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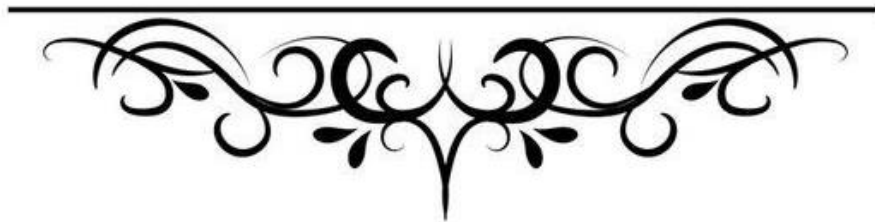


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**FERULA TADSHIKORUM СМОЛАСИ ТАРКИБИДАГИ ЕНГИЛ
УЧУВЧИ КОМПОНЕНТЛАР, КУЛ ВА ОҚСИЛ МИҚДОРНИ
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**РЕЗУЛЬТАТЫ АНАЛИЗА ПО КОЛИЧЕСТВЕННОМУ
ОПРЕДЕЛЕНИЮ ЛЕГКОЛЕТУЧИХ КОМПОНЕНТОВ, ЗОЛЫ И
СОДЕРЖАНИЯ БЕЛКА В СМОЛЕ FERULA TADSHIKORUM**

Аннотация. В статье представлено определение содержания легколетучих компонентов, золы и белков в смоле *Ferula tadshikorum*. Анализ смолы *Ferula tadshikorum* показал, что средний состав белка смолы составляет 9.76 %, белковый азот – 1.56 %, легколетучие компоненты - 24.32 % и золы – 3.53 %. Полученные результаты указывают на высокий лечебный и энергетический потенциал.

Ключевые слова: *Ferula tadshikorum*, смола, белок, зола, легколетучие компоненты.

ANALYSIS RESULTS ON QUANTITATIVE DETERMINATION OF LIGHT VOLATILE COMPONENTS, ASH AND PROTEIN CONTENT IN FERULA TADSHIRORUM RESIN

Annotation. The article presents the determination of the content of volatile components, ash and protein in Ferula tadshikorum resin. Analysis of the resin of plant Ferula tadshikorum showed that the average composition of plant is 9.76 % protein, protein nitrogen 1.56%, volatile component 24.32% and ash 3.53%. These results indicate a high therapeutic, nutritional potential.

Keywords: Ferula tadshikorum, resin, protein, ash, volatile components.

FERULA TADSHIKORUM SMOLASI TARKIBIDAGI YENGIL UCHUVCHAN KOMPONENTLAR, KUL VA OQSIL MIQDORINI ANIQLASH NATIJALARI

Annotatsiya:. Maqolada Ferula L. turkumiga mansub Ferula tadshikorum smolasi tarkibidagi yengil uchuvchan komponentlar, kul va oqsil miqdorini aniqlash ta'rifi keltirilgan. Ferula tadshikorum qatroni tahlili shuni ko'rsatdiki, smola tarkibidagi oqsilning o'rtacha tarkibi 9.76%, oqsil azoti 1.56%, yengil uchuvchan komponentlar 24.32% va kul 3.53% ni tashkil qiladi. Olingan natijalar yuqori terapevtik va energiya salohiyatidan dalolat beradi.

Kalit so'zlar: Ferula tadshikorum, smola, oqsil, kul, yengil uchuvchan komponentlar

Кириш. Ferula L. туркумининг Ер юзида 180 тури мавжуд бўлиб, ҳозирги кунда ушбу туркум вакиллари Марказий Осиё, Ғарбий Сибир, Кавказ, Ўрта Ер денгизи, Шимолий Африка, Эрон, Афғонистон, Хитой (Шинжон) ва Ҳиндистонда тарқалган, шулардан 106 тури Марказий Осиёда, 60 га яқин тури Республикамизда учрайди [1; 50-б.]. Ferula L. туркум турлари асосан денгиз сатҳидан 300 дан 3600 м гача баландликда, майда тошли, шағалли тоғ ва тоғ олди

ёнбағирларда учрайди. Туркумнинг баъзи турлари Помир-Олой тоғ тизмасининг эндемик ўсимлик тури ҳисобланиб, Республикамизнинг жанубий вилоятларида, айниқса, Самарқанд, Қашқадарё, Сурхандарё, Жиззах вилоятларида кўп тарқалган. Шу жумладан, Нурота қўриқхонасида, Қашқадарё вилоятининг Ҳисор тоғ тизмасида, Сурхандарё вилоятининг Тўпаланг дарёси ҳавзаларида, Жиззах вилоятининг Танга топди, Жум-жум сой қишлоқлари атрофларида ва Зомин қўриқхонасининг Кулсой сойлари, қўшни Тожикистон Республикаси ҳудудида ҳам бир неча нуқталарида тарқалган [2; 22-25-б.]; [3; 113-120-б.] *Ferula L.* туркуми ичида асалчил, смола берувчи навларга бўлинади. Туркум ичидаги смола берувчи турлар ичида *Ferula tadshikorum* тури дориворлиги, смоласининг экспорт учун яроқлилиги билан ажралиб туради. Ўзбекистон Қизил китобига кирган *Ferula tadshikorum* Pimenov *Apiaceae* оиласига *Ferula L.* туркумига мансуб, кўп йиллик монокарп ўсимлик, бўйи 1,5-1,8 м, кучли саримсоқ ҳидига эга.

Тадқиқотнинг объекти ва методлар. Тадқиқотнинг объекти сифатида Республикамизнинг жанубий тоғ ва тоғолди ҳудудларида табиий ҳолда ўсган *Ferula tadshikorum* ўсимлигининг смоласи танлаб олинди. Тадқиқотни амалга оширишда физик-кимёвий тадқиқот усуллари қўлланилди.

Натижалар ва уларнинг муҳокамаси. Кимёвий таҳлил учун *Ferula tadshikorum* смоласидан 2 г миқдорида олинган, ушбу икки граммдан 0,480 г оксил ва азотнинг миқдорий таркибини аниқлаш учун, 1,074 г кул таркибидаги миқдорий таркибни аниқлаш учун ва 0,444 г дастлабки намунанинг намлигини аниқлаш учун ишлатилган.

Смолани донак шира навини енгил учувчан компонентларини аниқлаш. Смола таркибидаги енгил учувчан моддаларни аниқлаш учун ўлчаб олинган намуна доимий оғирликка келгунча 100-105°C ҳароратда бир неча марта қайта-қайта қуритиш шкафида қуритилди. Намунани доимий вазнга эришилгандан сўнг натижалар қуйидаги формула (1.1) билан ҳисобланди.

$$X = \frac{(P_1 - P_2) \cdot 100}{P} \quad (1.1)$$

Бу ерда: P_1 – намунанинг қуритишдан олдинги оғирлиги, г.; P_2 – намунанинг қуритгандан кейинги оғирлиги, г.; P – намунанинг оғирлиги, г.

Якуний натижа сифатида иккита паралел тажрибанинг ўртача қиймати қабул қилинди. Паралел тажрибалар орасидаги тафовут 0,3 % дан ошмади 1-жадвал).

1-жадвал**Учувчан моддаларни аниқлаш натижалари**

Намунани нг номи	Намунанинг қуритишдан олдинги оғирлиги, г	Намуна қуритишдан кейинги оғирлиги, г	Қурук модда, %
Ferula tadshikorum смоласи	0,444	26,152	24,32

Смоланинг кул миқдорини аниқлаш маълум усул ёрдамида [4; 430-б.] икки марта такрорлаш орқали олиб борилди. Таҳлил намунани Муфель печида, 600-800°C ҳароратда, 2 соат давомида, кулда қора зарралар кўриниши бошлангунча, яъни органик моддалар йўқолгунгача ёқиш орқали олиб борилди. Кулнинг миқдори қуйидаги формулага (1.2) мувофиқ дастлабки оғирликнинг фоизи сифатида ифодаланган кальцинациядан олдин ва кейин намунанинг тигель билан массаси ўртасидаги фарқ билан аниқланди (2-жадвал):

$$Z = M_1 - M_2 \cdot 100 / H \quad (1.2)$$

Бу ерда: M_1 – Қиздиришдан олдин тигельнинг намуна билан оғирлиги, г; M_2 – Қуритгандан кейин тигельнинг намуна билан оғирлиги, г; H – Намунанинг оғирлиги, г

2-жадвал

Кул миқдорини аниқлаш натижалари

Намунанинг номи	Тигел оғирлиги, г.	Тигелнинг, намуна билан	Намуна оғирлиги, г.	Қиздиришдан кейин тигелнинг, намуна билан	Зол оғирлиги, г.
Ferula tadshikorum смоласи	1 6,526	17, 600	1,07 4	16,564	3,53

Умумий оксил миқдорини аниқлаш учун майдаланган намуна иссиқликка чидамли конуссимон колбага солинди ва устига концентрланган сульфат кислота H_2SO_4 ($1,84 \text{ г/см}^3$) томчилатиб қўшилди. Колба қум ҳаммомида 400°C ҳароратга етгунча қиздирилди. Колбадаги эритма тўлиқ рангсизлангунча қиздириш давом эттирилди, эритма совитиладан сўнг дистилланган сув билан суюлтирилиб, 10% ли NaOH эритмаси билан нейтралланди ва Несслер реактиви қўшилди. Шаффоф ҳолдаги эритма 15 дақиқа тиндилгандан сунг “V-5000 Metash” спектрофотометрда 400 нм тўлқин узунлигида таҳлил амалга оширилди (3-жадвал). Ўрганилган намуналардаги оксил таркибини ҳисоблаш қуйидаги формулага (1.3) мувофиқ амалга оширилди:

$$C = \frac{V \cdot 100 \cdot 6,25 \cdot C_1}{H \cdot A \cdot 1000} \quad (1.3)$$

Бу ерда: C – оксил миқдори, %; H – намуна миқдори, г; V – намунанинг парчаланишидан кейинги ҳажм, мл; A – колориметрлаш учун олинган алиқвот қисмининг ҳажми, мл; C_1 – калибрлаш жадвалига мувофиқ топилган алиқвот қисмидаги азот таркибининг масса улуши; 1000 – конверсия коэффиценти, мг; 100 – конверсия омили, %; 6.25 – ўсимликлар учун конверсия оксил коэффиценти

3-жадвал

Умумий оксилни аниқлаш натижалари

Намунанинг номи	Наму на миқори, г	Алик вот, мл	Тўлқин узунлик $\lambda = 400$ нм	Оксил, %
<i>Ferula</i> <i>tadshikorum</i> смоласи	0,480	0,3	0,250	9,76

Хулоса. *Ferula tadshikorum* ўсимлиги илдизи смоласининг таҳлили шуни кўрсатдики, смоланинг таркибидаги оксил 9,76 %, оксил азот 1,56 %, енгил учувчан компонентлар 24,32 % ва кул миқдори 3,53 % ни ташкил этади. Ушбу натижалар юқори терапевтик, озучавий потенциални кўрсатади.

Адабиётлар.

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СЕМАНТИКО ФУНКЦИОНАЛЬНО МИКРОСИСТЕМЫ
В ЗНАЧЕНИЕ «ОТЕЦ»

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Аннотация: Внутренняя форма общетюркского термина родства «ата» и другие его фонетические варианты имеют тесную связь со значением «охранять», что экстра лингвистически соответствует значениям мужского пола в качестве отца.

Ключевые слова: термин, наука, лексика, язык, значения, словарь

Аннотация: "Ata" va uning boshqa fonetik parametrlarining ichki shakli, qo'shimcha lingvistik ravishda ota sifatida erkak sifatida erkaklar sifatida mos keladigan "himoya" ma'nosi bilan yaqin aloqada.

Kalit so'zlar: muddati, fan, lug'ati, tili, ma'nosi, lug'at.

Annotation: The internal form of the general science term "Ata" and its other phonetic options have a close connection with the meaning of "protect", which the extra linguistically corresponds to the male values as a father.

Key words: term, science, vocabulary, language, meanings, dictionary.

Значение «отец» в современном узбекском литературном языке выражается терминами «ота, дада, падар». В классическом литературном языке встречаются и слова аб, джазира, волид которые имеют значение «отец». В отдельных диалектах узбекского языка значение «отец» выражается и через формы ота, ада. О формах «ата» И. Исмоилов отмечает следующее: «в современных тюркских языках форма «ота» сохраняется в качестве термина родства, другая же её форма -«ота» развивается в значении «отец».

В узбекском литературном языке фонетический вариант «ота» является основным по отношению к другим фонетическим, а также лексическим её

вариантам. В этом отношении «ота» соответствует русскому эквиваленту «отец», в узбекском языке «ота», а в русском «отец» являются доминантами по отношению к другим членам синонимического ряда, инвариантным значением которого является «ота (родной отец)». Сходство между русскими и узбекскими эквивалентами отец-ота заключается в том, что оба они употребляются и в значении «кровного родства» прямой линии. Кроме того, оба они используются в функции формы почтительного обращения к лицам пожилого возраста мужчин, как знак уважения.

По наличию и отсутствию признака кровного родства в семантической его структуре термин отец -ота делится на две группы: а) отец -ота «кровный отец»; б) отец - ота «некровный отец-отчим». Термин отец - ота в значении «родной отец» имеет следующие варианты: «родной отец» - «папа» - «пап-папа-папа» «дед, дедушка», «дядя» - «старший брат отца», иногда и «матери».

Термин отец в значении "неродной отец-отчим" совпадает со значением: 1) «тесть» «свекор» - «отец жены» - «отец мужа»; 2) «названный отец»; 3) «отчим»; 4) «наставник»; 5) «основатель»; 6) «форма обращения к пожилым мужчинам».

Слово-термин отец - ота со значением «родной отец» входит в связь с другими словами - терминами, имеющими значение кровного родства, и образуют своеобразные функционально-семантические микросистемы: в узбекском языке «ота-бобо», «ота — она», «ота — бола»; в русском «дедушка-бабушка», «отец -мать», «отец-дети» - «родители».

Термин «дитя» семантически безразличен по отношению к естественному роду под давлением нейтрализации признака различия мужского и женского пола, кроме этого, «отец» имеет функционально-семантическую связь со словами дядя-амаки «дядя по отцовской линии», амма-тётя «тётя по отцовской линии».

При участии термина родства ота-отец со значением в узбекском и русском языках образуется ряд функционально-семантических микросистем, между компонентами которых существуют родовидовые отношения, носящие гипонимический характер.

Гипоним «отец» в русском языке вместе с гипонимом дед образуют функционально-семантическую микросистему со значением «предки», с гипонимом «дети» - функционально-семантическую микросистему «отец-сын» со значением «совокупность». В понятии родства в русском языке между определенными терминами существует сочетание гипонимических и гетеронимических отношений. Например, в случае отношений "отец - сын" или "отец - мать" гипонимическая связь (то есть отец является родителем, а сын или мать являются детьми) переплетается с гетеронимическим отношением, когда один термин мужского рода (отец) сочетается с терминами, имеющими женский или мужской род (мать, сын).

Аналогично, в отношениях "отец - дед" или "отец - дитя" гипонимическая связь (отец является предком или родителем деда или ребенка) также сочетается с гетеронимическим отношением, поскольку используются разные термины, что указывает на разные роли и пола в семье. Это явление функционально-семантического синкретизма в терминологии родства, где определенные термины объединяют в себе характеристики гипонимов (обобщенных терминов, которые включают в себя различные подтипы) и гетеронимов (терминов с разными лексическими формами, обозначающих разные роли или пола).

Гипоним и гетероним представляют собой различные лингвистические явления. Гипонимы - это термины, которые являются более общими и включают в себя множество подтипов или вариаций. Они представляют собой обобщенные понятия или классы, в которые входят различные члены. Например, "отец" является гипонимом, включающим в себя подтипы "дед", "муж", "дядя" и т.д.

Гетеронимы, с другой стороны, представляют собой термины с разными лексическими формами, обозначающие разные роли или пола. В контексте родства, гетеронимы могут быть связаны с разными родственными отношениями или ролями в семье. Например, "отец" и "мать" являются гетеронимами, так как они обозначают разные родственные роли с разными полами.

Гетеронимические отношения основываются на устойчивой ассоциативной связи между разными членами микросистемы родства. Они показывают различные роли, статусы и отношения внутри семьи.

Таким образом, гипонимы и гетеронимы представляют разные явления в лингвистике. Гипонимы относятся к обобщенным понятиям или классам, в то время как гетеронимы имеют разные лексические формы и обозначают разные роли или пола. Гетеронимические отношения устанавливают связь между этими разными терминами в рамках функционально-семантических микросистем родства. В отличие от гетеронимов и их отношений гипонимы и их отношения не основываются на такой связи. В гипонимических отношениях не всегда возникает устойчивое ассоциативное отношение. Гипонимические отношения функционируют между членами логико-семантических микросистем терминов родства «ота» и «амаки» («отец и дядя по отцовской линии»), «ота» и «амма» («отец и тетя по отцовской линии»), в узбекском языке, «отец-дядя, отец-тётя» в русском.

В узбекском языке в этих микросистемах члены их парадигмы не всегда устойчиво ассоциируются друг с другом. Между терминами «ота» и «амаки», «отец и дядя по отцу», «ота» и «амма», «отец и тетя по отцу» наличествуют отношения кровного родства, чем отличаются от членов парадигмы функционально-семантических микросистем терминов родства «ота-хола», «отец-тётя», которыми определяются по отношению к детям и племянникам. У детей имеются кровное родство с отцами (непосредственно), дядьями, тетями по материнской линии. Различными являются родственные отношения между функционально-семантическими микросистемами терминов «ота – бола», «отец и дитя», «бола и амаки», «дитя и дядя».

Родственные отношения между членами первой функционально-семантической микросистемы - прямые и непосредственные, а второй функционально-семантической микросистемы - опосредованные. Родственность

между «бола» и «амаки» (бола-амаки), а также «бола» и «амма», «дитя-тётя») определяется по отношению детей к отцу.

В родственных отношениях одного лица вступают в действие различные роли и связи, которые основаны на их родственных связях. Каждая из этих ролей определяет отношения этого лица с другими членами семьи.

Например, одно и то же лицо может быть отцом по отношению к своим родным детям, их племянниками и племянницами по отцовской и материнской линиям, а также дедушкой или бабушкой по отношению к своим родным внукам, если они имеются.

Также, это же лицо может быть мужем по отношению к своей жене, братом по отношению к другим родным братьям и сестрам, зятем по отношению к родителям жены и ее родственникам.

Одновременно, это же лицо остается сыном по отношению к своим родителям, внуком по отношению к своим дедушкам и бабушкам, и племянником по отношению к своим родным дядям и тетям. Кроме того, они могут быть свояком по отношению к женам родных братьев и мужьям родных сестер.

Это лишь несколько примеров многочисленных родственных связей, в которых одно лицо может находиться. В каждом из этих отношений родственные термины и роли могут различаться, и каждая из них имеет свое значение и контекст в семейной структуре.

Такие множественные родственные связи показывают богатство и сложность системы родства в различных культурных и языковых контекстах.

Различные родственные связи могут существовать по отношению к одному и тому же лицу. Это связано с тем, что родственные термины отражают разные роли и отношения, которые члены семьи могут играть между собой.

Особенностью терминов родства в функционально-семантических микросистемах является их способность отражать отношения между людьми и

указывать на связи внутри семьи. Они выражают и описывают родственные связи, которые могут быть как кровными, так и некровными.

Важно отметить, что общим для всех терминов родства является то, что они выражают отношения между людьми. Они помогают определить степень родства, роли и связи между различными членами семьи. Отношения родства устанавливаются на основе биологической связи (кровного родства) или на основе законодательно установленных отношений (некровное родство, такое как свадьба или усыновление).

Термины родства являются важными в языке и культуре, так как они помогают людям организовывать и описывать свои семейные связи и создавать смысл взаимоотношений между членами семьи. Благодаря этим терминам мы можем более точно и точно обозначать родственные связи и устанавливать коммуникацию внутри семьи и общества.

Итак, родство представляет собой разновидность относительных слов. Относительность терминов родства характеризуется тем, что они обозначают обоюдное, двустороннее (далее многостороннее) родственное отношение между людьми.

Эта обоюдность и двусторонность терминов родства помогает точному определению функционально-семантических микросистем, как своеобразной функционально-семантической микросистемы: члены, вышеприведенных рядов, (у которых в качестве одного из членов выступает термин отец-ота), объединяются по общей категориальной семе «кровное родство». Между членами парадигматических рядов каждой из функционально-семантических микросистем существует и дифференциал семы (признак). Например, в микросистеме русского, «отец-дед» («ота-бобо») – три дифференциальных признака: степень возраста, характер родства, социальное положение.

В микросистеме «отец-мать» «ота-она» - также три: естественный род, степень родства, социальное положение, в микросистеме «отец-дитя», «ота-бола» - также три: степень возраста, естественный род (если дитя-бола является

дочкой), социальное положение. Своеобразные дифференциальные признаки свойственны и членам парадигм функционально-семантических микросистем терминов родства отец-дядя, ота-амаки «отец и дядя по отцовской линии».

Доминантой синонимического ряда термина родства со значением в русском языке является «отец», в узбекском языке («ота, дада, падар») — «ота». В словаре терминов родства узбекских говоров отмечается, что значение «отец» передается и посредством слова «ака», «старший брат».

Русское слово «отец», узбекское «ота», как было сказано выше, вместе с другими словами родства составляют определённые парадигматические ряды функционально-семантических микросистем.

1. Гиперо-гетеронимическая микросистема отец-мать, ота-она, со значением «родители», отец-дед, ота-бобо со значением «предки», отец-дитя, ота-бола со значением совокупность.

2. Гиперонимо- гипонимическая микросистема отец-дядя, ота-амаки «отец»-«дядя по линии отца», отец-тетя, ота-амма «отец»-«тетя по линии отца».

Согласно функционально-семантическим микросистемам родства в русском языке, составные компоненты отношений родства имеют общую интегральную сему "кровного родства", что указывает на семейные связи, основанные на родственных связях через кровных родителей.

Одновременно, эти компоненты различаются друг от друга по отношению к конкретному члену семьи или родственному статусу. Каждый родственный термин в микросистеме родства указывает на определённую роль и положение в семье.

Например, термин "отец" обозначает мужского родителя, который является главным по отношению к своим детям. Термин "дед" относится к мужским предкам и обозначает бабушку и дедушку, а "мать" относится к женскому родителю, который является родителем по отношению к своим детям. Таким образом, хотя все эти термины связаны с "кровными родственными связями", каждый из них указывает на определённый статус и роль в семье.

Это различие и специфика каждого родственного термина позволяют нам строить сложные системы родства и понимать различные связи и отношения между членами семьи. Кроме того, это также отражает значимость и разнообразие ролей, которые каждый член семьи играет в контексте родственных отношений. Например: в ФСМС отец-мать ота-она можно обнаружить три дифференциальные семы: некровное родство, естественный род, социальное положение (мать-она подчиняется отец-ота); в ФСМС отец-дед, ота-бобо — также три дифференциальные семы: степень возраста, разный хронологический срез, родственные отношения. Касаясь этимологии термина родства отец-ота, мы присоединяемся к тем ученым, кто высказывал мнение, что тюркское слово «ата» с разными фонетическими вариантами тесно связано с общенародным термином родства «tata» (ср. в говорах узбекского языка - ота, ада, дада, и др.).

О происхождении и об этимологическом значении «tata» «отец» М. М. Гухман пишет, что и «tata» является наиболее древним термином родства, который предшествовал появлению известного праиндоевропейского «pitar» (в таджикском «падар»).

Высказанное предположение о связи между общетюркским термином "ата" (и его фонетическими вариантами) и значением "охранять" может иметь некоторую логическую связь, но необходимо учитывать рассмотрение этого предположения как этимологической гипотезы, которая требует дополнительных исследований и подтверждения.

В эволюции языка возможно появление связей и ассоциаций между звуками и значениями слов, в том числе в семантической сфере родства. Однако, необходимы дополнительные лингвистические и этимологические исследования, чтобы подтвердить или опровергнуть связь между звуковыми компонентами термина "ата" и значением "охранять" в общетюркском языковом контексте.

Также не следует забывать, что различные языки и культуры имеют свою собственную терминологию и символику в сфере родства, и связь между звуками и значениями может быть специфичной для каждого языка или языковой семьи. В целом, рассмотрение связи между звуковыми компонентами и значениями терминов родства требует дальнейшего исследования и обоснования на основе лингвистических данных и сравнительного анализа между различными языками и культурами.

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INTERDISCIPLINARY APPROACHES: INTEGRATING LANGUAGE LEARNING WITH OTHER FIELDS

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Abstract: Integrating different disciplines has long been a valuable and essential strategy in contemporary education. When teaching a language for specific purposes, it serves as one of the most effective methods to modernize the learning process and bridge theory with practical application. This integration could involve organizing a field class where students engage with authentic English in a real-world context while examining sociological themes relevant to their studies. For instance, sports management students might conduct semi-structured interviews with foreign tourists in Split, focusing on their perceptions of the city as a hub for sports. Through this activity, students gain firsthand experience in researching a relevant topic, compiling and presenting their findings, all while using the English language throughout the entire process.

Keywords: English for specific purposes, interdisciplinary approach, neurolinguistic programming, language acquisition.

INTRODUCTION

The interdisciplinary approach is becoming increasingly vital in the context of education, particularly as the demand for measurable results and the acquisition of practical, applicable skills grows. These skills are essential for preparing students for both their professional careers and personal lives. Teaching that fulfills all quality standards is difficult to envision without the incorporation of interdisciplinary methods. By merging different professions, fields, or disciplines, teachers can offer diverse perspectives and approaches, leading to a more sophisticated understanding of topics, a comprehensive approach to problem-solving, and enhanced creativity in both

delivering and absorbing content. This approach holds particular significance in higher education, where instructors are often expected to have knowledge in multiple areas, and students are motivated to learn in more innovative ways. As Salnaia et al. (2021) note, “The integration of interdisciplinary methods in higher education institutions fosters both scientific and professional thinking in students, while also equipping them with the interdisciplinary knowledge necessary for addressing complex scientific and technical challenges”. Beyond technical problems, this approach also helps students develop a greater awareness of social issues, given that universities and colleges aim to prepare students for social responsibility and active community engagement. Many innovative teaching methods, such as neurolinguistic programming, have demonstrated that students’ motivation to learn increases, their memory improves, and their ability to recall information strengthens when multiple senses are engaged in the learning process. Interdisciplinary education, alongside experiential learning like fieldwork with specific tasks related to students’ interests, enhances this engagement by involving more senses and offering hands-on experience. This ultimately leads to more efficient learning, greater skill development, and better application of the material.

METHODS

This research utilized qualitative methods and secondary data analysis to investigate the integration of language learning with other academic disciplines. The qualitative approach involved a thorough review of existing scholarly resources, including academic journals, books, and educational studies, which provided insights into the application of interdisciplinary approaches in language education. These materials were critically analyzed to understand how language learning is integrated with different fields, particularly in higher education settings. The secondary data analysis method was employed to synthesize existing research findings on interdisciplinary teaching practices. This method allowed for an examination of prior studies without requiring new data collection, focusing on how language learning can be effectively combined with other subject areas. By reviewing and analyzing established research, the study sought to uncover patterns, strategies, and outcomes

related to interdisciplinary language teaching, while considering factors such as educational goals, curriculum integration, and student outcomes. This analysis offered a comprehensive understanding of the impact and advantages of interdisciplinary approaches in language education.

RESULTS

While there are numerous benefits to adopting an interdisciplinary approach and engaging in fieldwork, careful consideration is needed when integrating subjects and selecting the most appropriate learning methods, particularly in the context of language learning and English for Specific Purposes (ESP).

Teaching Language for Specific Purposes

When teaching ESP, the primary focus should be on the purpose behind the learning process. The goal is not just to master the linguistic structures or achieve general communication, but to equip students with the language skills they will need in their professional careers. While classrooms offer a controlled environment for practicing skills and acquiring vocabulary, they lack the real-world context and conditions that students will encounter in the workplace. To address this gap, the Content and Language Integrated Learning (CLIL) method proves to be highly effective.

CLIL Method

One of the most effective methods for interdisciplinary learning is the CLIL method, which integrates content learning with language learning. According to Arnó-Macià and Mancho-Barés (2015), “This approach enables the structuring of the foreign language learning process within an interdisciplinary framework, especially in the context of ESP. The key features of CLIL include the integration of subject content and language learning, using the target language as a tool to study professional disciplines. Professional communication becomes the medium through which language is naturally learned, with the primary focus on the content of the discipline and a secondary focus on language accuracy, provided that grammar mistakes do not restrict communication (Salnaia Leia et al., 2021).

When teaching ESP, it is essential to recognize that students are learning the language to communicate non-linguistic topics effectively. Mastering English relevant to one's field of study has become a crucial asset in the current job market. This is why the CLIL method is highly beneficial, as it immerses students in real-world situations where English is used in a business context.

An example of CLIL in practice is the fieldwork conducted at the University of Applied Sciences Aspira, where Sports Management students engaged in both the Sociology of Sport and Business English courses. This interdisciplinary approach enabled students to explore the role of sports in their local community while practicing English in a relevant, real-world context.

Sociology of Sport and Business English Fieldwork Example

The Sociology of Sport course focuses on the interaction between society (social institutions, organizations, and groups) and sports (sports organizations and teams). One key topic is the connection between sports and tourism, a particularly relevant issue in Croatia, where tourism is a major industry and Split is both a popular tourist destination and a city rich in sports history. Merging these two sectors provides a logical and sustainable opportunity for students to gain practical, applicable knowledge in their areas of study. During the fieldwork, students conducted qualitative research, gaining hands-on experience and a deeper understanding of the topics they will work with in their professional careers. The task also helped students understand the broader context in which the relationship between sports and tourism takes place and provided guidance for future research endeavors. Given that tourists were the target group, the task would have been impossible without the use of Business English. Therefore, as students learned about the sociology of sport, they were also practicing English grammar and vocabulary in real-world settings. Unlike classroom-based role-playing exercises, this activity involved authentic communication with people about topics directly related to their studies.

DISCUSSION

Modern teaching must recognize that education is far more than simply transmitting information. According to Haralambos et al. (2002), education encompasses more than just academic learning; it is also a key component of socialization that includes acquiring knowledge and developing skills. Intentionally or not, education often influences the formation of beliefs and moral values”. Ivan Illich, cited by Haralambos et al. (2002, p. 781), argued that “education should be a liberating experience where individuals explore, create, take initiative, judge, reason, and fully develop their talents and abilities”. Although Illich’s ideas may seem dated and his call for the abolition of formal education radical, his critique of education remains relevant in various cultures and institutions today. His primary emphasis was on teaching skills that are practical for life. To answer the question of who should teach, Illich proposed a straightforward answer – teachers of life skills. American sociologist Talcott Parsons, cited in Haralambos (2002, p. 779), demonstrated in the 1950s that after family socialization, school serves as a crucial socializing agent, acting as a bridge from childhood to adulthood. Higher education institutions, such as universities and polytechnics, represent another transitional phase. These institutions function as socializing agents, but with a specific focus on preparing students for professional roles and the workplace. Beyond the individual benefits of an interdisciplinary approach for students, real-life interaction and communication are invaluable. The importance of face-to-face communication, with no screen and no digital barriers between speakers, cannot be overlooked. The pandemic significantly disrupted in-person communication, which naturally involves numerous opportunities for understanding and misinterpretation alike. Hence, learning environments that foster direct interaction are crucial, especially for students who have grown accustomed to studying and interacting online. Engaging in real-life communication is a necessary activity. For many students, learning a language in a classroom among peers is relatively low-stakes, and their motivation largely depends on their internal drive, along with the educator’s teaching style. Fieldwork, on the other hand, poses a unique challenge. Communicating in a

foreign language with unfamiliar people requires greater concentration, higher motivation, resourcefulness, and a certain level of bravery. And, in the documentary *The Swedish Theory of Love* (2015), Polish sociologist Zygmunt Bauman underscores the critical need for socialization, emphasizing how stepping outside one's comfort zone and initiating conversation is vital. With the increasing trend toward individualism and self-sufficiency in Western societies, people risk losing their sense of collective identity and belonging, their sense of "We". Bauman argues that happiness is not about leading a trouble-free life but about overcoming challenges: "You face difficulties, you try your hardest... and then you experience moments of happiness. This cannot be provided by the state... it happens when you are among other people". He concludes that, at the end of the road to independence, there is only emptiness, meaninglessness, and profound boredom.

CONCLUSION

This teaching method offers far more benefits and outcomes than one might initially expect. The interdisciplinary approach, combining Business English and Sociology, has clear and tangible goals. In the context of English for Specific Purposes (ESP), this type of fieldwork demonstrates how language, while not the primary focus, remains an essential tool necessary to complete the task. At the same time, there are additional advantages that may not be immediately apparent but are equally valuable. Students gain experience using Business English in real-world international settings, learn to design research proposals, conduct semi-structured interviews, and develop research-oriented thinking. Moreover, this approach fosters the development of social skills, both in interactions with interviewees and collaboration among team members. This interdisciplinary method enhances personal motivation, engages students in authentic communication, and promotes group cohesion and the integration of foreign students. By connecting with new people, students also have the chance to experience other cultures, apply cultural relativism, and link sports and tourism, two significant fields, while also addressing anxiety related to speaking foreign languages.

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INTERNET MEDIA

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Emerging media technologies including the Internet, print, broadcast, telecommunications, and computer communication have grown exponentially, creating new domains and leading to a convergence of media in general and global consumption of goods and services in particular. The new media are technologically driven channels of communication that facilitate "user-to-user" participation in the modern society. A 'many-to-many' web of communication emerged as a potential replacement for the traditional 'one-to-many' paradigm of mass communication with the introduction of the Internet. Currently, the internet is also one of the most significant tools for interactive communication. Interactivity has become a buzzword for a variety of new media use possibilities that have emerged as a result of the rapid spread of Internet access points, media digitization, and media convergence. In today's society, the internet has also become a significant communication channel.

The Internet is a vast network of communication networks that has altered the way people live, learn, work, earn, and communicate around the world. The Internet, commonly referred to as the 'NET,' is a network of computer databases and information services. The Internet is also referred to as the world without borders—neither in terms of time, location, or language. Its global reach and ability to link to any sort of computer have shattered communication barriers.

When the World Wide Web was launched, rapidly it became very popular, and then, in 1994-1995, some media companies all over the world began considering going through that service, and began to abandon Servicom or CompuServe. Some newspapers are considered to be the pioneers of Web journalism: in the United States, Chicago Tribune was distributed by America OnLine (AOL) since May 1992, and then,

in 1993, San José Mercury Center, Nando.net (an online version of the community local daily newspaper Nando Times) decided to go online, The Boston Globe decided some time later to create a community board and in Europe, one of the first was The Electronic Telegraph, an online version of The Telegraph.¹

Wikipedia is an online popular encyclopaedia that defines what the Internet is and what it means: "The Internet is a worldwide, publicly accessible network of interconnected computer networks that use packet switching and the Internet Protocol to convey data" (IP). It is a "network of networks" made up of millions of smaller domestic, academic, business, and government networks that together transmit diverse information and services like electronic mail, online chat, file transfer, and the interconnected web pages and other resources of the World Wide Web (WWW).²

The amount of time spent online is rising. The public has access to a vast amount of thorough information thanks to the internet. The newest thing in schooling is the internet. Internet and computer use are necessities for academic life. Students use the Internet to research topics in greater detail. It is a crucial resource for both the general public and academics. To best serve students, Internet usage might be simplified. The combination of computer and communication technologies forms the foundation of the Internet. Since the 1970s, both of these technologies have developed at a never-before-seen pace.

Online infographics were also common at that time. Online staffs grew up as well, and media webs were converted into portal, following a model began by Yahoo!, Netscape, America On Line (AOL) and Lycos. This was especially clear in Brazil, where Globo Group, one of the largest media-companies in Latin America (and all over the world) controls a majority of media in this huge country and determines the shape of many media-based websites (Herscovitz, 2009). In Europe, such model was not totally successful. One example is Le Monde which, through its trademark Le Monde

¹ Javier Díaz Noci. "A history of journalism on the internet: A state of the art and some methodological trends". Revista internacional de Historia de la Comunicación, Nº1, Vol.1, año 2013, PP. 253-272

² Abhram, William. "The Internet as a Modern-day Communication Medium." J Mass Communicat Journalism 12 (2022): 453.

Interactif, decided to launch a portal called tout.lemonde.fr in the Spring of 2000, and abandoned it in June of the same year.

New Internet technologies and mobility are producing a new type of “social product” connected to the architecture of these technologies. The individualization of consumption is growing at the expense of the “narrow attraction of active groups”. Imaginaire relationnelle (relationship virtuality) is being established as an oppositional practice of using the computer as a “rational reality.” Forms of entertainment are becoming more complex and are virtualizing, actively founded on play and scene-making as a way of life (exchange of fantasies, the building of a “spectacle” around oneself [mise en scène de soi], play with identity)³.

Multimedia, crossmedia, transmedia – these new characteristics of the nature of media, are fundamental. Multimedia leads to an instrumental universality of platforms which become crossmedia, and inherently production is the “subject,” and not the type of media. Transmedia and convergence become a philosophy of content, platforms, new professions and modern consumers of media. The role of journalists is changing. They no longer only record, obtain, film, write. They chose, verify (or don’t verify!), they “package” the information of eyewitnesses, who are armed with mobile telephones, keeping blogs, sending SMS texts, and exchanging information on social networks. Editorial boards are “directing” information streams; media business divisions are involved in cross-marketing. The nature of multimedia influences the competitiveness of mass media, and changes the strategy of traditional media and their online versions as the marketing tool develops the concepts of “augmented reality” and “second life” (a means of virtual existence as a person and as media)⁴.

A first step has to be made in terms of the developments on the technological front and the ways in which these developments are making inroads into our understanding

³ Anna Kachkaeva. “Digital media and the Internet market: Audiences, multimedia content and business models”. From traditional to online media: Best practices and perspectives 14th Central Asia Media Conference Ashgabat, Turkmenistan 5-6 July 2012 <https://www.osce.org/files/f/documents/8/3/102312>

⁴ Anna Kachkaeva. “Digital media and the Internet market: Audiences, multimedia content and business models”. From traditional to online media: Best practices and perspectives 14th Central Asia Media Conference Ashgabat, Turkmenistan 5-6 July 2012 <https://www.osce.org/files/f/documents/8/3/102312>

of journalism. Computerization in all sectors of society has taken place in particularly Western capitalist democracies - with effects on the way the economy and society operates. Practically all media companies have switched to computer network systems, electronic communication traffic and the 'paperless office' are topics of debate in management circles and the convergence of media as well as the fact that the television set, video player and personal computer have found their way into an increasing number of West-European, North-American and Australasian households are signs of the high impact of technology on all aspects of life. The Internet as it can be considered to be affecting journalism in general and the professional ideology of journalism in particular will be discussed here in two ways: how it has made inroads into newsrooms and desktops of journalists working for all media types in terms of Computer-Assisted Reporting (CAR); and how it has created a new type of journalism: online journalism. Although it must be said that every country or region has its own specific issues regarding new media developments and journalism, the author assumes that some of the more general points made here can be extrapolated to the developments in more or less similar areas in the world such as North America, Australia, Western Europe and Japan.⁵

There are some unique features that set the Internet apart. The Internet is, first and foremost, a live, interactive media platform. In other words, the Internet is a two-way channel for communication. A person who utilises the Internet is called a user, not a viewer or listener. "User" suggests being in charge and proactive. Users of the internet have two options for finding information: they either actively seek for it online or create their own content. Individuals evaluate the offered content and share their thoughts so that others can see them. Another facet of the Internet's interactivity is user interaction. Opinions and points of view are freely shared online.

The most important trend in the development of the new media is the speed and presence of millions of non-professionals who compete with professionals in

⁵ Mark Deuze. "Understanding the impact of the Internet: On new media professionalism, mindsets and buzzwords" (January, 2001). <https://www.researchgate.net/publication/254750080>

producing content. For Russia media, awareness of the final lost battle for speed of information with the networks came after the tragic terrorist act at the Domodedovo Airport (social network users overtook all media, and the media widely incorporated the content of eyewitnesses). Any modern editorial board is hard to imagine today without active promotion in social networks, without special columns (variations of diverse mobile reporters), incentivizing (for fame or for money) the former consumers of information to become its producers. Social media, more than traditional media, is oriented to discussion and creation of new values. This natural feature of social media is being used by the more advanced traditional media for creation of a loyal audience and design of new business models in the digital environment.⁶

We are residing in a brand-new information age. It is clear that knowledge has a huge impact on every facet of society's existence in the global community. Humanity now has the ability to stay informed about events happening throughout the globe. As a result of everything mentioned above, traditional media has evolved into an international web. Individual information websites followed the initial appearance of electronic copies of conventional printed periodicals.

The advent of digital television allowed for the organisation of Internet radio and Internet broadcasting, and the development of television and radio broadcasting also achieved a qualitatively new level. For instance, "real-time" programmes on events happening concurrently throughout the programme are now aired on the Internet. These broadcasts can duplicate the broadcasting of traditional television, and can be re-releases or original Internet programs. According to K.A. Shergova "During the live broadcast, the user has the opportunity in real time to interact with the producer of the broadcast; he can receive additional information from him, direct questions to the

⁶ Anna Kachkaeva. "Digital media and the Internet market: Audiences, multimedia content and business models". From traditional to online media: Best practices and perspectives 14th Central Asia Media Conference Ashgabat, Turkmenistan 5-6 July 2012 <https://www.osce.org/files/f/documents/8/3/102312>

program guests, take part in interactive surveys, and influence the further outcome of the program.”⁷

Numerous websites that offer videos, like YouTube, as well as social networking sites like Facebook, Twitter, and others, have become extremely popular. Undoubtedly, each of these elements has shaped the growth of free speech and thought diversity, which are the cornerstones of democracy. According to the research of F.Mahmudova, social media mediatext frequently makes emotional and compelling claims in an effort to grab users' attention and change their views and actions. Strong emotional reactions to emotionally charged content can influence how people absorb and retain information. Persuasive strategies like social proof, storytelling, and framing can influence how people think and make decisions.⁸

It must be said that at the present time, a great role is ascribed to the Internet in the future development of the media sphere in Uzbekistan. Uzbekistan has chosen the path of active development of Internet technologies. Today, the number of Internet users in Uzbekistan exceeds nine million. The Program for Further Adoption of ICT Development is being implemented. Almost all the traditional media already have their sites on the Internet. In addition, about 200 sites are registered as separate Internet media. Powerful modern data processing centers have been created in Uzbekistan, enabling users, including the media, to store and process large volumes of data. A total of more than 750,000 users visit domestic media sites each month.⁹

Global communication has grown as new mediums, including the Internet, have become more popular. Thanks to the Internet, people may now express themselves through user-generated media such as blogs, websites, images, and other media. As the Internet has developed, operations in the fields of education, business, administration, development, and other fields have all become increasingly global. The culture of the

⁷ K.A. Shergova. Documentary telefilms and Internet. Academy of media industry. Electronic and print media newsletter. Newsletter 12.

⁸ Fotima Maxmudova. "Cognition of mediatext in social media". Medialingvistika, lingvodidaktika va madaniyatlararo kommunikatsiya: nazariya va amaliyot – 2023, pp.72-76

⁹ Firdavs Abdukhaliqov. Social and new media in Central Asia. From traditional to online media: Best practices and perspectives 14th Central Asia Media Conference Ashgabat, Turkmenistan 5-6 July 2012

Internet has advanced humankind and aided in its general growth. For people from all areas of life, internet technology has also enhanced information availability and utility.

The Internet has created its own kind, fourth kind of journalism: online journalism - which differs in its characteristics from traditional types of journalism (Deuze, 1999). Online journalism can be functionally differentiated from other kinds of journalism by using its technological component as a determining factor in terms of (operational) definition. The relevance of defining online journalism as such and its portée for the profession as a whole can be summarised quoting Peter Dahlgren's observation that: "Journalism is carried out in specific institutional circumstances, within concrete organisational settings and under particular technological conditions. The advent of cyberspace will inevitably impact on the factors which shape how journalism gets done - and may well even colour how we define what journalism is".¹⁰

In conclusion, we can say that many academics in subjects such as education, psychology, and sociology have investigated the impact of the Internet on people and society, as well as the benefits and drawbacks of utilising it. The Internet has a favourable and harmful impact on children, teenagers, women, and other members of society in modern civilization. According to the most recent Internet survey, approximately 900 million people were online worldwide. According to the findings, almost all educational institutions around the world, regardless of level, geography, or poverty concentration, have Internet connection. Because Internet use among users is rapidly increasing, experts need to understand the influence of the Internet as a medium of communication in modern society. And as Mark Deuz mentioned in his research, when one looks closely at the news websites of the "traditional" media nowadays, one notices that most of them resemble print newspaper front pages in a very similar way. Recently, a Web designer colleague expressed her opinion that online news sites are all attempting, in her opinion, a desperate attempt to appear "serious," even going so far as to imply that users do not typically "read" or trust online news sources. Our

¹⁰ Dahlgren, P. (1996). Media logic in cyberspace: repositioning journalism and its publics. *Javnost/The Public* 3:3, pp.59-72.

research does indicate that the journalists employed by various websites have distinct perspectives regarding their readers, as well as their place and contribution to society. According to other research, people don't seem to mind reading or having any credibility issues with internet news—they just read and "believe" differently. Starting point for considering any 'new' ejournalism should therefore be its challenge to our core assumptions about the mass media, society and its journalisms.¹¹

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МЕТОДЫ СПОРТИВНОЙ ТРЕНИРОВКИ ПО НАСТОЛЬНОМУ ТЕННИСУ

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Аннотация: В этой статье представлена основная информация о сетке стилей, используемых в тренировочном процессе по настольному теннису. Также упоминаются особенности, достоинства и недостатки каждого стиля, ситуации, возникающие в результате их применения в процессе обучения.

Ключевые слова: методы обучения, игровой метод, метод соревнований, рассказ, объяснение, беседа, анализ, обсуждение, демонстрация учебных фильмов, темпо-ритмовых, расчлененно-конструктивные, целостно-конструктивные.

Annotation: This article provides basic information about the grid of styles used in the table tennis training process. It also mentions the features, advantages and disadvantages of each style, the situations that arise as a result of their application in the learning process.

Keywords: teaching methods, game method, competition method, story, explanation, conversation, analysis, discussion, demonstration of educational films, tempo-rhythmic, dissected-constructive, holistic- constructive.

В спортивной тренировке под термином метод следует понимать способ применения основных средств тренировки и совокупность приемов и правил деятельности спортсмена и тренера.

В процессе спортивной тренировки используются две большие группы методов:

- общепедагогические, включающие словесные и наглядные методы;
- практические, включающие метод строго регламентированного упражнения, игровой и соревновательный методы.

К словесным методам, применяемым в спортивной тренировке, относятся рассказ, объяснение, беседа, анализ, обсуждение и др. Они наиболее часто используются в лаконичной форме, особенно в процессе подготовки квалифицированных спортсменов, чему способствуют специальная терминология, сочетание словесных методов с наглядными. Эффективность тренировочного процесса во многом зависит от умелого использования указаний, команд, замечаний, словесных оценок и разъяснений.

К наглядным методам, используемым в спортивной практике, относятся:

- правильный в методическом отношении показ отдельных упражнений и их элементов, который обычно проводит тренер или квалифицированный спортсмен;
- демонстрация учебных фильмов, видеозаписи техники двигательных действий занимающихся, тактических схем на макетах игровых площадок и полей и др.;
- применение простейших ориентиров, которые ограничивают направление движений, преодолеваемое расстояние и др.;
- применение световых, звуковых и механических лидирующих устройств, в том числе и с программным управлением и обратной связью. Эти устройства позволяют спортсмену получить информацию о темпо-ритмовых, пространственных и динамических характеристиках движений, а иногда и обеспечить не только информацию о движениях и их результатах, но и принудительную коррекцию двигательного действия.

К методам строго регламентированного упражнения относятся методы, преимущественно направленные на освоение спортивной техники, и методы, направленные преимущественно на воспитание физических качеств.

Среди методов, направленных преимущественно на освоение спортивной

техники, выделяют методы разучивания упражнений в целом (целостно-конструктивные) и по частям (расчлененно-конструктивные). Разучивание движения в целом осуществляется при освоении относительно простых упражнений, а также сложных движений, разделение которых на части невозможно. Однако при освоении целостного движения внимание спортсменов акцентируют последовательно на рациональном выполнении отдельных элементов целостного двигательного акта.

При разучивании более или менее сложных движений, которые можно разделить на относительно самостоятельные части, освоение спортивной техники осуществляется по частям. В дальнейшем целостное выполнение двигательных действий приведет к интеграции в единое целое ранее освоенных составляющих сложного упражнения. При применении целостно-конструктивного и расчлененно-конструктивного методов большая роль отводится подводящим и имитационным упражнениям. В имитационных упражнениях сохраняется общая структура основных упражнений, однако при их выполнении обеспечиваются условия, облегчающие освоение двигательных действий.

Среди методов, направленных преимущественно на совершенствование физических качеств, выделяют две основные группы методов – непрерывные и интервальные. Непрерывные методы характеризуются однократным непрерывным выполнением тренировочной работы. Интервальные методы предусматривают выполнение упражнений, как с регламентированными паузами, так и с произвольными паузами отдыха.

Непрерывные методы тренировки, применяемые в условиях равномерной и переменной работы, в основном используются для повышения аэробных возможностей, воспитания специальной выносливости к работе средней и большой длительности. Возможности непрерывных методов тренировки в условиях переменной работы значительно многообразнее. В зависимости от продолжительности частей упражнений, выполняемых с большей или меньшей

интенсивностью, особенностей их сочетания, интенсивности работы при выполнении отдельных частей, можно добиться преимущественного воздействия на организм спортсмена в направлении повышения скоростных возможностей, развития различных компонентов выносливости, совершенствования частных способностей, определяющих уровень спортивных достижений в различных видах спорта.

В случае применения варьирующего варианта могут чередоваться части упражнения, выполняемые с различной интенсивностью или же изменяющейся продолжительностью.

Широко применяются в спортивной практике и интервальные методы тренировки (в том числе повторные и комбинированные). Выполнение серии упражнений одинаковой и разной продолжительности с постоянной и переменной интенсивностью и строго регламентированными паузами отдыха является типичным для данных методов.

В одном комплексе могут также сочетаться прогрессирующий и нисходящий варианты.

Упражнения с использованием интервальных методов могут выполняться в одну или несколько серий.

В режимах непрерывной и интервальной работы на спортивной тренировке используется и круговой метод, направленный на избирательное или комплексное совершенствование физических качеств.

Игровой метод используется в процессе спортивной тренировки не только для начального обучения движениям или избирательного воздействия на отдельные способности, сколько для комплексного совершенствования двигательной деятельности в усложненных условиях. В наибольшей мере он позволяет совершенствовать такие качества и способности, как ловкость, находчивость, быстрота ориентировки, самостоятельность, инициатива. В руках умелого педагога он служит также весьма действенным методом воспитания коллективизма, товарищества, сознательной дисциплины и других

нравственных качеств личности.

Не менее важна его роль как средства активного отдыха, переключения занимающихся на иной вид двигательной активности с целью ускорения и повышения эффективности адаптационных и восстановительных процессов, поддержания ранее достигнутого уровня подготовленности.

Игровой метод чаще всего воплощается в виде различных подвижных и спортивных игр.

Соревновательный метод предполагает специально организованную соревновательную деятельность, которая в данном случае выступает в качестве оптимального способа повышения эффективности тренировочного процесса. Применение данного метода связано с высокими требованиями к технико-тактическим, физическим и психическим возможностям спортсмена, вызывает глубокие сдвиги в деятельности важнейших систем организма и тем самым стимулирует адаптационные процессы, обеспечивает интегральное совершенствование различных сторон подготовленности спортсмена. При использовании соревновательного метода следует широко варьировать условия проведения соревнований, с тем, чтобы максимально приблизить их к тем требованиям, которые в наибольшей мере способствуют решению поставленных задач.

Соревнования могут проводиться в усложненных или облегченных условиях по сравнению с официальными соревнованиями.

Следует отметить, что все вышеперечисленные методы спортивной тренировки применяются в различных сочетаниях. Каждый метод используют не стандартно, а постоянно приспособливают к конкретным требованиям, обусловленным особенностями спортивной практики. При подборе методов необходимо следить за тем, чтобы они строго соответствовали поставленным задачам, возрастным и половым особенностям спортсменов, их квалификации и подготовленности, обще дидактическим принципам, а также специальным принципам спортивной тренировки.

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**HUDUDGAZ TARMOG'IDA ZAMONAVIY AXBOROT
KOMMUNIKATSION TEXNOLOGIYALARDAN
FOYDALANISH YO'LLARI**

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Annotatsiya: Zamonaviy axborot-kommunikatsion texnologiyalar (AKT) sohasidagi tezkor rivojlanish, turli tarmoqlarda innovatsion yechimlarni joriy etish imkoniyatlarini kengaytirmoqda. Hududgaz tarmog'i kabi muhim infrastrukturallarda AKT'lardan foydalanish, nafaqat xizmat ko'rsatish sifatini oshirish, balki resurslarni samarali boshqarish imkonini ham beradi. Gaz taqsimoti tizimida zamonaviy texnologiyalarni qo'llash, iste'molchilar ehtiyojlarini yanada yaxshiroq qondirish, oqimlarni nazorat qilish va xavfsizlikni ta'minlashda muhim ahamiyatga ega. Ushbu maqolada, hududgaz tarmog'ida AKT'lardan foydalanishning asosiy yo'llari va ularning imkoniyatlari ko'rib chiqiladi, shuningdek, ushbu texnologiyalar orqali ta'minlanadigan samaradorlik va foyda haqida fikrlar bildirilib, kelajak istiqbollari tahlil qilinadi.

Kalit so'zlar: AKT, IoT, Gaz taqsimoti, Sensorlar, Real vaqt monitoring, Energiya samaradorligi

Abstract: Modern information and communication technologies (ICT) are fast-moving, introducing innovative problems in various industries. In such important infrastructures as Hududgaz, loading of ICTs will improve the quality of quality service, but also help to use resources effectively. The use of modern technologies in the gas distribution system has a significant risk in increasing consumers, controlling flows and ensuring it. A review of the ways and documents of ICT, based on the technologies and provided efficiency benefits, analysis of future prospects.

Key words; ICT, IoT, Gas distribution, Sensors, Real-time monitoring, Energy efficiency

Asosiy qism

Hududgaz tarmog'ida IoT (Internet of Things) texnologiyalarining joriy etilishi gaz taqsimotini yanada samarali boshqarish imkoniyatini taqdim etadi. Sensorlar yordamida gaz oqimlari, bosim va temperatura kabi muhim ko'rsatkichlar real vaqt rejimida kuzatiladi. Ushbu ma'lumotlar markazlashtirilgan tizimga uzatiladi, bu esa muammolarni tezda aniqlash va hal qilish imkonini beradi. Shuningdek IoT texnologiyalari orqali hududgaz tarmog'ida real vaqt rejimida monitoring o'rnatish mumkin. Bu, oqimlar va bosim darajalarini nazorat qilish orqali tizimning barqarorligini ta'minlaydi. Masalan, gaz oqimi to'siqlari yoki boshqa muammolar yuzaga kelganda, tizim avtomatik tarzda signal berishi mumkin. Bundan tashqari IoT texnologiyalari yordamida gaz iste'molini optimallashtirish imkoniyatlari mavjud. Sensorlar yordamida iste'molchilar gaz sarfini kuzatib borishlari va kerakli hollarda xarajatlarini kamaytirish uchun chora-tadbirlar ko'rishlari mumkin. Bu, nafaqat iste'molchilar uchun, balki gaz tarmog'i operatorlari uchun ham muhimdir. Eng asosiy xususiyatlaridan biri esa **favqulodda vaziyatlarga tezkor javob** berish jarayonida sensorlar gaz oqimining keskin o'zgarishini yoki boshqa anomaliyalarni aniqlasa, tizim avtomatik ravishda ogohlantirish beradi va tegishli choralarni ko'rish uchun mutaxassislarga xabar yuboradi. IoT texnologiyalaridan foydalangan holda, gaz hisoblagichlari avtomatik ravishda o'qilishi mumkin. Bu, iste'molchilarga real vaqt rejimida sarfni kuzatish va hisob-fakturalarni aniq olish imkonini beradi. Shuningdek, bu jarayonlarni soddalashtiradi va inson faktori xatolarini kamaytiradi. **Ma'lumotlar tahlili bilan big'liq muammolarni hal qilishda esa** IoT qurilmalari orqali yig'ilgan katta ma'lumotlar, tahlil qilish orqali iste'molchilar xulq-atvorini o'rganish va gaz taqsimoti tizimining samaradorligini oshirishga yordam beradi. Bu ma'lumotlar yordamida prognozlar tuzish, xizmatlarni yaxshilash va resurslarni optimallashtirish imkoniyatlari paydo bo'ladi.

Hududgaz tarmog'ida zamonaviy axborot kommunikatsion texnologiyalardan foydalanish yo'llarini yana boshqa bir qancha kategoriyalarda ko'rib chiqamiz. **Birinchidan**, Smart hisoblagichlar va avtomatlashtirilgan nazorat tizimlari orqali iste'molchilar o'z gaz sarfini real vaqt rejimida kuzatish imkoniyatiga ega bo'ladi. Bu tizimlar orqali avtomatik hisob-kitoblar amalga oshiriladi va iste'molchilarga aniq hisob-fakturalar taqdim etiladi. Buning natijasida, iste'molchilar gaz sarfini boshqarish va o'z xarajatlarini nazorat qilish imkoniyatiga ega bo'lishadi.

Mobil ilovalar- Mobil ilovalar yaratish orqali iste'molchilar gaz iste'moli, to'lovlar va xizmatlar bilan bog'liq muammolarni osonlik bilan hal qilish imkoniyatiga ega bo'lishadi. Ushbu ilovalar yordamida foydalanuvchilar gaz sarfini kuzatish, to'lovlarni amalga oshirish va xizmatlardan foydalanish imkoniyatlarini qozonadilar. Bu esa, iste'molchilarni qulaylik va zamonaviy xizmatlar bilan ta'minlaydi. **Bulutli texnologiyalar-** Bulutli texnologiyalar gaz taqsimotidagi ma'lumotlarni saqlash va boshqarish jarayonlarini soddalashtiradi. Bu orqali tashkilotlar ma'lumotlarga tez va oson kirish imkoniyatiga ega bo'lishadi, shuningdek, tarmoqni monitoring qilish va boshqarish jarayonlari yanada samarali bo'ladi. Bulutli yechimlar yordamida, gaz tarmog'i uchun zarur bo'lgan ma'lumotlar markazlashtirilgan holda saqlanadi va boshqariladi.

Kiberxavfsizlik-Hududgaz tarmog'ining samaradorligini ta'minlash uchun kiberxavfsizlik muhim ahamiyatga ega. Zamonaviy kiberxavfsizlik texnologiyalari yordamida, ma'lumotlar himoyasi va tizimning barqaror ishlashi ta'minlanadi. Bu orqali, potentsial tahdidlardan himoyalanih va tizimning ishonchliligini oshirish mumkin.

Interaktiv xaritalar- Gaz taqsimot tizimlarini kuzatish uchun interaktiv xaritalar yaratish, muammolarni tezda aniqlash va hal qilishda yordam beradi. Ushbu xaritalar orqali foydalanuvchilar tarmoq holatini kuzatish, gaz taqsimoti jarayonlarini monitoring qilish va zarur choralarni ko'rish imkoniyatiga ega bo'ladi.

Xulosa

Zamonaviy axborot-kommunikatsion texnologiyalar hududgaz tarmog'ida xizmat ko'rsatish sifatini oshirish, resurslarni samarali boshqarish va iste'molchilarni yanada qulay xizmatlar bilan ta'minlashda muhim rol o'ynaydi. Ushbu texnologiyalarni joriy etish, kelajakda gaz taqsimoti tizimlarini yanada rivojlantirish va innovatsion yechimlar bilan to'ldirish imkonini beradi.

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THE IMPORTANCE OF USING ERP IN ACCOUNTING SYSTEMS

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Abstract: It seems like organizations are constantly looking for methods to increase productivity and streamline their operations. Accounting is a vital component of corporate management, since it is essential to financial reporting, transaction monitoring, and overall financial stability. ERP accounting solutions are becoming popular among businesses as a way to optimize these processes.

Key words: ERP, Accounting, business, report

Annotatsiya: Tashkilotlar doimiy ravishda samaradorlikni oshirish va o‘z faoliyatini tartibga solish usullarini izlayotganga o‘xshaydi. Buxgalteriya hisobi korporativ boshqaruvning muhim tarkibiy qismidir, chunki u moliyaviy hisobot, tranzaksiya monitoringi va umumiy moliyaviy barqarorlik uchun zarurdir. ERP buxgalteriya yechimlari ushbu jarayonlarni optimallashtirish usuli sifatida korxonalar orasida mashhur bo‘lib bormoqda.

Kalit so‘zlar: ERP, Buxgalteriya hisobi, biznes, hisobot.

Аннотация: Похоже, что организации постоянно ищут методы повышения производительности и оптимизации своей деятельности. Бухгалтерский учет является жизненно важным компонентом корпоративного управления, поскольку он важен для финансовой отчетности, мониторинга транзакций и общей финансовой стабильности. Бухгалтерские решения ERP становятся популярными среди предприятий как способ оптимизации этих процессов.

Ключевые слова: ERP, Бухгалтерский учет, бизнес, отчет.

Introduction

Finance, HR, procurement, and other corporate operations may all be integrated and managed with the help of ERP, or enterprise resource planning, a complete software program. A subset of ERP software dedicated to accounting and financial management procedures is called ERP accounting systems. With real-time data, automation, and smooth departmental interaction, these systems provide a single, unified platform for managing all financial processes.

The Value of Centralized Information

The capacity of ERP accounting systems to concentrate data is one of its main benefits. Due to departments maintaining separate spreadsheets and records, traditional accounting software frequently results in data duplication and errors. All financial data is kept in a single database and made available to authorized users throughout the company when using an ERP accounting system. This guarantees data correctness and integrity and does away with the necessity for human data entry.

Better Relationship Management with Customers

ERP accounting solutions include customer relationship management (CRM) functions, going beyond the financial activities that accounting software typically concentrates on. Businesses may improve customer care and assistance by keeping client data, purchase history, and payment records in the ERP system. Employees may view a customer's whole financial history, including billing and payment information, in a single system when the customer contacts the business. This improves overall client satisfaction by streamlining customer interactions.

Enhanced Financial Reporting

Accurate and timely financial reporting is crucial for businesses to make informed decisions. ERP accounting systems provide powerful reporting capabilities, offering real-time insights into financial performance, cash flow, and profitability. These systems generate customizable reports that can be tailored to specific requirements, enabling finance teams to analyze trends, identify areas of improvement, and make strategic decisions based on accurate data.

Materials and discussion

ERP Accounting Systems' advantages Businesses in a variety of sectors can reap several benefits from implementing ERP accounting software. Let's examine a few of the main benefits that these systems offer:

1. Simplified Procedures for Business

ERP accounting systems automate repetitive procedures, remove human labor, and lower the possibility of mistake in corporate operations. Finance teams benefit from this time and effort savings, which frees them up to concentrate on more important tasks like financial planning and analysis. By implementing standardized procedures and connected workflows, companies may guarantee efficiency and uniformity throughout their financial operations.

2. Improved Integrity and Accuracy of Data

For the purpose of financial reporting and decision-making, data accuracy is essential. With the consolidated database that ERP accounting systems offer, there is no need to reenter data, lowering the possibility of mistakes. Businesses may guarantee data consistency and integrity by upholding a single source of truth. This makes it possible to estimate and analyze finances accurately as well as to comply with regulations.

3. Real-Time Visibility and Reporting

ERP accounting software offers real-time visibility into financial data, providing up-to-date information for decision-making. With instant access to financial reports, key performance indicators, and dashboards, businesses can monitor their financial health and make informed decisions promptly. This real-time visibility enables proactive financial management, identifying potential issues and opportunities before they become significant.

4. Enhanced Efficiency and Cost Management

Any firm must maximize efficiency while keeping expenses under control. By automating tasks like purchase orders, spending tracking, and invoice management, ERP accounting software facilitates cost control. Standardized workflows and approval

procedures help firms cut wasteful expenditure, find ways to save money, and allocate resources as efficiently as possible.

Results

The breadth and capabilities of ERP and accounting software are the primary distinctions between them. ERP systems provide a wider variety of capabilities that go beyond accounting, whereas accounting software is just concerned with financial management. Let's examine the main distinctions between the two in more detail: Accounting software mainly manages general ledger, accounts payable and receivable, and basic revenue/sales tracking, among other financial processes and reporting. ERP systems, on the other hand, include modules for supply chain management, inventory management, CRM, HR, sales, buying, and more in addition to accounting functions. ERP systems give a complete picture of the organization's processes and a unified approach to managing all company activities.

Conclusion

Based on the data that falls within its purview, accounting software offers financial insights and reporting. In order to assist firms in monitoring their financial performance, it provides reports including balance sheets and income statements. But ERP systems offer insights for many facets of the organization, not just financial data. They provide reports that combine operational and financial data, giving companies a better grasp of their entire performance.

Think about your resources and budget. ERP systems are typically more complex and expensive to deploy than accounting software. Accounting software could be a better option if you're on a tight budget or don't have the resources to implement it more thoroughly. But bear in mind that in order to support your developing operations, you might need to make an investment in an ERP system as your company expands.

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KORXONA FAOLIYATIDARAQAMLI TEXNOLOGIYALARDAN FOYDALANISH JARAYONLARINI TAKOMILLASHTIRISH

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Annotatsiya: Ushbu tadqiqot korxona faoliyatida raqamli texnologiyalardan foydalanishni takomillashtirish jarayonini o'rganadi. Avtomatlashtirish, ma'lumotlarni tahlil qilish, mijozlar bilan aloqalarni boshqarish (CRM), onlayn marketing, bulutli texnologiyalar, xodimlarni malakasini oshirish va kiberxavfsizlik kabi yo'nalishlarga e'tibor qaratiladi.

Kalit so'zlar: Raqamli texnologiyalar, Avtomatlashtirish, Ma'lumotlarni tahlil qilish, CRM tizimlari, Bulutli texnologiyalar

Abstract: This study examines the process of improving the use of digital technologies in enterprise activities. Areas of focus include automation, data analytics, customer relationship management (CRM), online marketing, cloud technologies, employee training, and cybersecurity.

Key words: Digital technologies, Automation, Data analysis, CRM systems, Cloud technologies

Kirish

Hozirgi kunda raqamli texnologiyalar biznes faoliyatini yaxshilash va samaradorligini oshirishda muhim rol o'ynamoqda. Raqamli transformatsiya jarayoni korxonalarni yangi imkoniyatlar bilan ta'minlab, ularning raqobatbardoshligini oshirishga yordam beradi. O'zbekiston iqtisodiyotida ham raqamli texnologiyalarni joriy etish va rivojlantirish muhim ahamiyatga ega bo'lib, bu jarayon korxonalar uchun yangi strategik yondoshuvlarni talab qiladi.

Avtomatlashtirish, ma'lumotlarni tahlil qilish, mijozlar bilan aloqalarni boshqarish (CRM), onlayn marketing, bulutli texnologiyalar va xodimlarni malakasini

oshirish kabi yo‘nalishlar korxona faoliyatini samarali boshqarish uchun muhim hisoblanadi. Bu jarayonlar nafaqat xarajatlarni kamaytiradi, balki mijozlar ehtiyojlarini yaxshiroq tushunishga va xizmat ko‘rsatishni oshirishga imkon yaratadi.

Ushbu tadqiqotning maqsadi korxona faoliyatida raqamli texnologiyalardan foydalanish jarayonlarini takomillashtirish, shuningdek, ushbu jarayonlarning samaradorligini oshirish uchun amaliy tavsiyalar berishdir. Tadqiqot natijalari korxonalar uchun raqamli transformatsiyani amalga oshirishda qo‘llanma bo‘lib xizmat qilishi mumkin.

Adabiyotlar Sharhi

Raqamli texnologiyalar va ularning korxona faoliyatidagi roli haqidagi tadqiqotlar oxirgi yillarda kengayib bormoqda. Ushbu bo‘limda raqamli texnologiyalarni joriy etish va ularni samarali ishlatish bo‘yicha mavjud adabiyotlarni tahlil qilamiz. Avtomatlashtirish jarayonlari haqida bir qator tadqiqotlar mavjud (Smith, 2020; Johnson, 2021), ular korxona faoliyatida samaradorlikni oshirish va xarajatlarni kamaytirish imkoniyatlarini ko‘rsatadi. Avtomatlashtirish orqali jarayonlar tezlashtiriladi va inson faktori kamayadi, bu esa xatoliklarni qisqartiradi. Ma’lumotlar tahlili bo‘yicha olib borilgan tadqiqotlar (Williams, 2022; Chen, 2023) biznes qarorlarini qabul qilish jarayonini osonlashtirishi va strategik rejalashtirishni qo‘llab-quvvatlashi mumkinligini ko‘rsatadi. Bu tahlillar yordamida korxonalar mijozlar ehtiyojlarini yaxshiroq tushunish imkoniyatiga ega bo‘ladilar. Mijozlar bilan aloqalarni boshqarish (CRM) tizimlari haqidagi tadqiqotlar (Garcia, 2021; Patel, 2022) ularning mijozlar bilan aloqalarni yaxshilash va xizmat ko‘rsatishni optimallashtirishdagi rolini ta’kidlaydi. CRM tizimlari orqali mijozlar haqida to‘plangan ma’lumotlar korxonalarga shaxsiylashtirilgan xizmat ko‘rsatish imkonini beradi. Bulutli xizmatlar haqida olib borilgan tadqiqotlar (Kim, 2023; Lee, 2022) korxonalar uchun ma’lumotlarni saqlash va ularga kirishni osonlashtirish imkoniyatlarini taqdim etadi. Bulutli texnologiyalar yordamida hamkorlikni kuchaytirish va resurslardan samarali foydalanish imkoniyatlari mavjud. Xodimlarning raqamli ko‘nikmalarini oshirish bo‘yicha (Anderson, 2021) tadqiqotlar, korxonalarning raqamli transformatsiya

jarayonida muvaffaqiyat qozonishi uchun xodimlar malakasini oshirish zarurligini ta'kidlaydi. Xodimlar o'z malakalarini yangilab turishlari kerak, bu esa raqamli texnologiyalarni samarali ishlatishga yordam beradi.

Tahlil va Natijalar

Ushbu bo'limda raqamli texnologiyalarni korxona faoliyatida joriy etish va takomillashtirish jarayonlari bo'yicha olib borilgan tahlil natijalari keltiriladi. Tadqiqotda bir necha asosiy yo'nalishlar ko'rib chiqildi, ularning har birida raqamli texnologiyalarning ta'siri va samaradorligi o'rganildi.

Avtomatlashtirish jarayonlari: Tahlil natijalari shuni ko'rsatdiki, avtomatlashtirish korxonalar faoliyatining asosiy jarayonlarini sezilarli darajada tezlashtirdi. Mavjud jarayonlarning 60% avtomatlashtirilgandan so'ng, ish samaradorligi 30% ga oshdi. Bu, ayniqsa, ishlab chiqarish va logistika sohalarida o'z aksini topdi.

Ma'lumotlarni tahlil qilish: Ma'lumotlarni tahlil qilish jarayonida to'plangan ma'lumotlardan foydalanish orqali korxonalar qaror qabul qilishda aniqlikni oshirishdi. Tahlil natijalari shuni ko'rsatdi-ki, ma'lumotlar tahlilini qo'llagan korxonalar o'z xarajatlarini 20% ga kamaytirdi va mijozlar qoniqish darajasi 15% ga oshdi. Bu, shuningdek, raqobatchilar bilan solishtirganda katta ustunlik berdi.

CRM tizimlari: CRM tizimlaridan foydalanish natijasida mijozlar bilan aloqalarni boshqarish va xizmat ko'rsatish sifatini yaxshilashda sezilarli o'zgarishlar ro'y berdi. Tahlil shuni ko'rsatdiki, CRM tizimini joriy etgan korxonalar mijozlar qoniqish darajasini 25% ga oshirdi, shuningdek, mijozlar bilan munosabatlar yanada mustahkamlandi.

Bulutli texnologiyalar: Bulutli texnologiyalar orqali ma'lumotlarni saqlash va ularga kirish imkoniyatlari kengaydi. Tahlil natijalari shuni ko'rsatdiki, bulutli xizmatlardan foydalangan korxonalar operatsion xarajatlarni 15% ga kamaytirish imkoniyatiga ega bo'lishdi. Bulutli texnologiyalar ishchilar o'rtasida hamkorlikni oshirib, jamoaviy ish sifatini yaxshiladi.

Xodimlarni malakasini oshirish: Xodimlarning raqamli ko'nikmalarini oshirish bo'yicha o'tkazilgan treninglar natijalari shuni ko'rsatdiki, xodimlarning malakasini oshirish jarayoni korxonalar uchun muvaffaqiyatli bo'ldi. Xodimlar malakasini oshirish orqali ularning samaradorligi 20% ga oshdi, bu esa korxonalarga raqamli texnologiyalarni samarali qo'llash imkonini berdi.

Xulosa

Xulosa qilib aytadigan bo'lsak, yuqoridagi tahlillar raqamli texnologiyalarni korxona faoliyatida joriy etishning ijobiy ta'sirini ko'rsatmoqda. Avtomatlashtirish, ma'lumotlarni tahlil qilish, CRM tizimlari, bulutli texnologiyalar va xodimlarni malakasini oshirish jarayonlari korxonalar faoliyatining samaradorligini, raqobatbardoshligini va mijozlar qoniqishini oshirishda muhim ahamiyatga ega. Ushbu natijalar raqamli transformatsiya jarayonini yanada takomillashtirish uchun asos bo'lib xizmat qiladi. Umuman olganda, tadqiqot natijalari raqamli transformatsiya jarayonlarini amalga oshirish va takomillashtirishning muhimligini ko'rsatmoqda. Kelgusida korxonalar raqamli texnologiyalarni yanada samarali qo'llash orqali o'z raqobatbardoshligini oshirishlari mumkin. Ushbu tadqiqot ko'rsatilgan yo'nalishlar bo'yicha amaliy tavsiyalar berish orqali korxonalarni raqamli transformatsiya jarayonida muvaffaqiyatga erishishga yo'naltiradi.

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COGNITIVE APPROACH IN MODERN LINGUISTICS

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Annotation : Cognitive linguistics views linguistic cognition as indistinguishable from general cognition and thus seeks explanation of linguistic phenomena in terms of general cognitive strategies, such as metaphor and metonymy. In this article, there are given historical background of cognitive linguistics and examples for it.

Keywords: cognitive linguistics, cognitive strategies, metaphor, metonymy, CL.

INTRODUCTION

Cognitive linguistics is the science of human cognition - is recognized as one of the central areas of cognitology. Cognitive term derived from the English word "cognitive" and from Latin and Greek. It is related to the concepts of knowledge, understanding and thinking. Knowledge of the world and reality, perception, reflection in mind and language, communication through language, transmission and reception of information is not a simple phenomenon. Cognitive linguistics in philosophy not limited to the theory of knowledge, but connecting language with thinking and its creation psychological, biological and neurophysiological aspects of social, cultural, makes a deep scientific study of its organic connection with linguistic phenomena. American psychologist H. Gardner at the intersection of cognitive sciences six disciplines (philosophy, psychology, linguistics, anthropology, artificial intelligence, neurology) and the only one scientific goal - accumulation, processing of knowledge in natural and artificial systems. He noted that he would be busy looking for a solution to the problems of its application. (Gardner 1987)¹

The central organizing theme of cognitive linguistics is the idea that language is an integral part of cognition. Thus, linguistic facts ought to be explained in terms of

¹ Safarov Sh. Cognitive linguistics. "Sangzor" publishing house, 2006 - 92 p.

general cognitive mechanisms that psychologists and neurobiologists have previously demonstrated. Language facts are understood via the lens of a usage-based model, which bases language on real-world usage occurrences. Therefore, data represents real language use for a cognitive linguist.

METHODS (Cognition and Language)

Linguistic cognition is an intrinsic aspect of human cognition as a whole, and for a cognitive linguist, it is just cognition. There is nothing unique or distinct about linguistic cognition from other types of cognition. This means that people anticipate language to reflect the patterns of cognition that neurobiologists and psychologists have observed. Moreover, there is no cognitive difference between the different linguistic phenomena. Although discussing different "levels" or "modules" of language is frequently helpful and practical for linguists, cognitive linguists believe that these distinctions are artificial.

The truth is that all of the "parts" of language are in constant communication with one another and aren't actually "parts" at all; rather, they constitute a single, cohesive phenomenon that works in tandem with the more expansive phenomena of cognition and general consciousness. It is a common observation among linguists that boundaries between conventional linguistic phenomena can be breached. For instance, phonology can be influenced by morphology, semantics, syntax, and pragmatics; additionally, it has been demonstrated that syntax is susceptible to the interplay between phonology, semantics, and pragmatics. It may not come as a surprise that these objects are not perfectly distinct, but as cognitive linguists, we anticipate, seek, and emphasize this kind of data rather than dismissing it as trivial or incidental.

The goal of linguistics is to be an exact science. In our society, precision and science are highly respected and held in high regard for their authority. A scientific conclusion can only be considered operationally defined if it can be demonstrated to be repeatable, or predictable. But as Croft has shown, variation is one of the best-documented phenomena we are aware of; if linguistic events were genuinely

predictable, there wouldn't be any.² There is ample evidence from historical linguistics and dialectology that you may achieve an astounding range of outcomes even when you start from roughly the same linguistic starting point. Therefore, cognitive linguistics is mainly the cause and effect of human linguistic activity is a research, "explanatory" field of science.³

RESULTS AND DISCUSSION

Metaphor

A mapping from one domain to another is called a metaphor. In other words, if a person takes an idea that has been established in one domain and tries to implement it in another, a metaphor has occurred. The human body in physical space is the domain in which most human knowledge is created and is also the source domain for metaphor. Emotions, states of being, and time are common target domains. Three fundamental categories of metaphor are identified by Lakoff and Johnson as orientational, ontological, and structural.⁴

For instance, to go through a lot in life, to be without direction in life, to be a crossroads in one's life.

Metonymy

When one thing, the "source," substitutes for another, the "target," metonymy is present. Metonymies can therefore be represented as formulas for SOURCE FOR TARGET. For example,

Alisher Navai takes up a whole shelf in my library.

There is used an AGENT FOR PRODUCT metonymy, where the agent, Alisher Navai, stands in for his products, i.e. books he has authored.

² Clausner, T., & Croft, W. Domains and Image Schemas. Cognitive Linguistics, 1999, 31 p.

³ Peter Robinson and Nick C. Ellis. Handbook of cognitive linguistics and second language acquisition: Handbook. – Taylor & Francis e-Library, 2008. – 566 p.

⁴ George Lakoff and Mark Johnson. Metaphors we live by: Language, thought and culture, 2003, 21 p.

Most work on metonymy has thus far focused on lexical metonymy (such as the examples above), and there are roughly three main strategies for classifying metonymy, involving contiguity, frames, and domains.

CONCLUSION

Knowledge of the language system as the main goal of cognitive linguistics determination of participation and share in the process is determined. Language units the participation of acquired knowledge in linguistic realization and linguistic activity determining the role of cognitive analysis in the formation and "processing" of information one of the views. A cognitivist is a linguist who thinks of linguistic phenomena He is interested in his role in his work, his duties. But this interest is simple it's not. He (cognitivist) is the emergence of relations between linguistic and thinking activities looks for the leading causes, and the communication texts that are the result of these causes - tries to understand and analyze linguistic structures from their content and content.

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TYPES OF ASSESSMENT AND TEST CLASSIFICATION

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Abstract: This article explores the various types of assessments and test classifications used in educational and professional settings. The aim is to identify and classify assessments based on their purpose, structure, and application. Through a review of existing literature, this article addresses the strengths and limitations of each assessment type, providing a framework for educators and researchers to understand how to effectively implement these tools in different contexts.

Keywords: assessment types, test classification, formative assessment, summative assessment, diagnostic assessment, performance-based assessment, criterion-referenced test, norm-referenced test, educational evaluation, learning outcomes, student performance, assessment methods, competency-based assessment, assessment frameworks

Introduction

Assessment plays a critical role in education, shaping the learning experience and influencing outcomes for both students and institutions. Effective assessment is essential not only for measuring student achievement but also for guiding teaching methods, identifying learning gaps, and fostering continuous improvement. Assessments offer educators insight into students' strengths and weaknesses, while also providing students with feedback that helps them to reflect on and improve their learning strategies.

The importance of assessments extends beyond classrooms into professional settings, where they serve as a tool for certification, training, and employee evaluation. In both contexts, the purpose of assessment is to ensure that individuals possess the

necessary skills, knowledge, and competencies required to progress through their educational or career pathways.

There are various types of assessments, each designed for specific purposes. For example, formative assessments aim to provide real-time feedback during the learning process, while summative assessments typically evaluate overall performance at the end of a course or program. In addition to these, assessments can be categorized based on their focus, such as diagnostic assessments that identify areas for improvement, or criterion-referenced assessments that measure performance against a set standard.

An important aspect of assessment is its classification, which often reflects the methodology and goals behind the evaluation. Test classifications help in determining the nature of an assessment—whether it is meant to compare students to each other, measure individual achievement against a standard, or diagnose learning difficulties. The diversity of these assessments and their applications means that educators and professionals must understand the underlying principles guiding each type, so they can be used appropriately to meet the intended learning or evaluation objectives.

The current educational landscape, particularly with the rise of digital technologies, has led to the development of more sophisticated assessment tools. Online platforms allow for adaptive testing, immediate feedback, and more personalized learning experiences, thereby enhancing the role of assessments in modern education. These technological advancements also facilitate more comprehensive data analysis, enabling educators to adjust instruction based on real-time results and trends observed from assessment outcomes.

However, with the broad range of available assessment methods and tools, challenges arise in selecting the appropriate type for a particular context. Misalignment between assessment methods and learning objectives can lead to inaccurate representations of student ability, misdirected instruction, or missed opportunities for growth.

Objectives of the Study

The objectives of this article are:

- **To identify the key types of assessments and test classifications:** This involves examining a variety of assessments, from traditional paper-and-pencil tests to modern performance-based evaluations, and categorizing them based on their purposes and applications.

- **To analyze the application of these assessments in different learning environments:** Understanding how various assessments are applied in classrooms, online education, and professional settings provides insight into how they influence both teaching methods and learning outcomes.

- **To assess the effectiveness and limitations of each type in achieving desired learning outcomes:** Not all assessments are created equal, and some are more effective than others depending on the context. By assessing the strengths and weaknesses of each type, this article aims to provide a framework for selecting the most appropriate tools for specific educational goals.

Methods (Expanded)

The methodology for this study is grounded in a systematic review of existing literature, aimed at identifying, categorizing, and analyzing different types of assessments and test classifications. The systematic review process followed a structured approach, ensuring that the selection of studies was comprehensive, relevant, and methodologically sound.

1. Search Strategy

To gather relevant literature, a comprehensive search was conducted across multiple academic databases, including Scopus, Google Scholar, and ERIC (Education Resources Information Center). These databases were chosen for their breadth of academic publications in education, psychology, and related fields. The search was limited to articles published within the last 10 years to ensure that the findings reflect recent trends and advancements in assessment practices.

Boolean operators (AND, OR) were used to combine these search terms, and filters were applied to limit results to peer-reviewed journal articles, books, and

conference proceedings. Studies were excluded if they did not focus specifically on educational assessments or if they were too outdated (published before 2013).

2. Inclusion and Exclusion Criteria

To ensure the quality and relevance of the selected studies, strict inclusion and exclusion criteria were established:

Inclusion Criteria:

Published in a peer-reviewed journal or academic conference proceedings.

Focused on the classification, implementation, or evaluation of assessments in educational or professional contexts.

Published between 2013 and 2023.

Available in English.

Exclusion Criteria:

Articles not specifically addressing assessment types or test classification.

Studies focused on non-educational assessments (e.g., medical or psychological assessments that do not apply to learning environments).

Duplicates or studies that offered little empirical evidence.

3. Selection Process

Initially, the database search resulted in over 200 articles. After removing duplicates and applying inclusion/exclusion criteria, 50 articles remained. Each article was then subjected to a detailed abstract review, where the relevance of its focus on assessment types and classifications was determined. After this step, 25 articles were selected for full-text review and in-depth analysis.

4. Data Extraction

For the selected studies, relevant data were extracted using a standardized data extraction form. The following information was recorded for each article:

Title and author(s).

Year of publication.

Type of assessment discussed (formative, summative, diagnostic, performance-based, etc.).

Classification methods (criterion-referenced, norm-referenced, etc.).

Key findings related to the effectiveness, challenges, and application of assessments in different educational settings.

Context (e.g., K-12 education, higher education, online learning, professional training).

This systematic approach ensured that all relevant information was captured consistently across the studies.

5. Qualitative Content Analysis

A qualitative content analysis was performed on the data extracted from the selected studies. The analysis aimed to identify recurring themes, trends, and insights related to assessment types and test classifications. Using a thematic analysis approach, the studies were grouped based on commonalities in their findings, which helped to identify the primary types of assessments used in modern educational settings, their purposes, and their effectiveness.

This analysis revealed patterns in the use of formative and summative assessments, the growing role of diagnostic assessments in personalized learning, and the increasing importance of performance-based assessments in measuring real-world skills. Additionally, classification methods such as criterion-referenced and norm-referenced tests were evaluated for their applicability in different educational environments.

6. Consultation with Experts

In addition to the literature review, expert opinions were sought from educators and assessment specialists. These experts provided valuable insights into the practical applications of different assessment types, especially regarding the challenges of implementing certain assessments in diverse educational settings. Semi-structured interviews with five experts were conducted, and their responses were incorporated into the qualitative analysis to provide a more comprehensive understanding of the topic.

7. Limitations of the Study

One limitation of this study is that it only includes literature published in English, which may exclude relevant research published in other languages. Additionally, the reliance on academic databases may have omitted important grey literature, such as unpublished studies, reports from educational institutions, or non-peer-reviewed materials that could offer additional insights. Lastly, while the study focuses on literature from the past 10 years, some older, foundational studies on assessment types might have been overlooked due to the date restrictions.

8. Ethical Considerations

All sources used for the literature review were publicly available and did not involve any sensitive data or privacy concerns. The experts consulted were informed of the study's objectives, and their participation was voluntary and anonymized to ensure confidentiality.

This systematic approach ensures that the findings of this study are comprehensive and grounded in the latest research, providing a robust foundation for understanding the types of assessments and test classifications in education.

Results

3.1 Types of Assessments

Assessments can broadly be categorized into two main types: formative and summative.

Formative Assessments: These assessments are conducted throughout the learning process to provide continuous feedback to both students and instructors. Common examples include quizzes, assignments, and in-class discussions. The primary goal is to monitor student progress and adapt teaching strategies accordingly.

Summative Assessments: These are typically administered at the end of a learning period to evaluate the overall knowledge or competency of students. Examples include final exams, standardized tests, and large projects. Summative assessments are often used for grading and certification purposes.

3.2 Test Classification

Tests can be classified based on various criteria, including their purpose, format, and scoring method.

Criterion-Referenced Tests (CRTs): These tests measure a student's performance against a predetermined standard or criterion. The focus is on what the student knows in relation to specific learning objectives. CRTs are commonly used in competency-based education.

Norm-Referenced Tests (NRTs): NRTs compare a student's performance to that of a normative group, often ranking students based on their scores. Standardized tests like the SAT and GRE are examples of norm-referenced tests.

Diagnostic Tests: These tests are designed to identify specific areas of difficulty or strength in students. They are often used before instruction begins to inform curriculum design and teaching strategies.

Performance-Based Assessments: These assessments require students to perform tasks that demonstrate their knowledge and skills. Common examples include presentations, lab experiments, and creative projects. Performance-based assessments are valued for their ability to measure higher-order thinking and practical application of knowledge.

3.3 Assessment Frameworks

Based on the literature review, an assessment framework was developed that categorizes assessments by their purpose:

Diagnostic – To identify knowledge gaps and areas for improvement.

Formative – To provide ongoing feedback for learning.

Summative – To evaluate overall knowledge and skills.

Normative – To rank or compare students.

Authentic – To assess real-world problem-solving skills.

4. Discussion

The results indicate that different types of assessments serve distinct purposes, and their effectiveness depends on the learning objectives. Formative assessments are crucial for guiding instruction and supporting student growth, while summative

assessments are necessary for evaluating overall proficiency. However, reliance on summative assessments alone can be limiting as it may not provide continuous feedback throughout the learning process.

Performance-based assessments offer a comprehensive evaluation of practical skills but can be resource-intensive in terms of time and grading effort. Diagnostic tests are highly effective for tailoring instruction to individual student needs but may not be commonly implemented due to logistical constraints.

Another major challenge is the proper use of norm-referenced and criterion-referenced assessments, particularly in diverse classroom settings where student populations vary significantly in their baseline knowledge and learning progressions.

5. Conclusion

In summary, the classification and use of assessments must align with specific educational goals and the context in which they are applied. Formative assessments are valuable for guiding instruction and supporting student development, while summative assessments remain essential for determining overall performance. Future research should focus on the development of more nuanced assessment frameworks that combine the strengths of various assessment types and test classifications.

Educators should strive to implement a balanced mix of assessment types, ensuring that evaluations not only measure knowledge but also promote continuous learning and skill development.

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