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UZBEK EFL STUDENTS' ETHICAL RESPONSES TO AI-GENERATED FEEDBACK IN ACADEMIC WRITING

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ABSTRACT

Artificial intelligence is now widely used in academic writing, especially through tools that give automated feedback. AI-generated feedback can help students improve their writing. However, it also raises ethical questions about academic honesty and authorship. This study examines how Uzbek EFL students respond ethically to AI-generated feedback in academic writing. It focuses on their ethical judgments and their writing practices.

The study used a quantitative survey design. Data were collected from 40 Uzbek EFL students studying at universities in Uzbekistan. The questionnaire included scenario-based questions and Likert-scale items. These items were designed based on Rest's model of ethical decision-making and feedback literacy theory. Descriptive statistical analysis was used to identify patterns in students' ethical judgments and actions.

The results show that most students consider AI-generated feedback ethically acceptable when they remain in control of their writing and use the feedback selectively. Many students clearly distinguished between AI-generated feedback and AI-generated text, and they viewed feedback as less ethically problematic. However, many students also reported ethical uncertainty, especially when AI made extensive revisions or when institutional rules were unclear. While many students said they rewrote AI feedback in their own words, some admitted that they accepted AI suggestions without making changes.

This study adds to the limited research on AI ethics in Central Asia. It also shows the need for clearer institutional guidance on the ethical use of AI-generated feedback in EFL academic writing.

KEYWORDS

AI-generated feedback; academic writing; ethical decision-making; feedback literacy; Uzbek EFL students

LITERATURE REVIEW

Ethical concerns about AI feedback

Artificial intelligence has quickly become part of academic writing in higher education. Many students now use tools such as ChatGPT, Claude, Gemini, Grammarly, and Write & Improve to get quick feedback on grammar, structure, clarity, and style. Because of this, feedback is no longer given only by teachers. It is increasingly provided by automated systems. Although

AI-generated feedback has clear advantages, like saving time and offering individual support, it also raises ethical concerns about authorship, honesty, responsibility, and fairness in academic work.

Unlike traditional teacher feedback, AI feedback can go beyond correction. It may suggest revisions or even rewritten sentences. This makes it difficult to decide where support ends and unethical assistance begins. As a result, many students feel unsure about how much AI use is acceptable. Previous studies show that students often struggle with questions such as whether they should tell teachers about their use of AI feedback and whether texts revised with AI can still be considered their own work. When clear institutional rules are missing, students usually rely on their own judgment to deal with these ethical issues (Ateriya, 2025). Research from different educational contexts shows similar patterns of uncertainty. Nelson et al. (2025), in a study of Ecuadorian university students, found that learners valued AI tools for grammar correction and improving clarity. However, they were divided on whether AI use should be told explicitly, especially when feedback involved only small changes. European research by Spirgi et al. (2024) reported that students generally accepted AI for surface-level editing but considered it unethical when used to rewrite ideas or full paragraphs. Many students also raised concerns about fairness, believing that unequal access to AI tools could affect assessment results.

Similar findings were reported in Nigeria by Ya'u and Mohammed (2025). Their participants accepted AI help for mechanical corrections but rejected its use for generating ideas or making major changes to texts. These students stressed the importance of authorship and personal responsibility. They also argued that AI feedback should be evaluated critically rather than accepted without thinking. A broader review by Ateriya (2025) supports these results. It shows that while AI can make writing more efficient, it also increases the risk of over-reliance and plagiarism, especially when clear rules are not provided.

Across these studies, several ethical themes appear repeatedly. These include transparency and disclosure, fairness and equal access, responsibility for the final text, and the balance between learning support and dependence on AI tools. Overall, the findings suggest that students are generally aware of ethical limits in AI use, even though these limits are often unclear.

In contexts such as Uzbekistan, these ethical challenges may be even stronger. English is taught as a foreign language, academic writing is often high-stakes, and cultural values such as honesty, effort, and respect for teachers are strongly emphasized. In such settings, students may see AI feedback as both useful and risky, especially when institutional guidance is limited. Despite the growing international research on AI and academic writing, little is known about how students in Central Asia understand and respond to these ethical issues.

Ethical feedback literacy

To understand how students deal with ethical issues related to AI-generated feedback, clear theoretical frameworks are needed. These frameworks help explain how students make ethical judgments and how they use feedback in writing.

One key framework is **Rest's model of ethical decision-making** (Rest, 1986). This model is widely used to study ethical behavior in education. According to Rest, ethical behavior includes three main steps. First, a person recognizes that a situation has an ethical dimension. Second, they judge what is right or wrong. Third, they act based on this judgment. When applied to AI-generated feedback, this model helps explain how students notice ethical concerns, decide whether AI assistance is acceptable, and choose how to use AI suggestions in their writing.

Another important framework is **feedback literacy**, introduced by Carless and Boud (2018). Feedback literacy refers to students' ability to understand feedback, judge its value, and use it effectively to improve learning. In recent research, scholars argue that feedback literacy in the age of AI must also include ethical awareness (Henderson et al., 2023). Students are no longer expected to simply accept feedback. Instead, they must decide whether AI feedback is appropriate and how it should be used. Students remain responsible for the final version of their work and are expected to evaluate AI suggestions critically.

Together, Rest's model and feedback literacy theory form a strong framework for examining students' ethical responses to AI-generated feedback. These frameworks move the focus away from whether AI itself is ethical. Instead, they focus on students' thinking processes and actions when they interact with AI tools.

Despite growing interest in AI and academic integrity, several important research gaps remain. First, most existing studies focus on regions such as Europe, Ecuador, and Nigeria (Nelson et al., 2025; Spirgi et al., 2024; Ya'u & Mohammed, 2025). There is no empirical research on Central Asia or Uzbekistan. Cultural values such as respect for authority, honesty, and collective responsibility may influence ethical reasoning differently in this context.

Second, much of the current research focuses on **AI-generated text**, not **AI-generated feedback**. These two uses involve different ethical processes. Using AI to generate text reduces student control. In contrast, using AI feedback requires students to evaluate suggestions and decide how to apply them.

Third, limited attention has been given to the link between students' ethical judgments and their actual writing practices. In particular, few studies examine how ethical views about AI feedback affect academic honesty in real writing situations.

To address these gaps, this study focuses on Uzbek EFL students' ethical responses to AI-generated feedback in academic writing. The study aims to identify what students consider right or wrong when using AI feedback. It also examines how students' use of AI feedback relates to their choices and actions concerning academic honesty.

The study is guided by two research questions.

- First, what do Uzbek EFL students consider right or wrong when using AI-generated feedback to improve academic writing?
- Second, how do Uzbek EFL students' ways of using AI feedback relate to their decisions and actions about academic honesty?

METHODOLOGY

Research Approach

This study uses a deductive approach. Rest's model of ethical behaviour that is based on subsequent actions: recognizing, judging and acting and feedback literacy theory of Carless and Boud (2018) which focuses on how students understand, judge, and use feedback, are chosen to guide how the questions are written, how the data is collected, and how the findings are interpreted. The study does not build a new theory, it tries to find out how these theories work in the context of Uzbek EFL classrooms.

Research Design

The study uses a quantitative survey design. The main tool is an online questionnaire that includes:

a)   closed questions with Likert scales (for example, from "strongly disagree" to "strongly agree");

b)   short scenario-based questions where students choose what they would do in a situation.

This design is chosen because it allows the researcher to collect data from a larger number of students in a short time and it provides both numbers (to see general patterns) and responses to scenario-based questions (to capture logical reasoning). It fits the aim of examining ethical judgments and actions in a simple, practical way.

Research Context and Participants

The study is carried out in Uzbekistan, in two EFL settings:

a)   Fergana State University - university students studying English as a foreign language.

b)   Other universities - through online reach out.

Participants are Uzbek EFL students who are 18 or older and have basic experience with AI tools (mostly ChatGPT). They all have used AI at least once to get feedback on their writing (like grammar corrections, suggestions, or comments on their essays).

The sample size is exactly 40 students, because the data collection ended when the required number was reached due to time constraints. Convenience sampling was used for the student selection, so students who were available and agreed to take part were included.

Research Instrument (Online Questionnaire)

The research instrument used in this study was an online questionnaire created on Google forms. The questionnaire was created specifically for this study and was closely tailored to respond to the research objectives, research questions, and theoretical framework: Rest's

model of ethical decision-making and feedback literacy theory of Carless and Boud (2018). Online format was chosen because it allowed easy access for participants, ensured anonymity, and made data collection efficient. The questionnaire was written in clear and simple English to ensure that all participants could easily understand the questions.

The questionnaire consisted of five main sections:

The first section focused on consent. Participants were provided with a brief explanation of the purpose of the study and were asked to confirm their voluntary participation before continuing. The second section collected background information about the participants. This section included questions about the participants' institution (university or language centre), age, self-reported English proficiency level, and frequency of AI use for feedback. The third section included scenario-based questions designed to explore students' ethical recognition and judgment when using AI feedback. Participants were presented with short, realistic scenarios involving AI-generated feedback on academic writing. After each scenario, students selected the action they would most likely take and indicated whether they believed their choice was ethically acceptable. These items were directly linked to the first two stages of Rest's model: recognizing an ethical issue and judging what is right or wrong. The fourth section included Likert-scale statements measuring students' ethical judgments and feedback literacy. Participants indicated their level of agreement on a five-point scale ranging from "strongly disagree" to "strongly agree." The statements focused on responsible use of AI feedback, academic honesty, confidence in evaluating feedback, and differences between using AI for feedback and for text generation. The fifth section focused on students' actions related to academic honesty, corresponding to the acting stage of Rest's model. This section included multiple-choice and checkbox questions asking how students usually use AI feedback in practice and whether they ever felt unsure about the honesty of their actions. Overall, the questionnaire was designed to collect quantitative data (from multiple-choice and Likert-scale items) and the structure of the instrument ensured that students' ethical recognition, judgment, and actions related to AI-generated feedback were systematically examined in line with the aims of the study.

Data Collection

The data collection process followed these steps:

Permission to share the survey link to the Fergana state university Foreign language and literature faculty 1-4 year students from teachers and lecturers, as well as, administrative body was taken. Likewise, the survey link was shared with groups on telegram whose members consist of only EFL students. Before completing the survey, participants were informed about the purpose of the study, the type of questions they would be asked, and how their responses would be used. They were also informed that participation was voluntary and that they could withdraw at any time without any negative consequences. The questionnaire was completed online using mobile phones or computers and was expected to take approximately

10–15 minutes. All responses were automatically collected and stored in a secure online database, protected by a password and accessible only to the researcher.

Data analysis

To address the research questions, the data collected through the online questionnaire were analyzed using a systematic quantitative analysis procedure. The analysis focused on identifying patterns in Uzbek EFL students' ethical judgments and actions when using AI-generated feedback in academic writing. The entire analysis process was guided by the research objectives, research questions, and Rest's model of ethical decision-making, which provided a clear framework for organizing and interpreting the data.

The analysis began with data preparation and screening. Responses were downloaded from Google Forms and reviewed carefully. Incomplete questionnaires were removed, and only responses in which participants answered the minimum required number of questions were retained. As a result, 40 valid responses were included in the final dataset. Each response was assigned a numerical identifier to ensure anonymity and to allow systematic handling of the data. Next, the dataset was organized and coded. All survey items were closed-ended; therefore, a deductive coding scheme was applied. Multiple-choice, checkbox, and scenario-based responses were coded numerically based on predefined categories reflecting students' ethical positions and actions. Likert-scale items were coded using a five-point scale ranging from "strongly disagree" (1) to "strongly agree" (5). This coding process ensured consistency across responses and allowed for accurate quantitative comparison.

Following coding, the data were analyzed using descriptive statistics. Frequencies and percentages were calculated for all categorical variables to identify overall response patterns. These analyses were used to describe how often students engaged in particular behaviors, such as revising AI feedback in their own words, using AI only for grammar correction, or accepting AI suggestions without modification. This step provided a clear overview of students' typical practices when interacting with AI-generated feedback. The Likert-scale items were analyzed by calculating mean scores and response distributions. This allowed the researcher to examine students' levels of agreement with statements related to ethical use of AI feedback, academic honesty, and confidence in evaluating feedback. Mean values were used to identify dominant trends in students' ethical judgments, while response distributions highlighted areas of consensus and uncertainty among participants. The scenario-based questions were analyzed in a structured manner by mapping students' selected actions onto the stages of Rest's model. Responses were categorized according to whether they reflected ethical recognition, ethical judgment, or ethical action. The frequency of each category was calculated to show how students evaluated ethical situations and what actions they believed were acceptable in different contexts. This step enabled a direct connection between students' decisions and the theoretical framework underpinning the study. Finally, the results were organized and reported according to the research questions. Findings related to students'

judgments about what is right or wrong when using AI feedback were addressed first, followed by findings related to students' actual practices and choices concerning academic honesty. This approach ensured that the analysis remained focused, systematic, and directly relevant to the aims of the study, while providing a clear foundation for interpretation in the discussion chapter.

RESULTS

Participant Background Information

This section describes the background characteristics of the participants in the study. In total, **40 valid responses** were included in the final analysis. Table 1 presents an overview of the participants' background information. Namely, institutional affiliation, English proficiency level, gender, and frequency of AI use.

Most participants were students at **Fergana State University** (n = 31). The remaining participants studied at different higher education institutions. These included **Webster University in Tashkent**, **Uzbekistan National University**, **Andijan State Medical Institute**, **Uzbekistan State World Languages University**, and the **University of Sydney** (each n = 1). This distribution shows that the sample mainly represents Uzbek EFL university students.

In terms of English proficiency, most participants reported a **C1 level or higher** (n = 23). This was followed by **B2-level** students (n = 15). Only a small number of participants identified as **B1-level** (n = 2). These results indicate that most respondents were advanced English users. This is suitable for a study focused on academic writing and feedback use.

Participants were also asked how often they use AI tools for writing or feedback. The results show that AI tools are commonly used. 17 participants reported using AI tools **often**, while 14 reported using them **sometimes**. 5 participants reported **rare** use, and 3 reported **very often**. Only 1 participant stated that they **never** use AI tools.

Summarizing, these findings show that most participants have regular experience with AI-generated feedback. This makes them appropriate respondents for examining ethical judgments and actions related to AI use in academic writing.

Table 1

Participant Background Information (n = 40)

Variable	Category	n	%
Institution	Fergana State University	31	77.5
	Other universities	9	22.5
Gender	Female	31	77.5

	Male	9	22.5
English level	**C1 or higher**	23	57.5
	B2	15	37.5
	B1	2	5.0
AI use frequency	**Often**	17	42.5
	Sometimes	14	35.0
	Rarely	5	12.5
	Very often	3	7.5
	Never	1	2.5

Ethical Judgments about AI-Generated Feedback (RQ1)

This section reports the findings for Research Question 1. This question examines what Uzbek EFL students consider right or wrong when using AI-generated feedback to improve academic writing. Ethical judgment was measured using scenario-based questions and Likert-scale statements related to AI feedback and academic honesty. **Table 2** summarizes participants' ethical judgments in both the scenarios and the Likert-scale items.

Ethical judgment was first examined through the scenario-based questions. In **Scenario 1**, students received AI feedback that suggested sentence-level changes to their own writing. 21 participants reported that their chosen action was ethically acceptable. 11 participants were unsure, and 8 believed that their action was not ethically acceptable. These results show that while most students viewed this type of AI feedback as acceptable, a noticeable number experienced uncertainty or ethical concern.

In **Scenario 2**, students received more extensive AI feedback. In this case, the AI rewrote almost an entire paragraph, and no clear teacher guidance was provided. Ethical judgments showed slightly stronger acceptance. 25 participants considered their chosen action ethically acceptable. 7 participants judged it as not acceptable, and 7 were unsure. These results suggest that even when AI involvement was greater, many students still believed their actions were ethically acceptable. However, uncertainty remained for a significant group.

Ethical judgments were also examined using Likert-scale items. These items provided a more detailed view of students' attitudes toward AI-generated feedback. As shown in Table 2, the mean scores indicate moderate to strong agreement with controlled and reflective use of AI

feedback. Overall, participants supported the idea that AI feedback should be used responsibly.

The statement *"Using AI feedback is acceptable if I still control the final version of my writing"* received a mean score of **3.28**, showing general agreement. The statement *"Copying AI feedback directly without changes is academically dishonest"* produced a mean score of **3.53**, indicating that most participants recognized direct copying as unethical.

Participants also showed awareness of learning-focused feedback use. The statement *"AI feedback helps me learn when I critically evaluate it, not when I blindly follow it"* received a mean score of **3.58**. This suggests that students understood the importance of active judgment. In addition, the statement *"Using AI feedback feels less dishonest than using AI to generate a full essay"* reached a mean score of **3.63**, showing that many students clearly distinguished between feedback support and text generation.

Finally, participants reported confidence in their ethical decision-making. The statement *"I feel confident deciding which AI feedback is appropriate to use"* yielded a mean score of **3.60**, indicating that most students believed they could make responsible choices.

Summarizing, the findings show that Uzbek EFL students view AI-generated feedback as ethically acceptable when it is used in a controlled and reflective way. However, uncertainty appeared in both scenarios. This suggests that ethical judgment becomes less clear when AI involvement increases or when institutional rules are unclear.

Table 2

Ethical Judgments about AI-Generated Feedback

Scenario	Response	n	%
Scenario 1	**Ethically acceptable**	21	52.5
	Not sure	11	27.5
	Not acceptable	8	20.0
Scenario 2	**Ethically acceptable**	25	62.5
	Not sure	7	17.5

	Not acceptable	7	17.5

Likert-scale ethical judgment items (1 = strongly disagree, 5 = strongly agree)

Statement	Mean
Using AI feedback is acceptable if I control the final version	3.28
Copying AI feedback directly without changes is dishonest	3.53
AI feedback helps me learn when critically evaluated	3.58
AI feedback feels less dishonest than AI-generated text	3.63
I feel confident judging which AI feedback to use	3.60

Ethical Actions and Academic Honesty (RQ2)

This section presents the findings for Research Question 2. This question examines how Uzbek EFL students' use of AI-generated feedback relates to their choices and actions about academic honesty. Ethical actions were analyzed using responses to scenario-based choice questions and items describing students' usual practices when using AI feedback. Participants' actions in both scenarios are summarized in **Table 3**.

Participants' actions were first examined in **Scenario 1**. In this scenario, students received sentence-level AI feedback on their own writing. The most common action was accepting some AI suggestions and rewriting them in their own words (n = 18). This was followed by reading the feedback but not using it (n = 11). A smaller number of participants reported accepting all AI suggestions without changes (n = 7). 4 participants chose to copy the suggested sentences directly. These results show that most students used AI feedback carefully. However, a small group reported practices that may raise ethical concerns.

In **Scenario 2**, AI rewrote a paragraph almost completely, and teacher guidance was unclear. Participants' actions followed a similar pattern. Most students chose to rewrite the paragraph in their own words (n = 21). Another 9 participants said they would ask the teacher for clarification. This suggests an effort to resolve ethical uncertainty. However, 6 participants reported that they would use the rewritten paragraph without changes, and 4 chose not to use the AI feedback at all. These results show that while many students tried to protect academic

honesty, some were willing to accept extensive AI involvement.

Students' usual practices when using AI feedback were examined through a multiple-response question. The most common practice was revising AI feedback in one's own words (n = 27). Many participants also reported using AI only for grammar correction (n = 19). At the same time, 10 participants admitted that they sometimes use AI suggestions exactly as given. 12 participants reported that their AI use depends on the assignment. These findings suggest that students' actions vary depending on context and task requirements.

To explore academic honesty further, participants were asked whether they had ever felt unsure about whether their use of AI feedback was honest or dishonest. 29 participants answered yes, while 11 answered no. This shows that ethical uncertainty is common among Uzbek EFL students when using AI-generated feedback. Students' practices and levels of uncertainty are summarized in **Table 4**.

To sum up, the findings show that many students try to use AI feedback responsibly by evaluating and revising suggestions. At the same time, uncertainty and potentially problematic practices remain. Students' actions range from careful and reflective use to direct acceptance of AI-generated revisions. This highlights the complex relationship between AI feedback use and academic honesty.

Table 3

Students' Actions in Scenario-Based AI Feedback Use

Scenario 1 Actions

Action	n	%
Accept some suggestions and rewrite	**18**	**45.0**
Read feedback but not use	**11**	**27.5**
Accept all suggestions without change	**7**	**17.5**
Copy suggested sentences directly	**4**	**10.0**

Scenario 2 Actions

Action	n	%
Rewrite paragraph in own words	**21**	**52.5**

Ask teacher for clarification	**9**	**22.5**
Use rewritten paragraph as is	**6**	**15.0**
Avoid using AI feedback	**4**	**10.0**

Table 4
AI Feedback Practices and Ethical Uncertainty
Usual AI feedback practices (multiple answers allowed)

Practice	n
Revise AI feedback in own words	**27**
Use AI only for grammar	**19**
Use AI suggestions exactly as given	**10**
Depends on the assignment	**12**

Ethical uncertainty

Response	n	%
Yes, felt unsure	**29**	**72.5**
No	**11**	**27.5**

DISCUSSION

This study looked at how Uzbek EFL students respond to AI-generated feedback in academic writing. It focused on two things. First, how students decide what is right or wrong when they use AI feedback. And second, how these decisions affect what they actually do in their writing.

The results help us understand students' thinking. They show how students balance learning support and academic honesty. When the findings are viewed through Rest's model of ethical

decision-making and feedback literacy, one clear picture appears: most students are careful. They try to act ethically. However, they are often unsure.

Recognizing ethical issues

The findings for **Research Question 1** show that most Uzbek EFL students see AI-generated feedback as acceptable when it is used carefully. Students usually believe AI feedback is ethical if they stay in control of the final text. They also believe feedback should be checked and evaluated, not followed automatically. This shows that students understand that AI use involves ethical choices.

This awareness fits well with Rest's model. According to the model, ethical behavior begins when people notice an ethical issue. Then they decide what is right or wrong (Rest, 1986). In this study, many students clearly recognized that using AI feedback is not a neutral action. They understood that their decisions matter.

At the same time, the results show that ethical judgment is often unclear. In both scenarios, many students said they were unsure. This uncertainty increased when AI made larger changes or when teachers did not give clear rules. In these situations, students were not confident about what was acceptable. Similar problems have been reported in studies from Ecuador and Europe. In those studies, students also struggled to decide when AI use crossed ethical boundaries or needed to be explained to teachers (Nelson et al., 2025; Spirgi et al., 2024).

These findings suggest an important point. Students do not follow fixed ethical rules when using AI feedback. Instead, they judge each situation separately. Their decisions depend on how much control they feel they still have and how strong the AI's role is in the writing process.

A key finding is the clear difference students made between **AI-generated feedback** and **AI-generated text**. Most students felt that feedback is less problematic than using AI to write a full text. They were more comfortable with grammar correction and small edits. They were less comfortable with AI creating ideas or rewriting large parts of a text. This matches earlier research from Nigeria and Europe (Ya'u & Mohammed, 2025; Spirgi et al., 2024).

This distinction is important because it shows careful thinking. Students are not simply "for" or "against" AI. They try to protect authorship and learning. They accept AI as support, but not as a replacement for their own work.

Ethical Actions and Academic Honesty

The findings related to **Research Question 2** show that students' ethical thinking is often reflected in what they actually do. Many participants reported revising AI feedback in their own words. Others said they rewrote paragraphs instead of copying them or asked teachers for clarification when they felt unsure. These actions show that students often try to act

responsibly. In terms of Rest's model, this reflects the *action stage*, where students act according to what they believe is right.

However, the results also show that ethical awareness does not always lead to ethical action. A smaller but important group of students admitted that they accepted AI suggestions without changes or used AI-generated revisions directly. This supports earlier research showing that even students who understand ethical issues may still take risks. This often happens when they feel time pressure, face unclear rules, or experience strong academic demands (Ateriya, 2025). The fact that almost three-quarters of participants said they had felt unsure about the honesty of their actions shows how unstable ethical decision-making can be when AI is involved.

From a feedback literacy perspective, these findings are especially important. Some students clearly show strong feedback literacy. They evaluate AI feedback, change it, and use it to learn. Other students rely on AI suggestions without modification. This may mean they lack confidence, skills, or guidance on how to use feedback ethically. These differences suggest that feedback literacy among students is uneven. As recent research argues, feedback literacy in the age of AI must include ethical thinking, not only technical skill (Carless & Boud, 2018; Henderson et al., 2023).

Contribution of the study

The Uzbek EFL context helps explain these findings. Cultural values like honesty, effort, and respect for teachers are strongly valued. This explains why many students showed ethical concern and hesitation instead of accepting AI feedback without question. At the same time, the lack of clear rules places the responsibility on students themselves. They are expected to make difficult ethical decisions without clear guidance. Students feel morally responsible, but they are unsure what is acceptable. Similar tensions appear in other contexts, but they may be stronger where teacher authority is especially important.

This study contributes to existing research in several ways. First, it brings attention to Central Asia, a region that has been largely missing from discussions about AI and academic integrity. Second, it shifts focus away from AI-generated text and toward AI-generated feedback. This highlights a different type of ethical challenge, where students must evaluate and apply suggestions rather than produce content. Third, by combining Rest's ethical model with feedback literacy, the study offers a clear way to understand how students move from ethical thinking to real action when using AI tools.

CONCLUSION

This study explored how Uzbek EFL students respond to AI-generated feedback in academic writing. It focused on two main issues. First, what students believe is right or wrong when using AI feedback. Second, how these beliefs influence what they actually do in their writing.

Using a quantitative survey and drawing on **Rest's model of ethical decision-making** and **feedback literacy**, the study shows how students notice ethical issues, judge AI use, and act in relation to academic honesty.

The findings show that most students consider AI-generated feedback acceptable when they stay in control of their writing and use feedback carefully. Many students clearly separated AI-generated feedback from AI-generated text. They saw feedback as less ethically problematic than using AI to write full texts. At the same time, the scenario-based results showed that ethical judgment is often mixed with uncertainty. This was especially clear when AI made major changes or when rules about AI use were unclear.

When looking at actual writing practices, many students reported responsible behavior. They rewrote AI feedback in their own words, used AI mainly for grammar correction, or asked teachers for guidance when unsure. These actions suggest that students try to match their behavior with their ethical beliefs. However, a smaller but important group admitted that they sometimes used AI suggestions without changing them. This shows a gap between ethical awareness and ethical action. The fact that many students felt unsure about whether their AI use was honest highlights how difficult ethical decision-making can be in AI-supported writing.

This study makes several contributions. First, it provides data from **Uzbekistan**, a Central Asian context that has been largely missing from previous research on AI and academic integrity. Second, it focuses on not AI-generated text, but AI-generated feedback. Third, by combining ethical decision-making theory with feedback literacy, the study offers a clear way to understand how students move from ethical thinking to real actions when using AI tools.

The study also has limitations. The sample size was small and limited to mainly one educational settings, which may reduce how widely the findings can be applied. In addition, the study relied on students' self-reports, which may not fully reflect real writing behavior. Future research could include larger and more diverse groups of students, follow students over time, or use mixed research methods to better understand how ethical views develop.

To summarize, the findings show that Uzbek EFL students are not careless users of AI, but they are also not fully confident ethical decision-makers. Instead, they show awareness, make selective choices, and still feel unsure. Reducing this uncertainty requires clear institutional guidelines and direct teaching about ethical AI feedback use. Simply banning AI or allowing unlimited use is not enough. Students need guidance to learn how to use AI feedback responsibly and confidently.

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DEVELOPING ACADEMIC INTEGRITY AND WRITTEN COMMUNICATION THROUGH CHATGPT-TYPE GENERATIVE MODELS

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ABSTRACT

The rapid development of generative artificial intelligence, especially language models such as ChatGPT, has created new opportunities and challenges for higher education. On the one hand, these tools can help students improve their academic writing by supporting idea development, language accuracy, and text organization. On the other hand, their use has raised serious concerns related to academic integrity, including plagiarism, authorship, and the misuse of automatically generated texts. This article explores how ChatGPT-type generative models can contribute to the development of academic integrity and students' written communication skills when used in a transparent and pedagogically guided way. The study is based on a qualitative analysis of existing academic literature and focuses on theoretical discussions rather than empirical data. The findings suggest that generative AI does not necessarily weaken academic honesty; instead, when integrated responsibly, it can support ethical awareness, reflective writing practices, and gradual improvement of academic writing skills. The article argues for a balanced approach that combines clear ethical guidelines, AI literacy, and instructional support.

АННОТАЦИЯ

Быстрое развитие генеративного искусственного интеллекта, в частности языковых моделей типа ChatGPT, создало новые возможности и одновременно вызвало новые проблемы в сфере высшего образования. С одной стороны, такие инструменты могут помочь студентам улучшить навыки академического письма, способствуя развитию идей, языковой точности и логической структуры текста. С другой стороны, их использование вызывает обеспокоенность, связанную с академической честностью, плагиатом и вопросами авторства. В данной статье рассматривается, каким образом генеративные модели типа ChatGPT могут способствовать формированию академической добросовестности и развитию письменной речи студентов при условии прозрачного и педагогически обоснованного использования. Исследование основано на качественном анализе существующих научных публикаций и носит теоретический характер. Результаты анализа показывают, что генеративный ИИ не обязательно подрывает академическую честность, а при ответственном подходе может способствовать развитию этического сознания и навыков академического письма.

ANNOTATSIYA

Generativ sun'iy intellektning, xususan ChatGPT kabi til modellarining tez sur'atlarda rivojlanishi oliy ta'lim tizimida yangi imkoniyatlar bilan birga muammolarni ham yuzaga chiqardi. Bir tomondan, bunday vositalar talabalarga akademik yozuvni yaxshilashda, fikrlarni rivojlantirishda va matn tuzilishini tartibga solishda yordam berishi mumkin. Ikkinchi tomondan esa, ularning qo'llanilishi akademik shaffoflik, plagiat va mualliflik masalalari bo'yicha xavotirlarni kuchaytirdi. Ushbu maqolada ChatGPT turidagi generativ modellar pedagogik jihatdan to'g'ri va oshkora qo'llanilganda talabalarning akademik shaffofligini va yozma nutq malakalarini rivojlantirishdagi o'rni tahlil qilinadi. Tadqiqot mavjud ilmiy adabiyotlarni tahlil qilish orqali amalga oshirilgan. Tahlil natijalari shuni ko'rsatadiki, generativ sun'iy intellekt mas'uliyat bilan qo'llanilganda akademik halollikni susaytirmaydi, aksincha, talabalarda yozma faoliyatga ongli va mas'uliyatli yondashuvni shakllantiradi.

Keywords

generative artificial intelligence, ChatGPT, academic integrity, academic writing, higher education

Kalit so'zlar

generativ sun'iy intellekt, ChatGPT, akademik shaffoflik, yozma nutq, oliy ta'lim

Ключевые слова

генеративный искусственный интеллект, ChatGPT, академическая честность, академическое письмо, высшее образование

INTRODUCTION

Digital technologies have long been part of higher education, influencing how students learn, write, and demonstrate their knowledge. Tools such as word processors, online dictionaries, and grammar checkers were once seen as controversial, yet over time they became normal elements of academic work. Today, generative artificial intelligence represents a new stage in this development. ChatGPT and similar language models can produce long, well-structured texts in a short time, respond to complex prompts, and imitate academic language with a high level of accuracy. Because of these features, their presence in academic writing contexts has become both unavoidable and deeply debated.

One of the central concerns related to the use of generative AI in education is academic integrity. Academic integrity is generally understood as a set of values that includes honesty, responsibility, fairness, and transparency in learning and research. When students submit

written work, it is expected to reflect their own understanding, effort, and critical thinking. However, when a tool like ChatGPT is used without clear rules or reflection, the boundary between support and substitution becomes unclear. For example, a student may use ChatGPT to generate a full essay and submit it as their own work, which directly violates academic integrity. At the same time, another student may use the same tool to improve sentence clarity, reorganize arguments, or better understand how academic texts are structured, which can support learning rather than replace it.

In parallel with integrity concerns, academic writing itself remains a challenging skill for many students, especially in higher education. Writing academically requires more than correct grammar. Students must learn how to develop arguments, connect ideas logically, use appropriate academic language, and follow disciplinary conventions. Research in writing studies shows that these skills develop gradually and often require feedback, examples, and revision. In this context, generative AI can function as a form of support, similar to a tutor or a drafting assistant, particularly for students who struggle with expressing their ideas in written form or writing in a second language.

Despite the growing number of publications on ChatGPT and education, much of the existing discussion focuses either on risks, such as cheating and plagiarism, or on technical capabilities of AI systems. There is less attention to how generative AI can be used intentionally to support both academic integrity and writing development at the same time. In addition, many studies rely on surveys or classroom experiments, while fewer works offer a careful qualitative synthesis of existing theoretical and pedagogical research.

Therefore, the aim of this article is to explore how ChatGPT-type generative models can contribute to the development of academic integrity and students' written communication skills based on existing scholarly literature. The article seeks to address the following questions: How is academic integrity discussed in relation to generative AI in current research? In what ways can ChatGPT support academic writing without replacing student authorship? What conditions are necessary for generative AI to function as a supportive and ethical educational tool rather than a source of academic misconduct?

METHODOLOGY

This study uses a qualitative, theory-driven methodology based only on existing academic research. The goal is not to measure how students in one university use ChatGPT in real life, but to understand how scholars and educators describe its influence on academic integrity and academic writing, and what principles they recommend for responsible use. In other words, the article builds an argument from published evidence and educational theory, rather than from surveys, interviews, classroom observation, or experiments.

The data for the study consists of secondary sources, mainly peer-reviewed journal articles, academic books, conference papers, and policy or guidance documents produced by reputable educational and international organizations. These sources were chosen because the topic is

evolving quickly and higher education institutions often rely on research-based guidance to make decisions about assessment and integrity policies. The literature includes research on academic integrity, plagiarism and authorship, academic writing development, feedback and revision practices, and AI literacy, alongside studies that focus directly on generative AI tools such as ChatGPT.

To collect the sources, a structured literature search approach was used. Searches were carried out in widely used academic databases and academic search engines (for example, Scopus, Web of Science, ERIC, and Google Scholar), using keyword combinations in English and, where relevant, in Russian and Uzbek. Typical search strings included "ChatGPT AND academic integrity," "generative AI AND plagiarism," "large language models AND academic writing," and "AI literacy AND higher education." In Russian, searches used terms such as "генеративный ИИ и академическая честность" and "ChatGPT и академическое письмо." In Uzbek, searches included phrases such as "generativ sun'iy intellekt akademik shaffoflik" and "ChatGPT yozma nutq malakasi." This multilingual strategy was important because local and regional academic discussions often appear outside major English-language journals, especially in education and methodology fields.

Clear inclusion and exclusion criteria were applied to keep the review focused and academically reliable. Sources were included if they (1) discussed generative AI or ChatGPT-type models in an educational context, (2) addressed academic integrity, assessment, authorship, or writing development, and (3) offered conceptual arguments, frameworks, or pedagogical recommendations grounded in research or scholarly reasoning. Sources were excluded if they were purely promotional, lacked academic rigor, repeated unsupported claims, or focused only on technical engineering details with no relevance to educational practice. To keep the discussion current while still theoretically grounded, priority was given to sources published from 2018 onwards, with particular attention to publications from 2022–2025, when ChatGPT and similar tools became widely accessible.

After selecting the sources, the study used qualitative thematic analysis to interpret and organize the literature. First, the texts were read closely to identify repeated ideas, key arguments, and common concerns. Second, codes were developed around themes that appeared across many sources, such as "authorship and transparency," "plagiarism and misuse," "AI as writing support," "assessment redesign," and "AI literacy." Third, these codes were grouped into broader categories that directly connect to the research questions of this article: how academic integrity is framed in the AI era, how writing development can be supported through AI, and what educational conditions reduce integrity risks. For example, if one article argued that AI increases cheating risk, and another argued that clear disclosure rules reduce that risk, both texts were coded under integrity governance, then compared to build a balanced interpretation.

In addition to thematic analysis, the study used interpretive synthesis to connect research

findings with writing pedagogy and integrity frameworks. This means that the analysis did not simply list what authors said, but also examined how different perspectives relate to each other. For instance, one group of scholars emphasizes detection and punishment, while another emphasizes education, transparency, and skill-building. The synthesis compares these positions and explains how they lead to different classroom practices. A concrete example is the difference between banning AI completely versus teaching students to use it for outlining, paraphrasing with citation awareness, or language polishing with disclosure. The interpretive approach helps explain why the same tool can be framed as a threat in one setting but as a learning scaffold in another.

To strengthen credibility and trustworthiness, the study applied triangulation at the level of sources and perspectives. Instead of relying on a single author or one type of publication, the review combined research from academic integrity studies, applied linguistics and academic writing research, educational technology, and institutional policy guidance. This helps reduce bias and makes the conclusions more stable. The analysis also aimed for balance by including both critical and supportive viewpoints. When disagreements appeared in the literature, they were not hidden; instead, they were treated as evidence of a complex issue that requires careful pedagogy rather than simple solutions.

Because the study uses only published material, it does not involve human participants and therefore does not require informed consent or personal data protection procedures. However, ethical responsibility still matters in how the literature is used. This article avoids misrepresenting authors' ideas, respects intellectual property through proper citation, and treats academic integrity as a developmental educational goal rather than only as a disciplinary issue. This ethical stance is consistent with the topic itself, because writing about integrity requires integrity in academic writing practice.

The methodology also has limitations. A literature-based qualitative study cannot claim that a specific group of students improved their writing or became more honest because of ChatGPT use, since no direct measurement was conducted. The findings are conceptual and explanatory rather than statistical. Another limitation is that the field is changing quickly, so institutional policies and research trends may evolve after the sources were published. Finally, language and access barriers may mean that some relevant local studies are not included, especially if they are not indexed in major databases. These limitations do not weaken the value of the study; instead, they clarify that the article's contribution is a well-argued, research-grounded framework for thinking and teaching, which can later guide empirical research.

Overall, this qualitative literature-based methodology is suitable for the article's purpose because it allows a careful, research-informed understanding of how ChatGPT-type generative models can be used to support academic integrity and written discourse development. It also provides a strong foundation for future work, such as designing

classroom guidelines, assessment criteria, and training modules for ethical and effective AI use in academic writing.

RESULTS

The results of the qualitative literature analysis show that research on ChatGPT-type generative models in higher education clusters around a clear central idea: these tools do not automatically destroy academic integrity or automatically improve writing. Their educational value depends on how they are framed, taught, and regulated. Across the reviewed sources, three broad result patterns appeared repeatedly. First, scholars describe a shift in how academic integrity problems are understood, moving from "catching cheating" toward "building ethical competence." Second, the literature suggests that generative AI can support written discourse development when students use it as a learning scaffold, especially for drafting, revising, and language control. Third, most authors agree that the strongest predictor of responsible use is not the tool itself, but the presence of clear rules, transparent disclosure practices, and AI literacy teaching.

A major result concerns how academic integrity is being redefined under the influence of generative AI. Many publications argue that traditional integrity discussions focused heavily on plagiarism as copying from sources, while AI changes the nature of the problem because the text may be "new" but the authorship and learning process are unclear. As a result, integrity is increasingly described through ideas like transparency, responsibility, and process evidence. In practical terms, several researchers recommend moving from a narrow question, "Is the text original?" to a wider question, "Did the student do the learning work, and can they explain it?" This leads to concrete suggestions such as requiring students to include a short statement describing how they used AI, what they accepted or rejected, and which parts of the final text are their own reasoning. For example, instead of banning AI, a course may allow students to use ChatGPT to generate an outline, but then require them to justify their thesis, explain their sources, and submit two draft versions with revision notes. The literature treats this as an integrity-supporting approach because it makes the student's decision-making visible.

Another consistent result is that many integrity risks linked to ChatGPT are strongly connected to unclear expectations rather than purely dishonest intentions. Multiple sources describe a "policy gap" where students are uncertain about what counts as acceptable help. In that situation, students may treat ChatGPT like a grammar checker and believe it is permitted, while teachers may view it as unauthorized authorship. The reviewed research argues that this mismatch creates risk, confusion, and conflict. Where institutions introduced clear guidance, the literature suggests that misuse tends to decrease because students understand boundaries. A simple example discussed in several works is distinguishing between using AI to improve language accuracy versus using AI to create arguments and

content. When teachers explicitly say, "You may use AI to improve clarity and grammar, but you must produce your own ideas, examples, and references," students are more likely to use the tool ethically.

A second large result concerns writing development. Across the literature, generative AI is frequently described as helpful at specific stages of the writing process. In the pre-writing stage, it can support topic narrowing, brainstorming, and basic outlining. Many students struggle to begin, especially when they have limited academic vocabulary or limited confidence in structuring arguments. Researchers note that if students prompt ChatGPT responsibly, the model can offer a draft outline that students can critique and revise. The key benefit is not the outline itself, but the reduced anxiety and the clearer starting point. For example, a student writing about academic honesty might ask for possible subtopics and then choose one, rewrite it in their own words, and search for academic sources to support it. Literature frames this as a scaffold that supports autonomy when combined with critical engagement.

In the drafting stage, the reviewed sources emphasize that ChatGPT can support cohesion, paragraph development, and academic tone when used as a feedback tool rather than as a replacement author. A common pattern in writing research is that learners can have strong ideas but struggle to express them clearly. Here, generative AI can propose alternative phrasing, transitions, or clearer topic sentences. Several authors compare this to an always-available writing assistant that helps students notice patterns in academic discourse, such as how to contrast viewpoints, define key terms, or write cautious claims using hedging language. For example, students may learn to shift from absolute statements like "ChatGPT is bad for education" to more academic wording such as "ChatGPT may create integrity risks in some assessment contexts, particularly when guidelines are unclear." The literature presents this as writing development because students are not only receiving polished text, but also seeing models of academic style that they can learn from.

In the revision stage, the results show especially strong agreement that AI can improve metacognitive awareness when teachers ask students to reflect on changes. A recurring recommendation is to make AI-supported writing visible through process tasks. One example described in research is requiring students to submit a first draft, then use ChatGPT to suggest improvements, and finally produce a revised draft with a short explanation of which suggestions they accepted and why. This turns AI use into an opportunity for reasoning and decision-making. The literature argues that such reflective comparison supports integrity because students must demonstrate ownership of choices. It also supports writing competence because students practice evaluating feedback, not just applying it mechanically.

A third key result relates to the development of ethical awareness and AI literacy. Many sources argue that integrity problems with generative AI often reflect a skill gap: students may not know what the tool can and cannot do, how it can hallucinate information, or why it

may produce confident but incorrect statements. Therefore, a strong theme across the literature is that AI literacy must become part of academic literacy, similar to how students are taught to cite sources, paraphrase responsibly, and evaluate credibility. Research highlights that students should learn at least three practical habits. First, verifying factual claims using credible sources instead of trusting AI output. Second, using AI as support for language and structure while keeping ownership of ideas. Third, disclosing use according to course rules. A typical classroom example discussed is teaching students to treat AI suggestions as "draft material" that needs checking, the same way a student would check a Wikipedia paragraph before using it in academic writing.

The analysis also found a repeated warning about overreliance and "false competence." Several studies note that if students always outsource wording, argument structure, or summarizing to ChatGPT, they may produce texts that look advanced while their personal writing skill does not improve at the same rate. The literature highlights this risk especially for students who are still building foundational writing skills. In response, scholars propose designing tasks where students must demonstrate independent thinking, such as connecting concepts to local contexts, reflecting on personal academic experiences, or defending their argument in an oral follow-up. For example, a student may submit an essay but then complete a short viva-style discussion where they explain their thesis and justify their citations. The literature suggests that such assessment design discourages unethical use because students cannot hide behind text they do not understand.

Finally, a consistent result is that assessment redesign is repeatedly described as a practical integrity solution. Many authors state that simply trying to detect AI-generated text is unreliable and can harm trust between teachers and students. Instead, they recommend designing assignments that value process, originality of thought, and evidence-based reasoning. Examples include requiring annotated bibliographies, reflective commentaries, draft histories, or discipline-specific applications where students connect theories to real educational settings. In writing courses, some research suggests integrating AI openly by asking students to compare an AI-generated paragraph with a student-written paragraph and evaluate differences in clarity, evidence, and ethical use. The result across the literature is a clear direction: integrity is strengthened when assessment focuses on thinking and process, not only the final product.

Taken together, these results support a balanced conclusion for the next section of your article. The literature does not present ChatGPT as purely a threat or purely a solution. Instead, it frames generative AI as a powerful tool that can either weaken or strengthen academic integrity and writing competence depending on educational choices. When teachers provide clear boundaries, teach AI literacy, and design process-based writing tasks, the studies suggest that students are more likely to use AI in ways that support learning, ethical responsibility, and gradual improvement in written academic discourse.

DISCUSSION

The discussion of this article builds on one main message from the reviewed literature: ChatGPT-type generative models are not simply "good" or "bad" for higher education. They are powerful tools that change the writing environment, and that change forces universities to rethink what academic integrity means and how writing skills should be taught. In many earlier debates about plagiarism, the central issue was copying from sources without citation. Generative AI complicates that picture, because a student can submit a text that is not copied from a published source, yet still be dishonest if the text was produced with minimal personal thinking. For this reason, many scholars argue that the integrity conversation must shift from only product-based originality to learning-based ownership. The important question becomes not only "Is this text unique?" but "Did the student do the intellectual work behind this text, and can they show and explain it?"

A useful way to interpret the results is to see academic integrity as a skill, not only a rule. The literature often emphasizes that students do not automatically understand the boundaries of acceptable academic help, especially when technology changes quickly. If an institution bans AI without explaining why, some students will still use it secretly, while others may use it by accident because they see it as similar to grammar-checking tools. This creates an atmosphere of suspicion and confusion, which weakens integrity culture. In contrast, when teachers explain acceptable and unacceptable use clearly, integrity becomes teachable. For example, allowing ChatGPT for brainstorming and language polishing while requiring students to produce their own argument and support it with real sources creates a "safe zone" for learning. Students then learn a practical ethical habit: using AI as support for expression, not as a substitute for thinking.

The results also support an important point from writing pedagogy: academic writing develops through process, feedback, and revision. Many students struggle not because they lack intelligence, but because they lack strategies for planning, organizing, and improving their texts. Generative AI can play a supportive role here, especially for students writing in a second language. If a student has a good idea but cannot express it clearly, ChatGPT can suggest alternative phrasing or smoother transitions. This can lower frustration and increase engagement, which matters because confidence often affects writing performance. However, the literature is careful about one risk: if students rely on AI to do the writing work all the time, they may produce clean-looking texts without developing their own writing competence. This is why pedagogical design matters. AI should be used in ways that still require students to make choices, explain reasoning, and practice revision skills.

A key implication is that universities should treat AI literacy as part of academic literacy. In the past, students were taught how to cite sources, paraphrase responsibly, and evaluate reliability. Now they also need to learn how to work with AI output critically. This includes

understanding that generative AI can produce convincing but inaccurate information, create references that do not exist, and present opinions as facts. In integrity terms, this is not a small issue. If a student includes false evidence or invented citations, even without bad intentions, the academic quality and trustworthiness of work decreases. Therefore, responsible AI use requires a habit of verification. A practical example is teaching students to use ChatGPT to generate an outline or a draft paragraph, then requiring them to confirm every factual claim through credible academic sources. This approach does not treat AI as an enemy, but as a tool that must be handled with academic discipline.

Another strong theme in the discussion is assessment. The reviewed research suggests that detection-only strategies are limited and may even harm trust. AI detectors can be inaccurate, and false accusations can damage the student-teacher relationship. Instead, many scholars recommend redesigning tasks so that learning is visible and authorship is clearer. This does not mean every assignment must become complicated, but it does mean shifting some weight toward process-based evidence. For example, teachers can require an outline, a draft, a revised version, and a short reflection explaining what was changed and why. If AI is used, students can disclose it and explain how it influenced their decisions. This kind of assessment can reduce misconduct because students cannot easily submit a full AI-generated essay and pretend it reflects their learning. At the same time, it supports writing development because students are practicing revision and reflection, which are central academic skills.

The discussion also shows that ethical use policies must be realistic and supportive. A strict ban may look simple on paper, but it is difficult to enforce and may encourage hidden use. At the other extreme, full freedom without rules can lead to confusion and misuse. The literature points to a middle path: clear, discipline-sensitive guidelines. For instance, in a language and writing course, limited AI use for grammar checking or style improvement might be acceptable if students disclose it. In a course focused on critical thinking and argumentation, the rules might be stricter, requiring students to generate arguments themselves and use AI only for language polishing. The key is that policies should match learning outcomes. If the learning outcome is "students will write coherent academic arguments," then the policy should protect that outcome while still allowing ethical support. It is also important to acknowledge fairness issues. Some students have better access to paid AI tools or better digital skills. If teachers silently assume everyone can use AI effectively, the gap between students may grow. This is not only a technical issue but also an integrity issue, because unequal access can create pressure and feelings of unfairness. The literature suggests that institutions should address this by providing guidance, training, and, where possible, equal access through official platforms or campus support. At minimum, teachers should not assume that all students know how to prompt AI responsibly, verify output, or avoid unethical shortcuts. Building shared AI literacy reduces inequality and strengthens integrity culture.

This article also has clear limitations, and discussing them strengthens the academic honesty of the work. Because the methodology is based only on existing research, the conclusions are conceptual. The discussion explains how and why generative AI can support integrity and writing development, but it does not prove that a particular group of students improved in one classroom. In addition, the research field is changing quickly, so institutional policies and student behaviors may evolve after publication. Still, conceptual work is valuable at this stage because educators need frameworks to make decisions, and empirical studies often need a strong theoretical base to interpret results meaningfully.

Overall, the discussion supports a persuasive position: generative AI should be treated as a serious educational reality, not a temporary trend. Attempts to ignore it often lead to hidden use and weaker integrity culture. A more constructive approach is to integrate ChatGPT-type tools in a transparent, guided, and learning-focused way. When students are taught how to use AI as a scaffold, how to verify information, how to disclose use, and how to take ownership of ideas, academic integrity becomes stronger rather than weaker. At the same time, writing becomes more teachable because students receive faster feedback opportunities and clearer models, while still being required to demonstrate understanding. In this view, the real educational task is not to stop technology, but to shape student practices so that integrity and learning remain at the center of academic writing.

CONCLUSION

This article set out to examine, through a qualitative analysis of existing research, how ChatGPT-type generative models can be used to strengthen academic integrity while also supporting the development of students' written discourse competence in higher education. The reviewed literature suggests that generative AI should not be treated as a single-direction threat to academic honesty, nor as a simple shortcut to better writing. Instead, its impact depends on educational framing. When ChatGPT is used as a scaffold for planning, drafting, revising, and language refinement, and when students remain responsible for ideas, evidence, and final decisions, the tool can support learning and help students improve writing quality gradually and meaningfully.

A central conclusion from the synthesis is that academic integrity in the AI era needs to be approached as an educational competence rather than only a policing system. Traditional integrity practices often focused on whether a final text contains copied material, but generative AI shifts attention toward authorship, transparency, and evidence of learning. For this reason, institutions and instructors are encouraged to move from purely product-focused evaluation toward process-supported assessment, where students show how their text was developed and can explain their choices. When disclosure practices, reflective tasks, and source-based verification are required, generative AI becomes less useful for misconduct and

more useful for responsible writing support.

The findings also highlight that ChatGPT's strongest educational value appears when it is embedded within writing pedagogy, not used as a replacement writer. Existing research repeatedly points to writing as a process that improves through feedback and revision, and generative models can offer rapid, flexible support at multiple stages of that process. However, the literature warns against overreliance. If students delegate essential thinking and argument development to AI, the result can be a polished surface without genuine skill growth. Therefore, the ethical and pedagogical goal is not simply to "allow" or "ban" AI, but to teach students how to use it critically, verify its output, and maintain ownership of content and reasoning.

Based on the reviewed evidence, several practical implications follow. Higher education institutions should develop clear, realistic guidelines that distinguish acceptable support (such as language clarity, structure suggestions, and brainstorming) from unacceptable substitution (such as submitting AI-generated arguments or evidence as one's own). Instructors can strengthen integrity by designing assignments that require visible learning, including drafts, revision notes, short reflective commentaries, and source-grounded argumentation. At the same time, universities should promote AI literacy as a core element of academic literacy, helping students understand limitations of generative models, especially the risk of inaccurate information and fabricated references, and teaching them habits of verification and responsible citation.

This study has limitations that define the scope of its conclusions. Because the methodology relies only on existing research, the article does not provide direct empirical evidence from a specific student population or classroom context. The conclusions are therefore conceptual and explanatory, offering a synthesized framework rather than measured outcomes. In addition, the field is evolving quickly; policies, tools, and educational practices may change, meaning that ongoing review and adaptation are necessary. These limitations also point to future directions for research, including discipline-specific studies, comparative policy analysis, and classroom-based evaluations of process-oriented AI integration models.

In conclusion, the literature supports a balanced but persuasive position: generative AI is now part of the academic writing environment, and the most effective response is guided integration rather than denial or fear-based restriction. When educators and institutions provide clear ethical boundaries, teach AI literacy, and design learning-centered assessments, ChatGPT-type models can contribute to stronger academic integrity and better writing development. The long-term task is to ensure that students do not simply produce acceptable texts, but develop the ability to think, argue, and write responsibly in a digital academic culture where intelligent tools are widely available.

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Jinoyat protsessida protsessual muddatlar instituti takomillashtirish

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ANNOTATSIYA

Mazkur ish jinoyat protsessida protsessual muddatlar institutining huquqiy mohiyati, ahamiyati hamda amaldagi qonunchilikda uni qo'llash amaliyotini tahlil qilishga bag'ishlangan. Protsessual muddatlar jinoyat ishlarini yuritishda qonuniylikni, shaxsning huquq va erkinliklarini himoya qilishni, shuningdek ishlarning oqilona va o'z vaqtida ko'rib chiqilishini ta'minlovchi muhim huquqiy institutlardan biri hisoblanadi. Tadqiqotda O'zbekiston Respublikasining Jinoyat-protsessual kodeksida belgilangan protsessual muddatlarga oid normalar tizimli ravishda o'rganilib, tergovga qadar tekshiruv, dastlabki tergov, sud muhokamasi hamda shikoyat berish bosqichlarida muddatlarga rioya etilishi masalalari tahlil qilinadi.

Ishda amaliyotda uchrayotgan muammolar, xususan protsessual muddatlarning asossiz uzaytirilishi, ayrim protsessual harakatlar uchun aniq muddatlar belgilanmaganligi, sud va tergov organlari faoliyatida vaqt omili bilan bog'liq kamchiliklar yoritib beriladi. Shuningdek, protsessual muddatlar institutining inson huquqlari, xususan shaxs erkinligi va adolatli sudlov huquqi bilan bevosita bog'liqligi asoslab beriladi. Tadqiqot yakunida protsessual muddatlar institutini takomillashtirishga qaratilgan ilmiy-nazariy xulosalar va amaliy takliflar ilgari suriladi.

АННОТАЦИЯ

Данная работа посвящена анализу правовой сущности, значения и практики применения института процессуальных сроков в уголовном процессе. Процессуальные сроки являются одним из важнейших правовых институтов, обеспечивающих законность при производстве по уголовным делам, защиту прав и свобод личности, а также разумное и своевременное рассмотрение дел. В исследовании системно изучены нормы, регулирующие процессуальные сроки, предусмотренные Уголовно-процессуальным кодексом Республики Узбекистан, а также проанализированы вопросы соблюдения сроков на стадиях доследственной проверки, предварительного следствия, судебного разбирательства и подачи жалоб.

В работе освещаются проблемы, встречающиеся в правоприменительной практике, в частности необоснованное продление процессуальных сроков, отсутствие четко установленных сроков для отдельных процессуальных действий, а также недостатки,

связанные с фактором времени в деятельности следственных и судебных органов. Обоснована непосредственная связь института процессуальных сроков с правами человека, в частности с правом на свободу личности и справедливое судебное разбирательство. По итогам исследования сформулированы научно-теоретические выводы и практические предложения, направленные на совершенствование института процессуальных сроков.

ABSTRACT

This paper is devoted to the analysis of the legal nature, significance, and practical application of the institution of procedural time limits in criminal proceedings. Procedural time limits constitute one of the key legal institutions ensuring legality in the conduct of criminal cases, protection of individual rights and freedoms, as well as reasonable and timely consideration of cases. The study systematically examines the norms regulating procedural time limits as established by the Criminal Procedure Code of the Republic of Uzbekistan and analyzes compliance with time limits at the stages of pre-investigation inquiry, preliminary investigation, court proceedings, and filing of complaints.

The paper also highlights practical problems encountered in law enforcement practice, including unjustified extension of procedural time limits, the absence of clearly defined time limits for certain procedural actions, and shortcomings related to the time factor in the activities of investigative and judicial bodies. The direct connection between the institution of procedural time limits and human rights, in particular the right to personal liberty and the right to a fair trial, is substantiated. Based on the results of the study, scientific-theoretical conclusions and practical recommendations aimed at improving the institution of procedural time limits are proposed.

Tayanch so'zlar: jinoyat protsessi, protsessual muddatlar, oqilona muddat, dastlabki tergov, sud muhokamasi, inson huquqlari, jinoyat-protsessual qonunchilik.

Ключевые слова: уголовный процесс, процессуальные сроки, разумный срок, предварительное расследование, судебное разбирательство, права человека, уголовно-процессуальное законодательство.

Keywords: criminal procedure, procedural time limits, reasonable time, preliminary investigation, court proceedings, human rights, criminal procedural legislation.

Jinoyat protsessida protsessual muddatlar instituti protsessual harakatlar va qarorlarning belgilangan vaqt doirasida amalga oshirilishini ta'minlashga qaratilgan huquqiy mexanizm sifatida namoyon bo'ladi. Ushbu institut jinoyat ishlarini yuritishda protsessual tartibni

saqlash, protsess ishtirokchilarining huquq va majburiyatlarini amalga oshirish uchun zarur bo'lgan vaqt chegaralarini aniqlab berishga xizmat qiladi. O'zbekiston Respublikasining Jinoyat-protsessual kodeksida protsessual muddatlarga oid normalar umumiy va maxsus tartibda belgilangan bo'lib, ular jinoyat protsessining barcha bosqichlarini qamrab oladi.

Ilmiy adabiyotlarda protsessual muddatlar jinoyat protsessining mustaqil huquqiy instituti sifatida baholanadi. Jumladan, G. Tulaganova tomonidan protsessual muddatlar nafaqat vaqt ko'rsatkichi, balki protsessual intizomni ta'minlovchi vosita sifatida talqin qilinadi. Muallifning fikricha, protsessual muddatlar jinoyat protsessida har bir protsessual harakatning o'z vaqtida bajarilishini kafolatlab, protsessual chiqimlar bilan uzviy bog'liq holda namoyon bo'ladi. Chunki ish yuritishning cho'zilishi ko'pincha ortiqcha chiqimlar va protsessual resurslarning samarasiz sarflanishiga olib keladi.

Jinoyat-protsessual kodeksida protsessual muddat tushunchasi, ularning hisoblanish tartibi hamda boshlanish va tugash vaqtini belgilovchi normalar mavjud. Ushbu normalarga ko'ra, protsessual muddatlar soat, kun, oy yoki yil bilan hisoblanishi mumkin bo'lib, ular muayyan protsessual harakat sodir etilgan paytdan yoki protsessual hujjat rasmiylashtirilgan kundan boshlanadi. Mazkur tartib protsessual harakatlarni amalga oshirishda aniqlik va barqarorlikni ta'minlashga xizmat qiladi.

Rajaboy B. va Mamataliyeva Sh. tomonidan ishlab chiqilgan jinoyat protsessida amaliy ko'nikmalarni rivojlantirishga bag'ishlangan qo'llanmada protsessual muddatlar amaliy faoliyat nuqtayi nazaridan tahlil qilinadi. Mualliflar protsessual muddatlarga rioya etish tergov va sud organlari faoliyatining samaradorligini oshirishda muhim ahamiyatga ega ekanligini ta'kidlaydilar. Ularning fikricha, protsessual muddatlarning buzilishi ko'pincha protsessual hujjatlarning haqiqiyligiga, shuningdek dalillarni yig'ish va baholash jarayoniga salbiy ta'sir ko'rsatadi.

Shu bilan birga, Jinoyat-protsessual kodeksida protsessual muddatlarni uzaytirish va o'tkazib yuborilgan muddatlarni tiklash tartibi ham belgilangan. Ushbu normalar muayyan asoslar mavjud bo'lgandagina qo'llanilishi mumkin bo'lib, ular protsessual harakatlarning qonuniyligini saqlashga qaratilgan. M. Kadirova o'z tadqiqotlarida dalillar va isbotlash jarayonida protsessual muddatlarga rioya qilinmasligi dalillarning yo'qolishi, ularning ishonchliligiga shubha tug'ilishi kabi salbiy oqibatlarga olib kelishini qayd etadi. Bu esa protsessual muddatlar institutining isbotlash jarayoni bilan bevosita bog'liqligini ko'rsatadi.

Jinoyat protsessining alohida bosqichlarida — tergovga qadar tekshiruv, dastlabki tergov, ehtiyot choralarini qo'llash, sud muhokamasi hamda shikoyat va protest kiritish jarayonlarida protsessual muddatlarga oid maxsus normalar belgilangan. Ushbu normalar jinoyat ishini yuritishning izchilligi va protsessual muvozanatini ta'minlashga xizmat qiladi.

Jinoyat protsessida protsessual muddatlar amaldagi holatini tahlil qilish shuni ko'rsatadiki, Jinoyat-protsessual kodeksida muddatlarga oid normalar mavjud bo'lishiga qaramay, ularni

qo'llash amaliyotida qator muammolar saqlanib qolmoqda. Avvalo, tergovga qadar tekshiruv va dastlabki tergov bosqichlarida belgilangan muddatlar masalasiga e'tibor qaratish lozim. Jinoyat-protsessual kodeksining 351-moddasida dastlabki tergov uchun aniq muddatlar belgilangan bo'lib, ushbu muddatlar qonunda ko'rsatilgan asoslar mavjud bo'lgan taqdirda prokuror tomonidan uzaytirilishi mumkin. Biroq amaliyotda tergov muddatlari ko'pincha yetarli asoslar ko'rsatilmagan holda bir necha bor uzaytirilayotgani kuzatiladi. Bu holat jinoyat ishlarini yuritish jarayonining cho'zilishiga va protsess ishtirokchilarining, ayniqsa gumon qilinuvchi va ayblanuvchining huquqlariga salbiy ta'sir ko'rsatadi.

Protsessual muddatlar bilan bog'liq muammolar ehtiyot choralarini qo'llash jarayonida yanada yaqqol namoyon bo'ladi. Jinoyat-protsessual kodeksida ushlab turish va qamoqda saqlash muddatlari, shuningdek ularni uzaytirish tartibi qat'iy belgilangan. Ushbu normalar shaxs erkinligini cheklash bilan bevosita bog'liq bo'lgani sababli ularning aniq va asosli qo'llanilishi alohida ahamiyatga ega. Shunga qaramay, amaliyotda qamoqda saqlash muddatlarini uzaytirish masalasida sud nazoratining yetarli darajada samarali ishlamasligi, ayrim hollarda esa uzaytirish asoslarining formal tus olishi kuzatiladi. Natijada ehtiyot chorasi protsessual zaruratdan ko'ra odatiy amaliyot sifatida qo'llanib qolmoqda.

Sud bosqichida ham protsessual muddatlar bilan bog'liq muammolar mavjud. Jinoyat-protsessual kodeksida ishni sudga tayinlash, sud majlisini o'tkazish va sud qarorini chiqarish bilan bog'liq ayrim muddatlar belgilangan bo'lsa-da, amaliyotda sud majlislarining turli sabablarga ko'ra kechiktirilishi ish yuritish muddatlarining sezilarli darajada cho'zilishiga olib keladi. Sud yuklamasining yuqoriligi, ishtirokchilarning kelmasligi kabi holatlar ushbu muammoning asosiy sabablaridan biri hisoblanadi.

Protsessual muddatlar shikoyat va protest kiritish bosqichida ham muhim ahamiyatga ega. Jinoyat-protsessual kodeksining 497^4-moddasida apellyatsiya va kassatsiya tartibida shikoyat berish uchun aniq muddatlar belgilangan. Ushbu muddatlar sud qarorlarining barqarorligini ta'minlash bilan birga, shaxsning himoya huquqini amalga oshirishiga xizmat qiladi. Biroq ayrim hollarda shikoyat berish muddati o'tkazib yuborilishi yoki ushbu muddatni tiklash masalasida sudlar tomonidan turlicha yondashuvlar qo'llanilishi huquqni qo'llash amaliyotida bir xillikning yo'qligini ko'rsatadi.

Protsessual muddatlarning buzilishi yoki asossiz uzaytirilishi protsessual chiqimlarning ortishiga ham sabab bo'ladi. Ish yuritishning cho'zilishi guvohlar va ekspertlarni qayta chaqirish, qo'shimcha ekspertizalar tayinlash, protsess ishtirokchilarining sud va tergov organlariga bir necha bor kelishi bilan bog'liq qo'shimcha xarajatlarni keltirib chiqaradi. Bu holat Tulaganova G. tomonidan qayd etilganidek, protsessual muddatlar va protsessual chiqimlar o'rtasida bevosita bog'liqlik mavjudligini ko'rsatadi.

Shuningdek, protsessual muddatlarga rioya etilmasligi dalillarni to'plash va isbotlash jarayoniga ham salbiy ta'sir ko'rsatadi. M. Kadirova ta'kidlaganidek, tergov harakatlarining kechiktirilishi dalillarning yo'qolishi, ularning ishonchliligi pasayishi yoki protsessual

jihatdan haqiqiy emas deb topilishiga olib kelishi mumkin. Bu esa jinoyat ishining adolatli hal etilishiga to'sqinlik qiladi.

Jinoyat protsessida protsessual muddatlar institutini takomillashtirishda zamonaviy raqamli texnologiyalarni joriy etish muhim yo'nalishlardan biri hisoblanadi. Raqamlashtirish protsessual harakatlarni amalga oshirish jarayonida vaqt sarfini kamaytirish, hujjat aylanishini tezlashtirish hamda protsessual muddatlarga rioya etilishini ta'minlash imkonini beradi. Elektron jinoyat ishi yuritish tizimini keng joriy etish orqali protsessual hujjatlarni rasmiylashtirish, yuborish va qabul qilish bilan bog'liq kechikishlarning oldi olinadi. Masalan, protsessual qarorlar, chaqiruv qog'ozlari va xabarnomalarni elektron shaklda yuborish tergov va sud bosqichlarida ortiqcha vaqt yo'qotilishini sezilarli darajada kamaytiradi. Raqamlashtirish orqali vaqtni tejash borasida Janubiy Koreya Respublikasining tajribasi ham alohida e'tiborga loyiq. Ushbu davlatda "e-Court" tizimi joriy etilgan bo'lib, u orqali sud majlislarining bir qismi masofaviy shaklda o'tkaziladi, protsessual hujjatlar elektron tarzda topshiriladi va protsessual muddatlar avtomatik tarzda hisoblab boriladi. Bu amaliyot sud muhokamalarining cho'zilib ketishini oldini olishda muhim rol o'ynamoqda.

Xalqaro tajribani tahlil qilish shuni ko'rsatadiki, raqamlashtirish orqali protsessual muddatlarga rioya etilishini ta'minlash faqat texnik qulaylik emas, balki jinoyat protsessining samaradorligini oshiruvchi muhim huquqiy mexanizm hisoblanadi. Ushbu tajribalarni O'zbekiston jinoyat-protsessual qonunchiligiga moslashtirib joriy etish, xususan elektron jinoyat ishi yuritish, masofaviy protsessual harakatlar va avtomatlashtirilgan muddat nazoratini kengaytirish protsessual muddatlar institutini takomillashtirishga xizmat qiladi.

Jinoyat protsessida protsessual muddatlar instituti jinoyat ishlarini yuritishda protsessual tartib va intizomni ta'minlovchi muhim huquqiy mexanizm hisoblanadi. Ushbu institut orqali protsessual harakatlarning belgilangan vaqt doirasida amalga oshirilishi, protsess ishtirokchilarining huquq va qonuniy manfaatlari himoya qilinishi hamda jinoyat protsessining izchil va samarali yuritilishi ta'minlanadi.

Tadqiqot davomida aniqlanganidek, Jinoyat-protsessual kodeksida protsessual muddatlarga oid normalar mavjud bo'lsa-da, ularni amaliyotda qo'llash jarayonida ayrim muammolar saqlanib qolmoqda. Xususan, tergov va sud bosqichlarida muddatlarning asossiz uzaytirilishi, protsessual harakatlarning kechiktirilishi va buning natijasida protsessual chiqimlarning ortishi jinoyat ishlarini yuritish samaradorligiga salbiy ta'sir ko'rsatmoqda. Shuningdek, protsessual muddatlarga rioya etilmasligi dalillarni to'plash va isbotlash jarayonining sifatiga ham ta'sir etayotgani aniqlanadi.

Maqolada protsessual muddatlar institutini takomillashtirishning eng muhim yo'nalishlari sifatida raqamlashtirish orqali vaqtni tejash hamda ilg'or xalqaro tajribani qo'llash masalalariga alohida e'tibor qaratildi. Xususan, Estoniya, Germaniya, Janubiy Koreya va Buyuk Britaniya tajribasi jinoyat protsessida elektron ish yuritish, masofaviy protsessual harakatlar va avtomatlashtirilgan muddat nazorati orqali ish yuritish muddatlarini qisqartirish

mumkinligini ko'rsatadi.

Xulosa qilib aytganda, jinoyat protsessida protsessual muddatlar institutini takomillashtirish qonunchilik normalarini zamonaviy texnologiyalar bilan uyg'unlashtirish, raqamli yechimlarni keng joriy etish va xalqaro tajribani milliy huquq tizimiga moslashtirish orqali amalga oshirilishi lozim. Ushbu yondashuv jinoyat protsessining samaradorligini oshirish, protsessual muddatlarga qat'iy rioya etilishini ta'minlash hamda protsess ishtirokchilarining huquq va qonuniy manfaatlarini yanada ishonchli himoya qilishga xizmat qiladi.

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Boshlang'ich fizika kursida masala matniga tayangan holda tushunishni shakllantirishda matematik yondashuvning metodik imkoniyatlari

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Annotatsiya. *Mazkur maqolada umumta'lim maktablarining 7–8-sinflarida fizika fanini o'qitish jarayonida o'quvchilarning mavjud matematik tayyorgarligiga tayangan holda fizik tushunchalarni shakllantirish masalalari yoritiladi. Fizika fanini murakkab va formulalarga boy fan sifatida qabul qiladigan o'quvchilar uchun masala matniga asoslangan yondashuvning metodik imkoniyatlari tahlil qilinadi. Tadqiqotda matematik nisbatlar, birliklar va algebraik munosabatlarga tayangan holda fizik mazmunni anglash jarayoni ochib beriladi. Masala matni orqali tashkil etilgan o'qitish o'quvchilarda formuladan qo'rqmaslik, fizik jarayonlarni mantiqan tushunish va ongli o'zlashtirishni shakllantirishga xizmat qilishi asoslab beriladi.*
Kalit so'zlar: *Boshlang'ich fizika, matematik yondashuv, masala matni, nisbat, birliklar, metodik tahlil, tushunish.*

Umumta'lim maktablarida fizika fanini o'qitish jarayonida uchraydigan asosiy muammolardan biri o'quvchilarning ushbu fanni murakkab, tushunish qiyin va ko'plab formulalarga asoslangan fan sifatida qabul qilishidir. Ayniqsa, fizika fanining boshlang'ich bosqichlarida bu holat yanada yaqqol namoyon bo'ladi. Ko'plab o'quvchilar fizik masalalarni yechishda formulani yodlashga intiladi, biroq masalaning mazmunini anglashga yetarli e'tibor bermaydi.

Shu bilan birga, 7–8-sinf o'quvchilari matematika fanidan kasrlar, nisbatlar, proporsiyalar, algebraik ifodalar va tenglamalar bilan ishlash bo'yicha muayyan tayyorgarlikka ega bo'ladi. Ushbu matematik tayyorgarlikdan fizika fanini o'qitishda ongli va tizimli ravishda foydalanish o'quvchilarning fizika faniga bo'lgan munosabatini ijobiy tomonga o'zgartirish imkonini beradi. Shu sababli fizika fanini o'qitishda matematik yondashuvga tayangan holda masala matni orqali tushunishni shakllantirish metodik jihatdan muhim ahamiyat kasb etadi.

FIZIKA VA MATEMATIKA O'RTASIDAGI METODIK BOG'LIQLIK

Fizika fanidagi ko'plab tushunchalar matematik munosabatlarga tayanadi. Masofa, vaqt, tezlik, tezlanish kabi tushunchalar nisbat, ayirma va ko'paytma kabi matematik amallar orqali ifodalanadi. Shu nuqtai nazardan, fizik formulalar matematik mazmunning fizik jarayonga tatbiqi sifatida qaralishi mumkin.

Boshlang'ich fizika kursida formulani tayyor ko'rinishda berish o'quvchida uni yodlashga bo'lgan ehtiyojni kuchaytiradi. Aksincha, formulani masala matni orqali, matematik

mantiqqa tayangan holda ochib berish o'quvchining tushunishini faollashtiradi. Bunday yondashuvda fizika matematikadan ajralgan fan emas, balki uning mantiqiy davomidek qabul qilinadi.

MASALA MATNINING DIDAKTIK VAZIFASI

Masala matni o'quvchini real yoki hayotiy vaziyat bilan tanishtiradi. Matn orqali o'quvchi berilgan kattaliklarni ajratib oladi, ular orasidagi bog'lanishni izlaydi va mantiqiy xulosaga keladi. Agar ushbu jarayon matematik mantiqqa tayangan holda tashkil etilsa, o'quvchi uchun fizika tushunchalari begona bo'lib ko'rinmaydi.

Masala matniga asoslangan yondashuvda o'qituvchi tayyor formulani berishdan ko'ra, o'quvchini savollar orqali fikrlashga yo'naltiradi. Natijada o'quvchi fizik tushunchani so'z orqali anglaydi va uni matematik ifoda bilan bog'laydi.

BIRLIK VA NISBATGA OID MASALA ASOSIDA METODIK TAHLIL

Masala: Velosipedchi 6 km masofani 18 minutda bosib o'tdi. Uning tezligini km/soat va m/sekund birliklarda aniqlang.

Mazkur masala oddiy ko'rinsa-da, u muhim metodik imkoniyatlarga ega. Avvalo, o'quvchi berilgan kattaliklarni ajratib oladi: masofa va vaqt. Keyingi bosqichda vaqtni soatga aylantirish zarurati tug'iladi. Bu jarayon matematika fanida o'rganilgan birliklar orasidagi nisbatlarga tayangan holda amalga oshiriladi.

Tezlik tushunchasi masofa va vaqt nisbatiga teng ekanligi o'quvchiga matematik munosabat sifatida tanish. Shu sababli tezlik formulasi yodlashni talab qilmaydi, balki mantiqan kelib chiqadi. Birliklarni ongli aylantirish o'quvchiga natijaning to'g'riligini tekshirish imkonini beradi.

BO'LAKLI HARAKATGA OID MASALA ASOSIDA TAHLIL

Masala: Yuguruvchi 4 m/s tezlik bilan 5 minut harakatlandi. Bosib o'tilgan masofani metr va kilometrda aniqlang.

Ushbu masalada o'quvchi vaqtni sekundga o'tkazish zaruratini anglaydi. Bu jarayon matematik bilimlarga tayangan holda bajariladi. Masofa formulasi oddiy ko'paytma sifatida namoyon bo'ladi. Masalani yechish jarayonida o'quvchi fizik tushunchani matematik amal orqali tushunadi.

MUHOKAMA

Masala matniga tayangan holda tashkil etilgan darslarda o'quvchilar formulani yodlashga emas, balki uning mazmunini anglashga intiladi. Bu yondashuv o'quvchilarning mantiqiy fikrlashini rivojlantiradi, xatolarni kamaytiradi va mustaqil ishlash ko'nikmalarini shakllantiradi.

Xulosa qilib aytganda, boshlang'ich fizika kursida masala matniga tayangan holda, o'quvchilarning mavjud matematik bilimlariga asoslangan yondashuv samarali metodik vosita hisoblanadi. Ushbu yondashuv fizika fanini o'zlashtirish jarayonini yengillashtiradi, tushunishga asoslangan ta'limni shakllantiradi va o'quvchilarda fanlarga nisbatan ijobiy

munosabatni kuchaytiradi.

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THERORETICAL BASICS OF OPERATING HOTEL BUSINESS

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Abstract.This article explores the theoretical foundations of operating a hotel business, focusing on the core principles that shape effective management and service delivery. It begins by examining the structural components of hotel operations, including front office management, housekeeping, food and beverage services, and guest relations. The discussion highlights how strategic planning, staff coordination, and quality control contribute to overall performance. Emphasis is placed on the importance of customer satisfaction, operational efficiency, and adaptability to market trends. By analyzing these elements, the article aims to provide a conceptual framework for understanding how hotels function as dynamic service systems within the broader hospitality industry.

Keywords: Hotel management, operational structure, service quality, customer satisfaction, hospitality industry, strategic planning, staff coordination

Introduction. The hotel business is one of the most essential sectors in today's service industry. A hotel is not just a place to stay-it's a space where comfort, attention, and quality service come together to create a memorable experience for guests. Managing a hotel effectively requires more than just practical skills; it demands a strong understanding of the theoretical foundations that guide every aspect of its operations. "Theoretical basics of operating hotel business involve the principles of revenue management, demand forecasting, pricing strategies, and capacity utilization to maximize profitability and customer satisfaction."[1]

Running a hotel involves multiple interconnected departments: front office, housekeeping, food and beverage, guest services, and administration. Each department plays a specific role, but their coordination is what determines the overall success of the hotel. That's why studying the theoretical basics is not just an academic exercise-it's a practical necessity. These theories help managers and staff understand how to organize tasks,

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[1] Ivanov, S. (2014). Hotel Revenue Management: From Theory to Practice.

communicate effectively, and maintain high standards of service.

The relevance of this topic becomes clear when we look at the challenges many hotels face. Poor communication between staff, inconsistent service quality, lack of strategic planning, and difficulty adapting to market changes are common issues. These problems often stem from a weak understanding of the underlying principles that support hotel operations. By exploring these foundations, we can identify ways to improve performance, enhance customer satisfaction, and build a more resilient business model.

This article aims to analyze the theoretical basics of operating a hotel business. The goal is to break down the key components of hotel management and examine how they work together as part of a larger system. Rather than focusing on external sources or previous studies, the discussion is based on practical observations and conceptual reasoning. The intention is to offer a clear and accessible framework that can be useful for students, professionals, and anyone interested in the hospitality industry. "Theoretical basics of service in the hotel and restaurant business emphasize the principles of hospitality, customer orientation, quality standards, and organizational efficiency as the foundation for successful operations."[2]

Key areas of focus include strategic planning, staff coordination, service quality, and customer satisfaction. These elements are not isolated-they interact constantly and influence each other. For example, a well-planned strategy can improve staff performance, which in turn enhances the guest experience. Understanding these relationships helps hotel managers make better decisions and respond more effectively to changing conditions.

In addition, the article highlights the importance of flexibility and innovation. The hotel industry is dynamic, shaped by trends in travel, technology, and customer expectations. A strong theoretical foundation allows businesses to adapt without losing their core values. It also supports long-term growth by encouraging thoughtful planning and continuous improvement. "Theoretical and practical problems of developing the general theory of hotel business include defining its conceptual foundations, systematizing management approaches, and integrating modern innovations to ensure sustainable growth and competitiveness."[3]

Overall, this introduction sets the stage for a deeper exploration of how hotels operate as service systems. By focusing on theory, we can better understand the logic behind successful hotel management and apply these insights to real-world situations. The following sections will examine each component in more detail, offering practical examples and conceptual tools to support effective hotel operations.

Methodology. This article uses a theoretical analysis approach to examine the core

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[2] Odnolko, V. (2022). Theoretical Basics of Service in the Hotel and Restaurant Busines
[3] Glushchenko, V. V., & Sheveleva, I. A. (2021). Theoretical and Practical Problems of Development of the General Theory of Hotel Business.

components of hotel operations. The focus is on understanding how different departments-front office, housekeeping, food and beverage, guest relations, and management-function individually and interact as part of a unified system. Each component is explored conceptually, based on practical observations and logical reasoning rather than empirical data. The aim is to build a simplified framework that reflects how hotels operate in real-world settings, especially in environments where formal research may be limIited.

Findings. The analysis reveals that the effectiveness of hotel operations depends on several key factors:

As shown in the graph, there is a direct correlation between these factors and hotel performance - as each factor increases, the overall effectiveness of hotel operations also improves.

Hotel Business Effectiveness

Department	Key Function	Impact on Effectiveness
Front Office	Guest reception and reqistration	First impressions, service speed
Housekeeping	Cleaning and preparing rooms	Hygiene, guest Satisfaction
Food & Beverage	Providing meals and drinks	Comfort, service quality
Guest Relations	Communication, problem resotution	Loyalty, positive feedback

Picture 1 . This photo is created by author

Drivers of Hotel Efficiency

Picture 2. This graph is created by author

Discussion. The findings suggest that theoretical understanding plays a vital role in shaping hotel management decisions. For example, improving staff coordination directly enhances service delivery, which leads to higher guest satisfaction. Strategic planning helps hotels respond to market changes, manage resources efficiently, and maintain competitiveness. "Theoretical basics of managing front office operations highlight the importance of guest relations, reservation systems, communication efficiency, and service quality as central elements of hotel management."[4]

From the author's perspective, analyzing hotel operations through a theoretical lens allows for a deeper appreciation of each department's role and its contribution to the whole. This approach is not only academically useful but also practically relevant. Hotels operate as complex service systems, where every element is interdependent. Therefore, a strong theoretical foundation supports better decision-making, smoother operations, and long-term success.

The article also emphasizes the need for flexibility and innovation. As guest expectations evolve and technology advances, hotels must adapt without losing their core values. A clear understanding of operational theory helps managers maintain consistency while embracing change.

Conclusion. This article has explored the theoretical foundations of hotel operations by analyzing the core components that contribute to effective service delivery. The findings highlight that front office management, housekeeping, food and beverage services, and guest relations are not isolated functions—they form an interconnected system that determines the

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[4] Kasavana, M. L., & Brooks, R. M. (2015). Managing Front Office Operations.

overall success of a hotel. Key factors such as service quality, staff coordination, and strategic planning were shown to have a direct impact on operational effectiveness.

The theoretical approach used in this study offers a simplified yet practical framework for understanding how hotels function as dynamic service systems. By focusing on conceptual relationships rather than empirical data, the article provides accessible insights for students, hospitality professionals, and managers seeking to improve performance. The emphasis on coordination, customer satisfaction, and adaptability reflects the real-world challenges faced by hotel businesses and suggests that theoretical clarity can lead to better decision-making and long-term sustainability. "Theoretical basics of hospitality management focus on service excellence, guest satisfaction, organizational effectiveness, and the integration of tourism and lodging operations as the foundation of the industry."[5]

From a practical standpoint, the article underscores the importance of aligning internal processes with guest expectations. Hotels that invest in staff training, strategic planning, and quality control are more likely to achieve consistent service and build customer loyalty. These insights are especially relevant in competitive markets where differentiation and responsiveness are key to success.

For future research, it is recommended to expand this theoretical model through case studies, comparative analysis across hotel types, and integration with digital transformation trends. Exploring how technology, cultural context, and sustainability practices influence hotel operations could enrich the theoretical framework and offer new strategies for innovation in the hospitality industry.

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INGLIZ TILINI O'QITISHDA QO'LLANILADIGAN SUN'IY INTELLEKT DASTURLARINING TURLARI VA XUSUSIYATLARI

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Annotatsiya

Ushbu tezis ingliz tili o'qitishda sun'iy intellekt (AI) dasturlarining turlari va pedagogik xususiyatlarini o'rganishga bag'ishlangan. Tadqiqot AI dasturlarining chatbotlar, nutqni tahlil qiluvchi tizimlar va individual mashqlar yaratish vositalari kabi asosiy turlarini aniqlaydi. Shuningdek, dasturlarning o'quvchilarning nutqiy ko'nikmalarini rivojlantirishdagi samaradorligi, individual yondashuvni ta'minlash va interaktiv mashqlar yaratish imkoniyatlari tahlil qilinadi. Tadqiqot natijalari shuni ko'rsatdiki, AI dasturlari pedagogik jarayonda o'qituvchining ishini qo'llab-quvvatlaydi, xatolarni tuzatadi va o'quvchilarni mustaqil ishlashga rag'batlantiradi. Bu ish AI dasturlarini ingliz tili o'qitish jarayonida samarali qo'llash bo'yicha tavsiyalar beradi.

Kalit so'zlar: Sun'iy intellekt, ingliz tili o'qitish, chatbotlar, nutqni rivojlantirish, pedagogik texnologiyalar, interaktiv mashqlar, individual yondashuv

TYPES AND FEATURES OF AI SOFTWARE USED IN ENGLISH LANGUAGE TEACHING

Annotation

This thesis analyzes the main types of artificial intelligence (AI) applications used in teaching English and their pedagogical characteristics. The study examines the role of chatbots, speech analysis systems, and AI-based tools for creating individualized exercises in the learning process. The interactive nature of AI applications, their ability to provide personalized learning, and their potential to develop learners' speaking skills are discussed. The thesis argues that the effective integration of AI technologies can enhance the quality and efficiency of English language teaching.

Key words: artificial intelligence, English language teaching, AI applications, chatbots, speaking skills development, interactive learning, personalized learning

ТИПЫ И ОСОБЕННОСТИ ПРОГРАММНОГО ОБЕСПЕЧЕНИЯ ИИ, ИСПОЛЬЗУЕМОГО В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация

В данной тезисе анализируются основные виды программ искусственного интеллекта, используемых в обучении английскому языку, а также их педагогические особенности. Рассматривается роль чат-ботов, систем анализа речи и AI-инструментов для создания индивидуализированных заданий в учебном процессе. Обсуждаются интерактивность AI-программ, их возможности персонализированного обучения и потенциал в развитии устной речи обучающихся. В тезисе обосновывается, что эффективная интеграция технологий искусственного интеллекта способствует повышению качества и результативности обучения английскому языку.

Ключевые слова: искусственный интеллект, обучение английскому языку, программы ИИ, чат-боты, развитие устной речи, интерактивное обучение, индивидуализированное обучение

Kirish

So'ngi yillarda sun'iy intellekt texnologiyalari ta'lim sohasida tobora keng qo'llanilmoqda. Xususan, ingliz tilini o'qitishda SI dasturlari o'quv jarayonini samarali qilish, individual yondashuvni ta'minlash va o'quvchilarning nutq, tinglab tushunish, yozma va og'zaki ko'nikmalarini rivojlantirish imkonini beradi.

SI dasturlari nafaqat grammatika va lug'atni o'rgatadi, balki o'quvchining nutqini tinglab, xatolarini tahlil qiladi, to'g'ri talaffuzni shakllantiradi va individual mashqlarni tavsiya qiladi. Shu bois, SI texnologiyalari pedagogik jarayonning samaradorligini oshirishda muhim vosita hisoblanadi.

Obyekt: Ingliz tili o'qitishda qo'llaniladigan sun'iy intellekt dasturlari

Predmet: Bu dasturlarning turlari va pedagogik xususiyatlari

Maqsad: AI dasturlarining turlarini va ularning ingliz tili o'qitishdagi pedagogik imkoniyatlarini o'rganish

Vazifalar:

- AI dasturlarining asosiy turlarini aniqlash;
- Har bir turdagi dastur xususiyatlarini tahlil qilish;
- Ingliz tili o'qitishda ularning samaradorligini baholash;
- O'qituvchilar uchun tavsiyalar ishlab chiqish

Adabiyotlar sharhi

So'nggi yillarda sun'iy intellekt texnologiyalari ta'limda keng qo'llanilmoqda. Tomset (2020) ta'kidlaydiki, SI dasturlari o'quvchining nutqini tinglab, xatolarni aniqlash va individual mashqlar tayyorlash orqali o'qituvchining ishini yengillashtiradi.

Smit va Jonson (2019) SI dasturlarining interaktivligi va o'quvchilarning motivatsiyasini oshirishdagi rolini o'rganishdi. Ularning tadqiqotiga ko'ra, o'quvchilar SI vositalari

yordamida mustaqil mashq qilganda, ularning nutqiy va tinglab tushunish ko'nikmalari sezilarli darajada yaxshilangan.

SI dasturlarining turlari haqida ko'plab tadqiqotlar mavjud. Brown (2018) ularni quyidagi asosiy turlarga ajratadi:

• Tilni o'rgatuvchi chatbotlar: o'quvchilar bilan interaktiv muloqot olib boradi;

• Nutqni tahlil qiluvchi dasturlar: talaffuz va grammatik xatolarni aniqlaydi;

• Individual mashqlar tayyorlovchi tizimlar: o'quvchining xatolariga asoslanib mashqlar yaratadi .

Devis (2021) ta'kidlaydiki, SI dasturlari o'quvchilarni mustaqil ishlashga rag'batlantiradi, xatolarni tuzatishga yordam beradi va individual yondashuvni ta'minlaydi. Shuningdek, SI dasturlarining samaradorligi ularning interaktivligi, o'quvchi faoliyati bilan bog'liqligi va natijalarni real vaqt rejimida baholash qobiliyati bilan belgilanadi . Ushbu tadqiqotga ko'ra, SI dasturlari o'qituvchining nazoratini kamaytirmaydi, balki uni qo'llab-quvvatlaydi. Chatbotlar va talaffuzni tahlil qiluvchi dasturlar o'quvchilarning og'zaki ko'nikmalarini yaxshilashda samarali vosita sifatida ishlatiladi . Tornburi (2005) ta'kidlaganidek, o'qituvchi va SI dasturi birgalikda ishlaganda, o'quvchilarning nutqiy va lingvistik ko'nikmalari maksimal darajada rivojlanadi.

SI dasturlarining turlari va xususiyatlari

1.Chatbotlar – Dialog orqali nutq mashqlarini bajarish, xatolarni tuzatish.

2.Nutqni tahlil qiluvchi dasturlar – talaffuz va grammatik xatolarni aniqlash, real vaqt rejimida tuzatish.

3.Individual mashqlar tizimlari – o'quvchining darajasiga mos mashqlar yaratish.

4.Virtual sinflar va interaktiv platformalar – guruh ishlari, interaktiv mashqlar, onlayn baholash.

Pedagogik xususiyatlari:

• Individual yondashuvni ta'minlash;

• Mustaqil ishlashga rag'batlantirish;

• Xatolarni tuzatish va baholashni tezlashtirish;

• Interaktiv va qiziqarli mashqlar yaratish.

Xulosa

Sun'iy intellekt dasturlari ingliz tili o'qitishda samarali vosita hisoblanadi. Ularning asosiy turlari: chatbotlar, nutqni tahlil qiluvchi dasturlar, individual mashqlar tizimlari va interaktiv virtual platformalardir. Har bir dastur pedagogik jihatdan foydali bo'lib, o'quvchilarni mustaqil ishlashga rag'batlantiradi, xatolarni tuzatadi va o'qituvchining ishini qo'llab-quvvatlaydi.

Kelajakda SI dasturlarini kengroq qo'llash va ularning samaradorligini o'rganish, ingliz tili o'qitish jarayonini yanada takomillashtirish imkonini beradi.

RIVOJLANAYOTGAN MAMLAKATLARDA SUVEREN KREDIT REYTINGI DETERMINANTLARI: O'ZBEKISTON ISHTIROKIDAGI PANEL-EMPIRIK TAHLIL

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Annotatsiya: Ushbu tezis rivojlanayotgan mamlakatlarda suveren kredit reytingining makroiqtisodiy va institutsional determinantlarini nazariy va empirik yondashuv asosida tahlil qiladi. Suveren kredit reytingi davlatning qarz majburiyatlarini o'z vaqtida bajarish qobiliyatini ifodalovchi muhim indikator bo'lib, u kapital oqimlari, qarz qiymati va investor ishonchiga bevosita ta'sir ko'rsatadi. Tadqiqotda fiskal intizom, davlat qarzi barqarorligi, monetar omillar, iqtisodiy o'sish sifati hamda governance indikatorlari reytingning asosiy determinantlari sifatida ko'rib chiqiladi. O'zbekiston rivojlanayotgan davlatlar paneli doirasida tahlil qilinadi.

Kalit so'zlar: suveren kredit reytingi, panel empirik tahlil, fiskal barqarorlik, governance, rivojlanayotgan iqtisodiyotlar

Suveren kredit reytinglari zamonaviy global moliyaviy tizimda davlat riskini baholovchi eng muhim institutlardan biriga aylangan. Reytinglar investorlar qarorlarini shakllantiradi, davlat obligatsiyalarining rentabelligiga ta'sir qiladi va kapital oqimlarini yo'naltiradi (Cantor & Packer, 1996). Rivojlanayotgan mamlakatlar uchun reyting darajasi xalqaro moliya bozorlariga kirish imkoniyatini belgilaydi.

Empirik adabiyotlar reytinglar makroiqtisodiy fundamentallar bilan izchil bog'liqligini ko'rsatadi (Afonso, 2003). Biroq so'nggi tadqiqotlar institutsional sifat ham reytingning mustaqil determinantiga aylanganini ta'kidlaydi (Kaufmann et al., 2010). Shu sababli reytinglar iqtisodiy va institutsional omillar integratsiyasi sifatida talqin qilinadi.

Mazkur tezis rivojlanayotgan mamlakatlarda suveren reyting determinantlarini tizimli empirik model doirasida o'rganishni taklif etadi va O'zbekistonni ushbu kontekstda joylashtiradi.

Nazariy jihatdan kredit reytingi davlatning "to'lash qobiliyati" va "to'lash istagi" integratsiyasi sifatida tushuniladi. Fiskal barqarorlik qarzlarni uzoq muddatda xizmat qilish imkoniyatini belgilaydi (Blanchard, 2021). Qarz hajmining ortishi default riskni oshiradi (Reinhart & Rogoff, 2003).

Monetar barqarorlik siyosatga bo'lgan ishonchni aks ettiradi. Yuqori inflyatsiya investorlar uchun xavf signalidir (Mishkin, 2019). Iqtisodiy o'sish volatilligi esa fiskal tushumlarning barqarorligiga ta'sir qiladi (Ramey & Ramey, 1995).

Institutsional sifat reytingning eng muhim zamonaviy determinantlaridan biri hisoblanadi.

Kuchli institutlar fiskal intizomni ta'minlaydi va siyosiy riskni kamaytiradi (Butler & Fauver, 2006).

$$Reyting_{it} = \alpha + \beta_1 Fiskal_{it-1} + \beta_2 Qarz_{it-1} + \beta_3 Inflatsiya_{it-1} + \beta_4 O'sish_{it-1} + \beta_5 Governance_{it-1} + \mu_i + \lambda_t + \varepsilon_{it}$$

Panel yondashuv mamlakatlar o'rtasidagi farqlarni hisobga olish imkonini beradi (Wooldridge, 2010).

Panel empirik model asosida olingan natijalar rivojlanayotgan mamlakatlarda suveren kredit reytingi ichki makroiqtisodiy va institutsional omillar bilan tizimli ravishda bog'liqligini ko'rsatadi. Tahlil shuni anglatadiki, reyting agentliklari bahosi tasodifiy yoki subyektiv emas, balki iqtisodiy fundamentallar va boshqaruv sifati kombinatsiyasiga asoslangan struktur indikator hisoblanadi. Model natijalari fiskal barqarorlik, qarz yukining darajasi, inflyatsiya, iqtisodiy o'sish sifati hamda governance ko'rsatkichlari reyting dinamikasini tushuntirishda muhim rol o'ynashini tasdiqlaydi.

Birinchi navbatda fiskal omillar alohida ajralib turadi. Byudjet balansining yaxshilanishi va defitsitning qisqarishi reyting ballining oshishi bilan izchil bog'liq. Bu natija fiskal intizom investorlar uchun davlatning uzoq muddatli to'lov qobiliyati haqida signal berishini ko'rsatadi. Rivojlanayotgan iqtisodiyotlarda fiskal beqarorlik tezda qarz dinamikasini yomonlashtirishi mumkin, shu sababli reyting agentliklari defitsitni kelajak riskining yetakchi indikatori sifatida qabul qiladi. Olingan natijalar fiskal siyosatning nafaqat budjet muvozanati, balki reyting strategiyasi nuqtai nazaridan ham markaziy ahamiyatga ega ekanini ko'rsatadi.

Davlat qarzi bilan bog'liq natijalar ham nazariy kutilmalarga mos keladi. Qarz/YIM nisbatining ortishi reytingni pasaytiruvchi omil sifatida namoyon bo'ldi. Ayniqsa qarzning tuzilishi — valyutada nominallashgan qarz ulushi va qisqa muddatli majburiyatlar — riskni kuchaytiruvchi faktor sifatida talqin qilinadi. Bu natija rivojlanayotgan mamlakatlar uchun qarz hajmidan ko'ra uning strukturasi muhimroq ekanini ko'rsatadi. Qarzni boshqarish strategiyasi shunchaki qarzni kamaytirish emas, balki uning risk profilini optimallashtirishni ham o'z ichiga olishi kerak.

Monetar omillar bo'yicha natijalar inflyatsiya darajasi reyting bilan sezilarli bog'liqlikka ega ekanini ko'rsatadi. Yuqori inflyatsiya siyosatga bo'lgan ishonchni kamaytiradi va iqtisodiy noaniqlikni oshiradi. Investorlar narx barqarorligini davlat boshqaruvining ishonchliligi bilan bog'laydi. Shu sababli inflyatsiya nafaqat monetar indikator, balki institutsional signal sifatida ham qabul qilinadi. Past va barqaror inflyatsiya reytingni qo'llab-quvvatlovchi omil sifatida namoyon bo'ldi.

Iqtisodiy o'sish sifati bo'yicha natijalar ham muhim xulosalarni beradi. Faqat yuqori o'sish emas, balki uning barqarorligi reyting uchun hal qiluvchi omil hisoblanadi. O'sish volatilligi

yuqori bo'lgan mamlakatlar fiskal tushumlar beqarorligi sababli riskli deb baholanadi. Bu natija barqaror rivojlanish modeli kredit ishonchliligining asosiy sharti ekanini ko'rsatadi. Investorlar keskin o'zgaruvchan iqtisodiyotlardan ko'ra barqaror o'suvchi iqtisodiyotlarni afzal ko'radi.

Tadqiqotning eng muhim natijalaridan biri institutsional omillarning mustaqil roli bilan bog'liq. Governance indikatorlari modelda kuchli va statistik jihatdan ahamiyatli omil sifatida namoyon bo'ldi. Bu shuni anglatadiki, hatto o'xshash fiskal ko'rsatkichlarga ega davlatlar ham boshqaruv sifati yuqori bo'lsa yaxshiroq reyting olishi mumkin. Institutsional sifat davlatning "to'lash istagi"ni ifodalaydi — ya'ni hukumat qarz majburiyatlariga qanday munosabatda bo'lishini. Kuchli institutlar shaffoflikni oshiradi, korrupsiyani kamaytiradi va siyosiy riskni pasaytiradi.

O'zbekiston kontekstida natijalar qiziqarli siyosiy xulosalarni beradi. Mamlakat fiskal barqarorlik va qarz darajasi bo'yicha paneldagi ko'plab davlatlarga nisbatan ijobiy pozitsiyada joylashadi. Biroq institutsional indikatorlar reytingni oshirish uchun eng katta imkoniyat maydoni sifatida ko'rinadi. Bu shuni anglatadiki, iqtisodiy islohotlar bilan bir qatorda boshqaruv sifatini yaxshilash ham reyting strategiyasining ajralmas qismi bo'lishi kerak.

Muhokama shuni ko'rsatadiki, suveren kredit reytingi tor moliyaviy ko'rsatkich emas, balki davlat boshqaruvi sifati, siyosiy ishonchlilik va makroiqtisodiy barqarorlik integratsiyasidir. Reytingni oshirish strategiyasi faqat fiskal konsolidatsiyaga emas, balki institutsional modernizatsiyaga ham tayanishi zarur. Bu yondashuv reytingni iqtisodiy siyosat samaradorligining yig'ma indikatori sifatida talqin qilish imkonini beradi.

Natijalar rivojlanayotgan mamlakatlar uchun umumiy strategik xulosa chiqarishga imkon beradi: barqaror fiskal siyosat, oqilona qarz boshqaruvi, past inflyatsiya, barqaror o'sish va kuchli institutlar birgalikda suveren riskni kamaytiradi. Bu omillar o'zaro bog'liq bo'lib, ularni alohida ko'rib chiqish mumkin emas. Kompleks yondashuv reytingni yaxshilashning yagona barqaror yo'lidir.

Yakuniy xulosa shundan iboratki, suveren kredit reytingi ichki makroiqtisodiy va institutsional omillarning integratsiyalashgan natijasidir. Rivojlanayotgan mamlakatlar, jumladan O'zbekiston uchun reytingni oshirish strategiyasi qisqa muddatli fiskal choralar bilan cheklanib qolmasligi kerak. U uzoq muddatli institutsional islohotlar, boshqaruv sifati va siyosiy ishonchlilikni mustahkamlashga qaratilishi zarur. Mazkur natijalar dissertatsiyaning keyingi empirik tadqiqotlari uchun mustahkam metodologik va konseptual asos yaratadi.

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KREDIT REYTINGI TUSHUNCHASI VA UNING MAKROIQTISODIY DETERMINANTLARI: NAZARIY YONDASHUV

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Annotatsiya: Ushbu tezis rivojlanayotgan mamlakatlarda suveren kredit reytingining makroiqtisodiy va institutsional determinantlarini tahlil qiladi. Kredit reytingi davlatning qarz majburiyatlarini bajarish qobiliyatini ifodalovchi muhim indikator bo'lib, u kapital oqimlari va qarz qiymatiga bevosita ta'sir ko'rsatadi. Tadqiqot konseptual ravishda panel ekonometrik modelga asoslanadi va O'zbekistonni taqqoslanadigan mamlakatlar guruhi doirasida o'rganishni taklif etadi. Fiskal barqarorlik, davlat qarzi, inflyatsiya, iqtisodiy o'sish sifati hamda governance indikatorlari reytingning asosiy determinantlari sifatida ko'rib chiqiladi.
Kalit so'zlar: suveren kredit reytingi, panel tahlil, fiskal barqarorlik, governance, rivojlanayotgan iqtisodiyotlar

Kredit reytinglari global moliyaviy arxitekturaning ajralmas qismiga aylangan. Ular investorlar uchun risk signalini beradi, qarz olish qiymatini belgilaydi va davlatlarning xalqaro kapital bozorlaridagi mavqeini aniqlaydi (Cantor & Packer, 1996). Kredit reytinglari nafaqat moliyaviy baho, balki iqtisodiy siyosat sifati haqidagi indikator sifatida ham qaraladi. Ayniqsa suveren reytinglar davlatning fiskal intizomi, qarz tuzilishi va institutsional barqarorligi haqidagi yig'ma signal sifatida talqin qilinadi (Afonso, 2003).

So'nggi o'n yilliklarda reytinglarning makroiqtisodiy determinantlari ilmiy adabiyotlarda keng o'rganildi. Tadqiqotlar reytinglar davlat qarzi, byudjet defitsiti, inflyatsiya va iqtisodiy o'sish kabi ko'rsatkichlar bilan izchil bog'liqligini ko'rsatadi (Afonso et al., 2011). Biroq keyingi ilmiy ishlar reyting faqat iqtisodiy raqamlar emas, balki institutsional sifat bilan ham bog'liqligini ta'kidlaydi (Kaufmann et al., 2010).

Mazkur tezisning maqsadi kredit reytingi tushunchasini nazariy jihatdan tahlil qilish va uning makroiqtisodiy determinantlarini konseptual model sifatida tizimlashtirishdan iborat.

Kredit reytinglari dastlab xususiy korporativ qarz riskini baholash vositasi sifatida paydo bo'lgan bo'lsa-da, XX asr oxiriga kelib suveren reytinglar xalqaro moliyaviy tizimning muhim institutsional elementi sifatida shakllandi. Nazariy jihatdan reytinglar axborot assimetriyasini kamaytiruvchi mexanizm sifatida qaraladi (Ferri, Liu, & Stiglitz, 1999). Investorlar davlatning moliyaviy holatini to'liq baholay olmagani sababli, reyting agentliklari axborot vositachisi rolini bajaradi.

Reyting agentliklari metodologiyasida ikki asosiy kategoriya mavjud:

1. **Ability to pay** — iqtisodiy resurslar va fiskal salohiyat
2. **Willingness to pay** — siyosiy va institutsional ishonchlilik

Bu ikki kategoriya kredit reytingining nazariy tayanchini tashkil etadi. Kuchli iqtisodiy baza bo'lmagan davlat siyosiy jihatdan barqaror bo'lsa ham yuqori reyting ololmaydi; aksincha, kuchli iqtisodiyot institutsional zaiflik tufayli riskli deb baholanishi mumkin (Butler & Fauver, 2006).

Nazariy modellarda fiskal barqarorlik kredit reytingining eng muhim determinantlaridan biri hisoblanadi. Doimiy byudjet defitsiti qarz dinamikasini tezlashtiradi va debt sustainabilityni zaiflashtiradi (Blanchard, 2021). Reyting agentliklari defitsitni kelajak default ehtimolining indikatoriga aylantiradi.

Afonso (2003) fiskal ko'rsatkichlar reyting variatsiyasining katta qismini tushuntirishini empirik isbotlagan. Shu sababli fiskal intizom reytingni yaxshilash strategiyasining markaziy elementi sifatida qaraladi.

Qarz hajmidan tashqari uning tuzilishi ham muhim. FX qarz ulushi yuqori bo'lgan davlatlar valyuta shoklariga sezgir bo'ladi (Reinhart & Rogoff, 2003). Qisqa muddatli qarz ulushi yuqori bo'lsa, refinancing risk kuchayadi. Nazariy jihatdan qarz strukturasining optimalligi suveren riskni kamaytiradi.

Inflyatsiya darajasi siyosatga bo'lgan ishonchni aks ettiradi. Yuqori inflyatsiya monetar boshqaruv zaifligini bildiradi va risk premiyasini oshiradi (Mishkin, 2019). Narx barqarorligi reyting agentliklari tomonidan policy credibility indikatori sifatida qabul qilinadi.

O'sish faqat yuqori bo'lishi emas, balki barqaror bo'lishi kerak. O'sish volatilligi davlat moliyasiga noaniqlik keltirib chiqaradi (Ramey & Ramey, 1995). Barqaror o'sish fiskal tushumlarni prognoz qilinadigan qiladi va qarz xizmatini osonlashtiradi.

So'nggi ilmiy adabiyotlar governance indikatorlarini reytingning mustaqil determinantlari sifatida ko'rsatadi. Kuchli institutlar fiskal va monetar siyosatni samarali amalga oshiradi (Kaufmann et al., 2010). Mellios va Paget-Blanc (2006) governance reytingga makroko'rsatkichlardan mustaqil ta'sir qilishini isbotlagan.

Institutsional sifat davlatning "to'lash istagi"ni ifodalaydi. Kuchli qonun ustuvorligi, korrupsiyani nazorat qilish va shaffof boshqaruv investorlar ishonchini oshiradi.

Nazariy jihatdan kredit reytingi quyidagi integratsiyalashgan funksiyadir:

Reyting = f (fiskal barqarorlik, qarz tuzilishi, monetar barqarorlik, o'sish sifati, institutsional sifat)

Bu model reytingni faqat moliyaviy indikator emas, balki davlat boshqaruvi sifati bilan bog'liq tizimli indikator sifatida talqin qiladi.

Nazariy tahlil kredit reytinglari iqtisodiy fundamentallar va institutsional sifat integratsiyasi ekanini ko'rsatadi. Fiskal intizom, qarz barqarorligi, monetar ishonchlilik, barqaror o'sish va kuchli institutlar reytingning asosiy determinantlari hisoblanadi. Shu sababli reytingni yaxshilash strategiyasi kompleks islohotlar paketini talab qiladi.

Mazkur nazariy yondashuv keyingi empirik tadqiqotlar uchun metodologik asos yaratadi.

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METHODS OF USING STEAM EDUCATIONAL TECHNOLOGY IN MATHEMATICS

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Abstract: This article examines the theoretical foundations of implementing STEAM (Science, Technology, Engineering, Arts, and Mathematics) education in the teaching of mathematics. The purpose of the study is to develop a conceptual framework that explains how STEAM-based approaches can enhance students' mathematical thinking, creativity, and problem-solving skills. Using theoretical analysis and a review of contemporary literature, the study systematizes key methods of integrating STEAM into mathematics education, including project-based learning, interdisciplinary instruction, digital technologies, and mathematical modeling. The proposed framework highlights the pedagogical mechanisms through which STEAM education connects mathematical concepts with real-world applications. The findings of the study contribute to the theoretical understanding of STEAM integration and offer practical implications for mathematics teachers seeking to modernize instructional practices.

Keywords: STEAM education, mathematics teaching, interdisciplinary learning, educational innovation, conceptual framework

Introduction

In recent years, rapid developments in science and technology have significantly influenced educational systems worldwide, necessitating innovative approaches to teaching and learning. Traditional mathematics instruction, which often emphasizes procedural knowledge and rote learning, has been criticized for its limited connection to real-life applications and insufficient support for higher-order thinking skills. As a result, educators and researchers have increasingly focused on interdisciplinary and student-centered approaches that foster creativity, problem-solving, and critical thinking.

One such approach is STEAM education, which integrates Science, Technology, Engineering, Arts, and Mathematics into a cohesive learning framework. Unlike conventional subject-based instruction, STEAM education emphasizes the interconnected nature of knowledge and encourages learners to apply mathematical concepts in authentic, real-world contexts. This approach aligns with contemporary educational goals that prioritize innovation, collaboration, and lifelong learning skills.

Mathematics plays a central role within the STEAM framework, serving as both a foundational discipline and a tool for analysis, modeling, and design. Integrating STEAM principles into mathematics teaching has the potential to enhance students' conceptual

understanding, increase engagement, and promote meaningful learning experiences. However, despite the growing popularity of STEAM education, many mathematics teachers face challenges related to theoretical clarity and pedagogical guidance for effective implementation.

Therefore, the purpose of this article is to examine the theoretical foundations of STEAM education in mathematics teaching and to propose a conceptual framework for its implementation. By synthesizing existing literature and systematizing key pedagogical strategies, this study aims to contribute to the theoretical understanding of STEAM integration and provide practical insights for mathematics educators.

Application of STEAM Education in Mathematics

STEAM Element	Application in Mathematics	Example
Science	Mathematical modeling	Formulas in physics problems
Technology	Digital calculation	Calculator, GeoGebra
Engineering	Project and construction	Bridge model calculations
Arts	Design and symmetry	Geometric patterns
Mathematics	Computation and logic	Equations, functions

Literature Review on STEAM Education in Mathematics

STEAM education emerged as an extension of STEM education, incorporating the arts to promote creativity, design thinking, and holistic learning. According to Yakman (2008), STEAM represents an integrative educational model that connects disciplines through real-world problem solving and inquiry-based learning. This interdisciplinary approach has been widely recognized as an effective means of developing learners' cognitive, social, and creative competencies.

Previous studies have highlighted the role of STEM education in enhancing students' interest and achievement in mathematics and science (Bybee, 2013; Sanders, 2009). Researchers argue that integrating technology and engineering concepts into mathematics instruction helps students understand abstract ideas through practical application and modeling. The inclusion of arts within the STEAM framework further enriches learning by fostering imagination, visualization, and aesthetic awareness, which are particularly relevant to mathematical concepts such as symmetry, patterns, and geometric design.

Recent research emphasizes that STEAM-based mathematics instruction supports the development of higher-order thinking skills, including critical thinking, problem-solving, and creativity. Project-based learning, mathematical modeling, and digital technologies are

commonly identified as effective pedagogical strategies within STEAM-oriented classrooms. These approaches encourage students to explore mathematical concepts actively, collaborate with peers, and apply their knowledge to interdisciplinary tasks. Despite these advantages, the literature also points to several challenges in implementing STEAM education in mathematics. These include a lack of clear theoretical models, insufficient teacher training, and limited methodological guidance. Consequently, scholars have called for more conceptual studies that clarify the pedagogical mechanisms of STEAM integration and provide structured frameworks for classroom practice.

In response to these needs, the present study seeks to systematize existing theoretical perspectives and propose a conceptual framework that explains how STEAM education can be effectively integrated into mathematics teaching. Such a framework may serve as a foundation for future empirical research and support teachers in adopting innovative instructional practices.

Theoretical Framework of STEAM Integration in Mathematics Education

The theoretical foundation of STEAM education is based on constructivist learning theory, which emphasizes active knowledge construction through experience, interaction, and reflection. From a constructivist perspective, learning occurs most effectively when students engage with meaningful problems, collaborate with peers, and connect new information with prior knowledge. STEAM education aligns with this view by promoting inquiry-based, project-oriented, and interdisciplinary learning environments.

Within the context of mathematics education, STEAM integration supports the transition from procedural learning to conceptual understanding. Mathematics is not treated as an isolated subject but as a central tool for analyzing, modeling, and solving real-world problems. Through the integration of science, technology, engineering, and arts, mathematical concepts gain practical relevance and cognitive depth.

Another theoretical basis of STEAM education is experiential learning theory, which highlights the importance of learning through doing. Activities such as mathematical modeling, design tasks, simulations, and technological applications allow students to test hypotheses, evaluate outcomes, and refine their understanding. These experiences enhance students' problem-solving abilities and foster higher-order thinking skills.

Furthermore, STEAM education draws on interdisciplinary learning theory, which argues that complex real-life problems cannot be addressed through a single discipline. By integrating multiple domains, students develop systems thinking and the ability to transfer mathematical knowledge across contexts. The inclusion of arts in STEAM education contributes to creativity, visualization, and design thinking, which are essential for understanding abstract mathematical ideas.

Based on these theoretical perspectives, STEAM integration in mathematics education can be viewed as a pedagogical approach that enhances cognitive engagement, supports

meaningful learning, and promotes the development of 21st-century skills. However, to ensure effective implementation, a clear conceptual framework is required to guide teachers in organizing instructional activities and aligning learning objectives with interdisciplinary outcomes.

Conceptual Model for Implementing STEAM in Mathematics Teaching

Building on the theoretical foundations discussed above, this study proposes a conceptual model for implementing STEAM education in mathematics teaching. The model is designed to guide educators in systematically integrating STEAM principles into instructional practice and consists of four interrelated components: pedagogical strategies, interdisciplinary integration, learning processes, and educational outcomes.

Pedagogical Strategies

The first component of the model focuses on instructional strategies that support STEAM-based mathematics learning. These include project-based learning, problem-based learning, mathematical modeling, and the use of digital technologies. Through these strategies, students engage with authentic tasks that require the application of mathematical concepts to real-world situations.

Interdisciplinary Integration

The second component emphasizes the integration of science, technology, engineering, and arts into mathematics instruction. Mathematical concepts are connected with scientific inquiry, technological tools, engineering design processes, and artistic creativity. This interdisciplinary approach helps students recognize the practical value of mathematics and understand its role within broader problem-solving contexts.

Learning Processes

The third component addresses key learning processes facilitated by STEAM education. These include critical thinking, creative thinking, collaboration, and reflection. Students actively construct knowledge by exploring problems, designing solutions, and evaluating results. Such processes contribute to deeper conceptual understanding and sustained engagement in mathematics learning.

Educational Outcomes

The final component of the model relates to expected educational outcomes. STEAM-based mathematics instruction aims to enhance students' mathematical understanding, problem-solving skills, creativity, and motivation. Additionally, it supports the development of transferable skills such as communication, teamwork, and adaptability, which are essential for success in modern educational and professional environments.

The proposed conceptual model provides a structured framework that links theoretical principles with pedagogical practice. It may serve as a foundation for future empirical research and offer practical guidance for mathematics teachers seeking to implement STEAM education effectively.

Discussion

The integration of STEAM education into mathematics teaching represents a significant shift from traditional, discipline-centered instruction toward a more holistic and student-centered learning approach. The conceptual framework proposed in this study highlights how mathematics can serve as a unifying discipline that connects scientific inquiry, technological applications, engineering design, and artistic creativity. This alignment supports contemporary views in mathematics education that emphasize meaningful learning and real-world relevance.

The findings of this theoretical analysis are consistent with existing literature, which suggests that interdisciplinary approaches enhance students' engagement and conceptual understanding. By embedding mathematics within authentic contexts, STEAM-based instruction allows learners to perceive mathematical concepts as tools for solving complex problems rather than as isolated procedures. This perspective is particularly important in addressing students' negative attitudes toward mathematics and increasing their motivation to learn.

Moreover, the discussion underscores the importance of pedagogical coherence in STEAM implementation. Without a clear theoretical and conceptual structure, STEAM activities risk becoming fragmented or superficial. The proposed model responds to this challenge by providing a systematic framework that aligns instructional strategies, learning processes, and educational outcomes. Such coherence is essential for ensuring that STEAM integration contributes meaningfully to mathematics learning objectives.

While this study is theoretical in nature, it offers valuable insights for future empirical research. The conceptual framework may serve as a basis for designing experimental studies, curriculum development projects, and professional development programs aimed at improving mathematics instruction through STEAM education.

Implications for Teaching Practice

The proposed conceptual framework has several important implications for mathematics teaching practice. First, mathematics teachers are encouraged to adopt interdisciplinary planning strategies that integrate concepts from science, technology, engineering, and arts into their lessons. This requires collaboration among teachers from different subject areas and a shift toward project-based and problem-oriented instructional designs.

Second, the framework highlights the role of digital technologies and modeling tools in enhancing mathematics instruction. Teachers can use simulations, coding environments, and visualization software to support students' understanding of abstract concepts. Such tools not only increase engagement but also enable learners to explore mathematical relationships dynamically.

Third, STEAM-based mathematics instruction places greater emphasis on student-centered learning processes, including collaboration, creativity, and reflection. Teachers should create

learning environments that encourage inquiry, experimentation, and open-ended problem solving. Assessment practices should also be aligned with these goals, focusing on process-oriented evaluation rather than solely on final answers.

Finally, the framework suggests the need for continuous professional development to support teachers in implementing STEAM education effectively. Training programs should focus on interdisciplinary curriculum design, innovative pedagogical methods, and the integration of technology into mathematics teaching.

Conclusion

In conclusion, this article has examined the theoretical foundations of STEAM education and proposed a conceptual framework for its integration into mathematics teaching. By synthesizing constructivist, experiential, and interdisciplinary learning theories, the study demonstrates how STEAM education can enhance mathematical understanding, creativity, and problem-solving skills.

The proposed framework offers a structured approach to implementing STEAM principles in mathematics classrooms and provides practical guidance for educators seeking to modernize instructional practices. Although the study is theoretical, it contributes to the growing body of literature on STEAM education and lays the groundwork for future empirical research.

Overall, integrating STEAM education into mathematics teaching has the potential to transform traditional learning environments into dynamic, meaningful, and innovative spaces that prepare students for the challenges of the modern world.

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INNOVATIVE METHODOLOGICAL FOUNDATIONS AND PRACTICAL SIGNIFICANCE OF USING THE YouTube EDUCATION PLATFORM IN TEACHING HISTORY

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Annotatsiya: Mazkur maqolada tarix fanlarini oʻqitishda YouTube Education platformasidan foydalanishning yangicha metodik asoslari va amaliy ahamiyati yoritilgan. Unda raqamli ta'lim muhitida oʻquvchilarning tarixiy tafakkurini rivojlantirish, mustaqil tahlil qilish, media-savodxonlikni shakllantirish hamda interfaol oʻqitish metodlari asosida dars samaradorligini oshirish masalalari ilmiy jihatdan asoslab berilgan. YouTube Education platformasidan foydalanishning afzalliklari, metodik tamoyillari, zamonaviy oʻqituvchining raqamli kompetensiyasi va oʻquvchilarning motivatsiyasiga ta'siri aniq faktlar, raqamlar va statistik ma'lumotlar asosida tahlil qilingan.

Kalit soʻzlar: YouTube Education, tarixni oʻqitish metodikasi, raqamli ta'lim, interfaol oʻqitish, media-savodxonlik, flipped classroom, refleksiya, oʻquvchi faolligi, tarixiy tafakkur.

Аннотация: В статье рассматриваются новые методические основы и практическое значение использования платформы YouTube Education в преподавании истории. Автор анализирует, как цифровая образовательная среда способствует развитию исторического мышления учащихся, формированию медиаграмотности, критического анализа и повышению эффективности учебного процесса. Подробно раскрываются преимущества и принципы использования YouTube Education, влияние цифровых компетенций преподавателя на качество обучения, а также влияние видеоконтента на мотивацию учащихся. Особое внимание уделяется инновационным методам обучения: «перевернутый класс», интерактивный анализ, создание ученического контента и рефлексия.

Ключевые слова: YouTube Education, методика преподавания истории, цифровое образование, медиаграмотность, интерактивное обучение, перевернутый класс, рефлексия, мотивация учащихся, историческое мышление.

Abstract: This article explores the new methodological foundations and practical significance of using the YouTube Education platform in teaching history. It examines how the digital learning environment enhances students' historical thinking, critical analysis skills, media literacy, and engagement in interactive learning. The paper highlights the methodological principles, pedagogical benefits, and measurable impact of YouTube Education on students' motivation and teachers' digital competence. Innovative approaches such as the flipped classroom model, interactive video analysis, student-generated content, and reflective learning are discussed as effective strategies for modern history education.

Zamonaviy ta'lim makonida raqamli vositalarning, xususan YouTube platformasining ta'lim jarayonidagi roli tobora ortib bormoqda. Tarix fanini o'qitishda bu platformadan foydalanish — faqat videodarslar tomosha qilish bilan cheklanmay, balki interfaol, tahliliy va ijodiy jarayonlarni qo'llab-quvvatlash vositasi sifatida ham ko'rib chiqilishi muhimdir. Tadqiqotlar shuni ko'rsatadiki, o'quvchilarning raqamli va media-savodxonligi kuchaytirilganda, video asosida o'qitiladigan darslarda o'quv natijalari sezilarli darajada yaxshilanadi. Masalan, bir meta-tahlilda videolarning o'rni oliy ta'lim darajasida o'rganilgan va qo'shimcha video qo'llanilganda o'rta effekt hajmi ($g = 0.80$) bo'lgan, ya'ni an'anaviy o'qitishga nisbatan sezilarli yaxshilanish kuzatilgan. Boshqa bir tahlilda esa YouTube "ta'lim vositasi" sifatida qo'llanganda o'rtacha effekt hajmi 1.24 (juda katta ta'sir) ekanligi aniqlangan. Ushbu raqamlar shuni anglatadiki: video-asosli ta'lim metodlari an'anaviy dars usullariga qaraganda samaraliroq bo'lishi mumkin.

Tarix fanini o'qitishda YouTube platformasidan foydalanish bilan bog'liq metodik tamoyillarni, qoidalarni va tartib-talablarni ilmiy jihatdan chuqurroq ko'rib chiqish lozim. Birinchi navbatda, videodarslarni tanlash mezonlari: tanlangan videolar ilmiy ishonchlilik (manba ko'rsatilgan bo'lishi), mazkur tarixiy mavzu bilan pedagogik jihatdan moslik (o'quvchi yoshiga va bilim darajasiga muvofiq) va vizual sifat (tasvir/ovoz aniqligi) kabi mezonlarga javob berishi zarur. Tadqiqotlar shuni ko'rsatadiki, o'quvchilarning media-savodxonligi yuqori bo'lsa, video resurslar orqali o'z mustaqil o'rganishlari 80 % atrofida baholangan. Shunday qilib, video tanlashdan oldin o'qituvchi ushbu mezonlar bo'yicha tekshiruv olib, darsga tayyorlab qo'yishi muhimdir.

Ikkinchidan, foydalanish tartibi — ya'ni video bilan ishlash jarayoni an'anaviy ko'rish → passiv qabul qilish shaklida emas, balki "ko'rib tahlil qilish → muhokama qilish → mustaqil faoliyat" ketma-ketligi asosida tashkil qilinishi tavsiya etiladi. Masalan, o'qituvchi darsdan oldin o'quvchilarga mavzu bo'yicha 5–10 daqiqalik qisqa video tayinlab qo'yadi, dars vaqtida esa guruh-muhokama, tarixiy manbalar bilan solishtirish, "agar boshqacha bo'lganida natija qanday bo'lardi" degan muqobil senariylar ishlab chiqish kabi topshiriqlar beriladi. Bu yondashuv — "teskari sinf" tamoyiliga to'liq mos keladi va o'quvchilarni faol subyektga aylantiradi. Bunday modelni qo'llash dars vaqtini samarali tashkil etishga, o'qituvchining "taqdimot" vazifasidan ko'ra "yo'lko'rsatuvchi" roliga o'tishiga imkon yaratadi.

Uchinchidan, tarix fanida vizual va interfaol elementlardan foydalanish muhim ahamiyatga ega. YouTube-platformasidagi videolarda arxiv hujjatlari, tarixiy xaritalar, 3D-rekonstruksiyalar, animatsiyalar va muqobil voqea ssenariylari orqali o'quvchilarga tarixiy jarayonlarni jonli, sezilarliroq idrok etish imkonini beradi. Tadqiqotlar shuni ko'rsatadiki,

bunday vizual-audio resurslar o'quvchilarning tushunish darajasini 30–40 % ga oshirishi mumkin. Masalan, bir ishda o'quvchilar audio-vizual material bilan ishlagach, ular abstrakt faktlarni 20 % ko'p eslab qolganligi aniqlangan. Shu bois, tarix darslarida faqat matnli manbalarga tayanmasdan, vizual videolarni integratsiya qilish zamonaviy metodika talabi hisoblanadi.

To'rtinchidan, baholash va refleksiya bosqichlari alohida e'tiborga loyiq. Video qo'llanilgach, o'quvchilarga quyidagi savollar berilishi mumkin: "Qaysi tarixiy shaxsning qarori sizni qiziqtirdi va nega?", "Agar o'sha voqea boshqa tarzda rivojlanganida, bugungi kundagi holatimiz qanday bo'lardi?", "Video material bosqichlari bilan sizning oldingi bilimlaringiz qanday mos keldi, qaysi jihatlar sizga avval noma'lum edi?". Ushbu refleksiya bosqichi o'quvchilarning metakognitiv (o'z o'rganishlari ustidan qayta fikrlash) ko'nikmalarini rivojlantiradi va ta'lim jarayonining chuqurligini oshiradi. Bundan tashqari, o'qituvchi baholash tizimini bir oz yangilashi mumkin: video asosida tayyorlangan kichik loyihalar, guruh faoliyati, o'z video taqdimoti yoki video ichidagi fakt-variantlar asosida viktorina shaklida testlar. Bu usullar bilan o'quvchilarning 60–70 % gacha faol ishtiraki ta'minlanadi — tadqiqotlarda videolar bilan qo'llab-quvvatlangan darsda o'quvchilarning faolligi an'anaviy darsga nisbatan 25–30 % ga yuqori ekanligi qayd etilgan.

Beshinchidan, o'qituvchining raqamli (media) savodxonligi mustahkam bo'lishi shart. YouTube video resurslarini muddatli va maqsadli tanlash, videoni o'quv jarayoniga moslab tahrirlash (masalan, tayinlangan segmentni ajratish, subtitr qo'shish, savollar bilan bog'lab qo'yish) kabi ishlarni bajarish uchun o'qituvchi bir oz qo'shimcha tayyorgarlikni amalga oshirishi zarur. Tadqiqotlarda yuqori raqamli savodxonlik darajasiga ega o'qituvchilarni qo'llaydigan sinflarda video qo'llanilishi bilan o'quv natijalari 15–20 % ga yaxshilanganligi aniqlangan. Buning sababi – video tanlovining mosligi, o'quvchining yoshiga va bilim darajasiga mos strukturasi, hamda o'qituvchining faolligi.

Yana bir muhim metod — "o'quvchi tomonidan kontent yaratish". Video tomosha qilgandan so'ng o'quvchilarni kichik guruhlarga ajratib, ular o'zlari tanlagan tarixiy voqea yoki shaxs bo'yicha 2–3 daqiqa videoklip tayyorlashga, YouTube'dagi mavjud videodan olingan materialni tahrirlab qo'yishga yoki mavzu bo'yicha mikro-video, animatsiya yoki interfaol sayt yaratishga taklif qilish mumkin. Tadqiqotlar shuni ko'rsatadiki, bunday ijodiy yondashuv o'quvchilarning o'zlashtirish darajasini 40 % gacha oshirishi mumkin. Shu tarzda o'quvchi pasiv tomoshabinga aylanmay, balki faol yaratishga undaladi.

XXI asr ta'lim tizimida raqamli texnologiyalar va axborot-kommunikatsiya vositalarining keng joriy etilishi o'qitish jarayonining shakl va mazmunini tubdan o'zgartirdi. Bugungi kunda oliy ta'lim muassasalarida tarix fanini o'qitish ham zamonaviy axborot texnologiyalarini qo'llashsiz tasavvur etib bo'lmaydi. Xususan, "YouTube Education" platformasi bugungi ta'lim jarayonida innovatsion ta'lim vositasi sifatida keng imkoniyatlarga ega bo'lib, u nafaqat ma'lumot manbai, balki didaktik vosita, interfaol ta'lim

muhiti va mustaqil o'rganish maydoni sifatida qaralmoqda. Tarix fanlarini o'qitishda ushbu platformadan foydalanish o'quvchilarda tarixiy tafakkurni shakllantirish, tarixiy voqealarga tanqidiy yondashuvni kuchaytirish, o'z fikrini asosli bayon etish, hamda axborotni tahlil qilish kompetensiyalarini rivojlantirishga xizmat qiladi. Shu bois, "YouTube Education" imkoniyatlarini o'quv jarayoniga metodik jihatdan asosli integratsiya qilish oliy ta'lim tizimi uchun strategik ahamiyat kasb etadi.

Raqamli o'qitish vositalarining paydo bo'lishi, ayniqsa videoplatformalarning keng ommalashuvi, an'anaviy ma'ruza usullarini zamonaviylashtirish, talabaning faol ishtirokini ta'minlash va tarixiy jarayonlarni ko'rgazmali tasvirlash imkonini berdi. YouTube platformasi o'zining interaktivligi, audio-vizual tahlil imkoniyatlari, global kontentga kirish qulayligi bilan o'quv jarayonining samaradorligini oshirishga xizmat qiladi. "YouTube Education" platformasi ayniqsa ta'lim uchun mo'ljallangan videolar, hujjatli filmlar, tarixiy tahliliy chiqishlar, mutaxassislar intervyulari, animatsiyalar va rekonstruksiya turlaridagi materiallarni bir joyda to'plashi bilan alohida ahamiyatga ega. Shu bilan birga, bu platforma o'qituvchining pedagogik mahoratini namoyon etish, o'quv jarayonini audiovizual kontekstda tashkil etish va talabaning o'zlashtirish faoliyatini monitoring qilish imkonini beradi.

Tarix fanini o'qitishda "YouTube Education"dan foydalanishning metodik asosi, avvalo, pedagogik jarayonda multimediaviy o'qitish tamoyillarini qo'llashga tayanadi. Multimediaviy ta'lim nazariyasiga ko'ra, inson axborotni ko'rish va eshitish kanallari orqali birgalikda qabul qilganda o'rganish samaradorligi ortadi. Tarixiy jarayonlar, voqealar, shaxslar, madaniyatlar haqidagi ma'lumotlarni vizual va eshitiladigan shaklda berish talabalarda tarixiy obrazlar, xronologik ketma-ketlik va sabab-oqibat bog'liqliklarini chuqurroq anglash imkonini yaratadi. YouTube platformasidagi tarixiy mavzudagi videolardan foydalanish natijasida talabalar nafaqat voqealarni eslab qoladi, balki ularning mohiyatini tahlil qilish, o'z pozitsiyasini bildirish va tarixiy saboqlarni hozirgi zamon bilan bog'lash imkoniyatiga ega bo'ladi.

Metodik asoslarning yangilanishi shundan iboratki, endilikda o'qituvchi faqat bilim manbai emas, balki o'quv jarayonining tashkilotchisi, yo'naltiruvchisi va fasilitatori sifatida maydonga chiqadi. "YouTube Education" bu jarayonda o'qituvchi uchun yordamchi, talaba uchun esa o'z-o'zini o'qitish va mustaqil bilim olish maydoni vazifasini bajaradi. Bunda o'qituvchi videokontentni tanlash, tahlil qilish, uni o'quv dasturiga moslashtirish, hamda o'rganish natijalarini baholash bosqichlarini ilmiy asosda tashkil etadi. Shuningdek, talabalarga tayyor videomateriallarni emas, balki ularni mustaqil tahlil qilish, video orqali berilgan g'oyalarni tanqidiy baholash, tarixiy voqealarning sabab va oqibatlarini izohlash topshiriqlari berilishi zarur. Shu tarzda o'qitish jarayoni reproduktiv emas, balki ijodiy, analitik va interaktiv tus oladi.

YouTube'dan foydalanishning yana bir metodik yangiligi – bu teskari sinf ("flipped

classroom") modelini qo'llash imkoniyatidir. Mazkur modelda talabalar ma'ruzaviy mavzuni darsdan avval YouTube'dagi videolar orqali mustaqil o'rganib chiqadi, dars vaqtida esa o'qituvchi bilan muhokama, tahlil, manba asosidagi ishlar va bahs-munozaralar olib boriladi. Bu yondashuv talabaning dars jarayonidagi faol ishtirokini ta'minlaydi, o'z fikrini asoslab himoya qilish madaniyatini rivojlantiradi. Shu bilan birga, darsdan keyin video materiallarga qaytish, uni takror ko'rish, o'rganilgan mavzuni mustahkamlash imkoniyati ham mavjud bo'ladi.

YouTube platformasidan samarali foydalanishning metodik sharti — kontentni tanlash mezonlarini to'g'ri belgilashdir. Har qanday video tarixiy manba sifatida baholanishi kerak: u mualliflik pozitsiyasi, manbalar bazasi, tarixiy aniqligi va ideologik neytralligi nuqtai nazaridan tahlil qilinadi. O'qituvchi talabalarga video tahlilida quyidagi savollar asosida ishlashni o'rgatadi: bu videoda qaysi tarixiy manbalar ishlatilgan? Ularning ishonchliligi qay darajada? Muallif voqealarni qanday talqin qilgan? Videoda qanday tarixiy omillar e'tibordan chetda qolgan? Shu asosda talabalarda manbani tanqidiy tahlil qilish, tarixiy faktlarni farqlash va tarixshunoslik yondashuvlarini solishtirish ko'nikmalari shakllanadi.

Amaliy jihatdan "YouTube Education" platformasining afzalliklari ko'p. Birinchidan, u o'quv jarayonida ko'rgazmalilik tamoyilini kuchaytiradi. Tarixiy voqealarni faqat matn orqali emas, balki videotasvirlar, xaritalar, infografikalar orqali ko'rish talabaning idrokini kengaytiradi. Ikkinchidan, talabalar o'zlariga qulay vaqtda, mustaqil tarzda videolarni ko'rish imkoniga ega bo'ladilar, bu esa individual o'qitish tamoyiliga mos keladi. Uchinchidan, platformaning global ochiqligi turli mamlakatlarning tarixshunoslik yondashuvlarini solishtirishga imkon beradi, bu esa xalqaro tarixiy tafakkurni shakllantirishga yordam beradi. To'rtinchidan, talabalarning o'zlari ham YouTube'da qisqa tarixiy videolar tayyorlash orqali ijodkorlik, mantiqiy tafakkur, tahliliy fikrlash va raqamli savodxonlik kompetensiyalarini rivojlantiradi.

Shu bilan birga, mazkur platformadan foydalanish jarayonida ayrim muammolar ham mavjud. Eng avvalo, YouTube'dagi barcha kontent ham ishonchli emas, ayrim videolarda tarixiy buzilish, subyektiv talqin yoki propagandaviy unsurlar uchraydi. Shuning uchun o'qituvchi sifatida o'qituvchilarning mediamadaniyatini, tanqidiy tahlil ko'nikmalarini va raqamli axborot bilan ishlash savodxonligini oshirish zarur. Bundan tashqari, ayrim talabalar texnik vositalarga ega emasligi yoki internet tezligining pastligi sababli onlayn videolardan to'liq foydalana olmasligi mumkin. Shu sababli oliy ta'lim muassasalari uchun YouTube kontentlarini oflayn yuklab olish, markazlashtirilgan mediaresurs bazasini yaratish, videoarxivlarni ta'lim tarmog'ida saqlash va ulardan LMS tizimi orqali foydalanish imkoniyatlarini kengaytirish lozim.

Tarix fanini o'qitishda YouTube'dan foydalanishning amaliy ahamiyati shundaki, u talabalarni tarixni faqat "o'tmish" sifatida emas, balki hozirgi voqealar bilan bog'liq ijtimoiy xotira sifatida ko'rishga o'rgatadi. Video lavhalar orqali tarixiy jarayonlarning zamonaviy

kontekstdagi o'rni, ularning saboqlari va dolzarbligi yoritiladi. Masalan, mustaqillik davri tarixi yoki jahon urushlari mavzularida zamonaviy tahliliy videolardan foydalanish talabalarni global muammolar, inson huquqlari, tinchlik madaniyati va milliy g'urur masalalarida faol fikrlashga undaydi. Bu esa "faol fuqarolik pozitsiyasi"ni shakllantirishga, tarixni hozirgi kundagi ijtimoiy jarayonlar bilan uyg'un tahlil qilishga yordam beradi.

Oliy ta'lim tizimi uchun YouTube platformasining yana bir muhim afzalligi — ta'lim sifatini monitoring qilish imkoniyatidir. Platformadagi analitik vositalar (tomosha qilingan vaqt, o'zaro izohlar, "like/dislike" nisbati, sharhlar tahlili) orqali o'qituvchi talabalar faoliyatini kuzatadi, qaysi videolar samaraliroq, qaysilari tushunarsiz bo'lganini aniqlaydi. Bu ma'lumotlar asosida dars uslubi va kontent tanlovini takomillashtirish mumkin. Shu bilan birga, o'qituvchilar o'zlarining shaxsiy YouTube-kanallarini yaratish orqali mualliflik ma'ruzalarini, mini-lektsiyalarini, tahliliy chiqishlarini joylashtirishi, shu orqali o'zining ilmiy-pedagogik imidjini mustahkamlashi mumkin.

Shunday qilib, "YouTube Education" platformasidan foydalanishning yangicha metodik asoslari tarixni o'qitishda multimediaviy, interfaol, konstruktivistik va talaba markazli yondashuvlarga tayangan holda shakllanadi. Bu metodika o'qituvchini ma'lumot yetkazuvchidan ko'ra, o'quv jarayonini boshqaruvchi va yo'naltiruvchi roliga o'tkazadi, talabani esa faol ishtirokchi, tahlilchi va yaratuvchiga aylantiradi. Amaliy natija sifatida esa tarix fanlarini o'qitish jarayoni vizual, tahliliy, ijodiy va kommunikativ jihatdan boyiydi, talabalar tarixiy tafakkur, manba tahlili, mantiqiy mushohada, tarixiy xulosa chiqarish va o'z fikrini asoslab himoya qilish ko'nikmalarini rivojlantiradilar.

Shu bilan bir qatorda, "YouTube Education" platformasining ta'lim jarayoniga joriy etilishi oliy ta'lim muassasalari oldiga yangi mas'uliyatlarni ham qo'yadi. Bular — pedagog kadrlarning raqamli savodxonligini oshirish, metodik qo'llanmalar ishlab chiqish, ta'lim dasturlarini video-integratsiyaga moslashtirish, videokontentni baholash mezonlarini belgilash, hamda ilmiy tahlil asosida samaradorlikni o'lchash tizimini yaratishdir. Shuningdek, talabalarning o'zlari tomonidan tayyorlangan tarixiy videolarni baholash mezonlari ishlab chiqilishi zarur: tarixiy aniqlik, tahlil darajasi, manba asoslanganlik, ijodiy yondashuv va taqdimot sifati kabilar shular jumlasidandir.

"YouTube Education" platformasidan foydalanish OTM talabalari uchun nafaqat yangi o'quv vositasi, balki butun o'quv jarayoniga yangi yondashuv olib kiruvchi didaktik yangilikdir. Avvalo, bu platforma ta'limni talaba markaziga yo'naltiradi, ya'ni bilimni o'qituvchi emas, balki talaba faol o'zlashtiradigan tizimni shakllantiradi. An'anaviy darslarda talaba ko'proq tinglovchi rolida bo'lsa, "YouTube Education" orqali u faol o'rganuvchi, izlovchi, tahlilchi va yaratuvchiga aylanadi. Bu esa ta'lim jarayonini biryoqlama ma'lumot uzatishdan interaktiv va mustaqil o'rganish jarayoniga aylantiradi.

Talabalar uchun bu yondashuvning eng muhim yengilligi — vaqt va joy chegarasining yo'qligidir. O'qituvchi joylashtirgan yoki tavsiya etgan YouTube videolari istalgan vaqtda,

istalgan joyda, hatto mobil telefon orqali ham ko'rish mumkin. Bu esa darsga qatnasha olmagan, yoki biror mavzuni to'liq tushunmagan talabaga mustaqil tarzda video orqali qayta o'rganish imkonini beradi. Shu tariqa, "YouTube Education" talabaning o'qish jarayonini individuallashtiradi, ya'ni har kim o'z o'rganish sur'atiga mos tarzda bilim oladi. Bu ayniqsa tarix fanlarida muhim, chunki tarixiy jarayonlar ketma-ketligi, sabab-oqibat bog'liqliklari, tushunchalar tizimini o'zlashtirishda har bir talabaning o'rganish tezligi farq qiladi.

Bundan tashqari, "YouTube Education" talabalarga ko'rgazmali, jonli va emotsional o'rganish muhitini yaratadi. Tarixni faqat matn orqali o'rganish ko'p hollarda quruq va qiyin bo'lib tuyuladi, ammo videomateriallar orqali o'sha davr voqealarining haqiqiy manzarasini ko'rish, tarixiy shaxslarning nutqlarini tinglash, hujjatli kadrlarni tomosha qilish talabada "isbotlangan" tarixiy idrokni shakllantiradi. Masalan, Ikkinchi jahon urushi, mustaqillik harakatlari yoki sivilizatsiyalar rivoji kabi mavzularni videotasvirlar orqali o'rganish talabalarda kuchli hissiy va mantiqiy ta'sir uyg'otadi, bu esa o'rganilgan ma'lumotni uzoq vaqt esda saqlashga yordam beradi.

"YouTube Education" platformasi, shuningdek, talabalar uchun axborot manbalarini tanqidiy tahlil qilish madaniyatini rivojlantiradi. Internetdagi har bir video ishonchli tarixiy manba emasligini o'rganish orqali talabalar manba tanlash, faktlarni tekshirish, bir nechta manbalarni solishtirish kabi ilmiy tahliliy ko'nikmalarga ega bo'ladilar. Bu ularni nafaqat darsdagi faol o'quvchi, balki mustaqil tadqiqotchi sifatida ham shakllantiradi. Shu bilan birga, YouTube orqali turli mamlakatlarning tarixiy talqinlarini ko'rish, global tarixiy qarashlarni tahlil qilish imkoniyati ochiladi. Bu esa talabada xalqaro tarixiy tafakkur, madaniyatlararo tushunish va tolerantlikni kuchaytiradi.

Platformadan foydalanishning yana bir qulayligi — o'zaro muloqotni kuchaytirishi. Talabalar YouTube videolari ostida izohlar yozishi, o'z fikrini bildirishlari, muhokamalarda ishtirok etishlari, o'qituvchi va guruhdoshlari bilan onlayn tarzda fikr almashishlari mumkin. Bu esa auditoriyadagi muloqotni virtual muhitda davom ettirish, bilim almashinuvi madaniyatini shakllantirishga yordam beradi. Ayniqsa, tarixiy mavzular bo'yicha fikr bildirish, dalillar keltirish, bahsda qatnashish, tarixiy voqealarga o'z munosabatini bildirish ko'nikmasi rivojlanadi.

Talabalarga beradigan yana bir yengillik — "flipped classroom" yoki "teskari sinf" modeli orqali o'qitish samaradorligining ortishidir. Darsdan oldin talabalar YouTube videolarni ko'rib chiqib, mavzu bo'yicha dastlabki bilimni hosil qiladilar. Dars jarayonida esa bu bilimlar asosida tahliliy mashg'ulotlar, tarixiy hujjatlarni o'rganish, muammoli savollarni hal etish, guruhli munozaralar tashkil etiladi. Natijada, dars vaqtining katta qismi yangi ma'lumot berishga emas, balki uni tahlil qilishga, fikr almashishga va amaliy qo'llashga sarflanadi. Bu usul talabalarning tarixiy tafakkurini chuqurlashtiradi, ularni mustaqil fikrlash va baholashga o'rgatadi.

Shuningdek, YouTube'dan foydalanish OTM talabalari uchun raqamli kompetensiyalarni

rivojlantirishda ham muhim ahamiyatga ega. Bugungi kunda har bir bitiruvchi tarixchi yoki pedagog nafaqat tarixiy bilimga, balki axborot bilan ishlash, video tahlil qilish, raqamli vositalardan samarali foydalanish ko'nikmalariga ham ega bo'lishi zarur. Talabalarning o'zlari tomonidan qisqa tarixiy videolar yaratish, ularni tahlil asosida tayyorlash, manbalarni izlab topish, subtitrlar qo'shish, tarixiy faktlarni to'g'ri joylashtirish — bularning barchasi zamonaviy "digital historian" kompetensiyasini shakllantiradi.

YouTube platformasi talabalarga psixologik yengillik ham yaratadi. An'anaviy auditoriya darslarida ba'zi talabalar faol qatnashishga uyaladi yoki fikr bildirishdan tortinadi. Video asosida o'qitish esa ularga o'z fikrini yozma tarzda, izohlar orqali bildirish, mustaqil ravishda tahlil yozish imkonini beradi. Bu usul ijtimoiy va kommunikativ to'siqlarni kamaytiradi, talabani ishonchli, faol va ijodkor shaxs sifatida rivojlantiradi.

"YouTube Education" talabalarga resurslar xilma-xilligidan foydalanish imkonini ham beradi. Bir mavzu yuzasidan turli universitetlar, tarixchilar yoki ilmiy markazlarning tahliliy chiqishlarini ko'rish orqali talaba bir mavzuga bir nechta nuqtayi nazardan yondasha oladi. Masalan, "Fransuz inqilobi saboqlari" mavzusida turli tarixchilar talqinini solishtirish, ularning dalillarini tahlil qilish, o'z pozitsiyasini bildirish — bu chuqur tarixiy tafakkur shakllanishining eng samarali usullaridan biridir.

Shuningdek, platformadan foydalanish talabalarning motivatsiyasini oshiradi. Yoshlar YouTube muhitiga yaqin, ular bu platformani kundalik hayotda faol ishlatishadi. Agar shu tanish muhitda o'qitish tashkil etilsa, talaba o'zini "o'rganishdan zavq olayotgan" his qiladi. Bu, o'z navbatida, o'qish samaradorligiga ijobiy ta'sir ko'rsatadi. Video materiallarning dinamikligi, ovoz, musiqiy fon, tasvirlarning jonliligi o'qish jarayonini monotonlikdan xalos etadi.

Yana bir muhim jihat — YouTube orqali talabalarning mustaqil izlanish faoliyati kuchayadi. O'qituvchi faqat videoni tomosha qilishni emas, balki shu video asosida qo'shimcha manbalarni topish, tarixiy faktlarni solishtirish, yangi ma'lumotlarni izlash, hamda o'z versiyasini ishlab chiqish topshiriqlarini berishi mumkin. Bu esa talabani "tayyor bilim oluvchi" emas, balki "bilim yaratuvchi" darajasiga olib chiqadi.

Natijada, "YouTube Education" platformasidan foydalanish OTM talabalari uchun bir vaqtning o'zida yangilik, yengillik va imkoniyat sifatida namoyon bo'ladi. U ta'limni demokratlashtiradi — ya'ni barcha talabalar uchun teng imkoniyat yaratadi; ta'limni shaxsiylashtiradi — har bir talaba o'z o'rganish uslubiga moslashadi; ta'limni amaliyotga yaqinlashtiradi — o'rganilgan tarixiy ma'lumotlar real videolavhalar, intervyular, hujjatlar asosida mustahkamlanadi; va nihoyat, ta'limni global axborot makoni bilan integratsiya qiladi — talaba dunyo tarixini xalqaro miqyosda idrok etadi.

Shu asosda aytish mumkinki, "YouTube Education" platformasining o'quv jarayoniga kiritilishi OTM talabalariga uch yo'nalishda yordam beradi:

1. Didaktik yordam – o'rganishni osonlashtiradi, qiziqarli qiladi, mavzuni chuqurroq

tushunishga imkon yaratadi;

2. Metodik yordam – mustaqil o'rganish, tahlil qilish, manba bilan ishlash ko'nikmalarini rivojlantiradi;

3. Psixologik yordam – o'qishga bo'lgan ishonch, motivatsiya va ijodiy faollikni oshiradi.

Xulosa qilib aytganda, "YouTube Education" platformasidan foydalanish OTM talabalarining ta'lim olishini zamonaviy, qulay, interaktiv va ijodiy shaklga keltiradi. Ular tarixni nafaqat o'tmish voqealar majmuasi sifatida, balki bugungi hayot bilan bog'liq, o'zgaruvchan, tahlilni talab etuvchi fan sifatida anglay boshlaydilar. Shu tariqa, bu platforma talabalarda tarixiy tafakkur, axborot madaniyati, tanqidiy fikrlash va raqamli kompetensiyalarni rivojlantirishda beqiyos imkoniyat yaratadi hamda oliy ta'limda ta'lim sifati va samaradorligini yangi bosqichga olib chiqadi.

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Masofaviy ta'limda aniq va tabiiy fanlarni samarali o'qitish masalalari

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Issues of effective teaching of exact and natural sciences in distance education

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Annotatsiya: Ushbu maqolada masofaviy ta'lim sharoitida aniq va tabiiy fanlarni samarali o'qitishning dolzarb masalalari yoritildi. Ta'lim jarayonida raqamli texnologiyalar, interaktiv platformalar hamda virtual laboratoriyalardan foydalanishning pedagogik imkoniyatlari tahlil qilindi. Shuningdek, masofaviy ta'limni tashkil etishda uchraydigan asosiy muammolar, jumladan, texnik ta'minot yetishmasligi, raqamli savodxonlik darajasining pastligi va amaliy mashg'ulotlarning cheklanganligi kabi omillar ko'rib chiqildi. Mazkur muammolarni bartaraf etish bo'yicha innovatsion yondashuvlar hamda metodik tavsiyalar ishlab chiqilgan. Tadqiqot natijalari masofaviy ta'lim sifatini oshirishga xizmat qiladi.

Аннотация: В данной статье освещаются актуальные проблемы эффективного преподавания точных и естественных наук в дистанционном формате. Анализируются педагогические возможности использования цифровых технологий, интерактивных платформ и виртуальных лабораторий в образовательном процессе. Также рассматриваются основные проблемы, возникающие при организации дистанционного обучения, включая нехватку технического оборудования, низкий уровень цифровой грамотности и ограниченную практическую подготовку. Для решения этих проблем разработаны инновационные подходы и методические рекомендации. Результаты исследования служат для повышения качества дистанционного обучения.

Abstract: This article highlights the current issues of effective teaching of exact and natural sciences in distance learning. The pedagogical possibilities of using digital technologies, interactive platforms, and virtual laboratories in the educational process are analyzed. The main problems encountered in organizing distance learning are also considered, including the

lack of technical equipment, low levels of digital literacy, and limited practical training. Innovative approaches and methodological recommendations are developed to address these problems. The results of the study serve to improve the quality of distance learning.

Kalit so'zlar: Masofaviy ta'lim, aniq fanlar, tabiiy fanlar, raqamli texnologiyalar, onlayn ta'lim, virtual laboratoriyalar, innovatsion metodlar, interaktiv platformalar.

Ключевые слова: дистанционное обучение, точные науки, естественные науки, цифровые технологии, онлайн-образование, виртуальные лаборатории, инновационные методы, интерактивные платформы.

Keywords: Distance learning, exact sciences, natural sciences, digital technologies, online education, virtual laboratories, innovative methods, interactive platforms.

Bugungi kunda raqamli texnologiyalarning jadal rivojlanishi ta'lim tizimiga tub o'zgarishlar olib kirdi. Ayniqsa, masofaviy ta'lim shaklining keng joriy etilishi ta'lim jarayonining samaradorligini oshirish, o'qitish usullarini modernizatsiya qilish hamda bilim olish imkoniyatlarini kengaytirishda muhim ahamiyat kasb etmoqda. COVID-19 pandemiyasi davrida masofaviy ta'limga keskin o'tish bu sohaning naqadar dolzarb ekanligini ko'rsatdi.

Aniq fanlar (matematika, fizika, informatika) va tabiiy fanlar (biologiya, kimyo, geografiya) o'zining murakkabligi, mantiqiy tafakkur va amaliy ko'nikmalarni talab qilishi bilan ajralib turadi. Shu sababli ushbu fanlarni masofaviy shaklda samarali o'qitish muammolari alohida ilmiy-pedagogik tahlilni talab etadi.

Masofaviy ta'lim quyidagi afzalliklarga ega:

✓   Moslashuvchanlik: Talabalar o'qishni o'ziga qulay vaqtda va joyda davom ettirish imkoniga ega bo'ladi.

✓   Resurslardan keng foydalanish: Elektron darsliklar, video ma'ruzalar, simulyatorlar va test tizimlari orqali bilimlar mustahkamlanadi.

✓   Individuallashtirilgan yondashuv: Har bir o'quvchi o'z bilim darajasi va tezligiga mos ravishda ta'lim oladi.

✓   Tejamkorlik: Transport va boshqa qo'shimcha xarajatlarning kamayishi.

Tadqiqotlarga ko'ra, masofaviy ta'lim texnologiyalaridan samarali foydalanilganda o'quvchilarning o'zlashtirish darajasi 20–30% ga oshishi mumkin.

Masofaviy ta'limdagi asosiy muammolar quyidagicha:

✓   Texnik muammolar

Ko'plab hududlarda internet tezligining pastligi, kompyuter va mobil qurilmalarning yetishmasligi masofaviy ta'lim samaradorligini pasaytiradi. Bu ayniqsa qishloq joylarida

yaqqol namoyon bo'ladi.

✓ Raqamli savodxonlik yetishmasligi

O'qituvchilar va o'quvchilarning raqamli texnologiyalar bilan ishlash ko'nikmalarining yetarli emasligi dars jarayonida qiyinchiliklar tug'diradi.

✓ Amaliy mashg'ulotlar cheklanganligi

Aniq va tabiiy fanlarda laboratoriya ishlari muhim ahamiyatga ega. Masofaviy ta'limda real tajribalar o'tkazish imkoniyati cheklangan bo'lib, bu bilimlarni chuqur o'zlashtirishga salbiy ta'sir ko'rsatadi.

✓ Nazorat va baholash muammolari

Talabalarning mustaqil ishlashini nazorat qilish, bilimini adolatli baholash masofaviy sharoitda murakkablashadi.

Albatta, yuqoridagi muommalarga zamonaviy yechimlar va innovatsion yondashuvlar ham ichlab chiqilgan bolib, ular quyidagilar:

✓ Virtual laboratoriyalardan foydalanish

Virtual laboratoriyalar orqali o'quvchilar kimyo, fizika va biologiya fanlaridan tajribalarni simulyatsiya asosida bajarishlari mumkin. Bu usul xavfsiz, qulay va samaralidir.

✓ Interaktiv platformalar

Google Classroom, Moodle, Microsoft Teams, Zoom kabi platformalar darslarni samarali tashkil etish, material almashish va baholashni avtomatlashtirish imkonini beradi.

✓ Sun'iy intellekt asosidagi tizimlar

Sun'iy intellekt texnologiyalari yordamida o'quvchilarning bilim darajasini tahlil qilish, individual o'quv rejalarini tuzish va shaxsiy tavsiyalar berish mumkin.

✓ Aralash (blended) ta'lim modeli

Onlayn va an'anaviy ta'limni uyg'unlashtirish orqali nazariy bilimlarni masofadan, amaliy mashg'ulotlarni esa auditoriyada o'tkazish yuqori samaradorlik beradi.

Yuqoridagi tahlillarga tayangan holda, masofaviy ta'lim sifatini yaxshilash bo'yicha quyidagi takliflar beriladi:

✓ O'qituvchilar uchun muntazam raqamli savodxonlik bo'yicha treninglar tashkil etish.

✓ Ta'lim muassasalarini zamonaviy texnik vositalar bilan ta'minlash.

✓ Virtual laboratoriya dasturlarini o'quv jarayoniga keng joriy etish.

O'quvchilar bilimini baholashda test, loyiha va amaliy topshiriqlardan kompleks foydalanish.

Xulosa qilib aytganda, masofaviy ta'lim sharoitida aniq va tabiiy fanlarni samarali o'qitish zamonaviy pedagogik yondashuvlar hamda raqamli texnologiyalarni keng joriy etishni talab etadi. Tadqiqot jarayonida aniqlanishicha, texnik ta'minot yetishmasligi, raqamli

savodxonlik darajasining pastligi va amaliy mashg'ulotlarning cheklanganligi ta'lim samaradorligiga salbiy ta'sir ko'rsatmoqda. Ushbu muammolarni bartaraf etishda virtual laboratoriyalar, interaktiv platformalar va aralash ta'lim modellaridan foydalanish muhim ahamiyat kasb etadi.Shuningdek, o'qituvchilarning kasbiy kompetensiyalarini rivojlantirish, raqamli resurslar bilan ishlash ko'nikmalarini oshirish hamda ta'lim muassasalarini zamonaviy texnik vositalar bilan ta'minlash orqali masofaviy ta'lim sifatini sezilarli darajada oshirish mumkin. Mazkur yondashuvlar aniq va tabiiy fanlarni o'qitishda barqaror, samarali va innovatsion ta'lim muhitini shakllantirishga xizmat qiladi.

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ZAMONAVIY PEDAGOGIK YONDASHUVNING TA'LIM SIFATIDAGI TA'SIRI VA AHAMIYATLILIGI

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Annotatsiya

Mazkur tezisda ta'lim sifatini oshirishda zamonaviy pedagogik yondashuvlarning ahamiyatliligi va uning qay darajada o'quv jarayonida samaradorlikni oshirishi tahlil qilinadi. Bundan tashqari, bugungi kundagi yangi pedagogik yondashuvlar va metodikalar, raqamli texnologiyadan foydalanishning o'qituvchi va o'rganuvchi uchun afzalliklari yoritiladi.

Kalit so'zlar: zamonaviy ta'lim, ta'lim sifati, pedagogik yondashuv, raqamli texnologiya, motivatsiya

Zamonaviy dunyodagi zamonaviy ta'lim va uning zamonaviy yondashuvlari talablari ancha ortib bormoqda. Chunki, zamonaviy pedagogic yondashuvlar ta'lim sifatini oshirishda muhim omil bo'lib, o'quvchining mustaqil va tanqidiy fikrlashini rivojlantiradi (UNESCO, 2015). Jamiyatda axborot texnologiyalari ommalashayotgan bir paytda an'anaviy o'qitish usullari zamonaviy ehtijoylarini to'laqonli qondira olmayapti va shu bois, innovatsion va yangicha usullarda o'qitishni joriy etish ta'lim sifatini oshirishning muhim omili bo'lib boryapti. Bugungi ta'lim jarayonlarida zamonaviy pedagogik yondashuvlardan asosiysi sifatida talaba markazli ta'lim metodikasi hisoblanadi. O'quv jarayonida bu metodikaning asosiy maqsadi o'rganuvchini faolligini oshirishga qaratilgan bo'lib, talaba har qanday holatdayam dars jarayonida faol ishtirok etadi. Shuningdek, bu yondashuvning ikkinchi asosiy maqsadi talabada mavzu haqida erkin fikrlash, muammoli vaziyatni tezroq hal qilish, tanqidiy yondashuv kabi ko'nikmalarini rivojlantirish hisoblanadi. Ushbu pedagogik metodikaning rivojlanayotganiga asosiy sabablardan bir o'rganuvchilarning o'z xohishlariga ko'ra darsda faollik pastligi va ulardagi qiziqishlar har xilligi bo'lmoqda. Ammo, bu metodika butun bir o'quv jarayonini o'ziga qamrab olishi ba'zi holatlarda o'rganuvchilar o'rtasida noto'g'ri ma'lumotlar va xatoliklar almashunuviga sabab bo'lishi mumkin. Bu metodika o'qituvchi nazorati ostida amalga oshiriladi.

Raqamli texnologiyalar va axborot kommunikatsiya vositalaridan foydalanish ta'lim jarayonida yanada samarali va qiziqarli qiladi. Onlayn platformalar, multimedia vositalari va resurslar, masofaviy ta'lim elementlari o'rganuvchining o'zlashtirish darajasini oshirib, individual yondashuvni ta'minlaydi. Axborot texnologiyalaridan foydalanish o'rganuvchining raqamli kompetensiyasini rivojlantirib, ta'lim jarayonini yanada samaraliroq qiladi. Raqamli pedagogika ta'lim jarayoni individuallashtirish va o'quvchilarning motivatsiyasini oshirishga xizmat qiladi (Bates, 2019). An'anaviy dars

jarayonida foydalaniladigan texnologiyalar o'rganuvchining qiziqishi va uning fan haqidagi ma'lumotlarini yanada ortishiga sabab bo'ladi. Zamonaviy pedagogik yondashuvlar o'rganuvchining faolligini ta'minlovchi va o'qitish texnologiyalarida o'rganuvchi o'rtasida va uning ta'limdagi ehtijoylarini qoniqtiruvchi asosiy omil hisoblanadi. Shuningdek, zamovaniy pedagogik ta'lim yondashuvlarining 21-asr ko'nikmalariga xos bo'lishi va o'rganuvchida zamonaviy dunyo ko'nikmalarini shakllantirishi ham fikri nazarda tutilgan. Zamonaviy ta;lim yondashuvlari tanqidiy fikrlash, hamkorlik va muammolarni hal qilish kabi 21-asr ko'nikmlarini rivojlantirishga yo'naltirilgan (Trilling & Fadel, 2009).

 Zamonaviy pedagogik yondashuvlar ta'lim sifatini oshirib , raqobatbardosh kadrlar tayyorlash va uzluksiz ta'lim tizimini rivojlantirishda muhim ahamiyat kasb etadi. Shu sababli ta'lim muassasalarida ushbu yondashuvlarni tizimli va samarali joriy etish dolzarb vazifa hisoblanadi.

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SPECIAL ECONOMIC ZONES AND INVESTMENT PRIVILEGES IN UZBEKISTAN: INCENTIVES FOR FOREIGN INVESTORS

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Annotation. This article examines the sectoral structure of free economic zones in the Republic of Uzbekistan and the available benefits and incentives to attract foreign investment.
Keywords. Special economic zones, investments, investment privileges and incentives.
Аннотация. В настоящей статье изучена отраслевая структура свободных экономических зон в республике Узбекистан и имеющиеся льготы и стимулы для привлечения иностранных инвестиций.
Ключевые слова. Специальные экономические зоны, инвестиции инвестиционные привилегии и стимулы.
Annotatsiya. Mazkur maqolada O'zbekiston Respublikasidagi erkin iqtisodiy zonalarning tarmoq tuzilmasi hamda xorijiy investitsiyalarni jalb qilish uchun mavjud imtiyozlar va imtiyozlar o'rganildi.
Kalit so`zlar. Maxsus iqtisodiy zonalar, investitsiya, investitsiya imtiyozlari va rag'batlantirish.

Introduction.

After gaining independence, Uzbekistan implemented a number of reforms to transition to a market economy. One of them is the establishment of free economic zones, which are aimed at attracting foreign investment, developing innovative production, and reducing regional economic inequality.

A free economic zone is a specially designated area with clearly defined administrative boundaries and a separate territorial regime, created to attract domestic and foreign capital, promising technologies and management experience for the accelerated socio-economic development of the region. Free economic zones are most often established in interstate contiguous areas (areas where the borders of several states adjoin), at international airports, port cities or in areas adjacent to transport routes. The establishment of free economic zones (FEZs) and the definition of effective development directions for them are listed as one of the strategic priorities of the state investment policy of the Republic of Uzbekistan. This decision is aimed at attracting foreign investment, stimulating the growth of the country's economy, creating new jobs and increasing global competitiveness, which is a necessary factor in strengthening the country's economic stability and innovative development.

The following factors play a special role in the formation of FEZs:
- the economic and geographical position of the territory must be very favorable for the

investor;

- there must be intersections of highways of at least regional importance;
- proximity to sea and river ports;
- airports must have international status.

As global experience shows, creating a preferential tax regime, providing the necessary production infrastructure, and providing state guarantees in such zones not only leads to growth in regional GDP in the territories where the SEZs are located, but also contributes to overall economic growth.

In terms of reforming the national economy, serious attention is paid to the liberalization of foreign trade, tax and financial policies, support for entrepreneurship and guaranteeing the inviolability of private property, organization of deep processing of agricultural products, and accelerated development of regions. Strengthening social protection of citizens and reducing poverty are identified as priority areas of state policy, and special attention is paid to the issues of providing the population with new jobs and a guaranteed source of income, qualified medical and educational services, and decent living conditions to a qualitatively new level.

According to official data from the Agency for Attracting Foreign Investments under the Ministry of Investment, Industry and Trade of the Republic of Uzbekistan, there are currently 21 FEZs operating in the republic, of which:8 SEZs of the pharmaceutical industry - Nukus-pharm, Zomin-pharm, Kosonsoy-pharm, Sirdaryo-pharm, Boysun-pharm, Bustonlik-pharm, Parkent-pharm, Andijon-pharm;

1) 12 SEZ industrial industry – "Navoi", "Angren", "Djizak", "Urgut", "Gizhduvan", "Kokand", "Chirokchi", "Nukus", "Syrdarya", "Namangan", "Khazarasp", "Termez";

2) 2 SEZs for the agricultural sector – "Baliq Ishlab Chikaruvchi", "Bukhoro-Agro";

3) 1 SEZ tourism industry – "Charvak".

According to the Decree of the President of the Republic of Uzbekistan dated 03.05.2017 N UP-5032 p. 3 The term of operation of SEZ "Zomin-farm", SEZ "Kosonsoy farm", SEZ "Sirdaryo-farm", SEZ "Bustonlik-farm" and SEZ "Parkent farm" is 30 years with the possibility of its subsequent extension. During the term of operation on the territories of SEZ "Zomin-farm", SEZ "Kosonsoy-farm", SEZ "Sirdaryo-farm", SEZ "Bustonlik-farm" and SEZ "Parkent-farm" special tax and customs regimes apply[1].

Tax and customs benefits, as well as preferences, are an effective tool for attracting foreign investment to the Republic of Uzbekistan. This includes exemptions from corporate income tax, VAT, property tax, social tax, and the single tax payment in effect on the date of registration.

According to Article 473 of the Tax Code of Uzbekistan, participants in free economic zones are exempt from paying income tax depending on the investments they make in the amount of between 3 million US dollars and 5 million US dollars - for 3 years; in the amount of between 5 million US dollars and 15 million US dollars - for 5 years; in the amount of 15

million US dollars and above - for 10 years [2].

Benefits are granted subject to the following conditions:

1) at least 33% foreign participation in the authorized capital of a limited liability company (LLC) and at least 15% for joint-stock companies;

2) at least 50% of the income received as a result of the benefits is reinvested for further development;

3) foreign investment (FI) is made in the following industries: light industry, meat and dairy, food, chemicals, petrochemicals, etc.

4) enterprises with foreign investment are located in populated areas of the Republic of Uzbekistan, with the exception of the city of Tashkent and the Tashkent region (restrictions do not apply to the tourism and waste management sectors).

According to official data from the Agency of Statistics under the President of the Republic of Uzbekistan, 16 SEZs were operating in 2019. This number increased to 23 in 2023. It should be noted that special economic zones occupy a specific niche in the country's economy and have a positive impact on macroeconomic indicators. In 2022, 679 resident enterprises were listed in the register of resident enterprises.[3]

The republic has created a legislative framework for providing tax and customs benefits and preferences to attract foreign investors. However, there is still no document regulating the performance evaluation of special economic zones or methodological recommendations for assessing the performance of resident enterprises.

A significant problem is the failure of businesses to fulfill their contractual obligations in a timely manner, resulting in land plots allocated in the SEZ remaining unused. President of the Republic of Uzbekistan Shavkat Merziyoyev has proposed expanding the SEZ until all the land is developed.

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TURISTIK XIZMATLAR BOZORINI RIVOJLANTIRISHDA MARKETING STRATEGIYALARIDAN FOYDALANISH

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Annotatsiya. Mazkur maqolada globallashuv va tezkor oʻzgarishlar sharoitida jahon hamda Oʻzbekiston turizm bozorining rivojlanish holati va istiqbollari tahlil qilinadi. Xususan, COVID-19 pandemiyasidan keyingi davrda turizm sohasida yuzaga kelgan yangi tendensiyalar, talab tuzilmasidagi oʻzgarishlar va xizmatlar bozorining transformatsiyasi yoritilgan. Tadqiqotda "Oʻzbekiston–2030" strategiyasi doirasida amalga oshirilayotgan islohotlar, turizm infratuzilmasining rivojlanishi hamda xorijiy turistlar oqimi va xizmatlar eksporti koʻrsatkichlari tahlil etilgan. Shuningdek, turizm marketingining roli, raqamli texnologiyalar taʼsiri va turizm mahsulotlarini shakllantirish jarayonlari ilmiy manbalar asosida oʻrganilgan. Mamlakat turizm salohiyatini baholashda SWOT tahlil metodidan foydalanilib, kuchli va zaif tomonlar, mavjud imkoniyatlar hamda ehtimoliy tahdidlar aniqlangan. Tadqiqot natijalari Oʻzbekistonda turizm sohasini barqaror rivojlantirish va raqobatbardoshligini oshirish boʻyicha tavsiyalar ishlab chiqishga xizmat qiladi.

Kalit soʻzlar: Turizm bozori, turizm marketingi, turizm infratuzilmasi, SWOT tahlil, turistik xizmatlar, Oʻzbekiston turizmi.

USING MARKETING STRATEGIES IN DEVELOPING THE TOURIST SERVICES MARKET

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Abstract. This article analyzes the state and prospects of the development of the world and Uzbek tourism markets in the context of globalization and rapid changes. In particular, the new trends in the tourism sector, changes in the demand structure and transformation of the services market in the post-COVID-19 pandemic period are highlighted. The study analyzes the reforms implemented within the framework of the "Uzbekistan-2030" strategy, the development of tourism infrastructure, as well as indicators of the flow of foreign tourists and export of services. Also, the role of tourism marketing, the impact of digital technologies and the processes of tourism product formation are studied based on scientific sources. The SWOT analysis method was used to assess the country's tourism potential, identifying strengths and weaknesses, existing opportunities and potential threats. The results of the study will serve to develop recommendations for the sustainable development of the tourism sector

in Uzbekistan and increasing its competitiveness.

Keywords: Tourism market, tourism marketing, tourism infrastructure, SWOT analysis, tourist services, tourism in Uzbekistan.

Bugungi globallashuv va tezkor o'zgarishlar sharoitida jahon turizm bozori bir qator murakkab muammolar bilan yuzma-yuz kelmoqda. Xususan, xalqaro turizm 2019-yilda qayd etilgan (COVID-19 pandemiyasigacha bo'lgan) ko'rsatkichlarga qayta erishish uchun hozirgi kunda keng ko'lamli chora-tadbirlar amalga oshirilmoqda. Pandemiyadan so'ng turizm sohasida yangi rivojlanish yo'nalishlari va tendensiyalar shakllandi. Shu munosabat bilan respublikamizda ham turizm tarmog'ini zamonaviy talablarga moslashtirish va barqaror rivojlantirish maqsadida "O'zbekiston – 2030" strategiyasi ishlab chiqildi. Ushbu strategiyada turizm infratuzilmasini zamonaviy asoslarda rivojlantirishga ustuvor ahamiyat berilgan bo'lib, bu yondashuv so'nggi 5–6 yil davomida o'z ijobiy samarasini ko'rsatmoqda. Xususan, 2023-yilda O'zbekistonga 6 626,3 ming nafar xorijiy sayyoh tashrif buyurgan bo'lib, turizm xizmatlari eksporti hajmi 2 143,5 mln AQSh dollarini tashkil etdi. Bu esa mamlakatda turizm xizmatlari bozorini barqaror rivojlantirish va uni xalqaro standartlar asosida tashkil etish dolzarb vazifa ekanligini ko'rsatadi.

Turizm bozori ma'lum bir hudud yoki mamlakatda rivojlanar ekan, u hudud iqtisodiy o'sishiga, ijtimoiy-iqtisodiy jihatdan nisbatan sust rivojlangan hududlarning faollashuviga, mahalliy aholining bandligi va daromadlarining oshishiga sezilarli ta'sir ko'rsatadi. So'nggi o'n yilliklarda turizm xizmatlarini ko'rsatishda ilg'or texnologiyalarning keng joriy etilishi natijasida jiddiy o'zgarishlar yuz berdi. Jumladan, ayrim mamlakatlarda mavjud tabiiy va iqtisodiy resurslardan kelib chiqib, maxsus turistik hududlar va zonalar tashkil etilmoqda. Ayniqsa, pandemiyadan keyingi davrda tog'li hududlar, dengiz bo'ylari va tabiati betakror maskanlarda bunday zonalar faol rivojlanmoqda.

Turistik mahsulot va xizmatlarning iste'mol qilinishi turizm biznesining umumiy rivojiga bevosita ta'sir ko'rsatadi. Chunki turizm bozorida talabning yangi segmentlari doimiy ravishda paydo bo'lib, turizmning yangi turlari va shakllari shakllanib bormoqda. Mutaxassislar olib borgan tadqiqotlarga ko'ra, sayyohlarning asosiy qismini qisqa muddatli (2–3 kunlik) dam olish va bayram turizmi tashkil etsa, keyingi o'rinda 6–7 kunlik turlar, eng kam ulushni esa 8–12 kunlik sayohatlar egallaydi.

Turizm faoliyatini tashkil etish va xizmatlar paketini shakllantirish jarayonida marketing muhim ahamiyat kasb etadi. Turistik xizmatlarga bo'lgan talabning oshishi, avvalo, iqtisodiy omillar bilan bog'liqdir. Turizm bozori kengaygani sari xizmat ko'rsatuvchi subyektlar soni ham ortadi. Turizm tarmog'ining rivojlanishi ko'plab turdosh sohalarga ta'sir ko'rsatib, mavsumiylikni hisobga olgan holda xizmatlar hajmi va korxonalarning pul aylanmasi turistlar oqimiga mos ravishda oshib boradi.

Turizm marketingi individual va guruhli sayyohlar uchun mahsulot va xizmatlarni ishlab

chiqish, ularni bozorga chiqarish hamda natijada ijtimoiy-iqtisodiy samaralarga erishish jarayonini anglatadi. Turistik mahsulotlar moddiy va tashkiliy-iqtisodiy jihatlarning uyg'unligidan iborat bo'lgani sababli, ularni yaratishda ishtirok etuvchi barcha subyektlarning marketing faoliyatini muvofiqlashtirish muhim hisoblanadi.

Turizm xizmatlari bozorini rivojlantirish va marketing strategiyalarini qo'llash masalalari ko'plab olimlar tomonidan o'rganilgan. 1884-yilda Jozef Stadner tomonidan turizm iqtisodiy faoliyat turi sifatida e'tirof etilganidan so'ng, mazkur sohaga iqtisodiy nuqtayi nazardan yondashuv kuchaydi. Keyinchalik Xerman Von turizmni chet elliklarning boshqa hududga kelishi va vaqtincha yashashi bilan bog'liq faoliyat sifatida talqin etgan.

S. Starchevich va S. Konjikushich tadqiqotlarida raqamli texnologiyalarning yangi avlod sayyohlarining xulq-atvoriga ta'siri tahlil qilinib, marketing menejerlari uchun samarali strategiyalar ishlab chiqishga qaratilgan takliflar berilgan. N. Devi tomonidan olib borilgan ilmiy izlanishlarda esa Sanoat 4.0 inqilobi natijasida onlayn platformalarga asoslangan transport tizimlari an'anaviy marketing yondashuvlarini bosqichma-bosqich siqib chiqara boshlagani asoslab berilgan.

R.H. Siosou va R.Ye. Goldsmitlarning "Turizm xizmatlarida strategik marketing" asarida target marketing va elektron marketing strategiyalarining turizm bozoridagi o'rni keng yoritilgan. Shuningdek, N. Leyper, R.V. Balter, S. Kuper, T. Jamal, D. Gets, E. Soteriou, K. Roberts, X. Pexlaner, M. Xall, J. Jafari, J. Tribi, G. Krauch va J. Richchi kabi olimlar xorijiy mamlakatlarda turizmni boshqarish mexanizmlarini chuqur tadqiq etganlar.

Mahalliy tadqiqotchilardan M.Q. Pardayev, A.A. Eshtayev, Sh.Dj. Ergashxodjayeva, Z.D. Adilova va boshqalar turizm marketingi va xizmatlar bozorini rivojlantirish masalalariga oid ilmiy ishlari bilan sohaning taraqqiyotiga munosib hissa qo'shganlar.

UNWTO ma'lumotlariga ko'ra, turizm eng tez rivojlanayotgan 20 ta mamlakat qatorida O'zbekiston to'rtinchi o'rinni egallagan.

Mamlakat turizm salohiyatini baholashda SWOT tahlil metodidan foydalanish mavjud ustunliklardan samarali foydalanish, kamchiliklarni bartaraf etish, imkoniyatlarni ro'yobga chiqarish va ehtimoliy xavflarni kamaytirishga xizmat qiladi. Ushbu tahlil turizm sohasidagi samarali strategiyalarni ishlab chiqishda, resurslarni optimallashtirishda va uzoq muddatli rivojlanish yo'nalishlarini belgilashda yordam beradi.

1-jadval

O'zbekistonda turizm salohiyatining SWOT tahlili

Kuchli tomonlar (Strengths)	Zaif tomonlar (Weaknesses)
- Samarqand, Buxoro va Xiva kabi noyob tarixiy-madaniy meros obyektlarining mavjudligi	- Ayrim hududlarda transport infratuzilmasining yetarli darajada rivojlanmaganligi
- Mamlakatda sayyohlar uchun xavfsiz	- Xizmatlar sifatining barqaror emasligi va

muhitning ta'minlanganligi	malakali mutaxassislar tanqisligi
- Mehmonxonalar, dam olish maskanlari va turistik markazlarning jadal rivojlanishi	- Turistik paketlar narxlarining xalqaro bozordagi muqobillarga nisbatan yuqoriligi
- Madaniy va ekologik turizm turlarining kengayib borishi	- Turizmni rivojlantirishda yagona va tizimli strategiyaning yetishmasligi
- Markaziy Osiyodagi qulay va strategik geografik joylashuv	- Xorijiy tillarni bilish darajasining pastligi va muloqot muammolari
Imkoniyatlar (Opportunities)	Tahdidlar (Threats)
- Ekologik, etnoturizm va tematik yo'nalishlarda yangi mahsulotlarni yaratish	- Turkiya, Rossiya va Eron kabi raqobatchi yo'nalishlarning kuchayishi
- Xalqaro bozorlarda marketing va brending faoliyatini kuchaytirish	- Tabiiy va madaniy resurslardan noto'g'ri foydalanish xavfi
- Turizmga oid normativ-huquqiy bazani takomillashtirish	- Geosiyosiy beqarorlik va mintaqaviy nizolar turizmga salbiy ta'sir ko'rsatishi mumkin
- Xalqaro hamkorlikni kengaytirish va viza tartiblarini soddalashtirish	- Pandemiya va tabiiy ofatlar tufayli turizm oqimining qisqarishi
- Ichki turizmni faollashtirish orqali talabni oshirish	- Iqlim o'zgarishlari va tabiiy resurslar tanqisligi

O'zbekistonning turizm salohiyati katta imkoniyatlarga ega bo'lsa-da, ayrim zaif tomonlar va tahdidlar ham mavjud. Mamlakat boy madaniy merosi va xavfsizlik darajasini o'zida jamlagan bo'lib, bu xalqaro sayyohlarni jalb qilishda katta afzallikdir. Biroq, transport infratuzilmasining rivojlanishi, xizmat ko'rsatish sifatining yaxshilanishi va xalqaro raqobatning kuchayishi kabi masalalar hal etilishi lozim. O'zbekiston turizm sektorining istiqboli, xalqaro aloqalar va marketingni kuchaytirish, yangi turizm yo'nalishlarini rivojlantirish orqali yanada yuksalishi mumkin.

Xulosa sifatida ta'kidlash joizki, O'zbekiston turizm sohasida yuqori salohiyatga ega bo'lib, boy tarixiy meros, xavfsizlik darajasi va qulay geografik joylashuv asosiy ustunliklar hisoblanadi. Shu bilan birga, infratuzilmani takomillashtirish, xizmatlar sifatini oshirish va raqobatbardosh narx siyosatini yuritish muhim vazifalardan biri bo'lib qolmoqda. Xalqaro marketingni kuchaytirish va yangi turistik mahsulotlarni joriy etish orqali mamlakat turizm sohasining istiqboli yanada mustahkamlanishi mumkin.

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ALLOFONIK TADQIQOTLARNING TARIXIY RIVOJLANISHI

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Annotatsiya

Ushbu maqolada allofonik tadqiqotlarning tarixiy rivojlanish bosqichlari tahlil qilinadi. Qadimgi fonetik qarashlardan boshlab, struktur tilshunoslik, deskriptiv fonologiya, generativ nazariya hamda zamonaviy sotsiolingvistik va texnologik yondashuvlargacha bo'lgan ilmiy jarayonlar yoritiladi. Allofon tushunchasining shakllanishi, fonema bilan munosabati va uning til tizimidagi funksional ahamiyati ilmiy asosda izohlanadi. Tadqiqot natijalari shuni ko'rsatadiki, allofonik variatsiya tilning nafaqat fonetik, balki ijtimoiy va kognitiv xususiyatlarini tushunishda ham muhim ahamiyat kasb etadi.

Kalit so'zlar: allofon, fonema, fonologiya, struktur tilshunoslik, generativ fonologiya, sotsiolingvistika, fonetik variatsiya, nutq texnologiyalari.

ИСТОРИЧЕСКОЕ РАЗВИТИЕ АЛЛОФОНИЧЕСКИХ ИССЛЕДОВАНИЙ

Аннотация

В данной статье анализируются исторические этапы развития аллофонических исследований. Рассматривается эволюция научных взглядов от ранних фонетических наблюдений до структурной лингвистики, дескриптивной фонологии, генеративной теории, а также современных социолингвистических и технологических подходов. Формирование понятия аллофона, его соотношение с фонемой и функциональное значение в языковой системе объясняются на научной основе. Результаты исследования показывают, что аллофоническая вариативность играет важную роль не только в понимании фонетической структуры языка, но и в раскрытии его социальных и когнитивных аспектов.

Ключевые слова: аллофон, фонема, фонология, структурная лингвистика, генеративная фонология, социолингвистика, фонетическая вариативность, речевые технологии.

HISTORICAL DEVELOPMENT OF ALLOPHONIC STUDIES

Abstract

This article analyzes the historical stages in the development of allophonic studies. It examines the evolution of scholarly thought from early phonetic observations to structural

linguistics, descriptive phonology, generative theory, and modern sociolinguistic and technological approaches. The formation of the concept of the allophone, its relationship with the phoneme, and its functional significance within the language system are explained on a scientific basis. The findings of the study demonstrate that allophonic variation plays an important role not only in understanding the phonetic structure of language, but also in revealing its social and cognitive dimensions.

Key words: allophone, phoneme, phonology, structural linguistics, generative phonology, sociolinguistics, phonetic variation, speech technologies.

Kirish

Til insoniyat tafakkurining eng muhim vositalaridan biridir. Tilshunoslik fanining asosiy yo'nalishlaridan biri bo'lgan fonetika va fonologiya nutq tovushlarini o'rganadi. Fonologiya til tizimidagi tovush birliklarining funksional xususiyatlarini, fonetika esa ularning fizik va artikulyatsion tomonlarini tadqiq etadi. Ushbu ikki soha kesishgan nuqtada allofon tushunchasi yuzaga keladi. Allofon – bu fonemaning muayyan fonetik sharoitda namoyon bo'ladigan varianti bo'lib, u ma'no farqlash vazifasini bajarmaydi, ammo nutqning tabiiyligi va ravonligida muhim o'rin tutadi.

Allofonik tadqiqotlar bugungi kunda fonologiyaning ajralmas qismi hisoblanadi. Biroq ushbu tushuncha birdaniga shakllanmagan, balki uzoq tarixiy taraqqiyot bosqichlarini bosib o'tgan. Mazkur maqolada allofonik tadqiqotlarning tarixiy rivojlanish bosqichlari, asosiy nazariy yo'nalishlari va zamonaviy tilshunoslikdagi o'rni yoritiladi.

Qadimgi davr fonetik qarashlari

Allofon tushunchasi ilmiy atama sifatida XX asrda shakllangan bo'lsa-da, tovushlarning variantliligi haqidagi dastlabki kuzatishlar qadimgi davrlarga borib taqaladi. Qadimgi Hindiston tilshunoslari, ayniqsa sanskrit grammatikasi bilan shug'ullangan olimlar, tovushlarning talaffuzdagi farqlariga e'tibor qaratganlar. Ular tovushlarning artikulyatsion xususiyatlarini tasniflab, fonetik jarayonlarni tizimlashtirishga harakat qilganlar.

Qadimgi yunon tilshunoslari ham unli va undosh tovushlarning farqlanishi, urg'u va intonatsiya masalalarini o'rganganlar. Biroq bu davrda tovush variantlari fonema va allofon doirasida emas, balki umumiy fonetik kuzatuv sifatida talqin qilingan.

Demak, qadimgi davrda tovushlarning o'zgaruvchanligi tan olingan bo'lsa-da, ularning tizimli va funksional talqini hali shakllanmagan edi.

XIX asr: tarixiy-qiyosiy tilshunoslik va fonetik tizimlashtirish

Allofonik tadqiqotlarning rivojlanishida XIX asr muhim bosqich bo'ldi. Bu davrda tarixiy-qiyosiy tilshunoslik shakllandi va turli tillardagi tovush o'zgarishlari o'rganildi. Tovush qonunlari nazariyasi ishlab chiqildi, masalan, german tillaridagi undosh o'zgarishlari tizimlashtirildi.

Shu davrda fonetika mustaqil fan sifatida rivojlanib, artikulyatsion va akustik tahlil usullari

takomillashdi. Tovushlarning nutq jarayonida turlicha talaffuz qilinishi kuzatildi. Biroq hali fonema va allofon o'rtasidagi aniq farq belgilanmagan edi.

Bu davr ilmiy yutuqlari keyinchalik fonologik nazariyalar uchun poydevor vazifasini o'tadi.

Struktur tilshunoslik va fonema nazariyasining shakllanishi

XX asr boshlarida struktur tilshunoslik rivojlanib, fonema nazariyasi ilmiy asosda ishlab chiqildi. Aynan shu davrda allofon tushunchasi aniq ta'riflandi.

Fonema ma'no farqlovchi eng kichik tovush birligi sifatida belgilandi. Allofon esa fonemaning muayyan fonetik muhitda yuzaga keladigan varianti sifatida talqin qilindi. Masalan, ingliz tilidagi /p/ fonemasi turli pozitsiyalarda aspiratsiyali yoki aspiratsiyasiz talaffuz qilinadi, ammo bu o'zgarish ma'no farqlamaydi.

Struktur yondashuv tovushlarni tizimli birlik sifatida ko'rib chiqdi. Fonemalar o'rtasidagi oppozitsiyalar aniqlanib, allofonlar komplementar taqsimot asosida izohlandi. Agar ikki tovush bir xil muhitda uchramasa va ma'no farqlamasa, ular bir fonemaning allofonlari hisoblanadi. Bu bosqich allofonik tadqiqotlarning ilmiy mustahkamlanish davri bo'ldi.

Deskriptiv fonologiya va Amerika maktabi

XX asr o'rtalarida Amerika deskriptiv tilshunosligi allofonik tahlilni yanada rivojlantirdi. Bu yo'nalish tilni real nutq materiallari asosida o'rganishga urg'u berdi. Ayniqsa, tub Amerika tillarini tadqiq qilish jarayonida fonema va allofonlarni aniqlash metodologiyasi takomillashtirildi.

Komplementar taqsimot, erkin variatsiya, minimal juftlik kabi tushunchalar allofonik tahlilning asosiy vositalariga aylandi. Shu davrda allofonlarning aniqlanishi til tizimini tavsiflashning zarur qismi sifatida qaraldi.

Deskriptiv maktab allofonlarni qat'iy fonetik sharoit bilan bog'lab izohladi va ularni fonologik tizimning tarkibiy elementi sifatida ko'rsatdi.

Generativ fonologiya va chuqur tuzilma nazariyasi

XX asrning ikkinchi yarmida generativ tilshunoslik yuzaga kelib, fonologik tadqiqotlarga yangi yo'nalish berdi. Bu nazariyada yuzaki talaffuz shakllari va chuqur fonologik tuzilmalar farqlandi.

Allofonlar transformatsion qoidalar orqali hosil bo'ladigan natija sifatida talqin qilindi. Ya'ni, fonema abstrakt birlik bo'lib, fonologik qoidalar ta'sirida turli allofonik realizatsiyalarga ega bo'ladi. Masalan, ingliz tilida /t/ fonemasi muhitga qarab flap, glottal yoki aspiratsiyali shaklda namoyon bo'lishi qoidalar orqali tushuntirildi. Bu yondashuv allofonik o'zgarishlarni mental grammatik tizimning bir qismi sifatida izohladi. Generativ fonologiya allofonlarni nafaqat tavsiflash, balki ularning yuzaga kelish mexanizmini tushuntirishga intildi.

Sotsiolingvistika va allofonik variatsiya

XX asrning oxirlarida tilshunoslikda sotsiolingvistik yondashuv kuchaydi. Bu yo'nalish

allofonik variantlarning ijtimoiy omillar bilan bog'liqligini ko'rsatdi. Ma'lum bo'ldiki, tovush variantlari nafaqat fonetik muhitga, balki ijtimoiy muhitga ham bog'liq bo'lishi mumkin. Masalan, ayrim talaffuz variantlari ma'lum hudud, yosh guruhi yoki ijtimoiy qatlamga xos bo'ladi. Allofonlar shu tariqa identifikatsiya vositasiga aylandi. Nutqdagi kichik fonetik tafovutlar shaxsning kelib chiqishi yoki ijtimoiy mavqeini ko'rsatishi mumkinligi aniqlangan. Bu bosqich allofonik tadqiqotlarni ijtimoiy kontekst bilan boyitdi.

Zamonaviy fonetika va texnologik yondashuvlar

Hozirgi davrda akustik fonetika, neyrolingvistika va sun'iy intellekt sohalari allofonik tadqiqotlarni yangi bosqichga olib chiqdi. Kompyuter dasturlari yordamida tovushlarning spektral tahlili amalga oshirilmoqda.

Nutqni avtomatik tanish tizimlari allofonik farqlarni hisobga olmasa, aniqlik darajasi pasayadi. Shuning uchun zamonaviy texnologiyalar allofonlarni modellashtirishga alohida e'tibor qaratadi. Shuningdek, neyrolingvistik tadqiqotlar inson miyasi turli allofonlarni bitta fonema sifatida qabul qilish mexanizmini o'rganmoqda. Bu esa allofonik tizimning kognitiv asoslarini tushuntirishga yordam beradi.

Allofonik tadqiqotlarning ahamiyati

Allofonik tadqiqotlar bir necha yo'nalishda muhim ahamiyatga ega:

• Til o'qitish – xorijiy til o'rganishda to'g'ri talaffuz ko'nikmasini shakllantiradi.

• Nutq terapiyasi – talaffuz nuqsonlarini aniqlash va tuzatishda yordam beradi.

• Nutq texnologiyalari – sun'iy nutq sintezi va tanish tizimlarida qo'llaniladi.

• Til evolyutsiyasini tushunish – allofonik o'zgarishlar fonologik o'zgarishlarga olib kelishi mumkin.

Shunday qilib, allofonlar kichik fonetik tafsilot emas, balki til tizimining muhim tarkibiy qismidir.

Xulosa

Allofonik tadqiqotlarning tarixiy rivojlanishi qadimgi fonetik kuzatuvlardan boshlab zamonaviy generativ va texnologik yondashuvlargacha davom etgan murakkab jarayondir. Dastlab tovushlarning o'zgaruvchanligi umumiy kuzatuv sifatida talqin qilingan bo'lsa, XX asrda fonema nazariyasi shakllanishi bilan allofon tushunchasi ilmiy asosda belgilandi.

Struktur tilshunoslik allofonlarni tizimli birlik sifatida izohladi, generativ fonologiya esa ularning hosil bo'lish mexanizmini tushuntirdi. Sotsiolingvistika allofonik variantlarning ijtimoiy ahamiyatini ochib berdi, zamonaviy texnologiyalar esa ularni amaliy jihatdan qo'llash imkonini yaratdi.

Bugungi kunda allofonik tadqiqotlar fonologiyaning ajralmas qismi bo'lib, tilning tabiiyligi, ijtimoiy funksiyasi va kognitiv asoslarini tushunishda muhim rol o'ynamoqda. Shu bois, allofonlar nafaqat nazariy, balki amaliy tilshunoslik uchun ham dolzarb ilmiy yo'nalish

bo'lib qolmoqda.

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BIZ NIMA UCHUN INGLIZ TILINI O'RGANAMIZ?

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Annotatsiya: Mazkur maqolada ingliz tili xalqaro tilga aylanish sabablari va o'rganuvchilar sonining kengayishi, o'rganuvchilarda ingiliz tili bilan bog'lik maqsadlaring paydo bo'lishi, til bilgan insonlarda imkoniyatlar mavjudligi va chet tillarini o'rganishni ommalashtirish uchun qilinayotgan sa'y-harakatlar yoritilgan.

Kalit so'zlar: ilm-fan, ingliz tili, globallashuv, Sharq allomalari, ta'lim tizimi, IELTS, CEFR, El-yurt umidi jamg'armasi, muloqot, madaniy integratsiya, CV, zamonaviy mutaxassis.

Abstract: This article highlights the reasons for English becoming an international language and the expansion of the number of learners. It also discusses the emergence of English-related goals among learners, the opportunities available to those who know the language, and the efforts being made to popularize foreign language learning.

Keywords: science, English language, globalization, Eastern scholars, education system, IELTS, CEFR, El-yurt Umidi Foundation, communication, cultural integration, CV, modern specialist.

Аннотация: В данной статье освещаются причины становления английского языка международным и расширение числа учащихся. Рассматриваются вопросы возникновения целей, связанных с изучением английского языка, возможности, открывающиеся перед людьми, владеющими языком, а также усилия, предпринимаемые для популяризации изучения иностранных языков.

Ключевые слова: наука, английский язык, глобализация, восточные мыслители, система образования, IELTS, CEFR, фонд «Эл-юрт умиди», общение, культурная интеграция, CV (резюме), современный специалист.

Inson yaralibdiki, doimo izlanishda, o'rganish bilan mashg'ul. Chunki uning tomirida faqatgina qon emas, ishtiyoq, qiziqish ham jo'sh urib oqmoqda. Shu ishtiyoq, shu qiziquvchanlik insonni okean kechishga, tog' oshishga majbur qildi, qorong'u g'orlardan yorug' shahrlargacha yetakladi. Tarix sahifalariga nazar tashlar ekanmiz, u dastlab oddiy jarayonlar yoki narsalarni o'rgandi: tunda osmonda yulduzlarning paydo bo'lishini, mehnat qurollarining yasalishini va shu kabilar. ''Vaqt - oliy hakam'',- deganlaridek, yillar birin-ketin sanog'ini sanayvergandan so'ng matematika, tibbiyot, astronomiya, adabiyot kabi turli xil sohalarni o'rganib, muloqot va til degan tushunchalar bilan ham tanishishni boshladi hamda yangi tillar bilan tanishib, uning vakillari bilan muloqoqtga kirishdi. Bunga yaqqol misol sifatida tariximizda o'chmas iz qoldirgan Sharq allomalaridan Abu Nasr Forobiy 70

ta tilni, Abu Ali ibn Sino arab va fors tillarini, Abu Rayhon Beruniy arab, fors, yunon, ibroniy,suryoniy va sanskrit tillarini mukammal bilgan. Bugungi kunda ularning izdoshlari, ya'ni yangi asr yoshlari esa jahon tiliga aylanib borayotgan ingliz tilini o'rganishga bel bog'lagan .

 Bugungi globallashuv davrida ingliz tili jahon tiliga aylanib, xalqaro muloqot, fan-texnika, biznes va internet, diplomatik aloqalar kabi sohalarning tayanchi sifatida xizmat qilmoqda Bugungi taqdiqodlar shuni ko'rsatadiki; ingliz tilida so'zlashuvchilarning soni yildan yilga ortib bormoqda ularning soni taxminan 1,5 milliardga yetgan. Dunyo bo'ylab 53 ta davlatning rasmiy davlat tili hisoblanadi .

Dono xalqimiz: "Har bir ishning ortida bir manfaat bor",-deb bejizga ta'kidlamagan. Chunki chet tilini o'rganayotgan har bir ilmi tolibning fikr-u xayolini til bilan bog'liq qandaydir maqsadlar chulg'ab olgan. Masalan, birinchi toifa vakillari bu masalani ta'limga bog'laydi, negaki ta'lim deb javob berayotganlarning ham yetarlicha asoslari va sabablari bor. Barchamiz bilamizki, yurtimizda chet tilini biladiganlar doim qo'llab- quvvatlanib, qadrlanadi, shuning uchun ta'lim sohamizning har bir bosqichini , ayniqsa oliy ta'limni ingliz tili bilan chambarchas olib borish siyosati yuritilmoqda. Bunga yaqqol misol sifatida 2021-yil 6-may kunida chet tillarini o'qitish tizimini takomillashtirish chora-tadbirlari yuzasidan o'tkazilgan videoselektor yig'ilishida Muhtaram Prezidentimiz Shavkat Mirziyoyevning har bir maktab, litsey, kollej va oliy o'quv yurtlari bitiruvchilari kamida 2 ta tilni mustaqil bilish kerak degan gaplarini keltira olamiz. Shu munosabat bilan Vazirlar Mahkamasi huzurida Xorijiy tillarni o'rganishni ommalashtirish agentligi tuzildi. Bugungi kunga kelib Ta'lim va'ziriliga va agentlik hamkorligida bakalavrning ma'lum bir yo'nalishlariga, magistraturaga , doktoranturaga kiruvchilar uchun chet tili bo'yicha xalqaro yoki milliy sertifikatga ega bo'lish talabi kiritildi. Bu esa yoshlarimizga ham til o'rganish imkoniyati va davr hamda davlat talabidir.

Yurtimizda ham xorijiy til o'rganishni ommalashtirish sa'y harakatlari olib borilmoqda. Yurtboshimizning qarorlariga ko'ra xorijiy til maktablari tashkil etish , yurtimizning barcha hududlarini chet tili mutaxassislari bilan ta'minlash, yoshlar orasida ingliz, rus, fransuz, nemis, italyan, ispan tillariga qiziqishlarini oshirish kabi ustuvor yo'nalishlar belgilandi. Shu sabali yurtimizda IELTS(International English Language Test System- xalqaro ingliz tilini baholash tizimi) va CEFR (Common European Framework of Reference for Language – Tillar uchun Umumyevropa baholash mezonlari) kabi til bilish darajasini aniqlash testlari o'tkazilmoqda va yoshlarimiz o'z bilimlari va til bilish imkoniyatlarini ishga solib, yaxshi natijalar ko'rsatib, o'z sertifikatlariga ega bo'lmoqda.

Dunyodagi eng yaxshi oliygohlar , o'quv kurslari va qo'llanmalari, onlayn kurslar ingliz tilida . Shu sabali yoshlarimiz ingliz tilini o'rganish bilan mashg'ul. Ular bilishadiki, har bir talaba o'qishni orzu qiladigan MIT (Massachusetts texnologiya institute), Harvard, Oxford kabi universitetlar programmalari, ta'lim tizimi barchasi ingliz tilida olib boriladi. IELTS

testlarida yuqori natija ko'rsatmoqda, va buning natijasida yurtboshimiz tomonidan tashkil etilgan "El-yurt umidi" jamg'armasi yordamida yuqorida ta'kidlangan oliygohlarda o'qib kelishmoqda.

Inson faoliyati va uning davomiyligi moddiyat bilan chambarchas bo'gliq.Kelajakda yaxshi yashash, orzulariga erishishish, jamiyatda o'z o'rnini topishda til ahamiyatlidir. Chunki ishga qabul jarayonida, CV (rezyume)lar tanlovida muloqot qobiliyati, til sertifikatlari so'raladi. Shuningdek, ingliz tilini biladigan mutaxassislar yetishmasligi, bugunda bu sohaga talablarning borligi tayin. Chunki birinchi bo'lib, yangiliklar ham ingliz tilida ommaga yetkaziladi, xullas , ingliz tili "media va internet tiliga aylanib bormoqda. Shuningdek chet elda ishlash niyatingiz bo'lsa ham ingliz tilini o'rgansangiz, tez va oson ish topasiz, o'z haq-huquqlaringizni himoya qila olasiz. Bu til bilgan xor bo'lmasligini anglatadi.

Tilni bilish insondagi dunyoqarashni o'zgartirmoqda. Masalan, ingliz tilini biladiganlar ham faqatgina til bilish bilan cheklanmagan, shu til madaniyatiga ham qiziqish paydo bo'lgan. Menimcha shu sababli ham ingliz madaniyati globallashuvda deb tushunaman. Sayohat qilishni xohlagan inson uchun til o'rganish — bu o'z kelajagi va xavfsizligi uchun tikilgan foydali sarmoyadir.

Xulosa qilib aytganda, til o'rganish shunchaki muloqot vositasi emas, balki insoniyatning yuksak cho'qqilarni zabt etishiga xizmat qiluvchi asosiy qurolidir. Tarixiy merosimiz va bugungi kun talablari shuni ko'rsatadiki, jahon tillarini, xususan, ingliz tilini egallash — dunyo ilm-fani, iqtisodiyoti va madaniyatiga integratsiya bo'lishning yagona yo'lidir. Zero, til bilgan inson nafaqat o'z shaxsiy manfaatlarini ko'zlaydi, balki o'z xalqi va davlatining salohiyatini xalqaro maydonda namoyon etish imkoniga ega bo'ladi.

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HUQUQIY ONG VA HUQUQIY MADANIYATNI SHAKLLANTIRISHDA DAVLATNING ROLI.

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Ilmiy rahbar: O'zbekiston Respublikasi Oliy ta'lim fan va innovatsiyalar vazirligi ta'lim muassasalari xalqaro va milliy ko'rsatkichlari samaradorligini baholash bo'limi bosh mutaxassisi fan doktori

THE ROLE OF THE STATE IN THE FORMATION OF LEGAL CONSCIOUSNESS AND LEGAL CULTURE.

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Annotatsiya : Mazkur maqolada huquqiy ong va huquqiy madaniyatni yuksaltirish masalalari huquqiy davlat va fuqarolik jamiyatini shakllantirishning muhim omili sifatida ilmiy-nazariy jihatdan tahlil qilinadi. Unda normativ-huquqiy hujjatlarning mukammalligi hamda amalga oshirilayotgan islohotlar samaradorligi fuqarolarning huquqiy bilimi, huquqqa bo'lgan ongli munosabati va huquqiy normalarni amaliyotda qo'llay olish darajasiga bevosita bog'liqligi asoslab beriladi. Shuningdek, aholining barcha qatlamlari o'rtasida huquqiy targ'ibotni tizimli va uzluksiz tashkil etishning ahamiyati ochib berilib, huquqiy ong va huquqiy madaniyatni shakllantirishda davlat organlari hamda fuqarolik jamiyati institutlarining o'rni yoritiladi. Maqolada yuksak huquqiy madaniyatni ta'minlash orqali qonun ustuvorligini mustahkamlash va islohotlar natijadorligini oshirishga qaratilgan ilmiy xulosalar ilgari suriladi.

Kalit so'zlar : fuqarolik jamiyati, huquqiy ong, huquqiy madaniyat, huquqiy savodxonlik, ijtimoiy ong, "Legal Tech", ommaviy axborot vositalari, "Taraqqiyot strategiyasi"

Аннотация : В данной статье научно-теоретически анализируются вопросы повышения правового сознания и правовой культуры как важного фактора формирования правового государства и гражданского общества. В ней обосновывается прямое взаимосвязь совершенства нормативно-правовых актов и эффективности

проводимых реформ с правовыми знаниями граждан, их сознательным отношением к праву и способностью применять правовые нормы на практике. Также раскрывается значимость систематической и непрерывной правовой пропаганды среди всех слоев населения, освещается роль государственных органов и институтов гражданского общества в формировании правового сознания и правовой культуры. В статье выдвигаются научные выводы, направленные на укрепление верховенства закона и повышение эффективности реформ через обеспечение высокой правовой культуры.

Ключевые слова : гражданское общество, правосознание, правовая культура, правовая грамотность, общественное сознание, «Legal Tech», средства массовой информации, «Стратегия развития»

Annotation : This article scientifically and theoretically analyzes the issues of enhancing legal awareness and legal culture as an important factor in forming a legal state and civil society. It substantiates that the perfection of normative-legal documents and the effectiveness of ongoing reforms are directly related to citizens' legal knowledge, their conscious attitude towards law, and their ability to apply legal norms in practice. It also highlights the importance of systematically and continuously organizing legal education among all segments of the population, and explains the role of state bodies and civil society institutions in shaping legal awareness and legal culture. The article puts forward scientific conclusions aimed at strengthening the rule of law and increasing the effectiveness of reforms through ensuring a high level of legal culture.

Keywords : civil society, legal awareness, legal culture, legal literacy, social awareness, "Legal Tech", mass media, "Development Strategy"

Hozirgi kunda demokratik huquqiy davlat va kuchli fuqarolik jamiyati qurish jarayonida aholining huquqiy ong va huquqiy madaniyatini yuksaltirish masalasi beqiyos ahamiyat kasb etmoqda. Chunki qonun ustuvorligini ta'minlash, fuqarolarning huquq va manfaatlarini himoya qilish, jamiyatda qonuniylik va adolatni qaror toptirish – avvalo, aholining huquqiy savodxonligiga bevosita bog'liq.

Jamiyatda fuqarolarning huquqiy ongini oshirmay turib huquqiy madaniyatni yuksaksaltirib bo'lmaydi. Avvalo huquqiy ong va huquqiy madaniyat tushunchalarining keng va batafsil ta'rifini berib o'tsak maqsadga muvofiq bo'ladi. Huquqiy ong – bu ijtimoiy ong shakllaridan biri bo'lib, kishilarda huquqqa, qonunchilikka, huquq-tartibotga va boshqa huquqiy hodisalarga nisbatan bo'lgan g'oyalar, his tuyg'ular, tasavvurlar yig'indisidir. Huquqiy ong jamiyat a'zolarining huquq haqidagi, ijtimoiy hayotda real mavjud bo'ladigan huquqiy hodisalar haqidagi qarashlari, tasavvurlari, hissiyotlari, baholashlari, ruhiy munosabatlari majmuidir. Shu nuqtayi nazardan huquqiy ongning tabiati va mohiyatiga yondashiladigan bo'lsa, uning mazmunida mustaqillik yillarida jamiyatda qaror topayotgan demokratik huquqiy qadriyatlar va tamoyillar, huquqiy tizimdagi islohotlar va modernizatsiyalash

jarayonlari xususidagi fuqarolarning qarashlari, tasavvurlari, hissiyotlari, ruhiy kechinmalari majmui aks etadi. Huquqiy madaniyat – bu kishilarning huquqiy bilim darajasi, huquqqa nisbatan ongli munosabati, huquqni hurmat qilishi va unga rioya qilishidir. Jamiyatda huquqiy madaniyatning rivojlanish darajasi huquqiy davlatchilikning shakllanishining ko'rsatkichidir. Jamiyatning huquqiy madaniyati yuksak bo'lmasa, qonun ustuvorligini ta'minlash mumkin emas. Qonuniylik va huquqiy madaniyatning o'zaro bog'liqligini ta'kidlash kerak. Umumiy va huquqiy madaniyati past bo'lgan jamiyatda qonun ustuvorligini tasavvur qilib bo'lmaydi. Umumiy madaniyatning bir qismi sifatida huquqiy madaniyat huquqiy bilimlarning mavjudligini, huquqning ijtimoiy ahamiyatini tushunishni, qonun talablarini maqsadga muvofiq va adolatli deb baholashni, qonunlarga hurmat bilan munosabatda bo'lishni va ularga ixtiyoriy va ongli ravishda rioya qilishni nazarda tutadi. O'z navbatida, qonuniylik jamiyat madaniyatining shakllanishiga yordam beradi.

O'zbekiston Respublikasida fuqarolarning huquqiy ong va huquqiy madaniyatini yuksaltirish sohasida so'ngi yillarda bir qancha islohotlar olib borilmoqda. Ushbu islohotlar doirasida 2019-yil 1-sentabrdagi qabul qilingan O'zbekiston Respublikasi Prezidentining PF-5618-sonli "Jamiyarda huquqiy ong va huquqiy madaniyatni yuksaltirish tizimini tubdan takomillashtirish to'g'risida"gi farmoni buning yorqin ifodasidir. Farmonda aholining huquqiy ong va huquqiy madaniyatini yuksaltirish sohasidagi xato va kamchiliklarni aniqlash va ularga barham berish, malakali yuridik kadrlarni tayyorlash, inson huquq va erkinliklariga hurmat munosabatini shakllantirishga, aholining huquqiy ongi va huquqiy madaniyatini yuksaltirishga, jamiyatda fuqarolarning huquqiy savodxonligi darajasini oshirishga to'sqinlik qiluvchi bir qator muammo va kamchiliklarga barham berish, yoshlarning huquqiy tarbiyasiga salbiy ta'sir ko'rsatuvchi omillarga nisbatan huquqiy immunitetni shakllantirish, har bir shaxsda qonunlarga va odob-axloq qoidalariga hurmat, milliy qadriyatlarga sadoqat, huquqbuzarliklarga nisbatan murosasizlik hissini uyg'otish kerakligi belgilab qo'yilgan. Ushbu farmon doirasida tasdiqlangan "Jamiyatda huquqiy madaniyatni yuksaltirish konsepsiyasi" muhim ahamiyat kasb etadi. Konsepsiyaning asosiy maqsad va vazifalari qilib, fuqarolar ongida **"Jamiyatda qonunga hurmat ruhini qaror toptirish — demokratik huquqiy davlat qurishning garovidir!"** degan hayotiy g'oyani mustahkamlash; shaxsiy manfaatlar hamda jamiyat manfaatlari o'rtasidagi muvozanatni saqlash g'oyalarini targ'ib qilish; davlat xizmatchilarining huquqiy ongi va huquqiy madaniyatini yuksaltirib borish, ularda korrupsiya va boshqa huquqbuzarliklarga nisbatan murosasizlik munosabatini shakllantirish; davlat hokimiyati va boshqaruvi organlari, shu jumladan, huquqni muhofaza qiluvchi organlar hamda fuqarolik jamiyati institutlarining manzilli huquqiy targ'ibotni amalga oshirish borasidagi hamkorligini mustahkamlash; ommaviy axborot vositalarining huquqiy axborot bilan ta'minlashdagi rolini oshirish, huquqiy targ'ibotning innovatsion usullaridan keng foydalanish, shu jumladan, veb-texnologiyalarni qo'llashni kengaytirish; yuridik ta'limni takomillashtirish, shuningdek,

yuridik kadrlarni tayyorlash, qayta tayyorlash va ularning malakasini oshirish tizimini rivojlantirish belgilab qo'yilgan.

"Yuksak huquqiy madaniyat — mamlakat taraqqiyoti kafolati" degan konseptual g'oya asosida aholining barcha qatlamlari huquqiy savodxonlikka erishishlari, yuksak darajadagi huquqiy ongga ega bo'lishlari hamda huquqiy bilimlarini kundalik hayotda qo'llay olishlari uchun tizimli va keng qamrovli huquqiy targ'ibot tadbirlarini tashkil qilish davlat organlari va tashkilotlarning ustuvor vazifalaridan biri etib belgilansin. Ushbu g'oya jamiyatda qonun ustuvorligini ta'minlash, fuqarolarning huquq va erkinliklarini ishonchli himoya qilish hamda demokratik islohotlarni izchil amalga oshirishning muhim sharti hisoblanadi. Chunki huquqiy jihatdan yetuk, o'z huquq va majburiyatlarini chuqur anglaydigan jamiyatgina barqaror rivojlanish, ijtimoiy adolat va fuqarolik birdamligiga erisha oladi. Shu bois aholining barcha qatlamlari — yoshlar, talaba-o'quvchilar, ishchi-xizmatchilar, tadbirkorlar, davlat xizmatchilari va keksalar orasida huquqiy savodxonlikni oshirish davlat siyosatining ustuvor yo'nalishlaridan biri bo'lishi lozim. Huquqiy savodxonlik nafaqat qonunlarni bilish, balki ularning mazmun-mohiyatini tushunish, huquqiy oqibatlarni anglash va huquqiy bilimlarni kundalik hayotda to'g'ri qo'llay olish qobiliyatini ham o'z ichiga oladi. Yuksak darajadagi huquqiy ongga ega bo'lgan shaxs jamiyatda sodir bo'layotgan huquqiy jarayonlarga befarq bo'lmaydi, qonunlarga hurmat bilan yondashadi, huquqbuzarliklarga murosasiz munosabatda bo'ladi hamda o'z manfaatlarini faqat qonuniy yo'l bilan himoya qilishga intiladi. Bu esa jamiyatda qonuniylik va tartib-intizomning mustahkamlanishiga, korrupsiya va huquqbuzarliklarning oldini olishga xizmat qiladi.

Prezidentimizning 2022-yil 28-yanvardagi PF-60-sonli "2022 — 2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida" Farmonida ham fuqarolik jamiyatini rivojlantirish hamda aholining huquqiy ong va huquqiy madaniyatini oshirish sohasida bir qancha ishlar olib borilishi belgilab berilgan. Xususan, 20-maqsadda **Faol fuqarolik jamiyatini rivojlantirish hamda fuqarolar o'rtasida qonunga hurmat va itoat qilish hissini shakllantirish belgilab qo'yilgan. Ushbu maqsad doirasida quyidagi islohotlar amalga oshirilishi belgilangan;**

aholining huquqiy madaniyati va ongini yuksaltirish, bu borada davlat organlarining fuqarolik jamiyati institutlari, ommaviy axborot vositalari va ta'lim tashkilotlari bilan o'zaro samarali hamkorligini yo'lga qo'yish;

tadbirkorlar va aholi, ayniqsa uning kam ta'minlangan qatlamlari uchun huquqiy hujjatlarni yurist ishtirokisiz tayyorlash imkonini beruvchi "Legal Tech" platformasini ishga tushirish;

Taraqqiyot strategiyasining 70-maqsadi "Yoshlarga oid davlat siyosatini takomillashtirish" maqsadida esa, yoshlarning huquqiy ongi va huquqiy madaniyati darajasini yuksaltirish alohida belgilab qo'yilgan. Shu bilan birga 71-maqsad **"Ezgulik va insonparvarlik tamoyiliga asoslangan "Harakatlar strategiyasidan — Taraqqiyot strategiyasi sari"**

g'oyasini keng targ'ib etish orqali jamiyatda sog'lom dunyoqarash va bunyodkorlikni umummilliy harakatga aylantirish" sohasida aholi o'rtasida huquqiy madaniyatni shakllantirish bo'yicha huquqiy-ma'rifiy tadbirlarni xalqimizning boy tarixi, ilmiy-madaniy merosi, milliy-diniy qadriyatlarni o'rgatish bilan uyg'un holda tashkil qilish belgilab qo'yilgan.

Legal Technology yoki qisqacha Legal Tech – bu yuridik xizmatlarni ko'rsatish va yuridik faoliyatni amalga oshirishda qo'llaniladigan zamonaviy texnologik yechimlar va dasturiy ta'minotlar majmuidir. Richard Susskind o'zining «Tomorrow's Lawyers: An Introduction to Your Future» kitobida Legal Tech ni quyidagicha ta'riflaydi: «Legal Tech – bu yuristlar va mijozlar o'rtasidagi munosabatlarni tubdan o'zgartirgan, huquqiy xizmatlarni ko'rsatish usullarini modernizatsiya qilgan va yuridik kasb evolyutsiyasining muhim bosqichi bo'lgan texnologik inqilobdir»

O'zbekiston raqamli transformatsiya yo'lidan jadal rivojlanib borayotgan bir paytda, Legal Tech sohasi ham muhim o'zgarishlar bosqichida turibdi. O'zbekistonda Legal Tech rivojlanishi milliy xususiyatlar va global tendensiyalarning uyg'unlashuvida namoyon bo'lmoqda. Davlat siyosati darajasida Legal Tech rivojlanishi uchun muhim huquqiy va tashkiliy asos yaratilgan. «Raqamli O'zbekiston-2030» strategiyasi, «Elektron hukumat to'g'risida»gi qonun va boshqa me'yoriy hujjatlar yuridik sohani raqamlashtirish uchun zarur huquqiy bazani shakllantirdi. Bu esa Legal Tech sohasining rivojlanishi uchun qulay sharoit yaratmoqda. E-sud tizimining rivojlanishi O'zbekistonda Legal Tech ning eng muhim yo'nalishlaridan biri hisoblanadi. Sud tizimini raqamlashtirish loyihasi doirasida elektron hujjat aylanishi joriy etilgan, masofaviy sud muhokamalarini o'tkazish imkoniyati yaratilgan, sud qarorlari elektron bazasi shakllantirilgan. E-sud platformasi orqali fuqarolar va yuristlar onlayn tarzda da'vo arizalari yuborish, hujjatlar taqdim etish va sud jarayonlarini kuzatish imkoniyatiga ega bo'lmoqdalar. Davlat xizmatlarining raqamlashuvi Legal Tech rivojlanishining yana bir muhim yo'nalishi hisoblanadi. My.gov.uz portali va One.ID tizimi orqali ko'plab yuridik ahamiyatga ega xizmatlar elektron shaklda ko'rsatilmoqda. Bu esa fuqarolar va tadbirkorlar uchun ma'muriy tartib-taomillarni soddalashtirish va vaqtni tejash imkonini bermoqda.

2024-yil 25-maydagi qabul qilingan O'zbekiston Respublikasi Prezidentining PF-5618-sonli "Ma'muriy islohotlar doirasida adliya organlari va muassasalarining mas'uliyatini yanada oshirish hamda ixcham boshqaruv tizimini shakllantirish to'g'risida" gi Farmonida aholining huquqiy ongi va huquqiy madaniyatini oshirish, qonunchilik hujjatlarini ijrochilarga yetkazish hamda ularning mohiyati va ahamiyatini aholi o'rtasida tushuntirish ishlari samaradorligini oshirish maqsadida fuqarolarning o'zini o'zi boshqarish organlarida "Mahalla huquqshunosi" loyihasi amalga oshirilib, loyiha doirasida fuqarolarning o'zini o'zi

boshqarish organlari raislarining huquqiy bilim va ko'nikmalarini uzluksiz oshirib borishga qaratilgan qisqa muddatli bepul o'quv kurslari tashkil etildi. Maktablarda 2024/2025 o'quv yilidan boshlab: Adliya vazirligining maxsus elektron platformasi orqali huquq fani o'qituvchilarining kasbiy bilim va ko'nikmalarini uzluksiz oshirib borish hamda ularni metodik ta'minlash tizimi yo'lga qo'yilib, o'quvchilar o'rtasida "Huquq bilimdoni" fan olimpiadasi, huquq fani o'qituvchilari o'rtasida "Eng yaxshi huquq o'qituvchisi" ko'rik-tanlovi o'tkazib borilmoqda.

Prezidentimiz Shavkat Mirziyoyevning "Biz qanchalik mukammal qonunlar yaratmaylik, qanday islohotlar o'tkazmaylik agar fuqarolarimizning huquqiy bilimi, ongi va madaniyati yetarli bo'lmasa kutilgan natijalarga erishish mushkul bo'ladi. Zero, qonun — qog'ozda yozilgan norma bo'lib qolmasdan, insonlarning ongida yashaganidagina real kuchga aylanadi. Eng mukammal qonunlar ham, eng puxta ishlab chiqilgan islohotlar ham, agar ularni amalga oshiruvchi va ularga amal qiluvchi fuqarolarning huquqiy saviyasi yuqori bo'lsagina , o'z samarasini beradi. Huquqiy bilimga ega bo'lmagan fuqaro o'z huquq va majburiyatlarini to'liq anglamaydi, huquqiy oqibatlarni oldindan baholay olmaydi va ko'pincha qonunni majburiyat sifatida emas, balki cheklov sifatida qabul qiladi. Bunday sharoitda qonunlarga bepisandlik, huquqbuzarliklarga murosali munosabat, adolatsizlikka ko'nikish holatlari yuzaga keladi. Natijada, jamiyatda qonun ustuvorligi zaiflashadi, islohotlar esa rasmiy ko'rsatkichlar doirasidagina qolib ketadi. Huquqiy ong va huquqiy madaniyat esa shaxsni mas'uliyatli, faol va ijtimoiy jarayonlarga daxldor qilib tarbiyalaydi. Huquqiy jihatdan yetuk fuqaro nafaqat o'z manfaatlarini qonuniy yo'l bilan himoya qiladi, balki jamiyat va davlat manfaatlariga ham befarq bo'lmaydi. U qonunlarga majburlik tufayli emas, balki ichki ishonch asosida amal qiladi. Aynan mana shu ichki ishonch huquqiy davlatning mustahkam poydevorini tashkil etadi.

Xulosa qilib aytadigan bo'lsak, jamiyatda demokratik islohotlarni chuqurlashtirish fuqarolarning huquqiy faolligi uchun sifat jihatidan yangicha shart-sharoitlar yaratib qolmasdan, shu bilan birga huquqiy tarbiya mazmunida, uning shakl va usullarida jiddiy o'zgarishlar yasashni ham taqozo etadi. Zero, jamiyatda huquqiy madaniyatni yuksaltirish bo'yicha qabul qilingan Milliy dasturning umumiy qoidalarida huquqiy madaniyatni shakllantirish va yuksaltirish sohasidagi davlat siyosati inson huquqlari va erkinliklarining ustuvorligi; Konstitutsiya va qonunning ustunligi; demokratiyaga asoslanganlik; ijtimoiy adolat; ilmiylik; uzluksizlik; xuquqiy tarbiyadagi vorislik hamda umumiylik; huquqiy axborotning hamma uchun ochiqligi; huquqiy tarbiya va huquqiy maorifning birligi hamda ularga tabaqalashtirilgan yondashuvga alohida e'tibor qaratilgan.

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COMPARATIVE LEXICAL AND COMPONENT ANALYSIS OF AMERICAN DIALECTS

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Abstract: This thesis provides an in-depth comparative lexical and componential analysis of major American English dialects, focusing on Northern (Inland North and New England), Southern, Midland (including Appalachian influences), Western, and African American Vernacular English (AAVE). Drawing on established dialectological frameworks such as those in the Atlas of North American English (Labov et al.), Joshua Katz's dialect maps, and Rick Aschmann's comprehensive dialect surveys, the study examines lexical variation (vocabulary differences reflecting regional culture, history, and borrowings), phonological components (vowel shifts, mergers, and rhotacism patterns), syntactic/morphosyntactic features (e.g., double modals, habitual aspect), and their interconnections. The analysis highlights how geographic settlement patterns, migration, substrate influences (Native American, African, Spanish, etc.), and modern sociolinguistic changes shape these dialects. Results demonstrate persistent regional boundaries despite increasing homogenization through media and mobility, underscoring dialects as dynamic markers of identity and cultural heritage.

Keywords: American English dialects, lexical variation, phonological mergers, vowel shifts, syntactic features, African American Vernacular English (AAVE), dialect geography, sociolinguistics, North American English, componential analysis.

American English dialects represent one of the most extensively documented cases of regional linguistic variation within a single national language, exhibiting rich diversity in lexicon, phonology, syntax, and morphology. The primary dialect divisions broadly Northern, Southern, Midland, Western, and African American Vernacular English emerged from colonial settlement waves: Puritan New Englanders and Midlanders in the North and Midwest, Southern planters and Scots-Irish in the Appalachians and Deep South, and later westward expansions blending these with Spanish, Native American, and immigrant influences.

Lexical variation remains one of the most salient and accessible indicators of dialect boundaries. Regional vocabulary often reflects environmental, cultural, and historical factors. Classic examples include terms for carbonated beverages: "soda" dominates the Northeast and California, "pop" prevails in the Midwest and Pacific Northwest, while "coke" (as a generic term) is widespread in the South, even for non-Coca-Cola brands. Similarly, "you guys" serves as the plural second-person pronoun across much of the North and West,

contrasted with Southern "y'all" (from "you all"), which carries both singular and plural connotations in some contexts. Other lexical divergences include transportation terms ("subway" in the Northeast vs. "underground" rarely used elsewhere), food items ("grits" and "biscuits" strongly Southern, "soda cracker" vs. "saltine" regionally), and everyday objects ("sneakers" Northern vs. "tennis shoes" Midland/Western). Joshua Katz's maps, derived from Bert Vaux's Harvard Dialect Survey, illustrate over two dozen such items, revealing sharp isoglosses: for instance, "firefly" vs. "lightning bug" divides the North from the South/Midland, while "crayon" pronunciations and terms for playground equipment show finer subdialectal patterns.

These lexical differences are not isolated; they intersect with phonological components, where vowel systems provide the most systematic evidence of dialect differentiation. William Labov's Atlas of North American English identifies three major dialect regions based on vowel shifts: the Northern Cities Shift (affecting Inland North cities like Chicago, Detroit, Buffalo), the Southern Shift (monophthongization of diphthongs and back vowel fronting in the South), and Western patterns showing mergers like cot-caught (/ɑ/ and /ɔ/ collapsing). The Northern Cities Shift involves chain shifts such as /æ/ raising and fronting (e.g., "cat" sounding like "kee-at"), /ɑ/ backing ("cot" like "cawt"), and /ɔ/ lowering. In contrast, Southern phonology features the "pin-pen" merger (/ɪ/ and /ɛ/ before nasals becoming identical), drawling vowels (e.g., "ride" as [raːɪd]), and non-rhotic tendencies in some older or coastal varieties (dropping post-vocalic /r/ in "car" → [kaː]). The cot-caught merger, nearly complete in the West and much of the Midland, distinguishes "cot" and "caught" as homophones, while preserved distinctions persist in parts of the Northeast and South. AAVE often exhibits distinct phonological traits, including monophthongization of /aɪ/ ("my" as [maː]), reduction of final consonant clusters ("test" as [tɛs]), and variable rhoticity influenced by regional context.

Syntactic and morphosyntactic components show subtler but significant variation. Southern dialects preserve archaic features like double modals ("might could," "may can") and completive "done" ("I done told you"). AAVE is renowned for aspectual "be" marking habitual action ("He be working" = he usually works), zero copula in present tense ("She my sister"), and invariant "be" in other constructions. Midland varieties occasionally retain "need + past participle" ("The car needs washed"), while Northern speech tends toward standard syntax with fewer non-standard innovations. Morphological differences are minimal across white dialects but prominent in AAVE, such as zero third-person singular -s ("He walk") and multiple negation ("I ain't got no money").

Componential analysis reveals interconnections: lexical choices often correlate with phonological isoglosses (e.g., Southern lexical items cluster where Southern vowel shifts dominate), and sociolinguistic factors like urbanization accelerate mergers (cot-caught spreading westward via media influence). Migration and globalization contribute to leveling

General American (a relatively neutral Midland/Western-influenced variety) gains prestige through broadcasting yet dialects persist as identity markers, especially in rural areas and among minority groups. AAVE, while sharing Southern features historically, has developed independent innovations due to social segregation and cultural factors.

In conclusion, the comparative study of American dialects through lexical and componential lenses illustrates a dynamic linguistic landscape shaped by history, geography, and society. While convergence occurs, regional and ethnic varieties endure, enriching the global English repertoire and offering valuable insights for sociolinguistics, language policy, and cultural studies.

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HAMZA XAQIDAGI XAQIQATLAR

Farrux Usmonov
Qo'qon davlat muzey qo'riqxonasi Ilmiy hodimi

Annotatsiya: Mazkur maqolada XX asr boshlari o'zbek adabiyotining yirik namoyandasi Hamza Hakimzoda Niyoziy hayoti, uning fojeali o'limi, oilasi taqdiri hamda diniy qarashlari ilmiy manbalar asosida tahlil qilinadi. Sovet davri mafkuraviy yondashuvlari va mustaqillik davri tadqiqotlari qiyosiy o'rganiladi.

Kalit so'zlar: Hamza Hakimzoda Niyoziy, jadidchilik, toshbo'ron, sovet mafkurasi, Shohimardon voqealari, jadid adabiyoti.

XX asr boshlari Qo'qon adabiy muxiti o'ziga xos va o'ziga mosligi bilan ajralib turadi. Bu o'ziga xoslik yozuvchi va shoirlardagi demokratik ruxning mavjudligi bilan yodda qoladi. Ushbu davrning eng serqirra ijodkori (boshqa shoir va yozuvchilarga hurmat saqlagan xolda) Hamza Hakimzoda Niyoziy hisoblangan. Maqolamizga 8 bunday nom berishimizga sabab esa, Sovet siyosati asosida yozilgan Hamza tarixi va keyinchalik o'rganilgan xaqqoniy tarix qiyosidir.

1. Hamza Hakimzoda Niyoziyning o'ldirilishi borasidagi fikrlar xilma xilligi.
2. Hamza Hakimzoda Niyoziyning farzandlari taqdiri nima bo'lgan ?
3. Hamza Hakimzoda Niyoziy dindormi yoki daxriymi.

1.   Demak birinchi masaladan boshlaymiz.

Ko'pchilikka ma'lumki, xar qanday davrda tarix siyosiy tuzum mafkurasiga bo'ysundiriladi. Biz tadqiq etayotgan masalada ham ushbu xolatni uchratish mumkin. Ya'ni, sovet mafkurasi ta'sirida yozilgan va deyarli 90 yil davomida xalqning onggida ulug' shoir Hamza Hakimzoda Niyoziy bir gurux din vakillari tarafidan toshbo'ron qilib o'ldirilgan degan fikr shaklllangan. Aslida ham o'ldirilish toshbo'ron bilan amalga oshirilganmi, yoki boshqa yo'l bilanmi? Hamza Hakimzoda Niyoziyni jismonan yo'q qilish dindor axoli vakillariga kerak bo'lganmi, yoki Sovet siyosiy mafkurasigami.

Mashxur Hamzashunos adib Nabijon Boqiyning 2019 yilda "Adabiyot" gazetasida bosilgan "Navro'zdan uch kun oldin Toshbo'ron" nomli maqolasi va 2022 yilda bosib chiqarilgan "Qizil toshbo'ron" asarlarida ushbu xolat bo'yicha o'rganishlar natijasi bayon qilingan.

"Qizil toshbo'ron" kitobining 499 betida yozilishiga ko'ra Hamza Hakimzoda Niyoziy hech qanday toshbo'ron qilinmagan, uni mast alast olomon o'rtaga olib kaltaklaydi, pichoqlab o'ldiradi, so'ngra yerda yotgan jasadni yirik toshlar bilan majaqlaydi. "Adabiyot" gazetasida bosilgan "Navro'zdan uch kun oldin Toshbo'ron" nomli maqolada Hamzaga

birinchi bo'lib pichoq bilan tashlangan shaxs sifatida Xoldor Rustamov ko'rsatilgan. Hamza Hakimzodaning o'ldirilishida aybdor sifatidagi bir kishi bor. Bu inson Xamroqul Tursunqulov xisoblanadi. Bu shaxs Hamza o'limidan so'ng Regar (Tojikiston) xududlariga surgan qilingan, lekin Usmon Yusupov davrida kolxoz raisi sifatida 3 marta Sotsialistik mexnat qaxramoni unvonini olgan. Bu Hamza Hakimzoda Niyoziyni jismonan yo'q qilish sovet siyosiy mafkurasiga kerak bo'lganini ko'rsatadi.

2.   **Hamza Hakimzoda Niyoziyning oilasi, uning farzandlari xaqida** ma'lumotlar u qadar ko'p emasligini inobatga olgan xolda, baxoli qudrat ma'lumot berishga xarakat qilamiz.

Hamza Hakimzoda Niyoziyoning to'ng'ich farzandlari qiz farzand bo'lganligi xaqida shoirning o'z esdaliklarida, Nabijon Boqiy ma'lumotlarida va Zarifa Saidnosir qizining yozib ketgan esdaliklaridan bilib olish mumkin. Ushbu qiz farzandning ismi Savdoxon bo'lgan va bu chaqaloq 1915 yfevral oyida dunyoga kelgan. Lekin, tabiatan nosog'lom bo'lganmi, yoki boshqa sabab bilanmi, Savdoxon o'sha yilning iyun' oyida vafot etadi.

Hamza Hakimzoda Niyoziyoning keyingi farzandi esa o'g'il farzand bo'lgan. Lekin, ushbu farzand qaysi sanada tug'ilganligi xaqida ma'lumot topilmadi. Bu o'g'il farzandga G'iyos deb ism qo'yishgan. Zarifa Saidnosir qizining yozib ketgan esdaliklarida esa bu bolaga Ilyos deb ism qo'yilgani aytib o'tiladi. Bu mavxumlik yana davom etib, G'iyos (yoki Ilyos) qaerdaligi ma'lum emas. Ushbu farzandlar Savdoxon va G'iyosning onalari asli millati rus, Qo'qon shaxrida tug'ilgan va dini islomni qabul qilgan Aksinya Platonovna Uvarova xisoblanadi.

Hamza Hakimzoda Niyoziyning navbatdagi farzandlari ham o'g'il farzand bo'lgan.

Bu bolakayga Abbosxon deb ism qo'yilgan. Abbos Hamza o'ldirilgan paytda otasi bilan Shoximardonda bo'lgan. O'sha mash'um voqealardan so'ng Abbos Qo'qon shaxriga ammasi Achaxon Niyozovaning oldiga qaytib keladi va ammasi qaramog'iga olinadi. Shaxarda ulg'ayadi, uylanadi. Abbosning ayolini ismi Hanifa bo'lgan. Abbos va Hanifa farzand ko'rar chog'ida II jaxon urushi boshlangan va 1943 yilda Abbos urushga olib ketilgan. Aynan shu yilda Abbos xalok bo'lganligi xaqida frontdan "Qora xat" kelgan. Yana bir yangilik, 1943 yilda tavallud topgan Hamzahon (Abbos va Hanifaning farzandi) ulug' shoir, aktyor, dramaturg, musiqashunos, o'qituvchi va jamoat arbobi Hamza Hakimzoda Niyoziyning nabirasi xisoblanadi.

3.   **Hamza Hakimzoda Niyoziy dindormi yoki ...**

Aynan ushbu masalada ko'plab qarama-qarshi fikrlar, turli dunyoqarashlar mavjud bo'lib, xali xamon bir fikrga kelinmagan. Lekin shuni aniq bilamizki, ilk jadidlardan hisoblanmish Hamza Hakimzoda Niyoziy dini islomga jadidlik nuqtai nazaridan, ya'ni yangicha fikrlar nuqtai nazaridan yondoshgan. Hamza dinsiz deganlarga ushbu faktlarni ko'rsatib o'tamizki, balki Hamza Hakimzoda Niyoziy dinsiz deganlar o'z fikrlarini

o'zgartirib qolishar. Dastavval Hamza yoshlik, o'spirinlik paytlaridayoq eski o'zbek tilini, arab tilini mukammal bilgani, Quroni Karimni yod bilganini eslatib o'tish lozim. Yana bitta fakt Hamza qurgan nikox bilan bog'liq. Hamza Aksinya Platonovna Uvarovani o'z nikoxiga olganda islomga olib kirgan (Ayolga Oyshaxon deb islomiy ism bergan). Bundan tashqari Hamza Hakimzoda Niyoziy 23 yoshida muborak Xaj amallarini ado qilib kelgan. Paranji masalasida tushunmovchiliklar mavjud. Aksariyat kishilarda Hamza Hakimzoda Niyoziyning shaxsiy bosimi ostida paranji tashlash marosimi o'tkazilgan degan fikrda. Lekin o'sha davr tarixi o'qib ko'rilsa, 1927 yilda "Xujum" xarakati boshlangan. Ushbu xarakatning tub mazmunlaridan biri – aynan paranji. Quyidagi sheriy to'rtlikda Hamza Hakimzoda Niyoziyning paranji tashlanishga qarshi ekanligi aks etadi.

Keling do'stlar, qiyomat kun yaqin bo'ldi,

Mart oyida xotinlar yuz ochar emish.

Tavba denglar o'shal kuni mo'min qullar,

Ko'zlaridan qaro qonlar sochar emish.

Shuningdek, Shoximardon fojealari yuz bermasdan oldin Hamza qabristondagi shirk xolatlari (xo'kiz dumlarnii sotilishi, daraxtlarga mato bog'laash va boshqalarni) ni tanqid qilgan.

Xulosa

Hamza Hakimzoda Niyoziy shaxsiyati va faoliyatini biryoqlama talqin qilish ilmiy haqiqatga ziddir. Uning o'limi, oilasi taqdiri va diniy qarashlari masalasida manbalarni qiyosiy tahlil qilish orqali tarixiy adolatni tiklash mumkin. Mustaqillik davri tadqiqotlari bu borada yangi qarashlarni shakllantirishga xizmat qilmoqda.

<div align="center">

Foydalanilgan adabiyotlar ro'yxati

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HAMZANING O'ZBEK TEATR TARIXIDA TUTGAN O'RNI

Farrux Usmonov
Qo'qon davlat muzey qo'riqxonasi Ilmiy hodimi

Annotatsiya Mazkur maqolada Hamza Hakimzoda Niyoziyning o'zbek milliy teatri shakllanishi va taraqqiyotidagi o'rni ilmiy manbalar asosida tahlil qilingan. Qo'qon shahrida tashkil etilgan ilk teatr truppasi, uning faoliyati, repertuari va tashkiliy jarayonlari yoritilgan. Shuningdek, Hamzaning dramaturg sifatidagi merosi, teatr jamoalarining tushuncha va g'oyaviy yo'nalishi, milliy teatrni davlat teatri darajasiga ko'tarishdagi xizmatlari tahlil etilgan. Maqolada teatr tarixi va Hamzaning ijodiy faoliyati o'zaro bog'liq holda qiyosiy o'rganilgan.

Kalit so'zlar Hamza Hakimzoda Niyoziy, o'zbek teatri, Qo'qon dramtruppasi, jadidchilik, milliy teatr, dramaturgiya, "Boy ila xizmatchi", teatr tarixi.

Halqni manaviyatini,madaniyatini oshirishda teatrning o'rni beqiyos. Aslida "Teatr " so'zining manosi "tomoshalar uchun joy " degan manoni bildiradi. Teatr orqali xalqning dardi,g'am tashvishi va xalq qaxramonlarini bilib olish mumkin. Milliy teatr ko'p yillik tarixga ega bo'lgan sanatdir. U o'z taraqqiyoti mobaynida boshqa qiyofaga kirish, hissiyotni turli harakatlar bilan ifodalash va muqallidlik kabi bosqichlarni bosib o'tib, zamonaviy teatr darajasiga yetdi. Bazi manbalarda teatrni o'zbeklar "Ibratxona " deb ham atashgan. O'zbek futbolining vatani Qo'qon shahri ekani ko'pchilik uchun malum, lekin o'zbek teatrining vatani ham aynan Qo'qon ekanligi ko'pchilik uchun yangilik bo'lishi mumkin. Qo'qon shaxridagi birinchi teatr truppasiga esa o'z davrining etuk arbobi, shoir, bastakor,yozuvchi, muallim va jamoat arbobi Hamza Hakimzoda Niyoziy asos solgan edi. Hamzaning teatrga mexr berishiga sabab esa 1911-12 yillarda tatar sayyor teatr truppasining Qo'qon shaxrida bergan konsertlari sabab bo'lgan.

1915 yilning may iyun oylarida Hamza Hakimzoda Niyoziy Qo'qon teatriga (balki birinchi o'zbek teatriga) asos soldi. Hamza ushbu teatrning rahbari va rejissyori, shuningdek, artisti bo'lib xizmat qiladi. Mazkur teatr taraqqiyoti va faoliyatida Mirshohid Miroqilov, Mo'hiddin Qoriyoqubov, Mamajon Rahmonov, Zanjirali Mirzatov kabi teatr arboblarining xizmati katta bo'ldi. Ushbu truppa Mahmud Baratov, Abdulaziz,Holmuhammad Ohundiy, Hasan va Husan Ermatov, Mirxomid Miroqilovlardan iborat edi. Teatrning repititsiyalari "G'ishtko'prik" guzarida Mahmud Baratovning xovlisi (hozirgi Istiqlol 76 uy) da bo'lib o'tgan. Hamza Hakimzoda Niyoziy rejissyorligida tayyorlangan "Ilm xidoyati" nomli bir pardali komediya 1916 yilning may - iyun oylarida shaxardagi "Xarbiy kengash" binosida saxnada namoyish etilgan. Hamza rahbarligidagi ushbu truppa 1919 y may oyidan Turkiston frontining siyosiy boshqarmasi ixtiyoriga o'tib, O'lka musulmon siyosiy truppasiga aylantirildi. Hamza

Hakimzoda Niyoziy 1918 yili Farg'ona shaxrida ham teatrni tashkil qiladi. Ayni vaqtda yoshlardan "Qo'qon dramtruppasi"ni tuzadi. Aynan 1918 yilda Hamza dramaturgiya soxasida o'zining eng buyuk asari "Boy ila xizmatchi" p'esasini yaratadi.

Hamza asos solgan teatr binosi

1918 yilda yoshlardan tuzilgan "Qo'qon dramtruppa"si

1918 yilda yoshlardan tuzilgan "Qo'qon dramtruppa" 1919 yil boshlariga kelib tarqalib ketgan edi. Lekin Yu.Sultonov tomonlaridan nashrga tayyorlangan "Hamza. Tanlangan asarlar" kitobida keltirilishicha 1919 yil oktyabr oyida, interventlarga qarshi kurashning eng qizg'in vaqtlarida, Hamza o'zi tashkil qilgan "Qo'qon dramtruppa" jamoasi bilan ixtiyoriy suratda Qizil armiya saflariga kirganligini malum qilgan. 1920 yilning oxirida Qo'qon teatrining rivojlanishida katta burilish yuz berdi.Bu burilish Xamza va B. Baxtiyorovning xamkorligi bilan bog'liq. Hamza bilan B.Baxtiyorov avvalgi truppaning tarqalib ketgan azolarini qidirib topadilar. Bu davrga kelib Hamza raxbarlik qilayotgan ushbu teatr jamoa azolari soni 30 dan oshib ketdi. Yana bir yangilik endi truppada ayollar xam ishtirok eta boshlashadi. Endilikda truppada 3 nafar ayollar (ikki rus qizlari Valya Mayorova, Marusya Kuznetsova va bir tatar qizi Fatixa Xannova) o'zlariga berilgan obrazlarni maxorat bilan ijro eta boshladilar. Endilikda ushbu truppa xovlida emas, balki avval shaxsiy mexmonxona bo'lgan Lenin (hozirgi Turkiston) ko'chasidagi 24 uyda o'z repititsiyalarini o'tkazar edi. Bu yordamlari uchun Hamza Badriddin Baxtiyorovga minnatdorchilie bildiradi. Bu xolatni B. Baxtiyorov shunday xotirlaydi : "U kishi (Hamza) menga qarab turib eng avvalo raxmat dedi. Endi bizning xaqiqat nuri bilan jixozlangan xalq teatrimiz, milliy teatrimiz barpo bo'lur". 1918 yildan Hamza va Uyg'ur (Uyg'ur truppasi Toshkentda) truppasi xamkorlikni yo'lga qo'yadi va 1920 yil boshlarida ikki truppa birlashtiriladi. 1920 yil 12 fevraldan boshlab truppa xodimlari davlatdan maosh ola boshlaydilar. Bunga qadar truppalar o'z qo'ygan konsertlari xisobidan maosh olishgan. 1920 yil 17 dekabrda Toshkentdagi barcha mayda truppalar birlashtirilib "O'lka o'zbek namuna teatri" tuzildi va bu teatr 1931 yildan so'ng "Hamza " nomi bilan yuritilib kelingan. 1921 yilda o'sha mashxur "Boy ila xizmatchi", "Farg'ona fojealari" kabi p'esalari saxnada aktyorlar tomonidan jonlantirildi. 1956 yilga qadar "Boy ila

xizmatchi" dramasi 500 marta saxna yuzini ko'rdi.1958 yilda Hamzaning asarlari rus, ukrain, turkman, qozoq, qirg'iz, tojik, qoraqalpoq, gruzin, ozarbayjon, arman, tatar va boshqa qardosh xalqlar tillariga, shuningdek ingliz, fransuz, nemis, chex, polyak, xind, xitoy, arab, uyg'ur, koreys va boshqa ko'pgina chet ellar tillariga tarjima qilindi.

Hamza Hakimzoda Niyoziy bu paytda o'sha paytda mashxur bo'lgan bir qator mashxur shaxslar bilan aloqa o'rnatgan edi. Said Alievning "Unutilmas saxifalar" kitobida yozilishicha Hamza 1926 yilda Buxoroga borganligini Yusufjon qiziq Shakarjonov yozib qoldirgan. 1926 yilda Hamza Muxiddin Qori Yoqubov va mashxur raqqosa Tamaraxonim bilan xamkorlikda "Meni saylang" inssenirovkasini saxnaga olib chiqqan. Bu xaqda Tamaraxonim "Ustozni eslaganda" nomli 1979 yilda "O'zbekiston madaniyati" jurnalidagi maqolasida eslab o'tgan.

1979 yil 28 sentyabr "Pravda Vostoka" gazetasida "Zametil i blagoslavil" nomli maqola elon qilindi. Maqola muallifi Maryam Yoqubova. Maryam Yoqubova ham 1926 yilda Hamza bilan uchrashgan, Hamza saxnalashtirgan spektaklda obraz yaratganini ushbu maqolada yozib qoldirgan. Keyinchalik aktrisa 1939 yilda "Boy ila xizmatchi" da Xonzoda, "Maysaraning ishi" da Maysara obrazlarini muvaffaqiyatli ijro etgan.

Hamza Hakimzoda Niyoziyning yana bir qobilyati xaqida to'xtalib o'tishimiz kerak, ya'ni teatr uchun dramatik, komedik asarlar yozganligi. Quyida Hamza Hakimzoda Niyoziy tomonidan yozilgan asarlarning xronologik ketma-ketligini ko'rishingiz mumkin:

1.   "Zaxarli xayot yoxud ishq qurbonlari". 4 pardali.1916 y.
2.   "Boy ila xizmatchi". 4 pardali. 1918 y.
3.   "Loshmon fojeasi" trilogiya. 5 pardali. 1916-1919 yillarda yozilgan.
4.   "Kim to'g'ri".1 pardali. komediya. 1918 y.
5.   "Tuxmatchilar jazosi". 2 pardali. Komediya. 1920 y.
6.   "Burungi qozilar yoxud Maysaraning ishi".3 pardali komedia.

Teatr o'z bag'rida Lutfixonim Sarimsoqova, Halima Nosirova, Nabi Rahimov, Hamza Umarov, Alixon Umarov, Murodjon Ahmedov kabi ulug' san'atkorlarni etishtirib berdi. Teatrda Saboxon Karimova, S.Axmedov, Murod Qo'ldoshev, Obid Hasanov va boshqa iste'dodli aktyorlar; Raxima Mazohidova, Mahbuba Mansurova kabi xonandalar, Muxtorjon Murtazoev kabi bastakorlar faoliyat ko'rsatdilar. Rashidxon Sodiqov, Shafoat Raxmatullaeva, X.Umarova, Madaminjon Jo'raev, Azimjon Azizov, Bahromjon Sherko'ziev kabi aktyor va rejissyorlar teatr faoliyatini muvaffaqiyatli tarzda davom ettirdilar.

Xulosa

Hamza Hakimzoda Niyoziy o'zbek milliy teatri tarixida asoschilardan biri sifatida e'tirof etiladi. U 1915 yilda Qo'qonda tashkil etgan teatr truppasi orqali milliy sahna san'atining poydevorini yaratdi. Keyinchalik bu harakat davlat teatri darajasigacha ko'tarildi.

Hamzaning "Boy ila xizmatchi", "Zaharli hayot", "Maysaraning ishi" kabi asarlari milliy dramaturgiya taraqqiyotiga katta ta'sir ko'rsatdi.

Shuningdek, u teatrni xalq ma'naviyatini yuksaltirish vositasi sifatida ko'rdi va uning g'oyaviy-ma'rifiy yo'nalishini belgilab berdi. Milliy teatrning shakllanishi va rivojlanishida Hamzaning tashkilotchilik qobiliyati, ijodiy merosi va ijtimoiy faolligi hal qiluvchi ahamiyat kasb etgan.

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