга эга бўлиш;
- жамиятнинг тарбия ишига бўлган эҳтиёжларини юксак даражада амалга ошириш;
- мактагача таълимдан олий таълимгача бўлган тизимда тизимли тарбия жараёнини йўлга қўйиш;
- тарбиявий сифат ва самарадорлигига кутилган даражада эришиш.

Шундай қилиб тарбия иши педагоги касбининг мазмуни назарий, методологик ва амалий жиҳатдан муҳим ҳусусиятларга эга. Бу борада илмий ва методологик ишларни амалга оширишимиз долзарб бўлиб турибди (4).

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КИЧИК МАКТАБ ЁШИДАГИ ЎҚУВЧИЛАРДА АҲЛОҚИЙ ФАЗИЛАТЛАРНИ ШАКЛЛАНТИРИШНИНГ МАЪНАВИЙ ВОСИТАЛАРИ

Аннотация: мақолада кичик мактаб ўқувчиларда ахлоқий фазилатларни шакллантиришнинг маънавий воситалари масаласи таҳлил этилган ва бу борадаги ёндашувларга муносабат билдирилган.

Калит сўзлар: ўқувчилар, ахлоқ, фазилат, шакллантириш, ёндашув, маънавият, восита, мактаб.

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SPIRITUAL MEANS OF FORMATION OF MORAL VIRTUES IN PRIMARY SCHOOL STUDENTS

Abstract: The article analyzes the content of the formation of moral qualities of students of primary school age and provides methodological recommendations.

Keywords: students, ethics, virtue, formation, approach, spirituality, tool, school.

Кичик мактаб ёшидаги ўқувчиларнинг ахлоқий фазилатларини шакллантиришда *маънавий воситалар* муҳим ўрин тутди. Шу сабабли Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2019 йил 31 декабрдаги 1059-сонли қарори билан тасдиқланган “Узлуксиз маънавий тарбия концепцияси”да энг илғор маънавий воситалардан фойдаланиш вазифалари қўйилган.⁵⁴ Таъкидлаш лозимки, бу Концепцияга кўра, ёшларнинг маънавий тарбияси босқичларга бўлинган асосида амалга оширилиши белгиланган. Шу жиҳатдан кичик мактаб ёшидаги

⁵⁴ Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2019 йил 31 декабрдаги “Узлуксиз маънавий тарбия концепциясини тасдиқлаш ва уни амалга ошириш чора-тадбирлари тўғрисида”ги Қарори. // www.ziyounet.uz

Ўқувчиларни маънавий тарбиялаш учинчи босқичга киритилган ва унда маънавий воситалардан мазкур тоифа ўқувчиларнинг хусусиятларига мос равишда фойдаланиш вазифалари қўйилган. Жумладан, Концепцияда белгиланган қуйидаги *вазифаларга* эътибор беринг:

- ўқув фанлари доирасидаги маънавий тарбия индикаторларини амалиётга жорий этиш, уларни амалиётда қўллаш олиш имконини берувчи амалий машқ ва топшириқлар билан бойитиш (маънавий-ахлоқий компетенциялар) муваффақиятга эришишга интилиш мотивининг кичик мактаб ёшидаги ўқувчи хусусияти сифатида мустаҳкамланиши;

- боланинг ўз ҳуқуқ ва фаолиятини онгли назорат қилишни кучайтириш ва ҳ.к.

Эътибор берилса, мазкур белгиланган вазифаларда ахлоқий фазилатларни шакллантиришнинг маънавий воситаларидан қуйидаги учтаси алоҳида белгиланган, булар:

- 1) индикаторлар;
- 2) машқлар;
- 3) топшириқлар.

Бизнингча, мазкур маънавий воситаларга асосланган ҳолда кичик мактаб ёшидаги ўқувчиларнинг ахлоқий фазилатларини шакллантириш имкониятлари мавжуд. Бу ўринда эътиборингизни ана шу масаланинг таҳлилига тортамыз.

1. *Индикатор маънавий воситаси.* “Индикатор” – бу муайян кўникма, фазилат ва сифатларни ўзлаштириш даражасининг кўрсаткичидир.⁵⁵ Шу жиҳатдан кичик мактаб ёшидаги ўқувчиларнинг ахлоқий фазилатларини шакллантиришда индикатор маънавий воситасидан фойдаланиш мақсадга мувофиқ бўлади. Унга кўра, ўқувчиларда шаклланаётган ахлоқий фазилатларнинг шаклланиш даражаси кўрсаткичлари мунтазам равишда ўрганиб борилади. Бундай ўрганишнинг механизмлари сифатида қуйидагиларни белгилаш мумкин:

1) ҳар бир ўқувчида эзгу, инсоний ва ижтимоий хусусиятларга эга ахлоқий фазилатларнинг шаклланиш даражасини мунтазам ўрганиб бориш ва уларнинг намоён бўлиш даражасини белгилаш;

2) кичик мактаб ёшидаги ўқувчиларда ахлоқий фазилатларнинг жамоавий шаклда шаклланиб боришини ўрганиш ва унда учрайдиган муаммоларни ҳал этиш йўллари белгилаш;

3) ахлоқий фазилатлари талаб даражасида шаклланаётган ўқувчи ёки гуруҳнинг мазкур масала бўйича кўникмаларини янада ривожлантириш тадбирларини амалга ошириб бориш.

Бундай ёндашув бошланғич синф ўқитувчилари ва синф раҳбарларининг ҳамкорлигида амалга оширилиши мақсадга мувофиқ бўлади. Шунингдек, кичик мактаб ёшидаги ўқувчиларда ахлоқий

⁵⁵ Маънавият: асосий тушунчалар изоҳли луғати. Масъул муҳаррир Қ.Назаров. – Т.: Фофур Фулом номидаги нашриёт-матбаа ижодий уйи. 2010. 212-б.

фазилатларнинг шаклланиш кўрсаткичларини индикатор маънавий воситасида ўрганиб ва кузатиб бориш учун махсус ўқитувчининг тайинлаб қўйилиши ҳам самарали ҳисобланади. Бунда асосий мақсад ўқувчиларда ахлоқий фазилатларнинг шаклланиш кўрсаткичларини ўрганиб бориш ва бу ишнинг кейинги режаларини белгилаб олишдир.

Индикатор маънавий воситаси ҳар бир кичик мактаб ёшидаги ўқувчиларнинг ҳулқ-атвори, характери ҳамда хатти-ҳаракатларини тўлиқ намоён қилади. Образли қилиб айтганда индикатор маънавий воситаси кичик мактаб ёшидаги ўқувчиларнинг ахлоқий фазилатларини шаклланиш даражасини кўрсатувчи кўзгудир. Айти пайтда, мазкур маънавий восита ўқувчилар билан фаол ҳамкорлик қилишга асосланади ва унда маъмурий методик хусусиятлар учрамайди. Шу сабабли ушбу маънавий воситадан оқилона фойдаланиш мақсадга мувофиқ бўлади ва бу восита инновацион характерга эгаллиги билан амалий аҳамиятга эга.

2. Машқ маънавий воситаси. Бу маънавий воситанинг мазмуни шундан иборатки, ўқувчилар эзгу, инсоний фазилатларни ва ахлоқий муносабатларни машқ воситасида ўзлаштиради. Мисол учун, 1-синф ўқувчиларига “Сиз кимни жуда яхши кўрасиз ва яхши кўрган кишининг сизга ёқадиган фазилатларини ёзинг” мавзусида машқ топшириғи берилиши мумкин. Ҳар бир ўқувчи албатта, онаси, отаси ёки оила аъзоларидан бирининг фазилатларини ўз имкониятлари доирасида ифодалайди. Ўқувчи ифодалаган фазилатларни ўқитувчи ўқувчилар билан биргаликда таҳлил қилиши ва шу фазилатлар сабабли шахс ўқувчига ёқганлиги тушунтириб берилади. Бундай ёндашув бошланғич синфлар кесимида мураккаблаштириб борилиши мумкин. Бизнинг кузатишимизча, машқ маънавий воситаси қизиқарлилиги, ўқувчиларни фаоллаштириши ва уларда инсоний муносабатларнинг қутилган даражада шаклланиши хусусиятларига эгаллиги билан аҳамиятга эга. Чунки мазкур маънавий воситанинг асосий мақсади ахлоқий фазилатларни ўзлаштиришга ўқувчиларнинг ўзларини амалий жалб қилишдан иборат.

Бугунги кунда кичик мактаб ёшидаги ўқувчиларнинг ахлоқий фазилатларини шакллантиришда кўп ҳолларда фазилатларнинг инсон ҳаётида тутган ўрни методикасига ва кўрғазмали воситаларга кўпроқ асосланилади. Бу тажриба қутилган самарани бергани ҳолда, унинг мазмунида маъмурий ёндашув воситаси мавжудлиги маълум. Ўқитувчи ўз ўқувчиларида ахлоқий фазилатларнинг қутилган даражада шаклланишини истайди ва шу сабабли ўзи маъқул кўрган матодика ҳамда воситалар асосида фазилатларнинг шарҳини чуқурроқ тушунтиришга ҳаракат қилади. Бу кичик мактаб ёшидаги ўқувчиларга ахлоқий фазилатлар бўйича назарий тушунчалар беради, лекин амалий жиҳатдан, яъни ўқувчиларнинг ахлоқий фазилатларини ўзлаштириши ҳамда кўникмага айлантириши жараёни мураккаб кечаётганлиги маълум. Шу сабабли биз томонимиздан кичик мактаб ёшидаги ўқувчиларда ахлоқий фазилатларни шакллантиришда

машқ маънавий воситаси нисбатан амалиётга йўналтирилганлиги идрок этилади.

Машқ каби ҳамкорлик, очиқлик ва демократик хусусиятларга маънавий воситалардан кичик мактаб ёшидаги ўқувчиларнинг ахлоқий фазилатларини шакллантиришда оқилона фойдаланиш инновацион характерга эгалиги билан эътиборни тортади.

3. *Топшириқ маънавий воситаси.* Ушбу маънавий восита мазмунига кўра, ўқувчиларга турли тасвирий санъат асарларидаги образлар ёки мультфильмлардаги образларнинг яхши-ёмон жиҳатларини ёзиш топшириғи берилади. Бугунги кунда кўпчилик ўқитувчиларимиз *топшириқ* деганда ўқув фанларида берилган мавзулар бўйича топшириқларни бажариш ва бажарилиш даражасини баҳолашни тушунишади. Бу тўғри, айти пайтда, топшириқ тушунчаси кенг маънода маънавий восита ҳам ҳисобланади. Чунки ўқувчи топшириқни бажариш жараёнида ниманидир кутилган даражада ўзлаштириши керак. Айнан мана шундай ёндашиш топшириқ тушунчасининг маънавий восита хусусиятини англаш имконини беради. Шу жиҳатдан Топшириқ маънавий воситаси кичик мактаб ёшидаги ўқувчиларнинг ахлоқий фазилатларини шакллантиришда муҳим амалий жараёндир. Мисол учун, юқорида таъкидланганидек, ўқувчи бирор мультфильмнинг қаҳрамонларидаги яхши-ёмон жиҳатларни ифодаланиши билан унинг онгида айнан ёмонликлардан тийилиш тушунчаси пайдо бўлади ёки аксинча, ижобий қаҳрамонларнинг ўқувчи томонидан тасвирланган фазилатлари ўқувчи онгида тасвирланиб қолади. Чунки ўқувчи мультфильмнинг ижобий қаҳрамонларига самимий маънода тақлид қилади, салбий қаҳрамондан эса нафратланади. Эътибор берилса, бу билан ўқувчида яхшиликларни табиий равишда ўзлаштиришнинг амалий жараёни юзага келади. Шу сабабли мазкур маънавий восита ўз имкониятлари билан муҳим аҳамиятга эга. Унда ўқувсининг ўз фаоллиги воситасида ахлоқий фазилатларни ўзлаштириш жараёни юзага келади. Мазкур маънавий воситасидан фойдаланиш ҳам кичик мактаб ёшидаги ўқувчиларнинг ахлоқий фазилатларини шакллантиришда инновацион хусусиятга эгалиги билан муҳим аҳамиятга эга.

Эътибор берилса, кичик мактаб ёшидаги ўқувчиларда ахлоқий фазилатларни шакллантиришнинг Индикатор, Машқ ва Топшириқ маънавий воситаларига қуйидаги *хусусиятлар* хос:

- 1) ахлоқий фазилатларни шакллантиришда амалиётга таянади;
- 2) ахлоқий фазилатлар ўқувчиларнинг ўз фаоллиги асосида ўзлаштирилади;
- 3) ахлоқий фазилатларни шакллантиришда очиқлик, демократлик ва фаоллик хусусиятларини беради;
- 4) мазкур маънавий воситалар бир-бирини ўзаро тўлдириб келади.

Бизнинг ёндашувимизга кўра, кичик мактаб ёшидаги ўқувчиларга ахлоқий фазилатларнинг инсон ҳаётида тутган ўрни масаласи бўйича минимал даражада назарий тушунча бериш, максимал даражада амалий йўналтириш мақсадга мувофиқ бўлади. Бундай ёндашув кичик мактаб ёшидаги ўқувчиларда ахлоқий фазилатларни шакллантириш методикасини янгилаб бориш имконини ҳам беради. Шунингдек, ўзига хос маънавий воситалардан фойдаланиш ўқувчиларнинг онги, характери ва муносабатларида ахлоқий фазилатларнинг сингишини амалий жиҳатдан таъминлайди.

Маънавий воситалар асосида кичик мактаб ёшидаги ўқувчиларда қуйидаги ахлоқий фазилатларни шакллантириш самарали ҳисобланади: *дўстлик, ҳурматлилик, меҳрлик, ўзаро ёрдам, ота-онани севиш, ватанпарварлик, билим олишга интилиш, ўзгаларни ҳурмат қилиш, ўзининг шахсий манфаатларини тия олиш, жамоада фаоллик кўрсатиш, ҳаммиса ўқувчилар жамоаси билан бирга бўлиш, ўзгаларга ёрдам кўрсатиш, кичикларни иззат қилиш, катталарни ҳурмат этиш, ўзининг муаммоларини ўртоғи ёки ўқитувчилар билан муҳокама қила олиш, мақсадга интилиш, фаоллик* ва ҳ.к. Бу ахлоқий фазилатларни ўқувчиларда маънавий воситалар асосида шакллантириш амалий самарани беради.

Шундай қилиб, кичик мактаб ёшидаги ўқувчиларда ахлоқий фазилатларни шакллантиришнинг маънавий воситалари амалиётга ва инновацион ёндашувга асосланганлиги билан муҳим аҳамиятга эга.

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МИКРОКЛОНАЛЬНОЕ РАЗМНОЖЕНИЕ РАСТЕНИЙ

*Аннотация. В данной научной статье рассматривается методика микроклонального размножения растений. Исследованы технологические процессы вегетативного размножения хвойных растений передовыми биотехнологическими методами для нужд лесного и садово-паркового хозяйства. В культуру *in vitro* внедрены сосна веймутова (*Pinus strobus*) и ель европейская (*Picea abies*), с дальнейшим микроклональным размножением полученных регенерантов. Установлено влияние состава питательной среды на продолжительность культивирования и скорость образования каллуса у эксплантов ели. Зафиксирована зависимость частоты пересадки эксплантов сосны на выживаемость растений в культуре *in vitro*.*

Ключевые слова: микроклональное размножение, экспланты, in vitro, регенеранты.

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MICROCLONAL PROPAGATION OF PLANTS

Abstract. This scientific article discusses the technique of microclonal propagation of plants. Technological processes of vegetative propagation of coniferous plants by advanced biotechnological methods for the needs of forestry and gardening are studied. Weimut pine (Pínus stróbus) and European spruce (Píceá ábies) were introduced into the culture in vitro, with further microclonal propagation of the obtained regen-rants. The influence of the nutrient medium composition on the duration of cultivation and the rate of callus formation in spruce explants was established. The dependence of the frequency of transplanting pine explants on the survival of plants in culture in vitro was recorded.

Keywords: microclonal propagation, explants, in vitro, regenerants.

Микроклональное размножение – это практика быстрого размножения исходного растительного материала для получения многих потомственных растений с использованием современных методов культивирования растительных тканей [1].

Микроклональное размножение используется для размножения растений, таких как те, которые были генетически модифицированы или выведены с помощью традиционных методов селекции растений. Также используется для обеспечения достаточного количества проростков для посадки из основного растения, которое не дает семян или плохо реагирует на вегетативное размножение [2].

Микроклональное размножение начинается с выбора растительного материала для размножения. Растительные ткани удаляются из неповрежденного растения в стерильном состоянии. Чистые материалы, не содержащие вирусов и грибков, важны для производства самых здоровых растений [3].

Как только растительный материал выбран для культивирования, начинается сбор эксплантата (-ов), и он зависит от типа ткани, которая будет использоваться; включая кончики стеблей, пыльники, лепестки, пыльцу и другие растительные ткани. Затем материал для эксплантации стерилизуют на поверхности, как правило, несколькими способами, с использованием отбеливателя и спирта, и, наконец, промывают в стерилизованной воде. Эта небольшая часть растительной ткани, иногда только одна клетка, помещается в питательную среду, обычно содержащую сахарозу в качестве источника энергии и одного или нескольких регуляторов роста растений (гормонов растений). Обычно среда сгущается с агаром, чтобы создать гель, который поддерживает эксплантат во время роста [4].

Некоторые растения легко выращиваются на простых средах, но другие требуют более сложных сред для успешного роста; растительная ткань растет и дифференцируется в новые ткани в

зависимости от среды. Например, носители, содержащие цитокинин, используются для создания разветвленных побегов из почек растений. Умножение - это взятие образцов тканей, произведенных на первом этапе, и увеличение их количества [5].

После успешного введения и роста растительной ткани стадия создания сопровождается умножением. Благодаря повторяющимся циклам этого процесса, один образец эксплантата может быть увеличен с одного до сотен и тысяч растений. В зависимости от типа выращенной ткани, умножение может включать различные методы и среды [6].

Если выращенный растительный материал представляет собой каллусную ткань, его можно поместить в блендер и разрезать на более мелкие кусочки и повторно культивировать на культуральной среде того же типа для выращивания большего количества каллусной ткани. Если ткань выращивается в виде небольших растений, называемых проростками, часто добавляются гормоны, которые заставляют проростки производить много мелких побегов. После формирования нескольких побегов, эти побеги переносят в корневую среду с высоким соотношением ауксин / цитокинин. После развития корней всходы можно использовать для закаливания [7].

Микроклональное размножение растений считается одним из перспективных направлений развития науки XXI столетия. Из числа положительных сторон микроклонального размножения перед классическим вегетативным методом считается высокий показатель размножения, увеличение сезонности выполняемых работ и выпуск растений к определенному сроку, возможность размножать и укоренять те растения, которые не размножаются или затруднительно размножаются обычными способами, например, быстрое клональное размножение взрослых лесных деревьев, в особенности хвойных [8].

Использование техники культивирования тканей для микроклонального размножения было впервые начато Морелом (1960) для размножения орхидей, и в настоящее время применяется к нескольким растениям. Микроклональное размножение - это удобный метод быстрого размножения растений. [9].

Минусом этого способа является наличие регулируемого опыления для получения чистых линий. Строго предусматриваются сроки взятия образцов – семена собирают в предсемядольной стадии развития зародыша [10].

Цель исследования – выявить более действенный метод ускоренного размножения хвойных пород для нужд лесного и садово-паркового хозяйства. В работе применен метод микроклонального размножения растений *in vitro*, базирующийся на вычленении точки роста сеянцев и меристематических тканей вегетативных частей средневозрастных древесных растений хвойных пород.

Ключевая задача для реализации установленной цели – введение в культуру *in vitro* разновидностей хвойных растений с последующим микрклональным размножением полученных регенерантов.

Объектом исследования служили маловозрастные растения сосна веймутова (*Pinus strobus*) и ель европейская (*Picea abies*) произрастающие в естественных условиях.

В ходе работы по микрклональному размножению хвойных растений использовалась питательная среда Мурасиге-Скуга с добавлением в ее состав сахарозы, активированного угля, ИУК (ауксины), а также антибиотика. Верхушечные, боковые почки и части побегов использовались в качестве эксплантов.

Все исследования с культурой клеток и тканей *in vitro* проводились в биотехнологической лаборатории, при стерильных условиях. Растительный материал был стерилизован погружением побегов в 5 % раствор гипохлорита натрия (NaOCl) в течении 30 минут. Далее, после стерилизации растительный материал промыли дистиллированной водой, 3-4 раза. Очистили точки роста от почечных чешуй и стеблей от коры, экспланты окунули в 96° этанол на 30 секунд.

Простерилизованные апикальные почки, освобожденные от почечных чешуй, поместили на питательную среду. Молодые побеги, разрезанные на более мелкие участки длиной около 1 см, также поместили на питательную среду.

Освобожденные от чешуй, стерильные апикальные почки поместили в питательную среду. Также в питательную среду поместили, мелко разрезанные молодые побеги длиной около 1 см.

Пробирки с эксплантами в течение двух недель культивировали в комнате без доступа света при температуре 22-25 °С и влажности 70%. Дальнейшее культивирование проводили при +26 °С, световом периоде 16 ч и освещённости 4–5 тыс. люкс.

В течении 2-ух недель, пробирки с эксплантами культивировали при 22-25 °С, влажности 70% и без доступа света. Далее культивирование проводилось в освещенности 5 тыс. люкс, в световом периоде 17 часов и при температуре +26 °С.

РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЯ

При введении растительных материалов в культуру *in vitro*, а именно вегетативных частей сосны вермутова и ели европейской, оказалось, что данный метод размножения маловозрастных хвойных пород требует строгого соблюдения стерилизации и условий культивирования. После посадки, на четвертый день было выявлено приобретение бурового оттенка большинства эксплантов и заражение бактериальной микрофлорой. Позже, уже на десятые сутки, всего 80% почек ели европейской оставались жизнеспособными. Основной причиной гибели было заражение. На 17-й день культивирования было зафиксировано

начало образования каллуса на почках. В этот же день, всего 33% эксплантов были жизнеспособными, их в дальнейшем пересаживали на свежую питательную среду, в которой не было активированного угля. Доказано, что уголь поглощает действие активных веществ в питательной среде и уменьшает исходную концентрацию, в следствии чего замедляется каллусообразование. Исходя из этого из состава питательной среды был убран активированный уголь. При дальнейшем культивировании эксплантов увеличилась скорость нарастания каллусной массы. Деление эксплантов по продольной оси было произведено перед третьим посажем.

Также на питательную среду, содержащую в своем составе активированный уголь были посажены черенки ели европейской. На 14-ый день 40% эксплантов были заражены бактериальной микрофлорой, а 60% проросли на 0,4-0,7 см. Спустя день побеги были поделены на мелкие черенки, осуществлялась их пересадка на питательную среду, не содержащую в своем составе активированный уголь, отмечено, что большая часть растений начала наращивать новые побеги. Каждые 2 недели производились пересадки черенков ели европейской, на свежую питательную среду. Доказано, что при культивировании побегов ели европейской, на питательной среде без добавления активированного угля, отсутствует корнеобразование, а экспланты которые не пересаживались каждые 2 недели на свежую среду, приобретали бурый оттенок и отмирали.

В отличие от травянистых культур, многие из которых размножаются *in vitro* в коммерческом масштабе распространение многих видов деревьев, особенно хвойных, все еще в значительной степени экспериментальное. Среди лиственных пород в коммерческом масштабе теперь можно размножить ряд фруктовых и декоративных деревьев и несколько видов леса. Однако крупномасштабное размножение в настоящее время возможно только с одним или двумя видами хвойных. Одной из причин отсутствия коммерциализации хвойных пород является их стоимость. В течение последнего десятилетия «биотехнология» стала мощной дисциплиной для манипулирования жизненными формами. Биотехнология растений, в частности, вызывает большой интерес как в развитых, так и в развивающихся странах из-за ее широкого распространения в сельском хозяйстве. Потенциал биотехнологии растений основан на тотипотентности регенерации растительных клеток целыми растениями из культивируемых клеток и производстве генетических вариантов с полезными признаками.

Результаты исследований показали, что введение в культуру *in vitro* вегетативных частей взрослых растений хвойных пород кропотливый и ответственный процесс, требующий специфического подхода к каждому этапу культивирования. Хвойные растения наиболее сложные объекты для культуры *in vitro*. Все типы тканей и органов у них сильно заражены

грибами и бактериями, что значительно затрудняет обеспечение асептики эксплантов [10]. Успешно проведено введение в культуру *in vitro* вегетативных частей растений ели европейской и сосны вермута, позволяющее при дальнейшем культивировании и размножении получить посадочный материал. Необходимо на основе полученных данных продолжить изучение этого вопроса и подобрать наиболее оптимальные составы питательных сред и групп регуляторов роста растений. Десять лет назад основным методом получения растений хвойных пород для лесовосстановления было выращивание рассады. Только *Cryptomeria japonica*, *Thuja* sp. и *Cupressocyparis leylandii* и некоторые другие декоративные виды размножались корневыми черенками. Однако развитие методов вегетативного размножения древесных растений изменило ситуацию. Сегодня многочисленные виды хвойных деревьев размножаются корневыми черенками, среди них: *Picea abies*, *Picea glauca*, *Picea sitchensis*, *Larix* sp., *Sequoia sempervirens*, *Sequoiadendron giganteum* и т.д. Часто исходным материалом является отбор ювенильных саженцев, но в некоторых случаях (*Sequoia sempervirens*, *Pinus radiata* и т. д.) возможен отбор и вегетативное размножение взрослых деревьев. Трудности, связанные с вегетативным размножением генотипов взрослых, связаны с созреванием деревьев. Это особенно актуально для хвойных пород. Как правило, черенки, взятые из саженцев или молодых растений, легко укореняются и проявляют характерные для роста особенности и силу растений, полученных из семян. Тем не менее, у некоторых видов даже на этой очень молодой стадии возникают проблемы с вегетативным размножением. Классическими примерами являются *Pseudotsuga menziesii*, *Abies* sp. Когда черенки взяты из взрослого материала и укоренились, энергия этих растений слабая, и они часто плагиотропны. У некоторых видов с определенными обработками (например, обрезка) в конечном итоге можно восстановить привычку к ортотропному росту.

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ИЛК МАКТАБ ЁШИДАГИ ЎҚУВЧИЛАР БИЛАН ИШЛАШНИНГ ЎЗИГА ХОС ПЕДАГОГИК ЖИҲАТЛАРИ

Аннотация: Ушбу мақолада илк мактаб ёшидаги ўқувчилар билан ишлашнинг ўзига хос педагогик жиҳатлари. Умумий ўрта тахлим муассасалари ўқувчиларининг ёши ва психофизиологик хусусиятлари ҳақида қисқача маълумот берилган.

Калит сўзлар: шахс ривож, эҳтиёж, ақл, психофизиологик, онг, фаолият, тафаккур, касб-хунар, индивид, маданий контекст, ахлоқий фазилят, саводхонлик, ўқиш, фонетика, грамматика, чиройли ёзиш.

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SPECIFIC PEDAGOGICAL ASPECTS OF WORKING WITH PRIMARY SCHOOL STUDENTS

Abstract: This article discusses specific pedagogical aspects of working with first-grade students. A brief account of the age and psychophysiological characteristics of students in general secondary education is given.

Keywords: personality development, need, intellect, psychophysiological, consciousness, activity, thinking, profession, individual, cultural context, moral character, literacy, reading, phonetics, grammar, beautiful writing.

Бугунги глобаллашув жараенлари, фан –техника тараккиети инновацион жамиятга булган эҳтиёж ёшлар учун кўплаб имкониятлар яратмокда. Ёшлар олдида бугунги замон билан хам нафас бўлиб тезкор қарорлар қабул килиш инновацион тафаккурни шакллантириш билим олиш касб-хунар танлаш жамият ва ўз келажаги учун онгли равишда фаолият юритишлари изланишлари лозим. Умумий ўрта тахлим муассасалари ўқувчиларининг ёши ва психофизиологик хусусиятларини инобатга олган ҳолда уларнинг онгига умуминсоний қадриятлар ва юксак манавиятни янада чуқур сингдириш, уларни ватанпарварлик ва инсонпарварлик руҳида тарбиялаш лозим.

Демак болани неча ёшдан бошлаб ўқитиш керак деган муаммо педагогика учун муҳим масалалардан бири ҳисобланади. Ота -онанинг кизиқишлари, орзу ниятлари асосида болани ўқишни уддалайдиган даражага етказмасдан мактабга бериши унинг соғлигига зарар етказди, бола машғулот мазмунини тушуниб ўзлаштира олмай қийналади ва ниҳоят ўқишдан орқада қолади. Аксинча, ўқиши лозим бўлган пайтдан кеч мактабга берилса, боланинг соғлом фаоллик талаб этувчи рухий кучлари номақбул томонга бурилади, у қийналиб ўқийди. Ота-она ва тарбиячилар болани ўқишга беришдан аввал унинг ақлий қобилиятини, диққатини, мустақил фикрлаш даражасини, сўзларни ифодалай олиш борасидаги фаоллиги сифатларини пухта ўрганиб, тегишли хулоса чиқаришлари тавсия этилади. Агар юқоридаги омиллар кучли ва ижобий бўлса, болани 6—7 ёшдан мактабга бериш маъқул. Шунда болалар ўз ҳаётининг янги даврига қадам қўядилар. Энди боғчадаги ўйин фаолияти ўрнини тизимли мажбурий вақт билан боғлиқ ўқиш фаолияти эгаллайди. Албатта, бу даврдаги болалар учун ўйиндан мажбурий риоя этиладиган фаолиятга ўтиш қийин, буни ҳисобга олиш лозим. Ўзбекистон таолим тизимида шахсни ривожлантириш асосий вазифалардан бири ҳисобланади ва у бошланғич таолимдан бошланади. Шу жиҳатдан шахс ривожига умумий қонуниятлар деганда индивидни таҳлим ва тарбия воситасида ижтимоий шахсга айлантириш асослари тушунилади.

Бошланғич таҳлим давридаёқ ўқувчилар шахси умумий қонуниятлар асосида ривожлантирила бошлайди. Бу борадаги асосий қонуниятлар тизимини қуйидагилар ташкил қилади:

- ақлни ривожлантириш;
- естетик ҳис-туйғуларни ривожлантириш;
- жисмоний ривожлантириш;
- турли стрессларга бардошликни ривожлантириш;
- ўз-ўзига ишончни ривожлантириш;
- мустақиллик кўникмасини ривожлантириш;
- шахсий фаолликни ривожлантириш;
- ўзгаларга ва атроф-муҳитга муносабатни ривожлантириш.

Мазкур қонуниятлар асосида таҳлим ва тарбия жараёнида ўқувчилар шахси изчил ривожлантириб борилади.

Бошланғич таҳлимнинг маданий контекстини кучайтириш жараёнида 7-11 ёшли ўқувчиларга халқнинг миллий ва оилавий қадриятлари асосида билим бериш, уларнинг ахлоқий ва фаолият кўникмасини умуминсоний қадриятлар асосида шакллантиришга асосий эотибор қаратилмоқда. Мисол учун, Ўзбекистонда халқ анҳаналари, инсонпарварлик, халқпарварлик, ватанпарварлик, оилапарварлик кабилар миллий қадриятлар, бағрикенглик, демократлик, биродарлик сингарилар умуминсоний қадриятлар ҳисобланади. Шу сабабли бошланғич

тахлимнинг маданий контекстини кучайтиришда миллий ва умуминсоний қадриятлар уйғунлигига асосланиш тақозо этилади. Аини пайтда, шахс ривожда ирсиятнинг аҳамияти деганда қуйидагилар назарда тутилади:

а) ҳар бир бола шахсининг физиологик жиҳатдан ўзига хослиги;

б) ҳар бир бола шахсининг турлича ақлий ва ҳиссий имкониятларга эгалиги;

в) баҳзи бир болалар шахсида туьма истеододнинг устуворлиги.

Шу тариқа ўқувчи шахси ривожда ирсият омили физиологик ва социологик вазифаларини бажаради. Бунда педагогик жиҳатдан бола шахсини ривожлантиришда унинг физиологик, психологик ва специфик хусусиятларига эҳтибор қаратилади.

• Ўқувчиларнинг ёш хусусиятларини ҳисобга олиш. Бунда қуйидагиларга эътибор қаратилади:

• ўқувчининг неча ёшдалиги;

• ўқувчи бўйининг ёшига мослиги;

• ўқувчи вазнининг ёшига мослиги;

ўқувчи жисмоний ривожланишининг ёшига мослиги.

Ўқувчиларнинг ақлий ривожини ҳисобга олиш. Бунда қуйидагиларга аҳамият берилади:

• ўқувчининг билим даражаси;

• ўқувчининг тушуниш даражаси;

• ўқувчининг фикрлаш даражаси;

• ўқувчининг қизиқиш даражаси.

Ўқувчиларнинг ижтимоий фаоллигини ҳисобга олиш. Бунда қуйидагиларга эътибор қаратилади:

• ўқувчининг ахлоқий фазилатга эгалиги;

• ўқувчининг ўзгаларга муносабати ривожланганлиги;

• ўқувчининг ташаббускорлиги;

• ўқувчининг фаоллиги.

Кичик ёшдаги болалар жисмоний жиҳатдан нисбатан текис ўсадилар, ўғил ва қиз болалар ташқи кўринишлари билан бирбирларидан деярли фарқ қилмайдилар. Бўйи ўртача 120 см, оғирлиги 25 кг атрофида бўлади. Кўкрак қафаслари ва умуртқа поғоналари суякларининг етарлича қотмаганлиги туфайли улар тез шикастланишлари мумкин. Суяк ва мускуллари тез ўсади. Бу даврдаги ўқувчиларнинг бош мияси оғирлиги жиҳатидан ~ катталарникига тенглашса ҳам, тузилиши жиҳатидан фарқланади. Ўпка, қон томирлари ўсишда давом этади. Нафас йўли ва диафрагма бўш ривожланган бўлади, шу туфайли кичик ёшдаги ўқувчилар ҳаракатсиз қолсалар нафас олишлари сустроқ бўлиб, тана аҳзоларининг кислород билан таҳминланиши ёмонлашади. Кичик ёшдаги ўқувчиларнинг юраги ўзидан катталарникига нисбатан икки марта кўп қон чиқаради. Юрак уриши минутига 90—92 мартага тўғри келади. Жисмоний ўсишга

хос бу хусусиятлар кичик ёшдаги ўқувчиларга нисбатан ўқитувчи— тарбиячидан эҳтиёткорликни талаб қилади. Уларни асабийлашишдан сақлаш, кўпроқ ҳаракат қилишлари, очик ҳаводан фойдаланишлари ҳақида ғамхўрлик қилиш лозим. Стол, партада тўғри ўтиришларига, ручкани ўнг қўлда тутиш, дарс пайтларида қаттиқ ҳаракат қилмасликни назорат этмоқ даркор. Ўқиш меҳнатининг таъсири остида боланинг барча рухий фаолияти ихтиёрий диққат, ихтиёрий хотира (ёдда қолдириш, эсга тушириш), ихтиёрий идрок (маълум мақсад асосида воқеа ва ҳодисаларни кузатиш), тафаккурни ихтиёрий идора этиш ва у билан 31 боғлиқ бўлган нутқ, ҳис-туйғу, ирода каби рухий жараёнлар ривожланади. Бошланғич мактаб ўқувчилари ўқиш даврида буюмларнинг шакллари, яъни доира, учбурчак, тўғри бурчак, квадрат, кўпбурчакларни, ҳажмли фигуралар — шар, куб, параллелепипед, цилиндр, призма, конусларнинг шакллари аниқ билиб оладилар. Мактаб ёшига етган болалар кичик вақт муддатларини (кун, соат, ярим соат, чорак соат, дақиқаларни) аниқ тасаввур қиладилар. Бу ёшдаги болалар узоқ вақт муддатларининг фарқини сезмайдилар. Боланинг хоҳишини 2 ҳафтадан кейин бажаришга ваъда берсангиз ҳам, 3 ойдан сўнг ёки ярим йилдан сўнг бажаришга ваъда берсангиз ҳам, у кўнаверади. Болаларни вақтнинг қадрига етишга, вақтни аниқлаш ва уни бекор ўтказмасликка ўргатишни уларни дарсга кечикмай келишга ўргатишдан бошлаган маҳқул. Кейинчалик кундалик ички тартибга риоя қилиш, секин ва тез, оз вақт ва кўп вақтнинг нима эканлиги ўргатиб борилади ва ҳоказо. Болаларни яхши ўқишлари учун уларда кузатиш қобилиятини ўстириш, кузатувчанликни тарбиялаш даркор. Чунки кузатишлар буткул сезилмай келган ҳодисалар моҳиятини очиб беради. Кичик мактаб ёшидаги болалар эшитган ва ўқиганларини кўпинча ҳарфма-ҳарф, тўппа-тўғри маҳнода англайдилар. Шу сабабли болалар юқори синфларга чиққан сари улардаги тасаввур ва тушунчаларнинг кенгайишига, фаҳм-фаросатнинг ўсишига қараб ақлий ишларнинг ҳаммаси тобора мураккаблаштириб, такомиллаштириб борган маҳқул. 6—7 ёшдан 14 ёшгача бўлган болаларнинг хотираси жуда кучли тараққий этган ва хотирага олиш, уқиб олиш қобилияти анча ўсган бўлади. Иккинчи томондан эса, мактаб фаолияти, ўқув иши улардан маҳлум мақсад билан олдиндан хотирга олиши, онгли ва фаол равишда айтиб беришни, асосли равишда ўрганишни талаб қилади. Тажрибалардан маҳлумки, бу ёшдаги болаларнинг талаб ва қизиқишлари, одат ва сезгилари, тасаввур ва тушунчалари, хаёлий фаолиятлари, диққат-эҳтиборлари, тиришқокликлари ва бошқа жиҳатлари борасида бир-бирларидан фарқ қиладилар. Айримлари бирон-бир соҳада истехдодли, қобилиятли бўлсалар, бошқалари иккинчи бир соҳада истехдодлидирлар. Баҳзиларида истехдод кўпроқ, баҳзиларида камроқ бўлади. Шу билан бирга, улар орасида турли кўринишдаги камчиликли, жумладан, дудук, кўзи яхши кўрмайдиган, қулоғи яхши эшитмайдиган, овози хаста, хотираси паст ва ҳоказо нуқсонли

болалар ҳам учрайди. Ўқитувчи — тарбиячиларнинг вазифаси— болалардаги ҳамма ижобий майл ва интилишларни ўз вақтида англаш, уларни камол топтириш, салбий сифатларини йўқотиш, истеъдод ва қобилиятларини тобора ривожлантириш, камчилик ва нуқсонларни тиббиёт ходимлари ёрдамида йўқотиш, умуман, таҳлим-тарбия ишига тўсқинлик қиладиган томонларини йўқотишдан иборатдир. Умумий таълим ва ҳунар мактабини ислоҳ қилишнинг асосий йўналишлари амалга оширилаётган ҳозирги шароитда бошланғич таълим болаларни ҳар томонлама камол топтиришнинг асосини вужудга келтиради, уларда тез тушуниб, ифодали ўқиш, ҳисоблаш, ёзиш, равон сўзлаш ва маданий хулқ малакаларининг мустаҳкам шаклланишини таъминлайди. Бошланғич мактаб ўқишга ва ижтимоий-фойдали меҳнатга ҳалол муносабатни, Ватанга муҳаббатни тарбиялайди. Бошланғич синфларда ана шу вазифаларни бажаришнинг йўлларида бири ўқитишнинг таҳлимий, тарбиявий ва камол топтириш функцияларини амалга оширишдан иборатдир. Бошланғич мактабнинг ўқув дастурларида ўқитувчи ишининг ана шу йўналишлари ҳақида ран боради. Давлат дастурини бажариш — ҳар бир ўқув предметининг, таҳлимий, тарбиявий ва камол топтириш имкониятларини рўёбга чиқаришдир. Она тили дастурида саводхонлик, ўқиш, фонетика, грамматика ва чиройли ёзишни ўргатиш орқали болаларнинг нутқини ўстириш, инсон, табиат, ва жамият тўғрисидаги тасаввурини бойитиш, уларда ғоявий-сиёсий, ахлоқий ва эстетик тушунчаларни шакллантириш, мантиқий ва муайян образли фикрлашни ривожлантириш, ўқув машғулоти ва китобга қизиқиш уйғотиш вазифалари қўйилади. Математиканинг таҳлимий имкониятлари ўқувчиларни тарбиялаш билан узвий боғлиқдир. Математика билан шуғулланиш болаларда илмий дунёқарашнинг асосларини таркиб топтиради, билиш қобилиятларини ривожлантиради, ўқишга ва меҳнатга ҳалол муносабатни, Ватанга муҳаббат туйғуларини тарбиялайди. Табиатшунослик курсининг мазмуни кичик мактаб ёшидаги ўқувчиларда жонсиз ва жонли табиат, меҳнат аҳли тўғрисида, табиатнинг йил фаслларидаги ўзгаришлар, ундаги нарсалар ва ходисаларнинг ўзаро боғлиқлиги тўғрисида жузҳий билимларни ҳосил қилади, уларни жонсиз ва жонли табиатини мунтазам равишда кузатишга ўргатади. Шахсий ва ижтимоий гигиеник малакалар билан таништиради. Табиатшунослик болаларда табиатга муҳаббат уйғотади ва уни муҳофаза қилишга интилишни вужудга келтиради, мантиқий фикрлаш ва нутқини ривожлантиради, кўникма ва малакаларни, меҳнаҳ қилиш истагини, интизомлиликни, қатҳиятлиликини ва ўзаро ёрдам каби фазилатларни шакллантиради, ватанпарварлик тарбиясида ёрдам беради. Бошланғич синфлардаги «Меҳнат таҳлими» ўқув предмети ўқувчиларга таҳлим ва тарбия бериш, уларни камол топтириш тизимининг таркибий қисми ҳисобланади. Меҳнат таҳлими дастури техник, маиший хўжалик

меҳнатини ва турли материалларга бадий ишлов бериш асосларини уз ичига олади. Мана шу ўқув предмети меҳнат маданияти асосларини, ижтимоий-фойдали меҳнат бўйича дастлабки кўникма ва малакаларни шакллантиради, меҳнат севарликни, меҳнатга тўғри муносабатни, тежамкорликни, табиатга ва ижтимоий мулкка эҳтиёткорона ёндошиш туйғуларини тарбиялайди, ғоявий-сиёсий, эстетик, жисмоний тарбияни амалга оширишда ёрдам беради, ижрочилик фаолиятига тайёргарлик билан бирга ижодкорлик қобилиятларини такомиллаштиради. Жисмоний тарбия дарсларида ўқитиш, тарбиялаш ва камол топтиришнинг ўзаро боғлиқ масалалари куйидагилардан иборат: - ўсаётган организмнинг уйғун ривожланишига, соғлигини мустаҳкамлашга, чиникишига ёрдам бериш; — ахлоқий ва иродавий фазилатларини, хулқ маданиятини тарбиялаш; — ўқувчиларни жисмоний маданият бўйича зарур билимлар билан қуроллантириш, уларда энг муҳим ҳаракат кўникмалари ва малакаларини ҳамда физкультура комплекси нормаларини топширишга тайёргарликни таркиб топтириш; — ўқувчиларда асосий жисмоний сифатларни ривожлантириш, кундалик ўйинларга, жисмоний машқларга, спортга барқарор қизиқиш ҳосил қилиш, ўзини жисмоний баркамол этишга эҳтиёжни тарбиялаш. Ўқитиш жараёнида таҳлимий, тарбиявий ва камол топтириш функцияларини ажратиш билимларини ўзлаштириш ҳамда зарур шахсий сифатларни ш акллантириш учун яхши ш ароитларни вужудга келтиради. Дарсда билимларни ўзлаштириш жараёнида қарашлар ва маҳнавий сифатлар ҳам шаклланади, албатта, яхши мазкур функцияларнинг бирлиги ва ўзаро боғлиқлиги кузатилади. Масалан, агар бола дастур материални ўзлаштиради, мустақил фикрлаши етарли даражада ривожланмаганидан қатъи назар, унга юқори баҳо қўямиз. Ва аксинча, мустақил ҳолда ва ишонч билан мушоҳада юрита оладиган ўқувчи дастур материални етарлича ўзлаштирамаган бўлса, ижобий баҳо ололмайди. Ўқитувчининг ўқитиш функциялари ўзаро боғлиқлигини чуқур тушуниш унга дарснинг таҳлимий, тарбиявий ва камол топтириш вазифаларини ижодий йўсинда қўйиш ва ҳал қилиш имконини беради

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ВИДОВАЯ ХАРАКТЕРИСТИКА И АНТИБИОТИКОРЕЗИСТЕНТНОСТЬ ВОЗБУДИТЕЛЕЙ ГНОЙНО- ВОСПАЛИТЕЛЬНЫХ ЗАБОЛЕВАНИЙ

Аннотация: В статье представлена информация о наиболее часто встречаемых штаммах бактерий в практике гнойно-воспалительных заболеваний и об их антибиотикорезистентности к наиболее часто применяемым препаратам.

Ключевые слова: возбудители гнойно-воспалительных заболеваний, антибиотик, резистентность.

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SPECIFIC CHARACTERISTICS AND ANTIBIOTIC RESISTANCE OF PURULOUS INFLAMMATORY DISEASES

Annotation: The article provides information on the most common bacterial strains in the practice of purulent-inflammatory diseases and on their antibiotic resistance to the most commonly used drugs.

Key words: causative agents of purulent-inflammatory diseases, antibiotic, resistance.

Актуальность. Спектр возбудителей гнойно-воспалительных и гнойно-септических заболеваний чрезвычайно широк. Хирургами всех стран с конца XX века отмечается резкое ухудшение результатов лечения пациентов с гнойно-воспалительными процессами [1,2,3]. Это обусловлено рядом причин, главенствующей из которых выступает растущая антибиотикорезистентность возбудителей хирургической инфекции, способствующая увеличению числа гнойно-воспалительных заболеваний и послеоперационных осложнений различной локализации, тяжело протекающих и не поддающихся традиционному лечению. Антибиотикорезистентность определена ВОЗ как глобальная проблема, требующая незамедлительного решения [7]. Развитие полирезистентных штаммов возбудителей инфекций связано, прежде всего, с нерациональным использованием антибиотиков и антисептиков. Многие исследователи отмечают, что если существующие негативные тенденции не изменятся, то медицина столкнется с проблемой полувекковой давности, когда еще отсутствовали антибиотики [4,5,6].

Цель исследования. Определить видовую характеристику и антибиотикорезистентности возбудителей гнойно-воспалительных заболеваний.

Материалы и методы. Бактериологический анализ материалов из гнойных очагов больных проводили общепринятыми методами в соответствии с СанПиНом №0342-17. Материалы сеяли количественным методом Голда и к этиологически значимым относили микроорганизмы, обнаруживаемые в концентрации 10⁴ микробных тел в 1 мл (г) и выше. Методы идентификации микроорганизмов проводили с помощью основных, специальных, элективных (избирательных) и дифференциально-диагностических сред, а также с помощью светового микроскопа путем определения морфологических, культуральных и биохимических свойств бактерий. Для определения чувствительности микроорганизмов к антибиотикам использован диско-диффузионный метод с помощью стандартных (фирменных) дисков (HiMedia, Индия) с определенными концентрациями антибактериальных препаратов пяти функциональных классов: беталактамы - ампициллин (10 мг/л), тикарциллин /клавулановая к-та (75/10 мг/л), цефеперзон (75 мг/л), цефотаксим (10 мг/л) и цефтриаксон (30 мг/л), меропенем (10мг/л), имипенем (10 мг/л), эртапенем (10мг/л); аминогликозиды - гентамицин (10 мг/л), амикацин (10 мг/л); тетрациклины - тетрациклин (10 мг/л), доксициклина гидрохлорид (10 мг/л); фторхинолоны - левофлоксацин (10 мг/л), норфлоксацин (10 мг/л), офлоксацин (5 мкг/мл); фениколы - хлорамфеникол (10 мг/л), фосфомицин (200мкг).

Результаты и обсуждения. Анализ на микрофлору из гнойно-воспалительных очагов проводили у 122 амбулаторных больных обратившихся за помощью в научную бактериологическую лабораторию при кафедре микробиологии вирусологии и иммунологии Андиганского государственного медицинского института. С пиелонефритом обратилось 24 больных, отитом было 20 больных, фурункулами-9, ангиной-28, гайморитами и ринитами-23, конъюнктивитами-7, а также раневые инфекции-11. Интерпретация видового состава микроорганизмов показала, что 115 изолятов из 132 (87,1%) это грамположительные бактерии, 12 (9,1%) грамотрицательные палочки и 5 (3,8%) изолятов являются грибами рода *Candida*. Представителями грамположительных бактерий чаще других выступали кокки. В зеве основными представителями флоры были стрептококки (71,9%), в остальных видах клинических образцов преобладали стафилококки от 68% из носа и до 100% из уха. Стафилококки-83 (72,2%) представлены *S. aureus*-21 (25,3%), *S. haemolyticus*-38 (45,8%), *S. epidermidis*-15 (18%), *S. capitis*-5 (6%), *S. schleiferi subsp schleiferi*-3 (3,6%), недифференцированные-1(1,2%). Из 32 выявленных штаммов стрептококков лишь 2 (6,2%) в ране относились к *S. faecalis*, 18 (56,2%) идентифицированы как *S. pyogenes*, а 12 (37,5%) отнесены к группе зеленящих или так называемых оральных стрептококков. 12 штаммов грамотрицательных аэробных и факультативно-анаэробных палочек принадлежали к семейству энтеробактерий (3 *Klebsiella sp.*, 5-*E. coli.*, 1- *Proteus sp.* 2- *Enterobacter sp.* 1- не идентифицированная). Результаты определения чувствительности бактериальных культур к антибиотикам представляли из себя следующую картину: из 132 полученных штаммов 70 (53%) оказались чувствительными максимум к 2-3 антибиотикам. Грамположительные бактерии, а именно, стафилококки представляли наибольшее количество резистентных штаммов 63%. По чувствительности к ампициллину (10 мг/л) было только 4,8% положительных результатов, к тикарциллин /клавулановой к-те (75/10 мг/л) было 14,5% положительных результатов, цефоперазон (75 мг/л)-30%, цефотаксиму (10 мг/л)-25,3%, цефтриаксону (30 мг/л) 44,6%, гентамицину (10 мг/л)-60,3%, амикацину (10 мг/л)-84,3%, тетрациклину (10 мг/л)-39,8%, доксициклина гидрохлориду (10 мг/л)-44,6%, левофлоксацину (10 мг/л)-53%, норфлоксацину (10 мг/л)-32,5%, офлоксацину (5 мкг/мл)-29%и хлорамфениколу (10 мг/л)-45,8%.

Степень чувствительности штаммов *Staphylococcus spp* к антибиотикам (%).

№	Название антибиотика	Чувствительный	Умеренно устойчивый	Устойчивый
1	Ампициллин	4.8%	7.2%	88%
2	Тикорцилин+клав. ТИПЛАТ	14.5%	25.3%	60.2%
3	Цефтриаксон	44.6%	32.5%	22.9%

4	Цефотаксим	25.3%	35%	39.7%
5	Цефоперазон	30%	39.7%	30.3%
6	Амикацин	84.3%	12%	3.7%
7	Гентамицин	60.3%	15.7%	24%
8	Тетрациклин	39.8%	20.5%	39.7%
10	Доксациклин	44.6%	22.9%	32.5%
11	Левифлоксацин	53%	32.5%	14.5%
12	Норфлоксацин	32.5%	41%	26.5%
13	Офлоксацин	29%	27.7%	43.3%
14	Хлорамфеникол	45.8%	30%	24.2%

Устойчивость к антибиотикам у стафилококков, особенно у *S. aureus*, часто обуславливается R-плазмидами класса А, которые кодируют продукцию бета-лактамаз, гидролизующих природные и полусинтетические пенициллины, кроме метицилина и оксацилина. Подобные бета-лактамазы вырабатывают 67-90% *S. aureus*. Значительную сложность представляют оксациллин/метициллин резистентные штаммы. Здесь механизм устойчивости связан с продукцией измененного (модифицированного) пенициллин связывающего белка PSP-2а. Поскольку пенициллинсвязывающие белки являются мишенью действия всех бета-лактаманых антибиотиков, то есть пенициллинов, цефалоспоринов, карбапенемов, их применение для лечения неэффективно. Важно так же отметить что у MRSA *S. aureus* наблюдается ассоциация устойчивости к аминогликозидам, тетрациклинам, макролидам, а также к фторхинолонам. Из грамотрицательных палочек наибольшую долю представляли *E.coli* и группа *Klebsiella sp.* Исследованию подлежали культуры, которые, согласно ключевым признакам, относились к *E.coli* – колонии с металлическим блеском и без блеска, красные, темно-розовые, грамотрицательные подвижные палочки, оксидаза отрицательные, на среде Клиглера кислота и газ из глюкозы и лактозы, на среде Хью-Лейфсона окисление и ферментация глюкозы, отсутствие роста на голодном агаре Симмонса, индол положительные, сероводород отрицательные, уреазы положительные. Необходимо напомнить, что энтеробактерии могут вырабатывать бета-лактамазы расширенного спектра (БЛРС), карбапенемазы (КРС) нескольких групп; с недавнего времени – и металлбета-лактамазы (МБЛ), хотя эти ферменты раньше были характерны только для синегнойной палочки и других НГОб. Дальнейший анализ результатов показал, что большинство энтеробактерий резистентны к цефалоспорином 3-го поколения и к эртапенему. Так одновременная устойчивость к цефалоспорином -3 с устойчивостью к эртапенему обнаружена у 40% *E.coli* и у 33,3% у *Klebsiella sp.*, а также одновременная резистентность к цефалоспорином -3, и умеренная устойчивость к меропенему у 20% *E.coli* и у 66,6% *Klebsiella sp.* Только 3 изолята *E.coli* было устойчиво к эртапенему при чувствительности к другим

беталактамным антибиотикам. Суммированные данные демонстрируют что, из всех штаммов энтеробактерий (*E.coli* и *Klebsiella sp.*) резистентными только к цефалоспорином -3 были 10,2%, а все остальные 89,8% были устойчивы к эртапенему – 46,9% одновременно с резистентностью к цефалоспорином и 32,6% - с резистентностью к цефалоспорином -3 и умеренной резистентностью к меропенему, 2 штамма были резистентны к имипенему и цефалоспорином -3. Для получения результатов обычного диско-диффузионного метода при изучении резистентности к другим группам антимикробных препаратов анализу подвергли наиболее многочисленную группу множественно-устойчивых штаммов *E.coli*. Устойчивыми и умеренно- устойчивыми к цефалоспорином были 91,2-100,0%, причем к цефалоспорином 4-го поколения (цефепиму) - в 80 %. Среди карбапенемов наиболее активен был имипенем (80%), а к меропенему чувствительные штаммы составили лишь 60 %, но надо отметить, что среди остальных 40% достаточно большую часть составили умеренно-устойчивые. По отношению к эртапенему чувствительных было всего 20%. Необычным было также почти полное отсутствие чувствительности кишечной палочки к азтреонаму – всего (20%), в то время как известно, что этот монобактамный антибиотик высокоактивен в отношении энтеробактерий и в условиях клиник рекомендуется как препарат резерва. Среди не беталактамных наибольшее воздействие на исследованные штаммы оказали фосфомицин и тикарциллин – 80 и 60% чувствительных, соответственно. Среди трех тестированных фторхинолонов на первом месте по эффективности был левофлоксацин (40%), затем ципрофлоксацин (20,0%) и офлоксацин (20,0%). Удельный вес чувствительных к аминогликозидам эшерихий был самым высоким к амикацину (80%), хлорамфеникол подавлял рост 40% штаммов. Как показали эти результаты, если вести учет по применявшимся раньше нормативам, число чувствительных к меропенему увеличится до 84.2 %, в основном, за счет перехода умеренно-резистентных в чувствительные. Для имипенема, эртапенема и азтреонама изменения категоричности незначительны, т.е. к эртапенему, независимо от новых показателей, энтеробактерии были резистентны (91,2% и 86%). Таким образом, почти 100% резистентность отобранных полирезистентных госпитальных энтеробактерий к эртапенему при чувствительности к имипенему и, в меньшей степени – к меропенему – это случаи, требующие особого внимания.

Заключение. Резистентность выделенных из образцов энтеробактерий желает быть лучше и коррелирует с данными многих исследователей, которые сообщают о быстрых темпах возрастания резистентности грамотрицательных бактерий. Резистентность грамположительных кокков так же в последнее время увеличивается по отношению к антибиотикам особенно беталактамного ряда. Что

соответствует представленным данным многих ученых мира, следовательно, проблема очень актуальная. Как видно общая чувствительность бактерий к антибиотикам за последнее время намного уменьшилась, увеличилось количество резистентных штаммов 53%. Наиболее эффективными оказались антибиотики аминогликозидного ряда (амикацин, гентамицин), цефалоспоринового ряда (цефтриаксон) и хинолоны (левофлоксацин). А антибиотики из группы пенициллинов и макролидов теряют свою эффективность в использовании. Что свидетельствует о том, что многие бактерии уже продуцируют бетталактамазы и их устойчивость к бетталактамным антибиотикам возрастает. Это говорит о нерациональном использовании антибиотиков и необходимости бактериологического и эпидемиологического мониторинга за возбудителями гнойно-воспалительных инфекций.

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ ФОРМИРОВАНИЯ ФИНАНСОВЫХ РЕЗЕРВОВ МУНИЦИПАЛЬНЫХ ОБРАЗОВАНИЙ

Аннотация: Статья посвящена исследованию вопросов формирования финансовых резервов муниципальных образований. В частности, в статье уточняется понятие «финансовые резервы», рассматриваются вопросы правового регулирования процесса формирования финансовых резервов муниципальных образований, а также возможные направления расходования средств резервных фондов. Исследование позволило систематизировать ключевые проблемы формирования и использования финансовых резервов муниципальными образованиями. Был сделан вывод, что такой инструмент как финансовый резерв не находит широкого применения в практике управленческой деятельности муниципальных образований.

Ключевые слова: резервы, финансовые резервы, резервы муниципальных образований, бюджетная система РФ.

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CURRENT PROBLEMS OF FORMATION OF FINANCIAL RESERVES OF MUNICIPALITIES

Abstract: The article is devoted to the study of the formation of financial reserves of municipalities. In particular, the article clarifies the concept of "financial reserves," considers issues of legal regulation of the process of forming financial reserves of municipalities, as well as possible areas of expenditure of reserve funds. The study made it possible to systematize the key problems of the formation and use of financial reserves by municipalities. It was concluded that such an instrument as a financial reserve is not widely used in the practice of management activities of municipalities.

Keywords: reserves, financial reserves, reserves of municipalities, budget system of the Russian Federation.

Одной из проблем современной финансовой науки выступает сам факт отсутствия исследований по вопросам формирования бюджетных финансовых резервов. Как в научной, так и в учебной литературе данные вопросы остаются практически неосвещенными.

В рамках проводимого исследования кратко остановимся на том, что же понимается под экономической категорией «финансовые резервы». В современной экономической литературе можно встретить следующие подходы к определению данного понятия, применительно к системе государственного и муниципального управления:

– финансовые резервы – это совокупность денежных средств муниципального образования, основная цель которых – страхование непредвиденных расходов или реализации рискованных событий;⁵⁶

– финансовые резервы – это особый фонд финансовых ресурсов, сформированный с целью обеспечения дополнительного уровня финансовой устойчивости муниципального образования на случай возникновения кризисных ситуаций.⁵⁷

Таким образом, финансовые резервы создаются с целью формирования некоторой «подушки безопасности» на случай возникновения непредвиденных ситуаций в процессе управления финансовыми ресурсами муниципального образования.

Вопросы формирования финансовых резервов нашли отражение в Бюджетном кодексе РФ. В частности, данным нормативно-правовым документом установлено следующее (ст. 81): «В расходной части бюджетов бюджетной системы Российской Федерации (за исключением бюджетов государственных внебюджетных фондов) предусматривается создание резервных фондов исполнительных органов государственной власти (местных администраций) – резервного фонда Правительства Российской Федерации, резервных фондов высших исполнительных органов государственной власти субъектов Российской Федерации, резервных фондов местных администраций».⁵⁸

При этом максимальный размер отчислений в финансовые резервы не должен превышать 3% от общей величины утвержденных расходов местного бюджета. Использование средств резерва возможно на основании соответствующего решения местной администрации. В том случае, если в отчетном периоде средства финансового резерва были использованы, то формируется соответствующий отчет, который прилагается к отчету об исполнении соответствующего бюджета.⁵⁹

Бюджетным кодексом РФ, ст. 81 п. 4 установлены возможные направления расходования средств резервных фондов, что может быть проиллюстрировано рисунком 1.

⁵⁶ Барциц, И.Н. Система государственного и муниципального управления. Том 2: лекции: Учебник / И.Н. Барциц. – М.: Издательство «Дело», 2019. – С. 204.

⁵⁷ Жиликов, Д.И. Современные проблемы управления финансами на местном уровне / Д.И. Жиликов, В.С. Ускова // Наука и практика регионов. - 2020. - № 2(19). - С. 43.

⁵⁸ Бюджетный кодекс Российской Федерации от 31 июля 1998 г. № 145-ФЗ (ред. от 22.12.2020 г.)
Официальный интернет-портал правовой информации: <https://base.garant.ru/12112604/>

⁵⁹ Мысляева, И.Н. Государственные и муниципальные финансы: Учебник / И.Н. Мысляева. – М.: НИЦ ИНФРА-М, 2019. – С. 304.



Рисунок 1 – Возможные направления расходования средств резервных фондов в соответствии с Бюджетным кодексом РФ (ст. 81 п. 4)

Источник: составлено автором

Таким образом, можно выделить две основные группы расходов, финансируемые за счет средств финансовых резервов муниципальных образований – это непредвиденные расходы и расходы, связанные с ликвидацией последствий стихийных бедствий и других чрезвычайных ситуаций.

Статьей 81 п. 6 регламентировано, что порядок расходования средств резервного фонда местной администрации устанавливается непосредственно местной администрацией.

Таким образом, проведенное исследование содержания Бюджетного кодекса РФ позволяет сделать вывод, что нормативно-правовое регулирование вопросов формирования финансовых резервов муниципальных образований обозначено очень слабо. Так, приведенные выше выдержки из Бюджетного кодекса РФ являются единственными данными, которые освещены в нормативно-правовом документе.

Еще один документ, который регулирует процесс создания соответствующих финансовых резервов муниципальных образований, это Методические рекомендации по созданию и использованию резервов финансовых и материальных ресурсов для ликвидации чрезвычайных ситуаций органов местного самоуправления (утв. МЧС России 21.12.2007 г.).

Как видно из самого названия документа, он регулирует вопросы формирования как финансовых, так и материальных резервов, основная цель которых – ликвидация чрезвычайных ситуаций. То есть в данном случае имеются в виду не экономические события и риски, а чрезвычайные ситуации природного и техногенного характера.⁶⁰

⁶⁰ Кормишкина, Л.А. Государственное и муниципальное управление: Учебное пособие / Л.А. Кормишкина, А.Р. Еремин, Е.Г. Коваленко. – М.: НИЦ Инфра-М, 2020. – С. 319.

Министерство финансов Российской Федерации также не дает никаких пояснений по вопросам формирования финансовых резервов муниципальных образований. Лишь в одном документе встречается упоминание данной экономической категории, это «Анализ действующей практики формирования бюджетных прогнозов субъектов Российской Федерации» от 30.12.2020 г., здесь единожды упоминается понятие «финансовый резерв» как инструмент снижения операционных региональных рисков с целью обеспечения сбалансированности соответствующих бюджетов. При этом, как видно из названия документа, речь идет не о местных, а о региональных бюджетах.⁶¹

Т.П. Ломакина и М.Ш. Иризепова, в своем исследовании проблем формирования резервных фондов субъектов РФ выделяют такую проблему как способ отражения движения средств резервных фондов в отчетности органов исполнительной власти. Проведенное ими исследование показывает, что существующие формы отчетности не позволяют сделать объективный вывод о направлении расходования средств финансовых резервов. В частности, специалисты отмечают следующее:

- сложно судить о соблюдении норматива 3%, установленного в Бюджетном Кодексе РФ;
- не все муниципальные образования формируют Положения о резервном фонде органов исполнительной власти;
- объяснения по поводу использования средств финансовых резервов оформляется сносками или примечаниями к отчетным формам, на усмотрение органов исполнительной власти (данный момент никак не регламентирован).⁶²

Несмотря на тот факт, что данная проблема была установлена по отношению к резервным фондам субъектов РФ, она в полной мере относится и к вопросам отражения в отчетности движения финансовых резервов муниципальных образований.

Н.В. Колосов в своем исследовании правовых особенностей формирования резервных фондов местными администрациями также указывает на проблемы правового регулирования. Им в частности выделяются следующие недостатки по данному вопросу:

- недостаточность правовой базы приводит к тому, что муниципальные правовые акты, принимаемые в соответствии с п. 6 ст. 81 БК РФ, не отличаются единообразием;
- отсутствует правовые нормы, регулирующие вопрос – за счет каких средств могут быть образованы финансовые резервы муниципальных образований;

⁶¹ Региональные и муниципальные финансы: Учебник и практикум для вузов / Л.Л. Игониной [и др.]; под редакцией Л. Л. Игониной. – М.: Издательство Юрайт, 2020. – С. 399.

⁶² Ломакина, Т.П. Проблемы создания бюджетных резервных фондов в субъектах Российской Федерации // Региональная экономика. Юг России. - 2018. - № 2. - С. 125.

– отсутствуют положения о порядке отражения расходования средств финансовых резервов в отчетности.⁶³

Из проведенного исследования можно сделать вывод о недостаточности правовой базы, регулирующей вопросы формирования финансовых резервов муниципальных образований.

Другими проблемами формирования финансовых резервов муниципальных образований выступают следующие.

Ключевой проблемой выступает недостаточность средств у муниципальных образований для создания подобных резервов. Формирование финансовых резервов возможно только в условиях бездефицитного бюджета, в условиях сложной макроэкономической обстановки, не все муниципальные образования исполнили свои бюджеты с профицитом. В отчетах Министерства финансов Российской Федерации по исполнению местных бюджетов приводятся следующие данные о динамике их дефицита/профицита (рисунок 2).

На основании данных рисунка можно сделать вывод, что по результатам за 2016-2017 гг., а также за 2019 год наблюдался дефицит по совокупным данным местных бюджетов муниципальных образований Российской Федерации. Максимальное значение показателя пришлось на 2017 год, в данный отчетный период совокупное значение дефицита составило (-) 147,1 млрд. руб. Положение несколько исправилось в 2018 год, год был «закрыт» с профицитом в размере 19,2 млрд. руб. В 2019 году дефицит местных бюджетов был не такой существенный и составил (-) 10,4 млрд. руб.

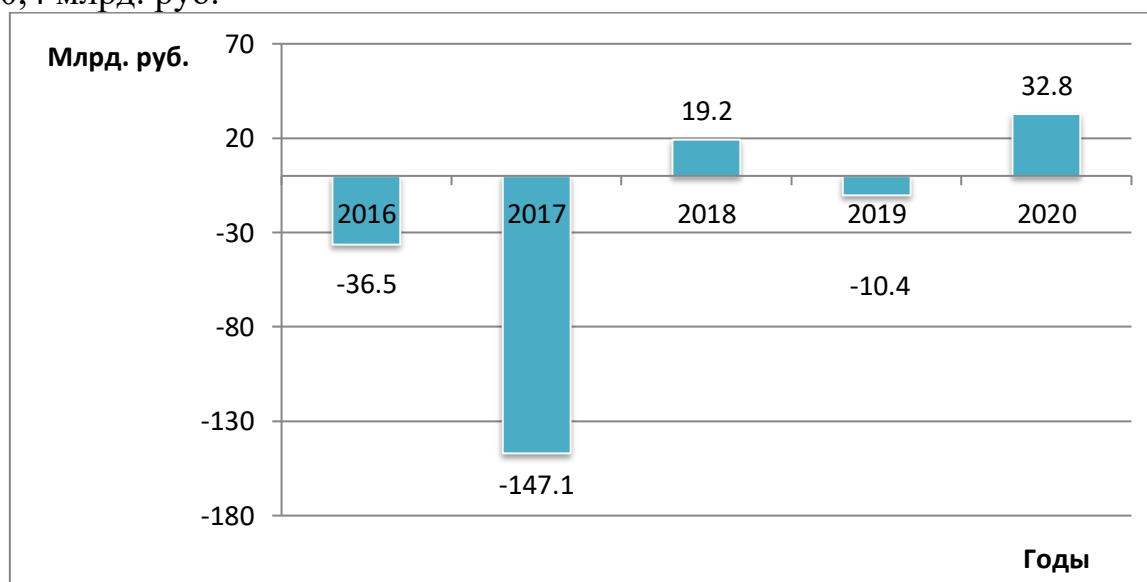


Рисунок 2 – Динамика дефицита / профицита местных бюджетов муниципальных образований РФ по результатам за 2016-2020 гг., млрд. руб.

⁶³ Колосов, Н.В. Резервные фонды местных администраций: особенности правового регулирования / Н.В. Колосов // Сибирский юридический вестник. - 2019. - № 2(85). - С. 25.

Источник: составлено автором

По состоянию на 01.01.2021 г. общий объем доходов местных бюджетов превысил объем расходов местных бюджетов на 32,8 млрд. руб. При этом в 58 субъектах Российской Федерации местные бюджеты исполнены с профицитом, который составил 47,8 млрд. руб., в 27 субъектах Российской Федерации – с дефицитом в сумме 15,0 млрд. руб.

Субъекты Российской Федерации, имеющие наибольший дефицит местных бюджетов по состоянию на 01.01.2021 г.:

- Московская область - 2,8 млрд. руб.;
- Республика Саха (Якутия) - 2,5 млрд. руб.;
- Пермский край - 2,4 млрд. руб.;
- Сахалинская область - 2,1 млрд. руб.;
- Тульская область - 0,6 млрд. руб.⁶⁴

Таким образом, финансовые возможности для формирования финансовых резервов есть не у всех муниципальных образований.

Тем не менее, муниципальные образования все-таки образуют финансовые резервы. Так, в соответствии с Решением Волгоградской Думы от 20 декабря 2019 года № 16/368 «О бюджете Волгограда на 2020 год и на плановый период 2021 и 2022 годов», в 2020 году предполагалось создание резервного фонда Администрации Волгоградской области в размере 20 000 тыс. руб.

К сожалению, документ не содержит пояснений – для каких целей создан финансовый резерв и какова процедура его использования.

Также можно отметить отсутствие систематизированного опыта формирования и использования финансовых резервов муниципальными образованиями. В частности, исследование лучших практик муниципального управления, размещаемых на регулярной основе на сайте Министерства финансов Российской Федерации, показывает, что данный инструмент управления финансовыми ресурсами не представляет интереса для органов местного самоуправления.

Таким образом, ключевые проблемы формирования и использования финансовых резервов муниципальными образованиями могут быть систематизированы следующим образом:

- слабая нормативно-правовая база, регулирующая вопросы формирования и использования финансовых резервов муниципальными образованиями;

⁶⁴ Министерство финансов Российской Федерации. Официальный сайт. Оперативные данные по исполнению бюджетов субъектов Российской Федерации и местных бюджетов [Электронный ресурс]. – Режим доступа: <https://minfin.gov.ru/ru/performance/regions/operational/municipalities/>

– отсутствует четкая регламентация процесса отображения использования финансовых резервов в отчетности муниципальных образований;

– недостаточность у муниципальных образований свободных финансовых ресурсов, которые могут быть направлены на формирования финансовых резервов;

– отсутствие систематизированного практического опыта муниципальных образований в части формирования и использования финансовых резервов.

Следовательно, такой инструмент как финансовый резерв не находит широкого применения в практики муниципальных образований.

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ЎЗБЕКИСТОН ИҚТИСОДИЁТИГА КЛАСТЕР ТИЗИМИНИ ЖОРИЙ ЭТИШНИНГ БАЪЗИ БИР МАСАЛАЛАРИ

Аннотация: Ушбу мақолада ҳудудий кластер тизимини иқтисодиёт тармоқларига тадбиқ қилиш ва Ўзбекистон саноатига бу интеграцион тизимини жорий этиш тўғрисида фикр юритилган.

Калит сўзлар: кластер тизими, маҳаллий таъсирга эга кластерлар, минтақавий кластерлар, псевдокластерлар, марказлашув, кластер ядроси, ўзак корхоналар.

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SOME ISSUES OF INTRODUCING A CLUSTER SYSTEM IN THE ECONOMY OF UZBEKISTAN

Annotation: This article discusses the introduction of a regional cluster system into the economy and the introduction of this integration system into the industry of Uzbekistan.

Keywords: cluster system, clusters with local influence, regional clusters, pseudo-clusters, centralization, cluster core, specialized enterprises.

Кириш. Ишлаб чиқариш кучларини ҳудудий ташкил этиш, жойлаштириш ва ривожлантириш бўйича назарий ва амалий масалалар дастлаб саноатнинг бешиги бўлган Европада яратила бошланди. Бизнинг минтақада ишлаб чиқариш кучларини жойлаштириш ва ривожлантириш юзасидан катта аҳамиятга эга назариялар яратилиши ва иқтисодиётга тадбиқ қилиниши ХХ аср бошларига тўғри келади. Ўтган асрнинг 20-йилларида рус олими И.Г.Александров ГОЭЛРО плани, яъни собиқ Иттифокни электрлаштириш давлат режаси доирасида ДнепроГЭС

лойихасини ишлаб чиқиш жараёнида район комбинатлари ҳақидаги назарияни ишлаб чиқди. Олим томонидан мазкур масалани чуқур ўрганиш асосида 1930 йилларда район ишлаб чиқариш комбинатларини ишлаб чиқариш жараёнида ташкил этиш таклифи илгари сурилди. Кейинроқ Н.Н. Колосовский ва И.Г. Александровнинг район ишлаб чиқариш комбинатлари Урал, Сибирь ва Козоғистон каби йирик иқтисодий географик районларига тадбиқ этилди [2].

Иқтисодиётнинг жадал ривожланиши саноат тармоқларида янгича қарашларни юзага келишига замин яратди. 1950 йилларга келиб Ғарбий Европада ишлаб чиқариш кучларини ҳудудий ташкил этиш ва такомиллаштиришда кластер усули кенг тадбиқ этилиши бошланди.

Натижа ва муҳокама. “Кластер” термини инглизча, “панжа”, “бош”, “боғлам”, “гурух”, “тўпланиш” маъноларини билдиради. Кластер назариясига оид илк фикрлар М. Портерга тегишлидир. Унинг фикрига кўра, “кластер” бу – муайян ҳудудда ўзаро боғлиқ бўлган бир неча корхоналарнинг тўплами бўлиб, улар бир-бирининг рақобатбардошлигини оширишга хизмат қилувчи ва ўз навбатида, мажмуали ривожланишини таъминлайдиган ўзаро манфаатли ҳамкорлар жамланмасидир. М. Портернинг таъкидлашича, қайси давлат ёки минтақада кластерлар ривожланган бўлса, ўша ҳудудда истиқомат қилаётган аҳолининг турмуш даражаси юқори бўлади [3].

Ҳудудий кластерларни шакллантириш учун қуйидаги омиллар талаб қилинади:

биринчидан, чекланган географик ҳудудда барча кластер иштирокчиларининг мужассамлашуви (мазкур минтақада, кластерни шакллантиришга ва корхоналарни қўллаб-қувватлаш ва хизмат кўрсатишга ёрдам берадиган рақобатбардош устунликка эга бўлган етакчи компанияларнинг мавжудлиги);

Иккинчидан, иштирокчилар ўртасида ҳамкорликни мувофиқлаштириш

(маҳаллий ва минтақавий даражада ҳамкорлик қилиш орқали кластернинг “ядроси”ни ташкил этадиган илмий-тадқиқот муассасалари, турдош корхоналарнинг ҳамкорлигини уйғунлаштириш) [4].

Жуда кўп назарий ва амалиётчи мутахассислар томонидан ҳудудий кластерга таъриф берилган ва бу таърифлар асосланган. Бу таърифлар баъзида бир-бирини тўлдирса, айримларида бир-бирига мос келмайди. Бунга сабаб кластер тизими турли вақтда ва турли ҳудуддаги табиий, иқтисодий-ижтимоий имкониятлар бир хил бўлмаганлиги сабабли турлича намоён бўлади.

Кластерлар бугунги замонавий иқтисодиётда жуда катта устунликларга эга бўлиб, анъанавий ишлаб чиқариш корхоналари ва кластерга бириккан корхоналар ўртасида турли даражадаги тафовутлар мавжуд (жадвалга қаранг).

Анъанавий ва кластерлашган бирлашма, корхоналарнинг қиёсий тавсифи⁶⁵

	Фаолият тури	Анъанавий корхоналар	Кластерга бириккан корхоналар
.	Асосий ишлаб чиқариш	Қатъий ихтисослашув, стандарт маҳсулотлар	Эгилувчан ихтисослашув
.	Ишлаб чиқариш тармоқлари	Кооператив ишлаб чиқариш, марказлашув	Фирмаларни йўналишлар бўйича жойлаштириш
.	Рақобат	Ички бозорда, минтақа ичида	Глобал ва чегараланган ҳудуд
.	Худудий жойлаштириш	Минтақа ичида, минтақалар аро	Географик яқин ҳудудлар
.	Иқтисодий кўрсаткичлар	Тармоқларда	Кластер тизимига кирган тармоқ йиғиндисиди
.	Меҳнат ресурслари	Меҳнат ресурсларининг кам ҳаракатчанлиги	Меҳнат ресурсларининг фаол ҳаракат қилиши
.	Давлат бошқаруви	Тармоқ ва корхоналарни тартибга солиш бўйича чоратадбирлар ишлаб чиқиш	Кластерга бириккан корхоналарни бошқаришда айрим жиҳатларини тартибга солиш
.	Биргаликда ҳаракат қилиш механизмлари	Расмий	Расмий ва норасмий

Турли давлатларда ташкил этилган кластерларни таққослаш ва ўрганишлар шуни кўрсатадики, улар ўртасида марказлашув даражаси ва ҳудудий жиҳатдан умумийлик борлигини кўрсатади. Ҳудуди кичик мамлакатларда кластерлаштириш умумдават миқёсида ташкил этилса, ҳудуди катта давлатларда эса маъмурий-худудий бирликлар даражасида ташкил этилади.

Юқоридагилардан келиб чиққан ҳолда, Ўзбекистон шароитида ҳудудий кластерларни ташкил этиш миллий даражада олиб бориш муҳимми ёки ҳудудлар миқёсидами?, деган савол пайдо бўлиши табиий ҳол. Республикамиз майдони жиҳатидан ҳудуди катта мамлакатлар қаторга кирмаганлигини ҳисобга олсак, кластер тизимини жорий этиш давлат миқёсида ташкил этилиши ва назорат қилиб борилиши мақсадга мувофиқ (айниқса, бошланғич босқичда назорат давлат қўлида бўлиши лозим). Шу ўринда таъкидлаб ўтиш лозимки, ҳудудлар имконияти ва улардаги табиий,

⁶⁵ Плясов А. Лучшая практика формирования территориальных инновационных систем регионах России // Синергия пространства региональные инновационные системы, кластеры и проекты и знания. – Москва-Смоленск., 2005. – С. 46-47.

иктисодий-ижтимоий вазият маҳаллий ҳокимликлар билан ҳамкорликни талаб қилади ва кластер тизимининг ривожланишида муҳим ўрин бўлади. Яна бир жиҳат шундаки, ҳудудлар имконияти бир хил эмаслиги кластер тизимини жорий этишда ягона қолип бўлади, деган фикрларни четга суриб қўйиш кераклигини кўрсатади. Яъни, жаҳон тажрибасида ўзини оқлаган сиёсат Ўзбекистон ва унинг ҳудудларида турлича натижа бериши мумкин. Шу сабабдан, жаҳон тажрибасини ўрганган ҳолда, республика шароитида кластерлар ташкил этишни босқичма босқич амалга ошириш ва уларнинг кўламини кенгайтириш мақсадга мувофиқ. Шунга кўра, кластер тизимини иктисодиётга жалб қилиш ва кутилган натижага эга бўлишда ривожланиш босқичлари муҳим ўрин тутати.

Биринчи босқичда маҳаллий таъсирга эга кичик кластерлар шаклланади. Мазкур кластерларни ташкил этишда, ҳудуднинг асосий хўжалик тармоғи танланади ва давлат томонидан ҳуқуқий, молиявий ёрдам кўрсатилади. Кластер таъсисчилари томонидан асосий ўзак корхоналар атрофида уларга бевосита ва билвосита алоқадор инфратузилма шароитлари ўрганилиб чиқилади. Ўрганиш натижалари асосида қайд этилган камчиликларни бартараф этиш юзасидан амалий тавсиялар ишлаб чиқилади, корхоналарнинг экспорт ва импорт фаолияти соддалаштирилади. Ушбу босқичдаги кластерларга бириккан корхоналарга маҳаллий хом ашёни иложи борица пастроқ нархларда етказиб бериш, замонавий техника ва дастгоҳлар билан таъминлаш, узоқ муддатли имтиёзли кредитлар ажратишда давлат органларининг роли катта бўлади.

Иккинчи босқичда республика таъсирга эга бўлган йирик кластерлар пайдо бўлади. Бу босқичда эса ҳудудда инфратузилма талаб даражасига олиб чиқилади. Лекин, ишлаб чиқариш жараёни муттасил ортиб бориши туфайли тармоқларда диверсификация жараёни кетади. Шу сабабдан қўшимча инфратузилмаларни яратиш давр талабига айланади. Илмий тадқиқот марказлари билан алоқаларга алоҳида эътибор бериш, халқаро талаблар негизида фаолият юритиш имкониятини беради.

Учинчи босқичда минтақа таъсирга эга йирик кластерлар вужудга келади. Бу кластерлар минтақада ўзига хос нуфузга эга бўлиб, улар ҳудуд бозорини ўрганиш учун маркетинг ишларини жадал ривожлантиради, фан-техниканинг энг сўнгги ютуқ ва янгиликларига кўпроқ эътибор қаратади. Мазкур типдаги кластерлар кўпроқ трансчегаравий ҳудудларида ташкил этилиб, икки ва ундан ортиқ давлатларнинг хўжаликлари билан интеграциялашади. Иктисодий имкониятлари ва ҳудудий қамрови кенгайтириш халқаро миқёсда фаолият юритиш имкониятини беради.

Бугунги эгилувчан ва тез ўзгарувчан бозор шароитида янгиликни бирданига йирик масштабда жорий қилиш ўринли эмас. Чунки, ҳар бир тармоқ мураккаб тизим ҳисобланади, ва айни пайтда, кластерларда бир қанча тармоқларнинг мавжудлиги уларни бошқариш, ўзаро манфатли

шароитларни яратиш, мавжуд табиий ва иқтисодий-ижтимоий шароитлар билан боғлиқ муаммоларни босқичма-босқич ҳал қилиш имконини беради.

Кластерлар ташкил этишда тармоқларни бири-бири билан мувофиқлаштириш бугунги куннинг долзарб масаласи ҳисобланади. Бу вазифани асосан кластернинг ўзак корхоналари бажариши ва давлат органларининг фаол иштироки бўлиши лозим. Шундан келиб чиққан ҳолда, ўзак корхоналар қуйидаги вазифаларни бажариши талаб этилади:

- кластер тизимини шакллантириш;
- тармоқнинг бошқа корхона, ишлаб чиқарувчи, етказиб берувчи, ҳамкор ташкилот ва давлат органлари билан келишувларига эришиш;
- тармоқдаги корхоналарга тизимли равишда инвестиция, субсидия, кредитлар беришни ташкил этиш;
- бошқарув органлари фаолиятини ташкил этиш;
- кластерга бириккан корхоналар ўртасида иқтисодий муносабатлар юзасидан амалий тавсиялар ишлаб чиқиш;
- ишлаб чиқаришни ривожлантириш юзасидан истиқболли лойиҳалар тайёрлаш;
- илмий тадқиқот муассасаларини ташкил этиш ёки мавжудлари билан ҳамкорлик ўрнатиш ва бошқалар.

Шу ўринда, Америка Қўшма Штатлари тажрибасидан келиб чиққан ҳолда, қуйидаги уч босқичли кластер сиёсатини олиб бориш лозим, деб ҳисоблаймиз:

1. Аниқ ўзак саноат тармоғини ривожлантиришга қаратилган;
2. Тармоқлар орасидаги манфаатли ҳамкорликни шакллантиришга қаратилган;
3. Оқсаётган соҳаларни ривожлантиришга қаратилган [5].

Жаҳон тажрибасидан маълумки, кластерлар ташкил этишнинг дастлабки босқичида ҳукумат фаоллик кўрсатиши зарур. Айниқса, юридик жиҳатдан асосланган ҳужжатларни яратишда. Бунда юридик ҳужжатлар ҳудудларнинг табиий, иқтисодий ва ижтимоий шарт-шароитлардан келиб чиққан ҳолда яратилиши лозим.

Мамлакатимизда Ўзбекистон Республикаси Президентининг 2016 йил 21 декабрдаги “Тўқимачилик ва тикув-трикотаж саноатини ривожлантиришнинг 2017-2021 йилларга мўлжалланган чора-тадбирлар дастури тўғрисида”ги ПҚ-2687 сонли Қарори пахта-тўқимачилик, тикув-трикотаж саноатида кластерлаштириш жараёнини ташкил этиш ва ривожлантиришда дастлабки ҳуқуқий асос сифатида хизмат қилди [1]. Ушбу Қарор қабул қилингандан кейинги даврда иқтисодиёт тармоқларида кластерлар иқтисодий ривожланишнинг етакчи ташкилий тузилмаларидан бирига айланди. Ҳар бир ҳудуд кластерлар ташкил этишда ўзининг ҳуқуқий асосларига эга бўлиши ва мавжуд шароитлардан келиб чиққан ҳолда кластерларни такомиллашиб бориши лозим. Бундай ҳудудларга оид

ҳуқуқий асосларни маҳаллий ҳокимликлар ва таъсисчилар ҳамкорликда ишлаб чиқишлари мақсадга мувофиқ.

Кластерларни анъанавий ишлаб чиқариш тармоқларидан фаркли жиҳатларидан бири илмий тадқиқот марказлари ва ишлаб чиқариш орасидаги кооперацион боғланганлигидир. Буюк Британия тажрибасидан келиб чиқиб катта илмий салоҳиятга эга илмий тадқиқот институтлари ва ишлаб чиқариш корхоналари ўртасидаги фаол механизмни яратиш давр талабидир. Мазкур механизмга кўра, ҳар бир кластер:

- технологик жараёнинг бориши ва келажакда ривожланиш йўналишларини белгилаш;
- ишлаб чиқарилаётган маҳсулотлар ва келгусидаги ишлаб чиқариш кўзда тутилган маҳсулотлар юзасидан тавсиялар тайёрлаш;
- экаётган экин турлари ва улар юзасидан келгусидаги йўналишларни аниқлаш;
- бошқарув тизимини ташкил этиш тартиби ва уни такомиллаштириш юзасидан йўналишларни ишлаб чиқиш;
- онлайн базалар яратиш, уларни доимий янгилаш ва такомиллаштириш учун юқоридаги ҳар бир йўналишлар бўйича грантлар эълон қилиб бориш зарур.

Хулоса ва таклифлар. Ҳар бир тизимни самарали бошқариш ишлаб чиқариш жараёнида ярим ютуқга эришиш билан баробардир. Ўзбекистон шароитида кластерлар тизимини ташкил этиш ва уни ривожлантиришда муайян муаммолар пайдо бўлиши табиий ҳолдир. Улардан бири кластерлар ташкил этишнинг сиёсийлаштирилишидир. Аксарият ҳолатларда кластерлардан ҳудудлар замонавий бренд сифатида фойдаланмоқда. Бундай кластерлар давлат томонидан фаол қўллаб-қувватланиши ҳисобига уларнинг фаолияти бир томонлама таҳлиллар чиқаришга олиб келмоқда. Натижада, бугунги кунда кластерлар ривожланишининг муҳим шarti бўлган иқтисодий рақобат устунлигига эга бўлмайди. Афсуски, бундай тоифадаги “псевдокластерлар” ёки сохта кластерларга имконият берилмоқда, аслида эркин бозор иқтисодиёти шароитида бундай кластерларнинг ривожланиши қийин кечади.

Ўзбекистон шароитида кластерларни ташкил этишда қуйидаги омилларга эътибор бериш мақсадга мувофиқ:

- Канада тажрибасидан келиб чиқиб, бошқарув органлари томонидан кластерлар ҳар томонлама қўллаб қувватланиши лозим. Негаки, кластерлар ташкил этишнинг дастлаби босқичида давлат кўмаги муҳим ўрин тутди. Бу эса кластерларни давлат томонидан бошқаришни талаб этади. Шу сабабдан кластерларни марказдан ёки маҳаллий ҳокимликлар томонидан назорат тизимини аниқлаб олиш лозим;
- минтақада логистика марказларини ташкил этиш ҳамда транспорт-географик ўрнини баҳолаш;

- мамлакат ва унинг ҳудудларида иқтисодий-ижтимоий инфратузилмани қай даражада ривожланганлигини ўрганиш;
- мамлакатнинг табиий, иқтисодий имкониятларини аниқлаш;
- меҳнат ресурсларининг малака ва кўникмаларини шакллантириб бориш;
- минтақада муваффақиятли фаолият кўрсатаётган корхоналарнинг келажак режалари ва бошқа кўрсаткичларни таҳлил қилиш кластерларнинг ривожланишига ижобий таъсир кўрсатади.

Япония тажрибасидан келиб чиқиб, кластер тизимига йирик корхоналар билан бирга, балки стабил иш олиб бораётган кичик корхоналарни ҳам киритиш мумкин. Натижада, ҳудудий ишлаб чиқариш кластерлари кичик ва йирик корхоналар ўртасида интеграциясни вужудга келтиради. Географлар томонидан ҳар бир давлат бир бутун организм, деб қаралади. Шундай экан, бир бутун организмнинг ҳамма органлари меъёрида ишлаши кутилган натижага тезроқ етиб бориш имконини беради.

Германия тажрибаси шуни кўрсатадики, иқтисодий жиҳатдан сустривожланган минтақаларни кластер тизимига тезроқ тортиш ва уларга алоҳида эътибор қаратиш муваффақият калити ҳисобланади. Ўзбекистон шароитида тараққиётдан ортда қолаётган минтақаларнинг табиий, иқтисодий ва демографик имкониятларини рўёбга чиқариш учун кластерлар ташкил этиш катта аҳамият касб этади.

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РОЛЬ МОДЕЛИРОВАНИЯ В ПОДГОТОВКЕ УЧИТЕЛЯ ИНФОРМАТИКИ: КОНЦЕПЦИЯ И ЕЕ РЕАЛИЗАЦИЯ

Аннотация. В данной статье рассматривается о подготовке будущих учителей информатики, повышении их компетенций, для предоставления качественных профессиональных возможностей. Об острой необходимости в развитии у учителей педагогического содержания знаний в области информатики через профессиональное развитие. Предназначен для расширения понимания учителями информатики, педагогических инструментов и оценка, необходимая для успешного преподавания курса информатика и ИТ.

Ключевые слова: компетентность, компетенция, профессиональные компетенции, учебные программы компетенции, вычислительное мышление, инклюзивность, стандарты обучения.

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THE ROLE OF MODELING IN THE TRAINING OF A COMPUTER SCIENCE TEACHER: THE CONCEPT AND ITS IMPLEMENTATION

Abstract. This article discusses the training of future computer science teachers, improving their competencies, to provide high-quality professional opportunities. About the urgent need for the development of teachers ' pedagogical content of knowledge in the field of computer science through professional development. It is designed to expand the understanding of computer science teachers, pedagogical tools and assessment necessary for the successful teaching of the computer science and IT course.

Keywords: competence, competence, professional competencies, qualified training programs, computational thinking, inclusiveness, educational standards.

Введение

В 2020 году в школьные программы внесены кардинальные изменения, по повышению качества и эффективности образования. Усовершенствован учебный план, предмет "Основы информатики и вычислительной техники" переименован в "Информатика и информационные технологии". В связи с этим мы должны предпринять амбициозные усилия по созданию новых высококвалифицированных учителей, которые будут преподавать информатику в школах. Подготовка учителей информатики в 5 - 11 классах для преподавания новой учебной программы - это решающий шаг в удовлетворении этого спроса. Масштабирование подготовки учителей по мере необходимости повышения компетентности - непростая задача. Эти усилия требуют от нас предоставления качественных профессиональных возможностей развития для учителей без отрыва от производства и проведения образовательных исследований для изучения факторы, влияющие на профессиональное развитие будущих учителей информатики. В этой статье рассматриваются эти две области (профессиональное развитие и сопровождение образовательных исследований) и вводит рамки для профессионального развития который опирается на существующую литературу.

Развитие знаний учителей в области компьютерных наук

Содействие профессиональному развитию учителей, работающих без отрыва от производства, является важным фактором совершенствование практики преподавания информатики. Из-за затрат времени и энергии для учителей очень важно эффективно и действенно предоставлять высококачественные профессиональные возможности развития. Развитие педагогических знаний содержания - важный шаг в распространении полезных методов обучения. Исторически профессиональное развитие принимались во многих формах, включая семинары без отрыва от производства и обучение в аудитории. Однако эти подходы не могут быть напрямую масштабированы для будущих преподавателей информатики, учитывая потребность в преподавателей информатики. Кроме того, подходы к профессиональному развитию, основанные на принципах, много семинаров без структурированного постоянного взаимодействия, как известно, имеют ограниченный успех. Для достижения цели по обучению тысяч учителей обучению новой учебной программе, нам нужен многоаспектный подход, ориентированный как на учителей информатики, так и на учителя из других областей содержания. Обеспечение качественной подготовки учителей без отрыва от производства стало острой необходимостью в нашем взаимодействии с учителями и вузами. Учителя иногда не имеют достаточное содержание или педагогические знания, чтобы предложить свои знания информатики. Кроме того, у учителей технологий или естественных наук, заинтересованных в преподавании информатики, мало возможности изучить предмет. Следовательно, существует острая необходимость в развитии у учителей

педагогического содержания знаний в области информатики через профессиональное развитие.

Недавнее изучение состояния профессионалов в области информатики в школе, разработка содержит значительный набор рекомендаций для улучшения знаний учителей по информатику. Наша работа опирается на эти рекомендации по созданию программы профессионального развития, которая:

- 1) совместно разработать университетским и школьным персоналом с учетом потребностей учебной программы;
- 2) предоставляет учителям возможность постоянно сталкиваться с опытом ПД в течение более длительных периодов времени;
- 3) согласовывает опыт профессиональное развитие с учебными целями и курсами учителей;
- 4) а также дает возможность учителю размышлять.

Один из способов повышения квалификации - использование онлайн-инструментов для продвижения обучение учителей. Они сокращают финансовые, временные и кадровые ограничения. Многие исследователи выступали за профессиональное развитие в Интернете из-за его потенциала для повышения педагогических знаний содержания, устойчивость и масштабируемость. Кроме того, онлайн-доставка подходит учителям составляет график и увеличивает их способность общаться с другими учителями. Тем не менее, исследователи также должны учитывать некоторые другие важные элементы создания онлайн-обучения сообщества: результаты должны предоставлять участникам возможность структурировать своих целей, он должен требовать от них работы в группах для обмена информацией и ресурсов, это должны позволять когнитивное обучение путем объединения экспертов с менее опытными учащимися, чтобы сотрудничать, он должен предлагать аутентичные задачи и обеспечивать регулярную обратную связь, а также должен способствовать само рефлексии, используя различные методы оценки, такие как сбор работы участников и выдержки из онлайн-дискуссий. Эти рекомендации направляют развитие нашей программы профессионального развития.

Своевременное профессиональное развитие

Целью профессионального развития компетентности является развитие без отрыва от производства знания педагогического содержания учителей, уникальные для преподавания информатики.

Профессиональное развитие компетентности будущего преподавателя информатики предназначен для достижения следующих целей:

1. Предоставьте учителям «опыт, который позволит им думать и действовать как компьютерные науки».

2. Развивать навыки, которые «сочетают педагогические принципы с содержанием информатики, чтобы улучшить учебный опыт своих учеников».

3. Предложить различные учебные стратегии, которые способствуют пониманию учащимися и того, как для устранения неправильных представлений студентов о ИКТ.

4. Предоставить учителям методы оценивания (формирующие и суммативные) для оценки учащихся, понимание вычислительных идей.

Подход педагогического развития компетентности будущего преподавателя информатики к этим целям заключается в вовлечении учителей в процесс обучения. Предназначен для расширения понимания учителями информатики, педагогических инструментов и оценка, необходимая для успешного преподавания курса информатика и ИТ. Эти опыты, которые включают лекции, учебные мероприятия, размышления и обсуждения предназначены для развития у учителей понимание концепций информатики, а также демонстрация того, как преподавать эти концепции. В частности, мы предоставляем учителям справочный материал в виде лекций и чтения для развития базового понимания концепций. Затем учителя участвуют в обучении мероприятия, предназначенные для того, чтобы они могли применить свое понимание к подлинным задачам. Эти мероприятия включают: разработку уточнение планов уроков, изучение примеров кодексов учащихся, выявление ошибок учеников и т. д. Наконец, учителя ведут рефлексивный диалог со своими обучающимися, окружающие учебную деятельность. Мы считаем, что учителя с большей вероятностью получают пользу от размышления и обсуждение, поскольку это помогает им развить ясное и более детальное понимание преподавания и обучения. Таким образом, наша модель профессионального развития подталкивает учителей к обучению информатике

Модель профессионального развития изображена на рисунке 1.



Подготовка учителей – важный первый шаг к расширению образования в области информатики; однако существует также острая необходимость в проведении научных и совместных исследований база, определяющая передовой опыт профессионального развития учителей информатики.

Необходимо провести образовательное исследование, чтобы выяснить, какие аспекты профессионального развития компетентности будущих учителей информатики являются важными для повышения

уровня знаний, навыков и отношения учителей к преподаванию информатики.

Учитывая необходимость подготовки новых учителей в преподавании информатики, нам нужно изучить, как подготовить учителей без отрыва от производства с небольшим опытом работы в сфере информационных технологий, чтобы преподавать информатику.

В частности, важны следующие исследовательские вопросы:

1. Каковы решающие факторы для развития знаний, навыков и отношения учителей для преподавания информатики?

2. Как подготовить учителей к устранению неправильных представлений учащихся о концепциях вычислений?

Результаты этого исследования позволят установить профессиональное развитие, основанное на фактических данных. Программа, специально разработанная для повышения уровня знаний учителей в области преподавания информатики. В разнородная группа преподавателей информатики, вовлеченных в проект, в сочетании с многогранными

деятельностью по профессиональному развитию, позволит выделить важные факторы критически важных для развития знаний учителей, преподавания информатики и повышения качества преподавания и эффективности получения компетентности будущего преподавателя информатики.

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