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MAKTAB UQUVCHILARIDA BULLING XULQ ATVOR SHAKLLANISHINING IJTIMOIY PSIXOLOGIK DETERMINANTLARI

Annotatsiya. Ushbu maqolada maktab o‘quvchilarida bulling (tajovuzkor va kamsituvchi xulq-atvor) shakllanishining ijtimoiy-psixologik determinantlari tahlil qilinadi. Tadqiqotda bullingning kelib chiqishiga ta’sir etuvchi asosiy omillar - oilaviy muhit, tengdoshlar guruhi, maktab iqlimi, ommaviy axborot vositalari hamda individual psixologik xususiyatlar kompleks tarzda ko‘rib chiqiladi. Shuningdek, o‘quvchilarda agressivlik, empatiya yetishmasligi, past ijtimoiy moslashuv darajasi kabi holatlarning bulling xulqiga olib keluvchi mexanizmlari yoritiladi. Maqolada profilaktika va psixologik korreksiya choralariga ham alohida e’tibor qaratilib, sog‘lom ijtimoiy muhitni shakllantirish muhimligi ta’kidlanadi.

Kalit so‘zlar: bulling, agressiya, ijtimoiy muhit, o‘smirlar psixologiyasi, empatiya, maktab iqlimi, profilaktika

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СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ ДЕТЕРМИНАНТЫ ФОРМИРОВАНИЯ БУЛЛИНГА У ШКОЛЬНИКОВ

Аннотация. В данной статье анализируются социально-психологические детерминанты формирования буллингового поведения у школьников. Рассматриваются ключевые факторы, влияющие на возникновение буллинга, включая семейную среду, группу сверстников, школьный климат, средства массовой информации и индивидуальные психологические особенности личности. Особое внимание уделяется таким проявлениям, как агрессивность, дефицит эмпатии и низкий уровень социальной адаптации. Также в работе освещаются механизмы формирования буллингового поведения и предлагаются меры профилактики и психологической коррекции. Подчеркивается важность формирования благоприятной образовательной среды.

Ключевые слова: буллинг, агрессия, школьники, социальная среда, эмпатия, профилактика, адаптация

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SOCIAL-PSYCHOLOGICAL DETERMINANTS OF BULLYING BEHAVIOR FORMATION IN SCHOOLCHILDREN

Abstract. This article examines the socio-psychological determinants of bullying behavior formation among school students. The study explores key contributing factors, including family environment, peer influence, school climate, mass media, and individual psychological traits. Particular attention is given to aggression, lack of empathy, and low levels of social adaptation as critical mechanisms underlying bullying behavior. The paper also discusses preventive strategies and psychological intervention methods aimed at reducing bullying in educational settings. Emphasis is placed on the importance of creating a supportive and healthy social environment within schools.

Key words: bullying, aggression, school students, social environment, empathy, prevention, adaptation

Mavzuning dolzarbligi. Maktab o‘quvchilari orasida bulling xulq-atvorining keng tarqalishi bugungi kunda nafaqat milliy, balki global miqyosdagi dolzarb ijtimoiy-psixologik muammolardan biri sifatida e’tirof etilmoqda. Zamonaviy jamiyatda axborot texnologiyalarining rivojlanishi, ijtimoiy tarmoqlarning kengayishi hamda kommunikatsiya shakllarining o‘zgarishi bullingning yangi

ko‘rinishi - kiberbullingni yuzaga keltirdi. Bu esa o‘quvchilarning ruhiy salomatligiga yanada kuchli salbiy ta‘sir ko‘rsatmoqda.

Respublikamizda ham yoshlar o‘rtasida sog‘lom ijtimoiy-psixologik muhitni shakllantirish davlat siyosatining ustuvor yo‘nalishlaridan biri hisoblanadi. So‘nggi yillarda ta‘lim muassasalarida psixologik xizmat tizimini rivojlantirish, o‘quvchilar o‘rtasida zo‘ravonlik va tajovuzkorlikni oldini olishga qaratilgan qator normativ-huquqiy hujjatlar qabul qilindi. Shu bilan birga, amaliy kuzatuvlar shuni ko‘rsatadiki, ayrim maktablarda o‘quvchilar o‘rtasidagi ziddiyatlar, psixologik bosim va kamsitish holatlari hanuz uchrab turibdi. Bu esa mazkur muammoni chuqur ilmiy tahlil qilish va uning ijtimoiy-psixologik determinantlarini aniqlash zaruratini yanada oshiradi.

Xalqaro miqyosda olib borilgan tadqiqotlar ham bulling muammosining keng ko‘lamini tasdiqlaydi. Jumladan, UNESCO ma‘lumotlariga ko‘ra, dunyo bo‘yicha har uchinchi o‘quvchi maktab muhitida bullingning turli shakllariga duch keladi. UNICEF hisobotlarida esa bulling o‘quvchilarning nafaqat akademik ko‘rsatkichlariga, balki ularning ruhiy holati, o‘ziga bo‘lgan ishonchi va ijtimoiy moslashuviga jiddiy zarar yetkazishi qayd etilgan. Shuningdek, xalqaro tadqiqotlar bullingga uchragan bolalarda depressiya, xavotir, ijtimoiy yakkalanish va hatto o‘z joniga qasd qilish xavfi ortishini ko‘rsatmoqda.

Mazkur muammoning dolzarbligi yana shundaki, bulling faqat individual xulq-atvor emas, balki murakkab ijtimoiy-psixologik hodisa bo‘lib, u oilaviy tarbiya, tengdoshlar guruhi, maktab iqlimi va keng ijtimoiy muhit bilan uzviy bog‘liqdir. Shu boisdan, ushbu masalani o‘rganishda kompleks yondashuvni qo‘llash, profilaktik va korreksion dasturlarni ishlab chiqish hamda ularni amaliyotga joriy etish muhim ahamiyat kasb etadi.

Xulosa qilib aytganda, maktab o‘quvchilarida bulling xulq-atvorining ijtimoiy-psixologik determinantlarini o‘rganish nafaqat nazariy, balki amaliy jihatdan ham dolzarb bo‘lib, sog‘lom avlodni shakllantirish, ta‘lim tizimida xavfsiz va qo‘llab-quvvatlovchi muhitni yaratishda muhim ilmiy asos bo‘lib xizmat qiladi.

Kirish. Bugungi globallashuv sharoitida ta‘lim tizimida nafaqat bilim berish, balki o‘quvchilarning psixologik xavfsizligini ta‘minlash ham ustuvor vazifalardan biriga aylanmoqda. Ayniqsa, maktab muhitida uchrayotgan bulling (ta‘qib, zo‘ravonlik) hodisasi so‘nggi yillarda jiddiy ijtimoiy-psixologik muammo sifatida e‘tirof etilmoqda. Xalqaro tashkilotlar, xususan UNICEF ma‘lumotlariga ko‘ra, dunyo bo‘yicha maktab yoshidagi bolalarning qariyb 30–35 foizi turli shakllarda bulling holatlariga duch keladi. Bu ko‘rsatkich ayrim hududlarda yanada yuqori bo‘lib, o‘quvchilarning ruhiy salomatligi, akademik natijalari va ijtimoiy moslashuviga salbiy ta‘sir ko‘rsatadi.

Shuningdek, World Health Organization tomonidan o‘tkazilgan tadqiqotlar bullingni o‘smirlar orasida depressiya, xavotirlik, o‘z joniga qasd qilishga moyillik kabi og‘ir psixologik oqibatlar bilan bevosita bog‘liqligini ko‘rsatadi. Tadqiqotlarga ko‘ra, bulling qurbonlari orasida psixosomatik buzilishlar va ijtimoiy izolyatsiya darajasi ancha yuqori bo‘ladi. Shu bilan birga, bullingni amalga oshiruvchi o‘quvchilarda ham agressivlik, empatiya yetishmasligi va antisotsial xulq-atvor shakllanishi kuzatiladi.

Respublikamizda ham mazkur muammo dolzarb ahamiyat kasb etmoqda. O‘zbekiston ta‘lim tizimida amalga oshirilayotgan islohotlar doirasida o‘quvchilar o‘rtasidagi ijtimoiy munosabatlar, psixologik muhit va xavfsizlik masalalariga alohida e‘tibor qaratilmoqda. Maktablarda psixologik xizmat faoliyatini takomillashtirish, o‘quvchilarning shaxslararo munosabatlarini sog‘lomlashtirish va konfliktlarni konstruktiv hal etish ko‘nikmalarini rivojlantirish dolzarb vazifa sifatida belgilanmoqda.

Ilmiy adabiyotlarda bulling xulq-atvori ko‘plab ijtimoiy va psixologik determinantlar bilan izohlanadi. Jumladan, oilaviy muhit (tarbiya uslublari, ota-onaning nazorati va emotsional qo‘llab-quvvatlashi), tengdoshlar guruhi ta‘siri, maktab iqlimi, ommaviy axborot vositalari va raqamli muhit (kiberbulling) muhim omillar sifatida qayd etiladi. Mashhur olim Dan Olweus tomonidan ishlab chiqilgan nazariyaga ko‘ra, bulling – bu kuchlar notengligi sharoitida muntazam ravishda takrorlanuvchi agressiv xatti-harakat bo‘lib, u ijtimoiy o‘rganish va muhit ta‘siri natijasida shakllanadi.

Bundan tashqari, o‘quvchilarning individual-psixologik xususiyatlari (temperament, o‘z-o‘zini baholash darajasi, empatiya darajasi), shuningdek, ijtimoiy identifikatsiya jarayonlari ham bulling xulq-atvorining shakllanishida muhim rol o‘ynaydi. Ijtimoiy psixologiya nuqtai nazaridan bullingni guruh ichidagi status kurashi, liderlik uchun raqobat va “o‘zga”ni rad etish mexanizmlari orqali ham tushuntirish mumkin.

Shu bois, maktab o‘quvchilarida bulling xulq-atvor shakllanishining ijtimoiy-psixologik determinantlarini chuqur o‘rganish, uning oldini olish va profilaktika choralarini ishlab chiqish zamonaviy psixologiya va pedagogikaning muhim ilmiy-amaliy yo‘nalishlaridan biri hisoblanadi. Mazkur tadqiqot aynan shu muammoning nazariy va amaliy jihatlarini yoritishga qaratilgan bo‘lib, o‘quvchilar o‘rtasida sog‘lom psixologik muhitni shakllantirishga xizmat qiladi.

Adabiyotlar tahlili. Maktab o‘quvchilarida bulling xulq-atvori shakllanishining ijtimoiy-psixologik determinantlarini o‘rganish masalasi ilmiy adabiyotlarda keng va ko‘p qirrali yondashuvlar asosida tadqiq etilgan. Ushbu muammo bo‘yicha xorijiy va rus olimlari tomonidan olib borilgan izlanishlar bullingni murakkab, ko‘p darajali ijtimoiy-psixologik fenomen sifatida talqin etadi. Tadqiqotlar evolyutsiyasi shuni ko‘rsatadiki, dastlab bulling individual xususiyatlar bilan bog‘liq hodisa sifatida qaralgan bo‘lsa, keyinchalik u ijtimoiy muhit, guruh dinamikasi va institutsional omillar bilan uzviy bog‘liq jarayon sifatida talqin qilina boshlagan.

Mazkur yo‘nalishda fundamental tadqiqotlar muallifi sifatida Dan Olweus alohida o‘rin tutadi. Uning ishlari bullingni tizimli ravishda o‘rganishga asos soldi va ushbu hodisani “kuchlar notengligi sharoitida muntazam takrorlanuvchi agressiv xatti-harakat” sifatida ta’rifladi. Olweusning empirik tadqiqotlari maktab muhitida bulling keng tarqalganligini hamda u o‘quvchilarning psixologik rivojlanishiga uzoq muddatli salbiy ta’sir ko‘rsatishini isbotladi. Shuningdek, u ishlab chiqqan “Olweus Bullying Prevention Program” maktab miqyosida bullingni kamaytirishga qaratilgan kompleks yondashuv sifatida e’tirof etilgan. Uning tadqiqotlarida bullingning asosiy determinantlari sifatida oilaviy tarbiya, nazorat darajasi, agressiv xulqni qo‘llab-quvvatlovchi ijtimoiy muhit va tengdoshlar guruhi ta’siri ko‘rsatiladi.

Bulling xulq-atvorini tushuntirishda ijtimoiy o‘rganish nazariyasi ham muhim ahamiyatga ega bo‘lib, bu yo‘nalishda Albert Bandura ishlari alohida ahamiyat kasb etadi. Bandura nazariyasiga ko‘ra, bolalar agressiv xulq-atvorni kuzatish va taqlid qilish orqali o‘zlashtiradi. Ayniqsa, “moral disengagement” (axloqiy chekinish) mexanizmi orqali shaxs o‘z agressiv harakatlarini oqlashga moyil bo‘ladi, bu esa bullingni davom ettirishga olib keladi. Ushbu yondashuv bullingni faqat individual muammo emas, balki ijtimoiy o‘rganish va ijtimoiy me’yorlar mahsuli sifatida tushuntiradi.

Zamonaviy tadqiqotlar bullingni ko‘p darajali (individual, guruhiy va institutsional) omillar kesishmasida o‘rganishga yo‘naltirilgan. Masalan, maktab muhitining ijtimoiy-iqlimiy xususiyatlari bullingning shakllanishiga sezilarli ta’sir ko‘rsatishi aniqlangan. Kollektiv samaradorlik (school collective efficacy) darajasi yuqori bo‘lgan maktablarda bulling holatlari sezilarli darajada kam uchrashi aniqlangan. Bu esa bullingni faqat shaxsiy xulq-atvor bilan emas, balki maktabdagi ijtimoiy nazorat, o‘qituvchi-o‘quvchi munosabatlari va umumiy ijtimoiy muhit bilan bog‘liq holda ko‘rib chiqish zarurligini ko‘rsatadi.

Shuningdek, Robert Thornberg va uning hamkorlari tomonidan olib borilgan tadqiqotlar bullingning ijtimoiy-kognitiv determinantlarini chuqur tahlil qiladi. Ularning ishlari shuni ko‘rsatadiki, bulling xulq-atvori individual darajadagi axloqiy qarorlar, empatiya darajasi va o‘zini nazorat qilish bilan bir qatorda, sinf ichidagi umumiy ijtimoiy normalar va “kollektiv axloqiy muhit” bilan ham bog‘liq. Ayniqsa, moral disengagement darajasi yuqori bo‘lgan guruhlarda bulling ko‘proq kuzatiladi, bu esa guruh ichidagi qadriyatlar va me’yorlarning ahamiyatini tasdiqlaydi.

Rus psixologiya maktabida ham bulling muammosi shaxslararo munosabatlar va ijtimoiy muhit kontekstida o‘rganiladi. Masalan, Igor Kon va Anna Rean tadqiqotlarida o‘smirlik davrida agressiv xulq-atvor shakllanishi ijtimoiylashuv jarayoni, oilaviy tarbiya va ijtimoiy nazorat mexanizmlari bilan bog‘liq holda izohlanadi. Ularning fikricha, bulling o‘smirlarning o‘zini tasdiqlashga bo‘lgan ehtiyoji, ijtimoiy status uchun kurash va guruh ichidagi rollar taqsimoti bilan chambarchas bog‘liq.

Bundan tashqari, zamonaviy ilmiy izlanishlar bullingning uzoq muddatli oqibatlariga ham alohida e'tibor qaratadi. Tadqiqotlar natijalariga ko'ra, maktab davrida bulling bilan shug'ullangan shaxslar kattalik davrida ham antisotsial xulq-atvoriga moyil bo'lishi mumkin. Bu esa bullingni nafaqat pedagogik, balki kriminologik va ijtimoiy muammo sifatida ham ko'rib chiqish zarurligini ko'rsatadi.

Ilmiy adabiyotlarning tahlili shuni ko'rsatadiki, bulling xulq-atvori bir vaqtning o'zida bir nechta determinantlar - individual-psixologik xususiyatlar, oilaviy muhit, tengdoshlar guruhi, maktab iqlimi va kengroq ijtimoiy-madaniy omillar ta'sirida shakllanadi. So'nggi yillarda tadqiqotlar sonining keskin ortib borayotgani ham ushbu muammoning dolzarbligini tasdiqlaydi, ya'ni bulling bo'yicha ilmiy ishlar soni so'nggi o'n yilliklarda sezilarli darajada oshgan.

Xulosa qilib aytganda, xorijiy va rus olimlarining tadqiqotlari bullingni kompleks, tizimli va ko'p omilli hodisa sifatida talqin qiladi. Ushbu yondashuv maktab o'quvchilarida bulling xulq-atvorining ijtimoiy-psixologik determinantlarini chuqur o'rganish va samarali profilaktika strategiyalarini ishlab chiqishda muhim nazariy asos bo'lib xizmat qiladi.

Muhokama. Maktab o'quvchilarida bulling xulq-atvorining shakllanishi murakkab va ko'p omilli ijtimoiy-psixologik jarayon bo'lib, uni birgina sabab yoki omil bilan izohlash mumkin emas. Ilmiy adabiyotlar va empirik tadqiqotlar tahlili shuni ko'rsatadiki, bulling fenomeni individual xususiyatlar, oilaviy muhit, tengdoshlar guruhi, maktab iqlimi hamda kengroq ijtimoiy-madaniy kontekst o'zaro ta'siri natijasida yuzaga keladi. Shu nuqtai nazardan, ushbu muammoni tizimli va integrativ yondashuv asosida tahlil qilish muhim ahamiyat kasb etadi.

Avvalo, individual-psixologik omillar bulling xulq-atvorining shakllanishida muhim determinantlardan biri hisoblanadi. Past empatiya darajasi, yuqori agressivlik, impulsivlik, o'z-o'zini nazorat qilishning sustligi kabi xususiyatlar bullingga moyillikni kuchaytiradi. Bu jihat Albert Bandura tomonidan ilgari surilgan ijtimoiy o'rganish nazariyasi bilan hamohang bo'lib, unga ko'ra, bolalar kuzatish va taqlid qilish orqali xulq-atvorni o'zlashtiradi. Agar o'quvchi o'z atrofida agressiv xatti-harakatlar mukofotlanayotganini yoki e'tiborsiz qolayotganini ko'rsa, u ushbu xulqni me'yor sifatida qabul qilishi mumkin. Shu bilan birga, moral disengagement (axloqiy chekinish) mexanizmi orqali o'quvchilar o'z salbiy harakatlarini oqlashga urinadi, bu esa bullingning davomiyligini ta'minlaydi.

Biroq bullingni faqat individual xususiyatlar bilan cheklab qo'yish ilmiy jihatdan yetarli emas. Oilaviy muhit ham bu jarayonda hal qiluvchi rol o'ynaydi. Avtoritar yoki befarq tarbiya uslublari, ota-onaning emotsional sovuqligi yoki aksincha, haddan tashqari nazorati bolalarda agressiv yoki kompensator xulq shakllanishiga olib kelishi mumkin. Tadqiqotlar shuni ko'rsatadiki, oilada zo'ravonlikka guvoh bo'lgan yoki e'tibordan chetda qolgan bolalar maktab muhitida bulling orqali o'zini namoyon qilishga intiladi. Bu esa bullingni ijtimoiy o'rganilgan xulq sifatida talqin qilishga asos beradi.

Shu bilan birga, tengdoshlar guruhi bulling xulq-atvorining shakllanishida eng ta'sirchan omillardan biri hisoblanadi. Maktab yoshidagi bolalar uchun ijtimoiy maqom va guruh ichidagi o'rin juda muhim bo'lib, ayrim o'quvchilar bulling orqali o'z ustunligini namoyish etishga harakat qiladi. Dan Olweus tadqiqotlarida qayd etilganidek, bulling ko'pincha kuchlar notengligi mavjud bo'lgan vaziyatlarda yuzaga keladi va u guruh ichidagi ierarxiyani mustahkamlash vositasiga aylanadi. Bunday sharoitda “kuzatuvchilar” (bystanders)ning roli ham alohida ahamiyatga ega: ular bullingni qo'llab-quvvatlashi, e'tiborsiz qoldirishi yoki unga qarshi chiqishi orqali vaziyat rivojiga bevosita ta'sir ko'rsatadi.

Maktab iqlimi va pedagogik muhit ham bullingning shakllanishida muhim determinant sifatida namoyon bo'ladi. Ijroiy psixologik muhit, o'qituvchi va o'quvchilar o'rtasidagi ishonchli munosabatlar, adolatli tartib-intizom tizimi mavjud bo'lgan maktablarda bulling darajasi sezilarli darajada past bo'ladi. Aksincha, nazorat sust bo'lgan, kommunikatsiya zaif tashkil etilgan va konfliktlar konstruktiv hal etilmaydigan muhit bulling uchun qulay sharoit yaratadi. Shu sababli maktab darajasidagi profilaktika choralarini ishlab chiqishda faqat individual o'quvchilar bilan ishlash emas, balki butun ta'lim muhitini sog'lomlashtirish muhimdir.

Zamonaviy davrda bullingning yangi shakli - kiberbulling ham alohida e'tibor talab etadi. Raqamli texnologiyalar rivoji natijasida bulling maktab hududidan tashqariga chiqib, virtual makonga ko'chmoqda. Bu esa uning ta'sir doirasini kengaytirib, o'quvchilarning psixologik holatiga yanada kuchli salbiy ta'sir ko'rsatmoqda. Kiberbulling anonimlik, nazoratning murakkabligi va axborotning tez tarqalishi bilan ajralib turadi, bu esa uni oldini olishni yanada qiyinlashtiradi.

Muhokama natijalari shuni ko'rsatadiki, bulling xulq-atvori ko'p darajali determinantlar ta'sirida shakllanadi va uni samarali oldini olish uchun kompleks yondashuv zarur. Bu yondashuv individual psixologik xususiyatlarni rivojlantirish (empatiya, o'zini nazorat qilish), oilaviy tarbiyani takomillashtirish, tengdoshlar o'rtasida ijobiy ijtimoiy me'yorlarni shakllantirish hamda maktab muhitini sog'lomlashtirish choralari o'z ichiga olishi lozim. Shu bilan birga, pedagoglar va ota-onalarning psixologik savodxonligini oshirish, o'quvchilarda konfliktlarni konstruktiv hal etish ko'nikmalarini rivojlantirish ham muhim ahamiyat kasb etadi.

Umuman olganda, bulling muammosi nafaqat pedagogik yoki psixologik, balki keng ijtimoiy ahamiyatga ega bo'lgan masala bo'lib, uning oldini olish jamiyatning barcha institutlari hamkorligini talab etadi. Faqatgina tizimli, ilmiy asoslangan va uzluksiz profilaktik chora-tadbirlar orqali maktab o'quvchilari o'rtasida sog'lom, xavfsiz va qo'llab-quvvatlovchi ijtimoiy muhitni shakllantirish mumkin.

Xulosa. Maktab o'quvchilarida bulling xulq-atvorining shakllanishi murakkab, ko'p darajali va o'zaro bog'liq ijtimoiy-psixologik determinantlar tizimi bilan izohlanadi. Ushbu tadqiqot mavzusini tahlil qilish shuni ko'rsatdiki, bulling hodisasi faqatgina individual xususiyatlar natijasi emas, balki shaxs, oila, tengdoshlar muhiti va maktab tizimi o'rtasidagi murakkab o'zaro ta'sir mahsulidir. Shu bois, bullingni tushunish va uni oldini olish uchun kompleks, tizimli yondashuv zarur hisoblanadi.

Tahlillar asosida aniqlanishicha, o'quvchilarning shaxsiy psixologik xususiyatlari - agressivlik darajasi, empatiyaning rivojlanmaganligi, o'z-o'zini nazorat qilishning sustligi va past o'zini baholash kabi omillar bulling xulq-atvorining shakllanishiga bevosita ta'sir ko'rsatadi. Shu bilan birga, oilaviy muhitdagi salbiy omillar, jumladan, befarqlik, zo'ravonlikka moyil tarbiya uslublari yoki emotsional qo'llab-quvvatlashning yetishmasligi bolalarda agressiv yoki kompensator xulqning rivojlanishiga zamin yaratadi. Bu esa bullingni ijtimoiy o'rganish jarayoni bilan chambarchas bog'liqligini tasdiqlaydi.

Bundan tashqari, tengdoshlar guruhi va maktab iqlimi bullingning shakllanishida alohida o'rin tutadi. O'quvchilar o'rtasida ijtimoiy maqom uchun kurash, guruh ichidagi ierarxiya va ijtimoiy bosim bullingni kuchaytiruvchi omillar sifatida namoyon bo'ladi. Agar maktab muhitida ijobiy ijtimoiy me'yorlar, o'zaro hurmat va qo'llab-quvvatlash madaniyati yetarli darajada shakllanmagan bo'lsa, bulling holatlarining ko'payishi ehtimoli ortadi. Shu jihatdan, maktab iqlimini sog'lomlashtirish, o'qituvchi va o'quvchi o'rtasida ishonchli munosabatlarni rivojlantirish muhim profilaktik choralar sirasiga kiradi.

Zamonaviy sharoitda bullingning yangi ko'rinishi - kiberbulling ham dolzarb muammo sifatida namoyon bo'lmoqda. Raqamli texnologiyalar orqali amalga oshiriladigan psixologik bosim va ta'qib o'quvchilarning ruhiy holatiga yanada chuqur salbiy ta'sir ko'rsatadi. Bu esa bulling muammosini faqat maktab doirasida emas, balki keng ijtimoiy va axborot makonida ham ko'rib chiqish zarurligini anglatadi.

Yuqoridagi tahlillar asosida shunday xulosaga kelish mumkinki, bulling xulq-atvorining oldini olish faqatgina alohida shaxs bilan ishlash orqali emas, balki barcha ijtimoiy institutlar - oila, maktab va jamiyatning uzviy hamkorligi orqali amalga oshirilishi lozim. Profilaktika jarayonida o'quvchilarda empatiya, bag'rikenglik, o'zaro hurmat va ijtimoiy mas'uliyat kabi sifatlarni rivojlantirish ustuvor ahamiyat kasb etadi. Shuningdek, pedagoglar va ota-onalarning psixologik bilimlarini oshirish, bullingni erta aniqlash va unga tezkor aralashuv mexanizmlarini ishlab chiqish zarur.

Umuman olganda, maktab o'quvchilarida bulling xulq-atvorining ijtimoiy-psixologik determinantlarini chuqur o'rganish va ilmiy asoslangan profilaktik strategiyalarni joriy etish orqali sog'lom psixologik muhitni shakllantirish mumkin. Bu esa nafaqat o'quvchilarning individual

rivojlanishiga, balki jamiyatning ijtimoiy barqarorligi va ma’naviy yuksalishiga ham ijobiy ta’sir ko‘rsatadi.

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PRESERVING THE AUTHOR'S INDIVIDUAL STYLE IN UZBEK TRANSLATION (BASED ON LEE KUAN YEW'S FROM THIRD WORLD TO FIRST)

Abstract: This article analyzes the issue of reflecting the author's voice and individual style from the original language in the Uzbek translation process. The analysis was conducted based on the work "From Third World to First: The Singapore Story" by Singapore's first Prime Minister, Lee Kuan Yew. This article analyzes the Uzbek translation of this fundamental work, focusing on how the linguistic structure and the author's individual style are reflected in the translation. The study employed descriptive-analytical, linguo-stylistic, discursive, and comparative translation studies (comparative) methods. It primarily relied on the functional-pragmatic (Skopos) methodology to conduct a deep analysis of the communicative purposes and stylistic tone of both the original and the translated texts. The analysis revealed that Lee Kuan Yew's technocratic and pragmatic style is distinguished by the active use of key terminology such as "discipline" and "grassroots leaders". The language of the work is rich in official-political and economic terms, and its syntactic structure is characterized by clarity and conciseness. The translator, Abdumajid Mamadaliyev, prioritized preserving the text's communicative intent (the purpose of giving advice and justification) over strict lexical accuracy. For instance, he achieved functional adequacy by translating the phrase "more rugged" as "serg'ayrat" (meaning 'full of vigor/hard-working/energetic'). In conclusion, although Lee Kuan Yew's firm, rational, and responsible leadership "voice" has been retained in the translation, the softening or shortening of certain legal and technical terminology has partially diminished the subtle details related to the text's rational-legal principles. Nevertheless, this translation fully conveys its value as an important practical lesson and an intellectual resource for Uzbekistan's modernization strategies.

Key words: Author's Style / Authorial Style, Lee Kuan Yew, Functional Adequacy, Lexical Equivalence, Extralinguistic Factors, comparative translation

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O‘ZBEK TARJIMASIDA MUALLIFNING INDIVIDUAL USLUBINI SAQLASH (LI KUAN YUNING “UCHINCHI DUNYODAN BIRINCHI DUNYOGA” ASARI ASOSIDA)

Annotatsiya: Ushbu maqolada asl tildagi muallif ovozi va individual uslubni o‘zbek tarjima jarayonida aks ettirish masalasi tahlil qilinadi. Tahlil Singapurning birinchi Bosh vaziri Li Kuan Yuning “Uchinchi dunyodan birinchi dunyoga: Singapur tarixi” asari asosida olib borildi. Mazkur maqolada ushbu fundamental asarning o‘zbekcha tarjimasi lingvistik tuzilma hamda muallifning individual uslubi tarjimada qanday ifodalanganiga alohida e’tibor qaratilgan holda tahlil qilinadi. Tadqiqotda tavsifiy-tahliliy, lingvostilistik, diskursiv va qiyosiy tarjimashunoslik metodlaridan foydalanildi. Asosiy metodologik tayanch sifatida original va tarjima matnlarining kommunikativ maqsadlari hamda uslubiy ohangini chuqur tahlil qilish uchun funksional-pragmatik (Skopos) yondashuv qo‘llanildi. Tahlil natijalari Li Kuan Yuning texnokratik va pragmatik uslubi “intizom” hamda “quyi bo‘g‘in yetakchilari” kabi asosiy terminlarning faol qo‘llanilishi bilan ajralib turishini ko‘rsatdi. Asar tili rasmiy-siyosiy va iqtisodiy terminlarga boy bo‘lib, uning sintaktik tuzilishi aniqlik va lo‘ndalik bilan tavsiflanadi. Tarjimon Abdumajid Mamadaliyev matnning kommunikativ maqsadini (maslahat berish va asoslash vazifasini) qat’iy leksik aniqlikdan ustun qo‘ygan. Masalan, u “more rugged” iborasini “serg’ayrat” deb tarjima qilish orqali funksional adekvatlikka erishgan. Xulosa qilib aytganda, tarjimada Li Kuan Yuning qat’iy, ratsional va mas’uliyatli yetakchilik “ovozi” saqlangan bo‘lsa-da, ayrim huquqiy va texnik terminlarning yumshatilishi yoki qisqartirilishi

matndagi ratsional-huquqiy tamoyillarga oid nozik jihatlarning qisman kamayishiga olib kelgan. Shunga qaramay, ushbu tarjima O‘zbekiston modernizatsiya strategiyalari uchun muhim amaliy saboq va intellektual manba sifatidagi qiymatini to‘liq yetkazadi.

Kalit so‘zlar: Muallif uslubi, individual uslub, Li Kuan Yu, funksional adekvatlik, leksik ekvivalentlik, ekstralingvistik omillar, qiyosiy tarjima

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СОХРАНЕНИЕ ИНДИВИДУАЛЬНОГО СТИЛЯ АВТОРА В УЗБЕКСКОМ ПЕРЕВОДЕ (НА ОСНОВЕ ПРОИЗВЕДЕНИЯ ЛИ КУАН Ю «ИЗ ТРЕТЬЕГО МИРА — В ПЕРВЫЙ»)

Аннотация: В данной статье анализируется проблема отражения авторского голоса и индивидуального стиля исходного текста в процессе узбекского перевода. Анализ проведён на основе произведения первого премьер-министра Сингапура Ли Куан Ю «Из третьего мира — в первый: история Сингапура». В статье особое внимание уделяется тому, как в узбекском переводе этого фундаментального труда отражены языковая структура и индивидуальный стиль автора. В исследовании использованы описательно-аналитический, лингвостилистический, дискурсивный и сравнительно-переводоведческий методы. В качестве основной методологической базы применён функционально-прагматический подход (Skoros), позволивший глубоко проанализировать коммуникативные цели и стилистическую тональность оригинального и переводного текстов. Результаты анализа показали, что технократический и прагматический стиль Ли Куан Ю отличается активным использованием ключевой терминологии, такой как «дисциплина» и «лидеры низового уровня». Язык произведения богат официально-политическими и экономическими терминами, а его синтаксическая структура характеризуется ясностью и лаконичностью. Переводчик Абдумаджид Мамадалиев отдал приоритет сохранению коммуникативного замысла текста (цели наставления и обоснования) над строгой лексической точностью. Например, перевод выражения «more rugged» как «энергичный» обеспечил функциональную адекватность. В заключение следует отметить, что твёрдый, рациональный и ответственный лидерский «голос» Ли Куан Ю в переводе в целом сохранён, однако смягчение или сокращение некоторых юридических и технических терминов частично ослабило тонкие детали, связанные с рационально-правовыми принципами текста. Тем не менее данный перевод в полной мере передаёт свою ценность как важный практический урок и интеллектуальный ресурс для стратегий модернизации Узбекистана.

Ключевые слова: Авторский стиль, индивидуальный стиль, Ли Куан Ю, функциональная адекватность, лексическая эквивалентность, экстралингвистические факторы, сравнительный перевод

Introduction. Lee Kuan Yew (1923–2015) was a politician, statesman, and strategic thinker who left an indelible mark on 20th-century Asian history. From 1959 to 1990, he served as the Prime Minister of Singapore, successfully transforming the country from a poor island state, devoid of natural resources, into one of the world’s most developed nations. From the beginning of his political career, Lee Kuan Yew advocated for synthesizing Eastern and Western values and turning discipline and hard work into state policy. His governance style is distinguished by firmness, responsibility, and a pragmatic approach. For this reason, he is acknowledged as the "Father of Modern Singapore." Lee Kuan Yew was recognized not only as a politician but also as an author who documented the history of his people throughout his career. He wrote *From Third World to First: The Singapore Story* (1965–2000) with the goal of documenting the complex political processes surrounding Singapore's independence for future generations. Indeed, the author himself states on this matter: "I wrote this

book for a younger generation of Singaporeans who took stability, growth, and prosperity for granted. I wanted them to know how difficult it was for a small country of 640 sq. km with no natural resources to survive in the midst of larger, newly independent nations all pursuing nationalistic policies." [6]

The book covers the historical events of Singapore from its separation from Malaysia and subsequent independence in 1965 up to the year 2000. In his memoirs, Lee Kuan Yew illuminates not only political decisions but also human emotions, the hopes, and the fears of the nation. The author calls upon his people to unite based on the values of "a corruption-free society, social cohesion, honesty, and diligence." In this respect, the work is highly valued as a memoir, a historical source, and a political textbook. The "Singapore Story" is one of the unique sources analyzing the geopolitical changes that occurred in the Southeast Asian region during the second half of the 20th century. It extensively covers crucial issues such as inter-ethnic conflicts in the Malay Peninsula, British colonial policy, and the struggle between Soviet and Western ideologies. The book portrays Singapore's path to independence not merely as a political process, but as a journey toward national self-awareness and the formation of a new civic spirit.

The publication of this work in the Uzbek language is not merely a literary event, but rather emerges as an important intellectual resource in defining Uzbekistan's socio-economic modernization strategies. The Singapore model, particularly concerning governance effectiveness, anti-corruption efforts, and mechanisms for economic growth, is highly relevant to Uzbekistan's current political and intellectual discourse. This serious publication, carried out by the translator Abdumajid Mamadaliyev, demands that it be viewed not just as a cultural product, but also as a fundamental tool influencing government policy and the formation of the intellectual elite. The terminology introduced through this work serves to shape a new vocabulary related to international politics and economics in Uzbekistan. "Lee Kuan Yew's memoir not only provides historical information but also presents a rational, and sometimes authoritarian, philosophy of state governance." [2]

Materials. Lee Kuan Yew's political speeches and written works have consistently attracted the attention of linguists and political scientists. P. Chew analyzed this memoir from the perspective of "language policy and language management" [4], determining that political pragmatism and a technocratic approach serve as the central themes. Y. Chia [5], S. Chan, and T. Chong's studies illuminate the "links between leadership language and leadership discourse in Southeast Asia" [3], comparing Lee Kuan Yew's discourse with that of other regional leaders. L. Tan and Z. Lim [9], on the other hand, focus on the role of narrative structures in the formation of Singapore's political identity. A study conducted by Y. Zhai et al. describes Lee Kuan Yew's political style through the model of an "iron fist in a velvet glove" [14]. This metaphor signifies a softer approach aimed at maintaining social stability alongside firmness in leadership. E. Wong [12] analyzes Lee Kuan Yew's diplomatic activities, studying the linguistic tools used in his international speeches and meetings. Finally, M. Goh's article [6] highlights the role of economic discourse and economic terminologies in state strategy.

Methods. In this study, the following methods were applied:

- Descriptive-Analytical Method: Used for analyzing the lexical choices, grammatical, and syntactic structures of both the author and the translator.
- Linguo-Stylistic Method: Employed in the analysis of the author's individual writing style and the shifts between formal and personal styles.
- Discursive Method: Applied to analyze cause-and-effect relationships, the justification of political decisions, and leadership positions.
- Comparative Translation Studies (Comparative) Method: Utilized for comparing the original English text with its Uzbek translation.

A qualitative approach is dominant in the article. The analysis primarily relied on the functional-pragmatic (Skopos) methodology to examine the communicative purpose, stylistic tone, discursive characteristics, and the individual styles of both the author and the translator in the original and translated texts.

Results. Lee Kuan Yew's characteristic technocratic and pragmatic (experience-based) style is evident in his active use of terms such as "discipline," "survival," "Asian values," "grassroots leaders," and other terminology related to corruption and economic crimes.

The main aspects of the linguistic structure of the memoir, *The Singapore Story*, are as follows:

1. Lexical (Vocabulary) Features:

- Official-Political Terminology is widely used, including terms like: *democracy, independence, state governance, meritocracy, national security, etc.*
- Lexical choices are often precise, concise, and direct, serving an analytical rather than emotional purpose.
- Technical and Economic Terms are also frequently utilized: *GDP, foreign investment, infrastructure, corruption, and others.*

2. Grammatical and Syntactic Structure:

- Most sentences have a complex structure—ideas are consistently developed through compound and subordinate clauses.
- Verbs are predominantly used in the past tense, which is characteristic of the memoir genre.
- The frequent use of personal pronouns (*I, we*) strengthens the first-person authoritative position.

3. Stylistic Features:

- The text is written in a formal style, though some sections employ a simpler, more personal tone to ensure closer rapport with the reader.
- Rhetorical devices are sparse, but methods of contrast and comparison are sometimes used (e.g., describing Singapore's state before and after independence).

The translator, A. Mamadaliyev, maintained the logical flow and clarity of the text due to his experience working with expository (explanatory) texts. The translator prioritized functional adequacy and preserving the text's communicative intent (Lee Kuan Yew's purpose of justifying his decisions and offering advice) over strict lexical accuracy.

Discussion. The author's style, rooted in British legal and political traditions, is fact-based, direct, and features a strong rhetorical approach. Regarding the author's style, we found it appropriate to cite G'. Salomov's definition: "Style is the complex of essential, typical ideological and artistic features of a writer's work that recur in their pieces. The author's worldview and core ideas related to the content of the works they create, the sequence of plots and characters primarily depicted by the author, the artistic means of expression frequently encountered in the artist's work, and their distinct language constitute their individual style." [18] Lee Kuan Yew strives not only to justify his political decisions but also to leave them as advice for future generations. The text is rich with Singapore's complex internal realities, including comprehensive terminology drawn from British law and Western political science, as well as Singapore-specific administrative positions. For instance, the titles held by Lee Kuan Yew himself, such as "Minister Mentor" and "Senior Minister," are unique elements of this system. Furthermore, the work vividly describes the conflicts within Singapore's multi-ethnic and multi-linguistic society: "the pressure from Chinese language chauvinists, the anxieties of the Malay and Tamil communities, and the painful process of transition from Chinese to English in education." [1]

The literary and linguistic analysis of this work is closely linked to its language structure and style. The "linguistic structure of the work reflects its language-related framework in a literary or scientific text—that is, the linguistic tools used within it, how the work is shaped through language, how linguistic elements are employed to express the content, and their interconnectedness." [20] In short, stylistically, this work is a fusion of memoir, reportage, and political-analytical text. Pragmatically, the goal is to convey to the reader, based on personal experience, how Singapore's development occurred. Through linguistic means, the author presents himself as an honest, bold, and responsible leader, and details of problems, decisions, and their consequences are provided to capture the reader's attention. From a discursive perspective, the sequence of events and cause-and-effect linkages are clearly reflected in every chapter, with a chronological approach and analytical interpretation serving as the main structural elements. Lee Kuan Yew's written language style is a

complex, multi-layered phenomenon that warrants deep investigation from not only a historical but also a linguistic and political standpoint.

The political leadership experience on the international stage is clearly visible in Lee Kuan Yew's language. The author narrates Singapore's development path by contrasting it with other countries, particularly former colonial nations rich in natural resources but lagging economically and socially. This serves to highlight the unique factors behind Singapore's ascent. "The language of the work explains Singapore's history not just through facts but through the lens of leadership perspectives. These aspects can serve as a model for contemporary leadership." [5]

The linguistic structure of *From Third World to First: The Singapore Story (1965–2000)* and its Uzbek translation is characterized by several key elements. The reliable and analytical tone of the work is maintained from the introduction to the conclusion. The memoir frequently employs logical structures based on cause-and-effect and is primarily expository in nature, presenting a historical and political analysis of Singapore's transformation. It contains explanations, justifications, and reflections on political decisions. "This memoir illuminates political events through personal life experience, accompanied by analytical commentary." [14] The rationale behind political decisions is analyzed in detail. For example, the sentence:

"We had one simple guiding principle for survival, that Singapore had to be more rugged, better organized, and more efficient than others in the region. If we were only as good as our neighbors, there was no reason for businesses to be based here. We had to make it possible for investors to operate successfully and profitably in Singapore despite our lack of a domestic market and natural resources," [7] ...shows that state policy was driven by necessity and a rational approach. This passage includes clear exposition: it outlines the cause (lack of resources), actions (strategies), and the result (survival). Lee Kuan Yew analyzes how he made his decisions, which is a key indicator of the analytical-expository style. This approach enables the reader to understand political processes realistically.

In the Uzbek translation, this is rendered as: "Omon qolish uchun kurashda oddiy prinsipga amal qildik: Singapur mintaqadagi boshqa davlatlarga qaraganda ko'proq uyushgan, samarador va serg'ayrat bo'lishi kerak. Agar qo'shnilarimiz kabi shunchaki, nomiga yaxshi bo'lsak, tadbirkorlar uchun Singapurga kelib joylashishga hech qanday asos qolmasdi. Ichki bozor va tabiiy resurslarimizning yo'qligiga qaramay, investorlar yurtimizda muvaffaqiyatli va foyda ko'rib ishlashlari uchun imkoniyat yaratib berishimiz shart edi." [16] A comparative analysis of the original text and the translated text indicates that the translator, A. Mamadaliyev, primarily relied on the principle of functional adequacy. That is, he prioritized preserving the text's communicative purpose and pragmatic effect over the lexical equivalence of every single word. The most interesting and significant translation solution in this excerpt is the rendering of the adjective "more rugged" (meaning robust, resilient, tough) as "serg'ayrat" (meaning active, diligent, vigorous). The original word "rugged" often implies physical stamina, robustness, or resilience to hardship (in a matter of life or death). Lee Kuan Yew referred to the sturdy spirit required for his nation to survive in difficult circumstances. The translated word "serg'ayrat," however, carries the connotations of active movement, enthusiastic labor, industriousness, and vigor. By choosing "serg'ayrat," the translator shifts the focus from passive endurance (ruggedness) to active diligence and industriousness (serg'ayratlik). This is a strong pragmatic adaptation aimed at conveying the Singapore experience to the targeted audience in Uzbekistan (the political and intellectual elite) as a practical lesson emphasizing order and work discipline. This serves to reinforce the text's didactic (teaching) function.

The relatively long and complex sentence structure in the original text (especially the part *despite our lack of a domestic market and natural resources*) is expressed in a natural and fluid style in Uzbek. The meaning is conveyed in clearly separated segments: "If we were only as good as our neighbors, there was no reason for businesses to be based here." [7] is translated as: "Agar qo'shnilarimiz kabi shunchaki, nomiga yaxshi bo'lsak, tadbirkorlar uchun Singapurga kelib joylashishga hech qanday asos qolmasdi." [16] Here, the addition of the phrase "shunchaki, nomiga yaxshi bo'lsak" (if we were merely good, only in name) intensifies the meaning. Lee Kuan Yew's rational and authoritarian style is also reflected in the translation. The phrase "We had to make it

possible for investors..." is translated as *"imkoniyat yaratib berishimiz shart edi"* (we were obliged/must to create opportunities), which strengthens the sense of necessity and obligation. This confirms the translation's goal of preserving the author's firm and persuasive "authoritarian" style.

In one word, this passage shows that the translator skillfully combines lexical accuracy (*organized-uyushgan, efficient-samarador*) with pragmatic adaptation (*rugged-serg'ayrat*), maximizing the functional effectiveness of the text and successfully preserving the confident and analytical tone of the original.

Lee Kuan Yew's writing style is simple, clear, and unadorned. He utilizes lucid sentence structures and avoids unnecessary complexity. Lee Kuan Yew refrains from using expressions that are difficult to understand and addresses the reader directly. This approach reflects his pragmatic leadership style. For instance, the quote: "I always tried to be correct, not politically correct." This sentence is very simple yet conveys a clear and firm opinion—a hallmark of Lee Kuan Yew's writing style. "One imperative is to confront directly those who accuse me of corruption or misusing the power of my office. I have always met head-on all such allegations... I proceed only after taking the opinions of counsel both in Singapore and in London because, should my action fail, I have personally to carry the heavy costs: my own lawyers' and those of my opponents." [7] This excerpt clearly demonstrates Lee Kuan Yew's style: he expresses his thoughts directly without complex phrasing, accepts responsibility, and clearly substantiates his views. The Uzbek translation:

"Burchlarimizdan yana biri meni korrupsiya va lavozimni suiste'mol qilishda ayblaganlar bilan qat'iy kurashish edi. Bu kabi ayblovlarga hamisha dadil qarshi turganman. ...Singapur va Londondagi maslahatchilarim bilan yaxshilab gaplashgachgina sudga murojaat qilar, agar jarayonda yutqazsam, sud to'lovlarini, advokatlarim qatori raqiblarimning advokatlari o'z hisobimdan to'lovni shaxsan to'lashimga to'g'ri kelardi." [16] These translated sentences confirm a strategic approach in transmitting the political discourse. The greatest achievement of the translation is the successful conveyance of the core pragmatic purpose of Lee Kuan Yew's discourse—his acknowledgement of personal responsibility—to the Uzbek reader. The phrase "I have personally to carry the heavy costs..." in the original is rendered with the firm expression: *"o'z hisobimdan to'lovni shaxsan to'lashimga to'g'ri kelardi"* (I personally had to pay the costs out of my own account). This serves to emphasize not just the financial risk, but Lee Kuan Yew's moral superiority and self-confidence. The units used here, such as *"shaxsan"* (personally) and *"to'g'ri kelardi"* (it would be necessary/obligatory), effectively preserve Lee Kuan Yew's authoritarian and firm tone.

Lee Kuan Yew's style is simple, clear, and direct, stemming from his legal and rational thinking. The translation of "I have always met head-on all such allegations" as *"Bu kabi ayblovlarga hamisha dadil qarshi turganman"* (I have always bravely stood against such accusations) perfectly conveys the author's uncompromising stance and combative spirit. The translator employed the modulation technique to adapt complex legal terminology and procedures to the Uzbek reader's level of understanding. The phrase "taking the opinions of counsel both in Singapore and in London" (getting the opinion of legal counsel) is translated as *"Singapur va Londondagi maslahatchilarim bilan yaxshilab gaplashgachgina sudga murojaat qilar"* (only after a good discussion with my advisors in Singapore and London would I appeal to the court). This approach emphasizes the logical basis of the action (i.e., thorough prior consultation) rather than explaining the legal concept, thereby enhancing the functional effectiveness of the text.

However, the opening part of the text is noticeably shortened in the translation, which leads to the omission of a crucial element of Lee Kuan Yew's thought system. The original: "One imperative is to confront directly those who accuse me of corruption or misusing the power of my office." (Confronting those who accuse of corruption or misuse of office is a key imperative of governance.) The translation is rendered as: *"Bu kabi ayblovlarga hamisha dadil qarshi turganman"* (I have always bravely stood against such accusations). The translation omitted the phrase "One imperative is to confront..." and the specific nature of the accusation (corruption or misusing the power), generalizing it simply to *"Bu kabi ayblovlarga"* (such accusations). As a result of this shortening, the translation somewhat diminishes a core idea of Lee Kuan Yew's policy—the uncompromising fight against corruption and his view of it as an imperative of his governance ethics. The translator strategically

compromised semantic equivalence for the sake of speed and fluidity, which can be interpreted as a gain in reader accessibility achieved at the expense of terminological precision. The translator prioritized simplifying complexity and persuading the reader. Consequently, the translation modulated the analytical, legal tone into a highly fluid and emotionally impactful style. Although the firmness and responsibility aspects of Lee Kuan Yew's style are fully preserved, important and subtle details related to his rational-legal principles are curtailed.

The text is rich with terminology concerning politics, economics, and diplomacy. The use of economic terms reflects Lee Kuan Yew's reliance on a technocratic approach to state governance and "demonstrates his deep knowledge of economic planning and financial stability matters." [4] This shows Lee Kuan Yew's deep involvement in state management and development. "Terminology expresses the technical foundations of political decisions." [6] Terms related to international trade, diplomacy, and economic policy are frequently mentioned. "...suddenly the Arab oil embargo struck... The quadrupling of the price of oil set back the world economy. We urged our people to conserve energy and reduce consumption of fuel and electricity. There was belt-tightening but no hardship. Economic growth slowed down significantly from ...while inflation rose....not suffer a big loss of jobs; our unemployment rate remained around 4.5 percent." [7] The Uzbek translation: "*...arab neftiga embargo e'lon qilindi. Buning oqibatida neft narxi to'rt baravar oshib ketdi va dunyo iqtisodiyotiga qattiq ta'sir qildi. Odamlarimizni yoqilg'i va elektrdan foydalanishda tejamkorlik bo'lishga chaqirdik. Ko'p narsadan o'zimizni tiyishimizga to'g'ri keldi, lekin qiynalmadik. Iqtisodiy o'sish sezilarli darajada susayib ketdi. ... inflyatsiya ...o'sib ketdi. Baxtimizga aholi bandligi bobida jiddiy muammo yuzaga kelmadi, ishsizlik darajasi 4,5 foizda qoldi.*" [16]

The terminology used in this excerpt clearly shows that Lee Kuan Yew was not only a political leader but also a skilled economist and strategist. He thinks in a language grounded in technical and global concepts when governing the state. Lee Kuan Yew's work reflects politically technical decisions that demonstrate deep state intervention. The translator's task was to maximally align these complex economic concepts with the official economic vocabulary in the Uzbek language. The following analysis shows how the translator maintained a balance between equivalence (lexical match) and adequacy (communicative function).

The translator achieved the highest level of formal equivalence in conveying fundamental economic terms. Terms such as *embargo*, *inflation*, *economic growth*, and *unemployment rate* (English originals: *embargo*, *inflation*, *economic growth*, *unemployment rate*) were transferred using a direct calque (borrowing) method, aligning them correctly with the accepted official terminology in the Uzbek economic vocabulary. This increases the text's value as a credible source for academic and professional circles. It strengthens the opportunity for Singapore's technocratic experience to serve as a practical model for Uzbekistan's economic policy. The original phrase "belt-tightening" is an idiomatic expression signifying restriction and thrift. In the translation, this is rendered idiomatically as "*Ko'p narsadan o'zimizni tiyishimizga to'g'ri keldi*" (We had to refrain from many things). This translation effectively conveyed the core meaning (compulsory thrift) in an emotionally impactful manner to the Uzbek reader, avoiding a literal translation that might have been awkward or unclear. This solution ensured high adequacy.

In the original, technical terms were precisely enumerated: "conserve energy and reduce consumption of fuel and electricity." In the translation, the focus was shifted to the main idea of the action—thrift: "*yoqilg'i va elektrdan foydalanishda tejamkor bo'lishga chaqirdik*" (we urged people to be thrifty in the use of fuel and electricity). Here, "conserve energy" was not translated directly but modulated into the general idea of thrift (*tejamkor bo'lishga chaqirdik*). This further confirms that in the translation, rapid comprehension and communicative fluidity were prioritized over lexical precision. This excerpt demonstrates the high functional adequacy achieved by the Uzbek translation of Lee Kuan Yew's memoir. Based on his scholarly approach, the translator, A. Mamadaliyev, succeeded in adapting complex economic and technocratic terminology to the official Uzbek vocabulary. While fluency was ensured by some information reduction, the core technocratic tone and fact-based style of the text were fully preserved. Below, we discuss how this same tone and style in the original language are reflected in the translation.

Where statesmen establish leadership communication through language, the translator conveys their "voice"—their individual distinctiveness and style—to the reader through the target language. "Preserving the author's style in translation means conveying the text's spirit, stylistic features, and ideological and personal tone in the target language as close to the original as possible." [19] The translation process requires adaptation to the target audience, which in turn necessitates a partial modification of the author's tone. V. Toh [10] analyzes the discrepancies between the Chinese and English versions of Lee Kuan Yew's work, *My Lifelong Challenge: Singapore's Bilingual Journey*. According to him, "Lee Kuan Yew adjusted the tone in each language version to suit different audiences." [10] This suggests the relativity of the concept of "author's voice" [8] for the translator. M. Yuldasheva [13] argues that semantic accuracy and lexical congruence should be prioritized to preserve the author's style in translation theory. However, in our opinion, this is not always fully achievable—contextual adaptation is necessary in some places.

Approaches to preserving the author's voice among Uzbek translators vary, with "core idea and tone" considered paramount. Specifically, G. Djambulovna [15] indicates that one of the priorities for Uzbek translators, particularly those involved in literary translation, is the accurate reflection of the author's emotional state and ideology. This means the author's individual style is preserved in the content, although the grammatical form may be partially altered. While it may have been difficult for A. Mamadaliyev's translation to fully preserve Lee Kuan Yew's style, the core ideas, spirit, and ideological direction were conveyed, representing an effective translation of the author's individuality. As my teacher Z. Sadiqov used to say, "A translation may be close to the original, or it may surpass the original. There will never be an absolute translation, i.e., a translation equal to the original." [17]

In the following excerpt, the author's firm political tone is partially preserved: "I had to override his protests but took care to meet the union leaders privately to explain my worries. These off-the-record meetings made them understand why I had to get a new framework in place, one that would make for a trim and lean workforce." [7]

Translated as: "*Uning e'tirozlarini rad etishga majbur bo'lsam ham, kasaba uyushmalari rahbarlari bilan dolzarb masalalarni muhokama qilish uchun yashirin tarzda uchrashib turishga harakat qildim. Ushbu norasmiy uchrashuvlar nima uchun ishchilarimizning mehnatini yanada samaraliroq qiladigan yangi tartib-qoidalarni o'rnatishga intilyotganimni tushunishlariga imkon berdi.*" [16] Here, the translator correctly interpreted "override his protests" as "*e'tirozlarini rad etdim*" (rejected his protests). The phrase "took care to meet privately" was translated closely as "*yashirin tarzda uchrashib turdim*" (made an effort to meet secretly), though the original implies a cautious, special manner of meeting, not necessarily constant, but with an air of confidentiality or informality. The translation, however, suggests a recurring action ("harakat qildim" - tried to meet regularly). "Off-the-record meetings" was accurately translated as "*norasmiy uchrashuvlar*" (informal meetings), but the phrase "get a new framework in place" was modulated into "*yangi tartib-qoidalarni o'rnatish*" (to establish new rules and procedures). However, the word "framework" is a broader concept, signifying not just rules but a "labor system or work system." "Trim and lean workforce"—meaning a compact and efficient workforce—was softened in the translation to "*mehnatini samaraliroq qilish*" (to make their labor more efficient), losing the original meaning of optimizing the workforce (reducing excess staff).

Although the semantic accuracy is somewhat lost due to the softening of economic-administrative terms like *framework* and *trim and lean workforce*, the sentences "*majbur bo'lsam ham*" (even though I was obliged) and "*intilyotganimni tushunishlariga imkon berdi*" (allowed them to understand why I was striving) effectively convey the author's sense of political responsibility and determination. This helped preserve the author's unique style, even though the personal intonation in the speech was partially diminished. "I agreed with Keng Swee that overcoming this cultural lag would be a slow adjustment process, but emotionally I could not accept that we could not jolt the men out of their prejudices sooner." [7] Translated as: "*Men aqlan Ken Svining bu madaniy xurofotlarni yengib o'tish sekin kechuvchi jarayon bo'lishi haqidagi fikriga qo'shilar, ammo qalban erkaklarimizni bu qarashlardan tezroq voz kechishga majbur qila olmasligimizga rozi*

bo'lolmasdim." [16] "Cultural lag" originally denotes the concept of cultural delay or falling behind, but its translation as "*madaniy xurofot*" (cultural superstition/prejudice) introduces a slight semantic shift (inaccurate equivalent). This is because *lag* means "delay," while *prejudices* means "superstitions" or "incorrect ideas/views." The phrase "Jolt the men out of their prejudices" is translated as "*erkaklarimizni bu qarashlardan voz kechishga majbur qilish*" (to compel our men to give up these views). Had it been translated as "to quickly rescue the men from their prejudices," the meaning of *jolt* ("to shake suddenly, awaken") would have been better preserved. Although the general meaning is conveyed, the term selection is imprecise, and the emotional force is somewhat softened.

Nevertheless, the translations are quite successful in preserving the author's pragmatic, determined, and self-justifying "voice." "...if not justified, would give us a bad reputation. Should he proceed against Jim Slater? I decided that we had to..." Translated as: "...*isbotlanmagan taqdirda, bizning obro'yimizga putur yetishi turgan gap edi. Jim Sleyterga qarshi jinoiy ish qo'zg'ashimiz kerakmidi? Menqaror qildim*" This question is used not to show the author's moment of hesitation, but to demonstrate the dramatism of the decision-making process. The immediate firm answer that follows ("I decided that we had to...") indicates that the question is not a genuine query but a tool for transitioning to a principled stance. The question "*Kerakmidi?*" (Was it necessary?) clearly expresses the dilemma. It compels the reader to contemplate the complex choice faced by the author. Even though the answer part is missing in the provided excerpt, the question itself shows how seriously the author considered issues of reputation and justice. The image of a resolute leader facing a difficult but necessary decision is preserved. The translation successfully conveyed the gravity of the choice and the possibility of negative consequences. The translator, with a deep understanding of the true nature of rhetorical questions, recognized that they are not mere interrogative sentences but powerful stylistic devices expressing the author's viewpoint, emotions, and worldview. The translations are not literal but functionally accurate, making effective use of the grammatical and stylistic capabilities of the Uzbek language. Extralinguistic factors also played a significant role in the translator A. Mamadaliyev's successful endeavor to fully convey the author's individual style.

The translation accurately conveys the term "trading community." However, Lee Kuan Yew's use of this phrase highlights Singapore's essence—not just as a community, but a quality characteristic of Lee Kuan Yew's style of authoritarianism. While the translation perfectly conveys this concept, in some translation approaches, rendering social terms like *community* with a narrow functional meaning (*savdogarlar* - traders) might slightly narrow the socio-linguistic scope of the text. This is a very subtle critique, however, and does not undermine the overall success of the translation. Simultaneously, the global and internal significance of the English language in the original is also successfully emphasized in the translation. Terminology used in legislation and state governance holds importance as an extralinguistic factor. As English became the language of politics, a number of key terms related to government and governance were updated. For example: "meritocracy" (governance based on ability)—a core principle of Singaporean politics; "multiculturalism" (multi-ethnic policy), "Asian values," and "grassroots leaders" (leaders emerging from the common people)—which are terms reflecting justice, stability, and pragmatism in the Singaporean political discourse. Moreover, the government based its language policy on the principles of national unity, stable governance, and economic development.

Economic development dictates which areas language is used more frequently in. Singapore's economic progress strongly influenced its language lexicon and practice. As Singapore rapidly became a trading and financial hub, the lexicon in business and economics changed accordingly, and English became the dominant language. "...a cosmopolitan lifestyle with English as the language of business." [7] (Uzbek literal translation: *Biznes tili sifatidagi ingliz tili bilan kosmopolitan hayot tarzi...*). As a result of economic growth, English economic terms (*gross domestic product, investment, trade, trade agreement*) became widely used in Singapore. English became dominant as the international language of business. As Singapore is one of the largest financial centers in Asia, banking and finance lexicon was formed. Specifically, this lexicon includes concepts such as "National Trades Union Congress," "foreign direct investment," and "financial hub." Indeed, as Lee

Kuan Yew affirmed: "English as our working language has prevented conflicts arising between our different races and given us a competitive advantage because it is the international language of business and diplomacy, of science and technology." [7]

Translated as: "Ingliz tilining ishchi tilimiz sifatida ishlatilishi turli millatli kishilar o'rtasidagi ziddiyatlarni bartaraf etdi. Shuningdek, bu Singapurning raqobatbardoshligini ham oshirdi, negaki ingliz tili xalqaro biznes, diplomatiya, ilm fan tilidir." [16]

Conclusion. In summary, as a result of political, economic, historical, and cultural extralinguistic factors, English became the tool for national unity and development in Singapore. In Singapore's history, extralinguistic factors played a significant role in shaping language policy and the linguistic environment. Specifically, political factors were key in selecting English as the official language; economic factors were crucial for the dominance of English in business and trade; cultural factors influenced the emergence of Singlish in a multi-ethnic society; and historical factors significantly impacted the adoption of English due to British colonialism.

A. Mamadaliyev successfully conveyed these subtle nuances of the extralinguistic factors, while preserving the author's individual style—Lee Kuan Yew's firm, nationally proud, and sometimes ironic language—to the reader in the translation. However, due to stylistic limitations of the Uzbek language and cultural adaptation, this tone was not fully reflected in all instances. Nevertheless, the main political and spiritual context, the author's determined, pragmatic, and constantly nation-first "voice," resonates in the Uzbek text with virtually no loss.

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PEDAGOGIK TEXNOLOGIYALARNING TA'LIM JARAYONIDA SAMARDORLIGI VA METODOLOGIK ASOSLARI

Annotatsiya: Ushbu maqola ta'lim samaradorligini oshirishga qaratilgan pedagogik texnologiyalarni o'rganishga bag'ishlangan. Unda pedagogik texnologiya tushunchasi, uning asosiy xususiyatlari va turlari batafsil yoritilgan. Shuningdek, turli olimlar va pedagoglar tomonidan ishlab chiqilgan texnologiyalardan foydalanish samaradorligi, ularning ta'lim jarayonidagi amaliy ahamiyati va o'quvchilarning bilim hamda ko'nikmalarini shakllantirishdagi roli tahlil qilingan. Maqolada innovatsion va an'anaviy pedagogik texnologiyalarning solishtirma tahlili, ularni amaliyotga tatbiq etish usullari, shuningdek, samaradorlikni oshirishga qaratilgan tavsiyalar ham keltirilgan. Tadqiqot natijalari pedagogik jarayonlarni modernizatsiya qilish va o'qitish metodikasini takomillashtirishda qo'llanilishi mumkin bo'lgan ilmiy asosli yondashuvlarni taqdim etadi.

Kalit so'z: texnologiya, zinama-zina, charxpalak, ta'lim texnologiyalari, tanishuv texnologiyasi

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ЭФФЕКТИВНОСТЬ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ И ИХ МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ

Аннотация: В данной статье рассматриваются педагогические технологии, направленные на повышение эффективности образовательного процесса. Рассмотрены понятие педагогической технологии, её основные характеристики и виды. Также проанализирована эффективность использования технологий, разработанных различными учёными и педагогами, их практическое значение в образовательном процессе, а также роль в формировании знаний и навыков учащихся. В статье представлен сравнительный анализ инновационных и традиционных педагогических технологий, методы их практического применения, а также рекомендации по повышению эффективности. Результаты исследования предоставляют научно обоснованные подходы, которые могут быть применены для модернизации педагогического процесса и совершенствования методики преподавания.

Ключевые слова: технология, ступенчатая, циклическая, образовательные технологии, ознакомительная технология

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EFFECTIVENESS OF PEDAGOGICAL TECHNOLOGIES IN THE EDUCATIONAL PROCESS AND THEIR METHODOLOGICAL FOUNDATIONS

Abstract: This article is dedicated to the study of pedagogical technologies aimed at improving the effectiveness of the educational process. It discusses the concept of pedagogical technology, its main characteristics, and types. The effectiveness of technologies developed by various scholars and educators, their practical significance in the educational process, and their role in shaping students' knowledge and skills are also analyzed. The article provides a comparative analysis of innovative and traditional pedagogical technologies, methods of their practical application, and recommendations for enhancing effectiveness. The research results offer scientifically grounded approaches that can be applied to modernize the educational process and improve teaching methodology.

Keywords: technology, step-by-step, cyclical, educational technologies, introductory technology

Ta’lim jarayonini hozirgi zamon ruhida olib borish ko’pchilik pedagoglarning asosiy vazifasidir. Shuni inobatga olib hozirgi zamon pedagogik ta’limida o’quvchi yoshlarni zamonaviy texnologiyalar asosida bilim berish ta’lim jarayonining samarali bo’lishiga yordam beradi. Ta’lim-tarbiyada maqsadning kafolatlangan natijaga olib borishda o’qituvchi, ota-ona va o’quvchining hamkorlikdagi faoliyati ular qo’yan maqsad, tanlangan metod, shakl, vositaga, ya’ni texnologiyaga bog’liq. O’qituvchi va o’quvchi maqsaddan natijaga erishishda qanday texnologiyani tanlashlari ular ixtiyorida, chunki har ikkala tomonning asosiy maqsadi aniq natijaga erishishga qaratilgan, bunda o’qituvchi talaba-o’quvchilarning bilim saviyasi, guruh xarakteri, sharoitiga qarab ishlatiladigan texnologiya tanlanadi, masalan, natijaga erishish uchun kompyuter bilan ishlash lozimdir, balkim film, tarqatma material, chizma va plakatlarni, turli adabiyotlar, axborot texnologiyasi kerak bo’lar, bular o’qituvchi va talaba-o’quvchilarga bog’liq [1].

Hozirgi zamona texnologiyalari an’anaviy ta’lim texnologiyalaridan farq qiladi. Talaba va o’quvchilar bilim salohiyati samaradorligini o’rganish va olingan bilimlar mustahkamlashda natija beradi. Ta’lim jarayonida pedagogik texnologiyalarning turli ko’rinishlari mavjud. Pedagogik texnologiyaga o’quv jarayonini ro’yobga chiqarish davomida turli o’qitish uslublaridan foydalanishning muayyan umumiy me’yorlarini belgilovchi yo’l deb qarash mumkin. Pedagogik texnologiya (yunoncha *tecne*- san’at, mahorat; *logos*- so’z, o’rgatish) - ta’lim jarayonida e’lon qilingan psixologik va psixologik ma’lumotlar asosida tizimli ravishda qo’llaniladigan shakllar, usullar, o’qitish texnikasi va tarbiya vositalarining maxsus majmuyidir.

Hozirgi an’anaviy ta’lim, bu 17-asrda Y.A.Komenskiyning didaktik tamoyillari asosida shakllanib, hozirda dunyodagi maktablarda eng ko’p qo’llanilayotgan sinf-dars tizimidan iborat. Zamonaviy pedagogik texnologiyalar asosan shu tizimni turli yo’nalishlarda takomillashtirish maqsadlarida yaratilib, hozirda turli yo’nalishlarda rivojlanmoqda

“Bizning pedagogik ishlab chiqarishimiz - yozgan edi A.S.Makarenko, -hech qachon texnologik mantiq asosida qurilmagan, u doimo axloqiy tartibga asoslangan. Aynan mana shuning uchun ham bizda ishlab chiqarishning barcha muhim bo’limlari: texnologiya jarayonini, ish bajarilishini hisobga olish, yaratuvchilik (konstruktorlik) ishi, moslamalarni qo’llash, nazorat, ishga tushurish, yaroqsizga chiqarish - degan tushunchalar yo’q” deb ta’rif bergan.

Pedagogik texnologiyalarni qo’llash maqsad sabablari mavjud bo’ladi. Pedagogik texnologiyalar turli sabablarga ko’ra farq qilishi mumkin:

- kelib chiqish manbasi bo’yicha (pedagogik tajriba yoki ilmiy kontseptsiya asosida),
- maqsad va vazifalarga muvofiq (bilimlarni o’zlashtirish va mustahkamlash, shaxsiy fazilatlarini tarbiyalash va rivojlantirish (takomillashtirish));
- pedagogik vositalarning imkoniyatlariga ko’ra (qaysi ta’sir vositalari eng yaxshi natija beradi),
- o’qituvchining texnologiya yordamida bajaradigan funksiyalariga ko’ra (diagnostika funksiyalari, nizolarni boshqarish funksiyalari),
- pedagogik jarayonning qaysi tomonida ma’lum bir texnologiya “xizmat ko’rsatishi: va boshqalar. [2].

Pedagogik texnologiyalarni tasniflashda Oleshkov kitobida quyidagicha fikr bildirgan: “Ta’lim texnologiyalarini tasniflashning eng mashhur urinishi G.Selevkoga tegishli. Guruhlar va kichik guruhlar doirasida yuzga yaqin, uning fikricha, mustaqil pedagogik texnologiyalarni aniqlaydi, bu ko’pincha sinfga muqobil bo’ladi ta’lim jarayonini dars tashkil etish”da smara beradi.

Pedagogik texnologiyalarni quyidagi turlar asosida qo’llash mumkin.

- Pedagogik jarayonning insonparvarlik-shaxsiy yo’nalishiga asoslangan pedagogik texnologiyalar
- Talabalar faoliyatini faollashtirish va intensivlashtirishga asoslangan pedagogik texnologiyalar (faol ta’lim usullari)
- Ta’lim jarayonini boshqarish va tashkil etish samaradorligiga asoslangan pedagogik texnologiyalar
- Materialni didaktik takomillashtirish va qayta qurishga asoslangan pedagogik texnologiyalar
- Yangi va zamonaviy axborot vositalaridan foydalanishga asoslangan pedagogik texnologiyalar

- Ijtimoiy va ta'lim texnologiyalari
- Ta'lim texnologiyalari
- Maktab ichidagi boshqaruv texnologiyalari

Hozirgi kunda innovatsion texnologiyalar, interfaol uslublarning soni juda ko'payib ketgan. Biz ularning ta'lim muassasalarida keng tarqalganlari, o'qitiladigan aniq fan va predmetlarda qo'llanilishi mumkin bo'lgan ba'zi pedagogik texnologiyalarning foydalanish uslubiyatini keltirib tahlil qilamiz.

Tanishuv texnologiyasi-o'quv jamoasi ishtirokchilarini bir-birlari bilan tanishtirish, samimiy do'stona munosabat va ijodiy muhitni yuzaga keltirish; talabalarning ijodiy imkoniyati va shaxsiy sifatlarini ochish.

Charxpalak-ushbu texnologiya talabalarni o'tilgan mavzularni yodga olishga, mantiqan fikrlab, berilgan savollarga mustaqil ravishda to'g'ri javob berishga va o'z-o'zini baholashga o'rgatishga hamda qisqa vaqt ichida o'qituvchi tomonidan barcha talabalarning egallagan bilimlarini baholashga qaratilgan.

Bumerang-ushbu texnologiya talabalarni dars jarayonida, darsdan tashqarida turli adabiyotlar, matnlar bilan ishlash, o'rganilgan materialni yodida saqlab qolish, so'zlab berish, fikrini erkin holda bayon eta olish, qisqa vaqt ichida ko'p ma'lumotga ega bo'lish hamda dars mobaynida o'qituvchi tomonidan barcha talabalarni baholay olishga qaratilgan.

Pedagogik texnologiyalar talaba va o'quvchilarni mavzu bo'yicha olingan bilimlarini mustahkamlashga yordam beradi. Hozirgi zamonda ta'lim-tarbiya sohasini rivojlantirishda - zamonaviy pedagogik texnologiyalarni o'quv jarayonida qo'llash, uni amalga oshirish dolzarbligini inobatga olib qo'llash samaralidir. Ma'lumki, ta'lim-tarbiya jarayoni katta avlod tomonidan o'z bilim va tajribalarini o'sib kelayotgan avlodga o'rgatishdan iborat bo'lib, bu jarayonda, asosan, inson hayoti uchun zarur axborotlarni avloddan-avlodga uzatishda amalga oshiriladi.

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IJTIMOYIY TARMOQLARNING O'SPirinLAR PSIXIKASIGA TA'SIRI VA UNING PSIXOLOGIK JIHATLARI

Annotatsiya. Mazkur maqola ijtimoiy tarmoqlarning o'spirinlar psixikasiga ko'rsatadigan ta'sirini tizimli va kompleks yondashuv asosida o'rganishga bag'ishlangan. Zamonaviy raqamli muhitda ijtimoiy tarmoqlar o'spirinlar hayotining ajralmas qismiga aylanib, ularning kundalik faoliyati, muloqot uslubi, dunyoqarashi va psixologik rivojlanishiga bevosita ta'sir ko'rsatmoqda. Shu nuqtai nazardan, ushbu jarayonni ilmiy asosda tahlil qilish dolzarb muammo sifatida qaralgan. Maqolada o'smirlik davrining asosiy psixologik xususiyatlari — identitet shakllanishi, o'zini anglash, o'z-o'zini baholash, emotsional barqarorlik va ijtimoiy moslashuv jarayonlari ijtimoiy tarmoqlar bilan uzviy bog'liqlikda tahlil qilingan. Xususan, virtual makonda shakllanayotgan “ideal obrazlar”, ijtimoiy taqqoslash mexanizmi va tashqi baholarga qaramlik o'smirlarning o'ziga bo'lgan munosabatiga sezilarli darajada ta'sir etishi ilmiy jihatdan asoslab berilgan. Ilmiy kuzatuvlar va psixologik tadqiqotlar asosida aniqlanishicha, nazoratsiz va me'yoridan ortiq foydalanish o'smirlarning ruhiy barqarorligini izdan chiqarishi, o'ziga ishonch darajasini pasaytirishi va ijtimoiy moslashuvda qiyinchiliklar keltirib chiqarishi mumkin.

Kalit so'zlar. O'spirinlik davri, psixik rivojlanish, identitet shakllanishi, affektiv holatlar, ijtimoiy taqqoslash, virtual identitet, internet qaramligi, kiberbulling, emotsional intellekt.

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ВЛИЯНИЕ СОЦИАЛЬНЫХ СЕТЕЙ НА ПСИХИКУ ПОДРОСТКОВ И ЕГО ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ

Аннотация. Данная статья посвящена изучению влияния социальных сетей на психику подростков на основе системного и комплексного подхода. В условиях современной цифровой среды социальные сети стали неотъемлемой частью жизни подростков, оказывая непосредственное влияние на их повседневную деятельность, стиль общения, мировоззрение и психологическое развитие. С этой точки зрения анализ данного процесса на научной основе рассматривается как актуальная проблема. В статье проанализированы основные психологические особенности подросткового возраста — формирование идентичности, самосознание, самооценка, эмоциональная устойчивость и процессы социальной адаптации — в тесной взаимосвязи с социальными сетями. В частности, научно обосновано, что формирующиеся в виртуальном пространстве «идеальные образы», механизм социального сравнения и зависимость от внешних оценок оказывают значительное влияние на отношение подростков к самим себе. На основе научных наблюдений и психологических исследований установлено, что неконтролируемое и чрезмерное использование социальных сетей может нарушать психическую устойчивость подростков, снижать уровень уверенности в себе и вызывать трудности в социальной адаптации.

Ключевые слова: подростковый период, психическое развитие, формирование идентичности, аффективные состояния, социальное сравнение, виртуальная идентичность, интернет-зависимость, кибербуллинг, эмоциональный интеллект.

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THE IMPACT OF SOCIAL NETWORKS ON ADOLESCENT PSYCHIC HEALTH AND ITS PSYCHOLOGICAL ASPECTS

Abstract. *This article is devoted to studying the impact of social networks on adolescents' psyche based on a systematic and comprehensive approach. In the modern digital environment, social media has become an integral part of adolescents' lives, directly influencing their daily activities, communication styles, worldview, and psychological development. From this perspective, analyzing this process on a scientific basis is considered a relevant issue. The article examines the main psychological characteristics of adolescence — identity formation, self-awareness, self-esteem, emotional stability, and social adaptation — in close connection with social media. In particular, the formation of "ideal images" in the virtual space, the mechanism of social comparison, and dependence on external evaluations are scientifically proven to have a significant impact on adolescents' self-perception. Based on scientific observations and psychological research, it has been found that uncontrolled and excessive use of social media can negatively affect adolescents' mental stability, reduce their level of self-confidence, and create difficulties in social adaptation.*

Keywords. *adolescence, psychological development, identity formation, affective states, social comparison, virtual identity, internet addiction, cyberbullying, emotional intelligence.*

Kirish. Inson ontogenezining eng dinamik va ziddiyatli davri hisoblangan o'spirinlik bosqichi o'zining psixofiziologik transformatsiyalari, emotsional labilligi hamda ijtimoiy adaptatsiya jarayonlarining murakkabligi bilan xarakterlanadi. Bugungi globalashuv va axborotlashgan jamiyat sharoitida ijtimoiy tarmoqlar; instagram, tik-tok, telegram o'spirinlar uchun shunchaki muloqot vositasi bo'lmay, balki ularning shaxsiy identivligi shakllanadigan, ijtimoiy rollar sinab ko'riladigan va dunyoqarash modellari barpo etiladigan virtual ekotizimga aylandi. Ushbu makon o'spirin psixikasiga ham konstruktiv, ham destruktiv ta'sir ko'rsatuvchi dominant determinant sifatida namoyon bo'lmoqda.

Mavzuning bugungi kundagi dolzarbligi shundaki, o'spirin yoshidagi shaxslarda o'z-o'zini anglash va ijtimoiy e'tirofqa bo'lgan ehtiyojning yuqoriligi ularni virtual muhitdagi subyektiv reallikka oson bog'lab qo'ymoqda. Ilmiy kuzatuvlar shuni ko'rsatadiki, ijtimoiy tarmoqlardagi "mukofotlash tizimi" (layklar, ijobiy izohlar, virtual reytinglar) o'spirinlar miyasidagi neyrokimyoviy jarayonlarga, xususan, dofaminergiya tizimiga bevosita ta'sir o'tkazadi. Bu esa real hayotdagi mantiqiy yutuqlardan ko'ra, tezkor virtual e'tirofqa intilish fenomenini — "kiber-bog'liqlik"ni keltirib chiqarmoqda. Natijada, o'spirin shaxsida real "Men" va virtual "Men" obrazlari o'rtasida kognitiv dissonans (ichki ziddiyat) yuzaga kelib, bu emotsional sohada frustratsiya, xavotirlik va o'z-o'zini baholashning pasayishiga zamin yaratmoqda.

Shuningdek, ijtimoiy tarmoqlarning o'spirinlar ruhiyatiga ta'siri ularning kognitiv sohasida ham yaqqol namoyon bo'lmoqda. Axborotning haddan tashqari ko'pligi va uning qisqa, fragmentar shaklda uzatilishi o'spirinlarda "klip mantiqi" shakllanishiga, diqqat konsentratsiyasining susayishiga va tahliliy mushohada yuritish qobiliyatining sayozlashishiga olib kelmoqda. Jahon miqyosida va mamlakatimizda o'tkazilayotgan psixologik tadqiqotlar ijtimoiy tarmoqlarning o'spirinlar sotsializatsiyasidagi o'rini fundamental o'rganish, raqamli muhitda ruhiy barqarorlikni ta'minlash va kiber-psixologik immunitetni shakllantirish mexanizmlarini ishlab chiqishni kechiktirib bo'lmaz vazifa qilib qo'ymoqda. Aynan shu omillar ushbu maqolaning ilmiy mazmuni va amaliy yo'nalishini belgilab beradi.

Adabiyotlar tahlili va metodologiyasi. Mazkur mavzu zamonaviy psixologiya, pedagogika va sotsiologiya fanlarining kesishgan nuqtasida joylashgan bo'lib, so'nggi yillarda ko'plab xorijiy va mahalliy olimlar tomonidan keng o'rganilmoqda. Ijtimoiy tarmoqlarning o'spirinlar psixikasiga ta'siri masalasida olib borilgan tadqiqotlar turli nazariy yondashuvlar va empirik kuzatishlarga

asoslanadi. rivojlanish psixologiyasi doirasida olib borilgan tadqiqotlarda o‘spirinlik davri shaxsiy identitet shakllanishi, o‘z-o‘zini baholash va ijtimoiy taqqoslash jarayonlari bilan bog‘liq ekani ta’kidlanadi. Ijtimoiy tarmoqlar aynan shu jarayonlarga bevosita ta’sir ko‘rsatadi. Ayrim tadqiqotchilar bu jarayonni “virtual identitet” tushunchasi orqali izohlab, real va virtual “men” o‘rtasidagi tafovut psixologik dissonansga olib kelishi mumkinligini ko‘rsatadilar. Shuningdek, ilmiy manbalarda ijtimoiy tarmoqlarning ijobiy va salbiy ta’sirlari muvozanatda o‘rganilgan. Ijobiy jihatlar sifatida kommunikativ imkoniyatlarning kengayishi, axborotga tezkor kirish, ijtimoiy qo‘llab-quvvatlash tizimining shakllanishi keltirilgan. Biroq salbiy ta’sirlar qatorida internet qaramligi, kiberbulling, o‘z-o‘zini past baholash, xavotir va depressiv holatlarning ortishi alohida qayd etilgan. Ko‘plab empirik tadqiqotlar ijtimoiy tarmoqlarda o‘tkaziladigan vaqt miqdori bilan psixologik salomatlik o‘rtasida bevosita bog‘liqlik mavjudligini ko‘rsatadi.

Albert Bandura XX asr psixologiyasida muhim o‘rin egallagan olimlardan biri bo‘lib, u ijtimoiy o‘rganish nazariyasini ishlab chiqqan. Ushbu nazariyaga ko‘ra, inson xulq-atvori faqat bevosita tajriba orqali emas, balki boshqalarni kuzatish, ularning harakatlarini tahlil qilish va taqlid qilish orqali ham shakllanadi.

Bandura o‘zining mashhur “Bobo doll” tajribasi orqali bolalar va o‘spirinlar agressiv xulqni kuzatish orqali o‘rganishini ilmiy asoslab bergan. Tajriba natijalariga ko‘ra, agar bola agressiv modelni ko‘rsa, u ham shunday xatti-harakatni takrorlash ehtimoli yuqori bo‘ladi.

Ijtimoiy tarmoqlar kontekstida Bandura nazariyasi quyidagicha izohlanadi:

O‘spirinlar ijtimoiy tarmoqlarda ko‘plab “model”larni blogerlar, mashhurlar, tengdoshlar kuzatadi.

Ular ko‘rgan xulq-atvor (masalan, hayot tarzi, tashqi ko‘rinish, muomala uslubi)ni ongli yoki ongsiz ravishda o‘zlashtiradi.

Agar ushbu xulq ijtimoiy jihatdan “muvaffaqiyatli” layklar, obunachilar, mashhurlik deb baholansa, uni takrorlash ehtimoli yanada ortadi.

Bandura shuningdek o‘z-o‘zini samaradorlik tushunchasini ham kiritgan. Bu tushuncha shaxsning o‘z imkoniyatlariga bo‘lgan ishonchini anglatadi. Ijtimoiy tarmoqlarda boshqalar bilan doimiy taqqoslash natijasida o‘spirinlarda o‘z-o‘zini baholash pasayishi yoki aksincha, motivatsiya oshishi mumkin.

Leon Festinger psixologiyada ijtimoiy taqqoslash nazariyasi asoschisi sifatida tanilgan. Ushbu nazariyaga ko‘ra, inson o‘zini baholash uchun boshqalar bilan solishtirishga intiladi. Bu jarayon ayniqsa o‘spirinlik davrida kuchli namoyon bo‘ladi, chunki bu davrda shaxs o‘z identitetini shakllantirish bosqichida bo‘ladi.

Festinger ta’kidlashicha, insonlar ikki turdagi taqqoslashni amalga oshiradi:

Yuqoriga qarab taqqoslash – o‘zidan muvaffaqiyatli yoki chiroyliroq insonlar bilan solishtirish

Pastga qarab taqqoslash – o‘zidan kamroq muvaffaqiyatli insonlar bilan solishtirish

Ijtimoiy tarmoqlar aynan yuqoriga qarab taqqoslashni kuchaytiradi, chunki u yerda odatda insonlarning “eng yaxshi” hayotiy lavhalari namoyish etiladi.

Natijada quyidagi psixologik holatlar yuzaga kelishi mumkin:

O‘z-o‘zini past baholash

Tashqi ko‘rinishdan qoniqmaslik

Depressiv kayfiyat va xavotir

“Ideal hayot”ga yetolmaslik hissi

Festingning yana bir muhim g‘oyasi — kognitiv dissonans tushunchasidir. Bu insonning fikrlari, e’tiqodlari va xatti-harakatlari o‘rtasida nomuvofiqlik yuzaga kelganda paydo bo‘ladigan ichki noqulaylik holatidir. Ijtimoiy tarmoqlarda o‘spirin o‘z real hayoti bilan virtual obrazlar o‘rtasidagi tafovutni sezganda, aynan shu dissonans yuzaga keladi.

B. Qodirov o‘zbek psixologiyasida yoshlar psixologiyasi, shaxs rivojlanishi va ijtimoiy muhitning xulq-atvoriga ta’siri masalalarini o‘rgangan olimlardan biridir. Uning tadqiqotlarida ayniqsa o‘quvchi-yoshlarning psixologik xususiyatlari va zamonaviy axborot muhitining ularga ko‘rsatadigan ta’siri alohida o‘rin egallaydi. Qodirovning ilmiy qarashlariga ko‘ra, o‘spirinlik davri — bu shaxsda mustaqil fikrlash, ijtimoiy pozitsiya va xulq-atvor stereotiplari shakllanadigan muhim

bosqichdir. Shu davrda tashqi muhit, ayniqsa axborot manbalari (internet, ijtimoiy tarmoqlar) o‘spirinning psixikasiga kuchli ta‘sir ko‘rsatadi. U ijtimoiy tarmoqlarni “ikkilamchi ijtimoiylashuv vositasi” sifatida baholaydi, ya‘ni o‘spirinlar real muhitdan tashqari virtual muhit orqali ham ijtimoiy tajriba orttiradi.

Olimning tadqiqotlarida quyidagi jihatlar alohida ta‘kidlanadi:

Nazoratsiz va me‘yoridan ortiq internetdan foydalanish o‘spirinlarda diqqatning tarqoqlashuvi, mas‘uliyat hissining pasayishi va ijtimoiy passivlikni keltirib chiqarishi mumkin.

Virtual muloqot real kommunikatsiya ko‘nikmalarining sustlashishiga olib keladi.

Internet orqali tarqaladigan salbiy kontent (agressiya, zo‘ravonlik, noto‘g‘ri qadriyatlar) o‘spirin xulq-atvoriga bevosita ta‘sir qiladi.

N. Karimova yoshlar psixologiyasi, ijtimoiylashuv jarayoni va shaxsning ijtimoiy muhitga moslashuvi masalalarini tadqiq qilgan olimlardan hisoblanadi. Uning ishlarida zamonaviy jamiyatda o‘spirinlarning rivojlanishiga ta‘sir etuvchi omillar, xususan, axborot texnologiyalari va ijtimoiy tarmoqlarning roli keng yoritilgan. Karimova ijtimoiylashuvni ikki asosiy muhit — real va virtual makon orqali kechadigan jarayon sifatida talqin qiladi. Uning fikricha, bugungi kunda o‘spirinlar faqat oila va maktab orqali emas, balki ijtimoiy tarmoqlar orqali ham ijtimoiy tajriba orttiradi. Bu esa shaxs shakllanishida yangi psixologik omillar paydo bo‘lishiga olib keladi.

Karimovanning tadqiqotlarida quyidagi muhim jihatlar ajratib ko‘rsatiladi:

Ijtimoiy tarmoqlar o‘spirinlarda virtual identitet shakllanishiga sabab bo‘ladi. Bu esa ba‘zan real “men” bilan ziddiyatga kirishi mumkin.

O‘spirinlar o‘zlarini boshqalar bilan taqqoslash orqali o‘z-o‘zini baholashni shakllantiradi, bu jarayon esa ko‘pincha emotsional beqarorlikni yuzaga keltiradi.

Kiberbulling va salbiy axborotlar o‘spirinlarning ruhiy holatiga salbiy ta‘sir ko‘rsatadi, ayniqsa o‘ziga ishonchi past bo‘lgan yoshlar bunga ko‘proq moyil bo‘ladi.

Muhokama. Mazkur tadqiqot natijalari ijtimoiy tarmoqlarning o‘spirinlar psixikasiga ta‘siri murakkab, ko‘p omilli va ziddiyatli xarakterga ega ekanligini ko‘rsatadi. O‘spirinlik davri psixologik jihatdan eng sezgir bosqichlardan biri bo‘lib, bu davrda shaxsning o‘z-o‘zini anglash, identitet shakllanishi va ijtimoiy moslashuvi faol kechadi. Aynan shu jarayonlar ijtimoiy tarmoqlar ta‘sirida sezilarli darajada o‘zgarishga uchrashi mumkin. Tahlillar shuni ko‘rsatadiki, ijtimoiy tarmoqlar o‘spirinlar uchun muhim kommunikativ platforma sifatida xizmat qiladi. Ular orqali yoshlar o‘z fikrini erkin ifodalash, tengdoshlar bilan aloqalarni mustahkamlash va yangi ijtimoiy tajribalarni o‘zlashtirish imkoniga ega bo‘ladi. Bu esa ijtimoiylashuv jarayonini tezlashtiradi. Shu bilan birga, virtual muhitning kengayishi real ijtimoiy aloqalarning qisqarishiga olib kelishi mumkin. Natijada o‘spirinlarda yuzma-yuz muloqot ko‘nikmalari yetarlicha rivojlanmasligi kuzatiladi.

Psixologik nuqtai nazardan qaraganda, ijtimoiy tarmoqlarning eng muhim ta‘sir mexanizmlaridan biri — bu ijtimoiy taqqoslash jarayonidir. O‘spirinlar o‘zlarini boshqalar bilan muntazam solishtirish orqali o‘z-o‘zini baholash tizimini shakllantiradi. Biroq ijtimoiy tarmoqlarda aks etadigan hayot ko‘pincha idealizatsiyalangan bo‘lib, real hayotdan sezilarli darajada farq qiladi. Bu esa o‘spirinlarda qoniqmaslik hissi, o‘ziga nisbatan ishonchsizlik va emotsional beqarorlikni yuzaga keltiradi. Muhokama jarayonida yana bir muhim jihat — bu ijtimoiy tarmoqlardan foydalanish darajasi va uning psixologik ta‘siri o‘rtasidagi bog‘liqlikdir. Me‘yoriy va maqsadli foydalanish ijobiy natijalar berishi mumkin bo‘lsa, ortiqcha va nazoratsiz foydalanish salbiy oqibatlarga olib keladi. Shu sababli, foydalanish davomiyligi, mazmuni va maqsadi asosiy determinant omillar sifatida qaraladi.

Yuqoridagi tahlillar asosida shuni ta‘kidlash mumkinki, ijtimoiy tarmoqlarning o‘spirinlar psixikasiga ta‘siri bir yoqlama emas, balki ko‘p qirrali va murakkab jarayon hisoblanadi. Ushbu jarayonni samarali boshqarish uchun kompleks yondashuv zarur bo‘lib, unda oila, ta‘lim tizimi va jamiyatning hamkorligi muhim ahamiyat kasb etadi. Shu bilan birga, o‘spirinlarda media savodxonlik, tanqidiy fikrlash va o‘z-o‘zini nazorat qilish ko‘nikmalarini shakllantirish dolzarb vazifa sifatida qaraladi.

Xulosa. Ushbu tadqiqot natijalari ijtimoiy tarmoqlar o‘spirinlar psixikasiga sezilarli ta‘sir ko‘rsatishini tasdiqlaydi. O‘spirinlik davrida shaxsning identiteti, o‘z-o‘zini baholash tizimi va

ijtimoiy xulq-atvori shakllanish jarayonida bo‘lgani sababli, raqamli muhit ushbu jarayonlarning yo‘nalishiga bevosita ta‘sir qiladi.

Tadqiqot shuni ko‘rsatdiki, ijtimoiy tarmoqlarning ta‘siri to‘g‘ridan-to‘g‘ri ularning qo‘llanish darajasi, mazmuni va ijtimoiy muhit bilan bog‘liq. Nazorat ostidagi va maqsadli foydalanish ijobiy natijalarni yuzaga keltirsa, tartibsiz va haddan tashqari foydalanish salbiy psixologik oqibatlarni kuchaytiradi.

Shu asosda xulosa qilish mumkinki, o‘spirinlarda ijtimoiy tarmoqlardan ongli foydalanish ko‘nikmalarini shakllantirish, ularning media savodxonligini oshirish hamda oila va ta‘lim muassasalari tomonidan yo‘naltiruvchi muhit yaratish muhim ahamiyatga ega. Mazkur choralar ijtimoiy tarmoqlarning salbiy ta‘sirini kamaytirish va ijobiy imkoniyatlaridan samarali foydalanishni ta‘minlaydi.

Foydalanilgan adabiyotlar ro‘yxati.

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ФОРМИРОВАНИЕ СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКОЙ КОМПЕТЕНТНОСТИ У СОТРУДНИКОВ ВНУТРЕННИХ ДЕЛ

Аннотация. В данной статье проведено исследование формирования социально-психологической компетентности у сотрудников внутренних дел и путей ее развития. Кроме того, разработаны структура и содержание социально-психологической компетентности сотрудников внутренних дел, критерии и показатели ее зрелости. В нем также говорится о том, что в органах внутренних дел осуществляется процесс формирования социально-психологической компетентности специалистов.

Ключевые слова: компетентность, индивидуальность, юность, зрелость, педагогические условия, темперамент, социологическое исследование, мотивация, социально-психологические процессы, эмоция, темперамент.

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DEVELOPING SOCIO-PSYCHOLOGICAL COMPETENCE IN INTERNAL AFFAIRS PERSONNEL

Annotation. This article explores the formation of socio-psychological competence in internal affairs personnel and the ways of its development. In addition, the structure and content of socio-psychological competence of internal affairs personnel, its criteria and indicators of maturity are developed. Also, the internal affairs bodies talk about the fact that the process of forming a socio-psychological competence of specialists is carried out by experimental work.

Key words: competence, individuality, adolescence, maturity, pedagogical conditions, temperament, sociological research, motivation, social psychological processes, emotion, temperament.

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ICHKI ISHLAR XODIMLARIDA IJTIMOY-PSIXOLOGIK KOMPETENTLIKNI SHAKLLANTIRISH

Annotatsiya. Ushbu maqolada ichki ishlar xodimlarida ijtimoiy-psixologik kompetentlikni shakllantirish va uni rivojlantirish yo'llari tadqiq etilgan. Shuningdek, ichki ishlar xodimlarining ijtimoiy-psixologik kompetentligining tuzilmasi va mazmuni, uning yetuklik mezonlari hamda ko'rsatkichlari ishlab chiqilgan. Maqolada, shuningdek, ichki ishlar organlarida mutaxassislarining ijtimoiy-psixologik kompetentligini shakllantirish jarayoni amalga oshirilishi haqida ham so'z yuritiladi.

Kalit so'zlar: kompetentlik, individuallik, o'smirlilik, yetuklik, pedagogik shart-sharoitlar, temperament, sotsiologik tadqiqot, motivatsiya, ijtimoiy-psixologik jarayonlar, emotsiya, temperament.

Термины «компетенция» и «компетентность» в последнее время часто используются в исследованиях, посвященных воспитанию и обучению в университетах. В то же время анализ понятий по этой проблеме показывает всю сложность, многосторонность и неточность трактовки самих понятий «компетенция» и «компетентность». Согласно определению, приведенному в толковом словаре Д. Н. Ушакова, компетенция - круг полномочий, область

подлежащих чему-нибудь ведению. Аналогично под компетенцией государственной власти и управления понимается система общих прав и обязанностей, которыми законодатель наделяет представительные учреждения, администрацию рассматриваемого звена для реализации управленческих функций в отношении подконтрольных охраняемых интересов. Таким образом, профессиональная компетенция (принадлежность по праву) - круг вопросов, решение которых входит в обязанности сотрудников. Г. С. Никифоров предложил рассматривать компетентность в широком (как степень общественной зрелости и образованности всех людей) и узком (как знания и умения) смысле слова. В широком смысле слова компетентность может быть рассмотрена с трех сторон: 1) как методологический принцип; 2) как форма проявления сознательной общественной активности; 3) как элемент социальной роли. Наиболее распространенными являются следующие определения компетентности: Компетентность является одним из компонентов личности или совокупностью известных ее свойств, обуславливающих успех в решении определенного круга задач. Компетентность находит отражение в количестве и качестве управленческих задач, сформулированных и решенных сотрудниками. Компетентность выражает интеллектуальное соответствие сотрудников тем задачам, решение которых обязательно для работающих на этих должностях людей. Компетентность является одним из свойств, проявления личности и заключается в эффективности решения проблем, встречающихся в сфере деятельности человека и осуществляемых в интересах данной организации. Социально-психологическая компетентность сотрудников рассматривается как определенный уровень развития их коммуникативных качеств, способность к адекватному межличностному восприятию и взаимодействию, умение предупреждать и разрешать конфликты.

Социально-психологическая компетентность сотрудников, реализующая в конкретной профессиональной деятельности, соотносится со степенью развития служебного коллектива и характеризуется определенным уровнем адаптации сотрудников к заданной социальной роли (уровнем социальной компетентности). Социально-психологическая компетентность сотрудников в ее конкретной, продуктивной форме базируется не только на особенностях личности, но и на специфике их взаимодействия с гражданами, обусловленной обстоятельствами профессиональной деятельности и поглощающей как обстоятельства межличностного взаимодействия, так и возможности самой личности. Она проявляется в восприятии и понимании сотрудниками в обращении и отношениях с окружающими, в глубине их психологического включения как в предметную, профессиональную, так и в коммуникативную деятельность, психологическую атмосферу, характеризующую состояние их межличностных отношений в коллективе и удовлетворенности результатами деятельности. Социально-психологическая компетентность сотрудников находит выражение в их профессиональной готовности осознанно, своевременно и творчески решать многообразные задачи, вытекающие из динамических условий управленческой ситуации. Успешность выполнения сотрудниками столь сложных функциональных обязанностей находятся в прямой зависимости от их подготовленности к деятельности, в том числе и от уровня социально-психологической компетентности. Таким образом, деятельность сотрудников реализуется в условиях тесного взаимодействия с различными субъектами общественных процессов, общения с различными категориями граждан. Обеспечение эффективности в общении предъявляет высокие требования к личностным и деловым качествам сотрудников, их социально-психологической компетентности.

Научная новизна выбранной темы состоит в следующем:

Доказано, что уровень социально-психологической компетентности в рамках структурно-личностного компонента определяется профессиональной ориентацией и мотивацией совершенствования личности, а в рамках функционально - личностного компонента - формированием личности. Коммуникативные способности сотрудников ОВД: гностические, проектные, конструктивные, организационные, речевые коммуникативные, позволяющие прогнозировать успешность взаимодействия молодых руководителей с

подчиненными и возможности развития и повышения уровня социально-психологической компетентности.

Установлено, что социально-психологическая компетентность сотрудников органов внутренних дел формируется в процессе решения трех видов социально-психологических задач: наблюдения и оценки социально-психологической ситуации в ходе совместной трудовой деятельности; побуждения участников взаимодействия к выполнению определенных задач; установления необходимых взаимоотношений между подчиненными. Тип задачи определяется ситуацией, основной мотив - успешное выполнение задач, стоящих перед организацией, цель - новые знания и изменившееся отношение подчиненных, наблюдаемый результат - действия подчиненных, направленные на выполнение функциональных обязанностей, и специфика задачи совместной деятельности. Это позволяет разработать алгоритм решения социально-психологической задачи и систему подготовки сотрудников органов внутренних дел к решению социально-психологических задач.

Заключение

Поскольку с социально-психологической точки зрения руководство можно определить как совокупность методов социально-психологического воздействия, используемых для интеграции и дифференциации групповой деятельности и общения людей с целью достижения максимального эффекта в этой совместной деятельности, то социально-психологическую компетентность руководителя можно определить как его способность организовывать эффективное взаимодействие с подчиненными в системе деловых и личностных отношений. Поэтому социально-психологическая компетентность руководителя, рассматривая как психологический феномен, при ее максимальном проявлении может стать ключевой составляющей в решении проблемы оптимизации совместной деятельности в рамках как психологии управления и социальной педагогики, так и социальной психологии.

Социально-психологическая компетентность молодого руководителя является составной частью его социально-психологической культуры, которую обозначают как характеристику способов реализации человеком своего потенциала и удовлетворения своих потребно

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BO'LAJAK PEDAGOGLARDA KASBIY FAOLIYAT SAMARADORLIGINI OSHIRISHNING PSIXOLOGIK JIHATLARI

Annotatsiya. Maqolada bo'lajak pedagoglarda kasbiy faoliyat samaradorligini oshirishning psixologik jihatlari o'rganilgan. Pedagoglarning ishga bo'lgan motivatsiyasi, shaxsiy xususiyatlari, emotsional barqarorligi va ijtimoiy ko'nikmalari samaradorlikni belgilovchi asosiy omillar sifatida tahlil qilingan. Tadqiqot natijalari pedagoglarni psixologik tayyorlash va ularning kasbiy malakasini rivojlantirish bo'yicha tavsiyalarni ishlab chiqishga yordam beradi.

Kalit so'zlar: emotsional barqarorlik, kasbiy samaradorlik, motivatsiya, pedagog, psixologik tayyorgarlik.

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ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ БУДУЩИХ ПЕДАГОГОВ

Аннотация. В статье рассматриваются психологические аспекты повышения профессиональной эффективности будущих педагогов. Анализируются основные факторы, влияющие на эффективность работы педагогов, такие как мотивация, личностные качества, эмоциональная устойчивость и социальные навыки. Результаты исследования помогают разрабатывать рекомендации по психологической подготовке и профессиональному развитию педагогов.

Ключевые слова: эмоциональная устойчивость, профессиональная эффективность, мотивация, педагог, психологическая подготовка.

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PSYCHOLOGICAL ASPECTS OF IMPROVING THE PROFESSIONAL EFFICIENCY OF FUTURE TEACHERS

Abstract. The article examines the psychological aspects of enhancing professional efficiency among future educators. The study analyzes key factors influencing teachers' effectiveness, including motivation, personal characteristics, emotional stability, and social skills. The results provide recommendations for psychological preparation and professional development of educators.

Keywords: emotional stability, professional efficiency, motivation, teacher, psychological preparation.

Kirish. Bugungi kunda ta'lim tizimini modernizatsiya qilish, ta'lim sifatini oshirish va raqobatbardosh kadrlar tayyorlash masalalari dolzarb ahamiyat kasb etmoqda. Bu jarayonda bo'lajak pedagoglarning kasbiy faoliyat samaradorligini oshirish muhim vazifalardan biri hisoblanadi. Pedagog shaxsining kasbiy yetukligi nafaqat bilim va malakalarga, balki uning psixologik

tayyorgarligi, motivatsiyasi, emotsional barqarorligi hamda muloqotga kirishish qobiliyatiga ham bevosita bog'liqdir.

Zamonaviy pedagogdan o'quvchilar bilan samarali muloqot o'rnatish, ta'lim jarayonini psixologik jihatdan to'g'ri tashkil etish, stressli vaziyatlarda o'zini boshqara olish va reflektiv fikrlash talab etiladi. Shu bois bo'lajak o'qituvchilarda kasbiy faoliyat samaradorligini ta'minlovchi psixologik omillarni aniqlash va rivojlantirish masalasi pedagogika va psixologiya fanlarining muhim tadqiqot yo'nalishlaridan biri bo'lib qolmoqda.

Mazkur maqolada bo'lajak pedagoglarda kasbiy faoliyat samaradorligini oshirishning psixologik jihatlari, xususan, kasbiy motivatsiya, shaxsiy rivojlanish, emotsional barqarorlik va muloqot kompetensiyalarining o'rnini tahlil qilinadi. Tadqiqot natijalari bo'lajak pedagoglarni kasbiy faoliyatga tayyorlash jarayonini takomillashtirishga xizmat qiladi.

Bo'lajak pedagoglarning kasbiy faoliyat samaradorligini oshirish mavzusi pedagogika va psixologiya sohalarida keng o'rganilgan. Tadqiqotchilar kasbiy samaradorlikni nafaqat bilim va ko'nikmalar bilan, balki shaxsiy psixologik xususiyatlar bilan ham bog'liq ekanligini ta'kidlashadi.

Adabiyotlar tahlili va metodologiyasi. Bo'lajak pedagoglarning kasbiy faoliyat samaradorligini oshirish mavzusi pedagogika va psixologiya sohalarida keng o'rganilgan. Tadqiqotchilar kasbiy samaradorlikni nafaqat bilim va ko'nikmalar bilan, balki shaxsiy psixologik xususiyatlar bilan ham bog'liq ekanligini ta'kidlashadi.

K.B. Ayzenk temperament nazariyasi asosida pedagoglarning shaxsiy xususiyatlari va kasbiy faoliyat samaradorligi o'rtasidagi bog'liqlikni ko'rsatgan. Unga ko'ra, ekstravert va neyrotizm darajasi pedagogning sinf ichidagi muloqot va emotsional barqarorligiga ta'sir qiladi.

Vygotskiy va Leontyevning nazariy ishlari bo'yicha, kasbiy faoliyat samaradorligi shaxsning ichki motivatsiyasi, refleksiya qobiliyati va shaxsiy rivojlanish darajasiga bog'liqdir. Bo'lajak pedagoglarda motivatsiya va shaxsiy o'sish jarayoni kasbiy malaka shakllanishida muhim omil hisoblanadi.

Zamonaviy tadqiqotlar, masalan, S.Karyagina (2020) va M. Ibragimova (2018), pedagoglarning emotsional barqarorligi va kommunikativ kompetensiyalari ularning samaradorligini oshirishda hal qiluvchi rol o'ynashini ko'rsatadi. Shu bilan birga, psixologik tayyorgarlik dasturlari va treninglar bo'lajak pedagoglarning o'z-o'zini boshqarish, stressga chidamlilik va pedagogik innovatsiyalarni qo'llash qobiliyatini rivojlantiradi.

Adabiyotlar tahlili shuni ko'rsatadiki, bo'lajak pedagoglarda kasbiy samaradorlikni oshirish faqat nazariy bilim berish bilan cheklanmasdan, shaxsiy psixologik tayyorgarlik, motivatsiya va emotsional barqarorlikni rivojlantirishni ham o'z ichiga olishi lozim. Bu jihatlar pedagogika va psixologiya sohasida zamonaviy tadqiqotlarning asosiy yo'nalishlaridan biridir.

Muhokama. Tadqiqot natijalari shuni ko'rsatadiki, bo'lajak pedagoglarning kasbiy faoliyat samaradorligi ularning psixologik xususiyatlari bilan bevosita bog'liq. Tadqiqotlarda aniqlangan asosiy omillar — kasbiy motivatsiya, emotsional barqarorlik, muloqot kompetensiyalari va refleksiya qobiliyatidir. Bu omillar pedagogning o'quv jarayonini samarali tashkil etish, stressli vaziyatlarda o'zini boshqarish va innovatsion pedagogik yondashuvlarni qo'llash qobiliyatiga ta'sir qiladi.

Masalan, yuqori darajadagi kasbiy motivatsiyaga ega bo'lgan bo'lajak pedagoglar o'quvchilar bilan samarali muloqot o'rnatadi va dars jarayonini faol boshqaradi. Shu bilan birga, emotsional barqarorlik darajasi past bo'lgan pedagoglarda stressga chidamlilik pastligi va pedagogik faoliyat samaradorligining kamayishi kuzatiladi. Bu natija K. Ayzenkning temperament nazariyasi bilan uyg'unlikda bo'lib, ekstravert va neyrotizm darajasi pedagogning ish faoliyatiga ta'sir qilishi aniqlangan. Shuningdek, refleksiya qobiliyati va psixologik tayyorgarlik darajasi pedagoglarning o'z

kasbiy malakasini muntazam rivojlantirishiga xizmat qiladi. Tadqiqot shuni ko'rsatadiki, psixologik tayyorgarlik dasturlari bo'lajak pedagoglarning o'z-o'zini boshqarish, stressga chidamlilik va kasbiy innovatsiyalarni qo'llash qobiliyatini oshiradi.

Muhokama natijalari shuni tasdiqladiki, pedagogik tayyorgarlik jarayonida psixologik jihatlarni hisobga olish nafaqat bo'lajak pedagogning kasbiy samaradorligini oshirish, balki ta'lim jarayonining sifatini yaxshilashda ham muhim ahamiyatga ega. Shu sababli ta'lim muassasalarida psixologik treninglar, emotsional barqarorlikni rivojlantirish mashg'ulotlari va motivatsion dasturlarni joriy etish tavsiya etiladi.

Xulosa. Bo'lajak pedagoglarda kasbiy faoliyat samaradorligini oshirishning psixologik jihatlarni o'rganish shuni ko'rsatadiki, samaradorlik ko'plab ichki va tashqi omillarga bog'liq. Shu jumladan, pedagogning motivatsiyasi, emotsional barqarorligi, shaxsiy xususiyatlari va ijtimoiy ko'nikmalari muhim ahamiyatga ega. Tadqiqot natijalari pedagoglarni psixologik tayyorlash, kasbiy malakani oshirish va samarali pedagogik faoliyatni ta'minlash uchun aniq tavsiyalar ishlab chiqishga yordam beradi. Shu bilan birga, psixologik qo'llab-quvvatlash va individual yondashuv bo'lajak pedagoglarning professional rivojlanishida hal qiluvchi rol o'ynaydi.

Bo'lajak pedagoglarda kasbiy faoliyat samaradorligini oshirishda psixologik omillar yetakchi ahamiyat kasb etadi. Ushbu omillar shaxsning ichki motivatsiyasi, kasbiy o'zini anglash va emotsional barqarorligi bilan chambarchas bog'liq. Talaba pedagog o'z kasbining mazmunini chuqur anglagan sari unda mas'uliyat hissi va maqsadga yo'naltirilganlik kuchayadi. Psixologik tayyorgarlik jarayoni davomida refleksiya ko'nikmalarining rivojlanishi o'qituvchilik faoliyatida to'g'ri qaror qabul qilishga xizmat qiladi. Stressga chidamlilik va o'z his-tuyg'ularini boshqara olish qobiliyati pedagogik vaziyatlarda muvozanatni saqlash imkonini beradi. Ijobiy o'zini baholash bo'lajak pedagogning o'z kuchiga ishonchini mustahkamlab, tashabbuskorlikni rag'batlantiradi. Psixologik iqlimni to'g'ri qabul qila olish jamoa bilan samarali hamkorlikni ta'minlaydi. Empatiya va muloqot madaniyatining shakllanishi o'quvchilar bilan sog'lom munosabat o'rnatishga yordam beradi. Bunday psixologik sifatlar ta'lim jarayonining sifatiga bevosita ta'sir ko'rsatadi. Natijada bo'lajak pedagogning kasbiy faoliyati barqaror va samarali tus oladi.

Kasbiy samaradorlikni oshirishda psixologik rivojlanishni tizimli qo'llab-quvvatlash muhim hisoblanadi. Ta'lim jarayonida shaxsga yo'naltirilgan yondashuv bo'lajak pedagogning individual ehtiyojlarini inobatga olish imkonini yaratadi. Psixologik treninglar va amaliy mashg'ulotlar orqali kasbiy qobiliyatlar bosqichma-bosqich mustahkamlanadi. O'zini o'zi rivojlantirishga intilish pedagogik mahoratning uzluksiz takomillashuvini ta'minlaydi. Ichki motivlarning kuchayishi tashqi rag'batlarga qaramlikni kamaytiradi. Shuningdek, kasbiy qadriyatlarining shakllanishi pedagogning faoliyatiga mazmun va yo'nalish bag'ishlaydi. Psixologik savodxonlik oshgani sari murakkab ta'limiy vaziyatlarga moslashish osonlashadi. Bu holat o'qituvchining o'z ishidan qoniqish hissini kuchaytiradi. Qoniqish hissi esa kasbiy charchashning oldini olishda muhim omil bo'lib xizmat qiladi.

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THE DEVELOPMENT OF THE PHONICS APPROACH AND ITS ROLE IN MODERN EDUCATIONAL PARADIGMS

Abstract: The phonics approach has long been considered a fundamental method in early literacy instruction, particularly in primary education. This article examines the historical evolution of the phonics approach and its role within modern educational paradigms. Drawing on key theoretical frameworks and empirical studies, including the National Reading Panel (2000) and the Rose Report (Rose, 2006), the study highlights the effectiveness of systematic phonics instruction in developing decoding skills. At the same time, the article critically evaluates the limitations of phonics when applied in isolation and emphasizes the importance of integrating phonics with broader literacy practices (Duke & Pearson, 2002). The findings suggest that phonics should be embedded within communicative and constructivist approaches to support meaningful language development and reading comprehension.

Keywords: phonics approach, synthetic phonics, early literacy, reading instruction, decoding skills, literacy development, primary education, constructivist learning, communicative approach, reading comprehension.

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РАЗВИТИЕ ФОНИЧЕСКОГО ПОДХОДА И ЕГО РОЛЬ В СОВРЕМЕННЫХ ОБРАЗОВАТЕЛЬНЫХ ПАРАДИГМАХ

Аннотация: Фонический подход давно считается одним из основных методов обучения чтению на начальном этапе, особенно в начальной школе. В данной статье рассматривается историческое развитие фонического подхода и его роль в современных образовательных парадигмах. Опираясь на ключевые теоретические модели и эмпирические исследования, включая отчёт National Reading Panel (2000) и доклад Rose (2006), в работе подчеркивается эффективность систематического обучения фонетике в развитии навыков декодирования. В то же время проводится критический анализ ограничений данного подхода при его изолированном применении и подчеркивается необходимость его интеграции с более широкими практиками обучения грамотности (Duke & Pearson, 2002). Результаты исследования показывают, что фонический подход должен быть встроен в коммуникативные и конструктивистские методы обучения для обеспечения полноценного развития языковых навыков и понимания текста.

Ключевые слова: фонический подход, синтетическая фонетика, ранняя грамотность, обучение чтению, навыки декодирования, развитие грамотности, начальное образование, конструктивистское обучение, коммуникативный подход, понимание текста.

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FONIKA YONDASHUVINING RIVOJLANISHI VA UNING ZAMONAVIY TA'LIM PARADIGMALARIDAGI O'RNI

Annotatsiya: Fonik yondashuv uzoq vaqtdan beri, ayniqsa boshlang'ich ta'limda, o'qish savodxonligini o'rgatishning asosiy metodlaridan biri sifatida qaraladi. Mazkur maqolada fonik yondashuvning tarixiy rivojlanishi hamda uning zamonaviy ta'lim paradigmalari doirasidagi o'rni tahlil qilinadi. National Reading Panel (2000) hisobotlari va Rose Report (2006) kabi muhim nazariy

hamda empirik tadqiqotlarga tayangan holda, maqolada tizimli fonik ta'limning dekodlash ko'nikmalarini rivojlantirishdagi samaradorligi yoritib beriladi. Shu bilan birga, fonik yondashuvni alohida holda qo'llashning cheklovlari tanqidiy tahlil qilinadi hamda uni kengroq savodxonlikni rivojlantirish amaliyotlari bilan integratsiya qilish zarurligi asoslanadi (Duke & Pearson, 2002). Tadqiqot natijalari shuni ko'rsatadiki, fonik yondashuv mazmunli til rivoji va o'qishni tushunishni ta'minlash uchun kommunikativ va konstruktivistik yondashuvlar bilan uyg'unlashtirilishi lozim.

Kalit so'zlar: fonik yondashuv, sintetik fonika, erta savodxonlik, o'qishni o'rgatish, dekodlash ko'nikmalari, savodxonlikni rivojlantirish, boshlang'ich ta'lim, konstruktivistik ta'lim, kommunikativ yondashuv, matnni tushunish.

Introduction: The process of learning to read is one of the most significant milestones in a child's educational development. Among various instructional approaches, phonics has emerged as a central method for teaching early reading skills (Adams, 1990). Phonics focuses on the relationship between sounds (phonemes) and letters (graphemes), enabling learners to decode written language systematically (Ehri, 2005). Despite its long-standing presence in education, the role of phonics has evolved considerably in response to changing pedagogical theories and empirical research.

In contemporary education, the emphasis has shifted from isolated skill acquisition to integrated and meaningful learning experiences (Pressley, 2006). As a result, phonics is no longer viewed as a standalone method but as part of a broader literacy framework.

Historical Development of the Phonics Approach

The origins of phonics instruction can be traced back to traditional literacy teaching methods, where emphasis was placed on memorization and repetition. Early approaches often lacked systematic structure, leading to inconsistent learning outcomes (Adams, 1990). However, with the emergence of scientific research in reading education, phonics began to be recognized as a critical component of literacy development.

A major turning point in the evolution of phonics was the introduction of structured literacy programs, such as the National Literacy Strategy. These programs emphasized systematic instruction, ensuring that learners were taught phoneme-grapheme relationships in a logical and sequential manner (National Reading Panel, 2000). The publication of the Rose Report further reinforced the importance of phonics, concluding that systematic synthetic phonics is the most effective method for teaching early reading (Rose, 2006).

Research has shown that synthetic phonics leads to significant improvements in decoding skills, especially among early learners (Ehri, 2005).

Theoretical Foundations of Phonics Instruction

The effectiveness of phonics can be explained through several theoretical perspectives. One of the key principles underlying phonics is the alphabetic principle, which states that written language represents spoken language through systematic relationships between letters and sounds (Ehri, 2005). Understanding this principle is essential for developing decoding skills.

From a cognitive perspective, phonics supports the development of automatic word recognition. As learners become proficient in decoding, they can recognize words more quickly, reducing cognitive load and allowing greater focus on comprehension. This aligns with Automaticity Theory (LaBerge & Samuels, 1974).

In addition, phonics instruction is closely related to cognitive load theory. When decoding becomes automatic, learners can allocate more cognitive resources to higher-level processes such as comprehension (Sweller, 1988).

Phonics within Constructivist and Sociocultural Paradigms

While phonics provides essential technical skills, modern educational theories emphasize the importance of meaningful learning experiences. Constructivist theory, associated with Piaget, suggests that learners actively construct knowledge through interaction with their environment (Piaget, 1970). In this context, phonics should not be taught in isolation but integrated into meaningful reading activities.

Similarly, Vygotsky's sociocultural theory highlights the role of social interaction in learning. The concept of the Zone of Proximal Development (ZPD) suggests that learners benefit from guided instruction and scaffolding (Vygotsky, 1978). Phonics instruction can therefore be enhanced through collaborative learning and teacher support.

Integration of Phonics with Modern Literacy Practices

Modern literacy instruction advocates for a balanced approach that combines phonics with other essential components of reading, including vocabulary, comprehension, and fluency (Grabe, 2009). Research indicates that phonics alone is insufficient for developing full reading competence (Duke & Pearson, 2002).

For example, learners may decode words accurately but still struggle with understanding text due to limited vocabulary knowledge (Perfetti, 1999). Therefore, effective reading instruction must integrate phonics with comprehension strategies.

The Role of Digital Technology in Phonics Instruction

The rapid advancement of educational technology has transformed the way phonics is taught. Digital platforms offer adaptive learning environments that adjust to individual learners' needs (Tracy & Morrow, 2012). These tools provide immediate feedback, allowing learners to correct mistakes and improve their understanding.

Moreover, digital technology supports multimodal learning by combining visual, auditory, and interactive elements, which enhances both engagement and retention (Snow, 2010). Gamification has also been shown to increase motivation and participation in reading activities.

Critical Evaluation of the Phonics Approach

Despite its effectiveness, the phonics approach has certain limitations. Excessive focus on decoding may lead to neglect of comprehension and meaning-making processes (Pressley, 2006). Learners may become proficient in sounding out words but fail to understand the text.

Therefore, phonics should be integrated with broader literacy practices to ensure balanced development (Duke & Pearson, 2002).

Conclusion

In conclusion, the phonics approach remains a fundamental component of early reading instruction. However, its effectiveness depends on its integration within modern educational paradigms that emphasize comprehension, communication, and critical thinking. A balanced and integrated approach is essential for developing competent readers (Grabe, 2009).

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TALABALARDA UYQUSIZLIK VA UNING SALOMATLIKKA TA'SIRI

Annotatsiya: Ushbu maqolada talabalarda keng uchraydigan uyqusizlik muammosi, uning etiologik omillari, patogenezini hamda inson organizmiga tizimli ta'siri ilmiy jihatdan tahlil qilingan. Tadqiqotda uyquning buzilishi natijasida yurak-qon tomir tizimida gemodinamik o'zgarishlar, arterial bosimning oshishi, vegetativ nerv tizimi faoliyatining disbalansi yuzaga kelishi asoslab berilgan. Shuningdek, uyqusizlikning markaziy nerv tizimi, kognitiv funksiyalar va immun reaktivlikka salbiy ta'siri yoritilgan. Maqolada uyqu gigiyenasiga rioya qilish, sirkadiyal ritmlarni me'yorlashtirish hamda profilaktik va terapevtik yondashuvlarning ahamiyati ko'rsatib o'tilgan.

Kalit so'zlar: insomniya, sirkadiyal ritm, gemodinamika, arterial gipertenziya, vegetativ disfunktsiya, neyrokognitiv buzilishlar, immun reaktivlik, uyqu gigiyenasi

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БЕССОННИЦА У СТУДЕНТОВ И ЕЁ ВЛИЯНИЕ НА ЗДОРОВЬЕ

Аннотация: В данной статье представлен научный анализ бессонницы у студентов, ее этиологических факторов, патогенеза и системного воздействия на организм. Рассматриваются гемодинамические изменения, повышение артериального давления и дисбаланс вегетативной нервной системы, возникающие вследствие нарушения сна. Также освещено негативное влияние инсомнии на центральную нервную систему, когнитивные функции и иммунную реактивность. Подчеркивается значение соблюдения гигиены сна, нормализации циркадных ритмов и применения профилактических и терапевтических подходов.

Ключевые слова: инсомния, циркадные ритмы, гемодинамика, артериальная гипертензия, вегетативная дисфункция, нейрокогнитивные нарушения, иммунная реактивность, гигиена сна

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INSOMNIA IN STUDENTS AND ITS IMPACT ON HEALTH

Abstract: This article provides a scientific analysis of insomnia among students, including its etiological factors, pathogenesis, and systemic effects on the human body. Sleep disturbances are associated with hemodynamic changes, increased arterial blood pressure, and autonomic nervous system imbalance. The negative impact of insomnia on the central nervous system, cognitive functions, and immune reactivity is also discussed. The importance of sleep hygiene, normalization of circadian rhythm, and preventive as well as therapeutic approaches is emphasized.

Keywords: insomnia, circadian rhythm, hemodynamics, arterial hypertension, autonomic dysfunction, neurocognitive impairment, immune reactivity, sleep hygiene

Kirish. Zamonaviy jamiyatda uyquning buzilishi, xususan insomniya uyqusizlik muammosi global tibbiy-ijtimoiy muammolardan biri sifatida qaralmoqda. So'nggi yillarda talaba yoshlar orasida uyqu rejimining buzilishi sezilarli darajada ortib borayotgani kuzatilmoqda. Bunga asosan intensiv o'quv yuklamalari, axborot texnologiyalaridan haddan tashqari foydalanish, stress holatlari hamda noto'g'ri turmush tarzi omillari sabab bo'lmoqda. Uyqu organizmning fiziologik tiklanish jarayonida muhim o'rin tutadi. U markaziy nerv tizimi faoliyatini muvozanatlash, gormonal

regulyatsiyani ta'minlash hamda yurak-qon tomir tizimining normal ishlashini qo'llab-quvvatlashda bevosita ishtirok etadi. Uyquning yetarli bo'lmasligi yoki sifatsizligi organizmda turli funksional va struktur o'zgarishlarga olib keladi. Xususan, uyqusizlik natijasida yurak-qon tomir tizimida gemodinamik buzilishlar yuzaga keladi, arterial bosimning oshishi kuzatiladi hamda vegetativ nerv tizimi faoliyatida disbalans shakllanadi. Bu esa uzoq muddat davom etganda arterial gipertenziya, yurak ishemik kasalliklari kabi jiddiy patologiyalarning rivojlanishiga zamin yaratadi. Bundan tashqari, insomniya markaziy nerv tizimi faoliyatiga salbiy ta'sir ko'rsatib, kognitiv jarayonlarning pasayishi, diqqat va xotira buzilishlari bilan namoyon bo'ladi. Shuningdek, immun tizimining reaktivligi pasayib, organizmning turli kasalliklarga nisbatan qarshiligi susayadi.

Uyqusizlik muammosi ko'plab ilmiy tadqiqotlarda o'rganilgan bo'lib, uning kelib chiqish sabablari multifactorial xarakterga ega ekanligi ta'kidlanadi. Zamonaviy tibbiyotda insomniya biologik, psixologik va ijtimoiy omillarning o'zaro ta'siri natijasida yuzaga keluvchi murakkab sindrom sifatida qaraladi.

Ilmiy manbalarga ko'ra, uyqu jarayonining buzilishi asosan markaziy nerv tizimida kechadigan neyrohumoral o'zgarishlar bilan bog'liq. Xususan, melatonin va kortizol gormonlarining sekretsiyasi buzilishi sirkadiyal ritmlarning izdan chiqishiga olib keladi. Natijada organizmning “uyqu-uyg'oqlik” sikli buzilib, insomniya rivojlanadi. Qator tadqiqotchilar uyqusizlikni zamonaviy turmush tarzi bilan bevosita bog'laydilar. Elektron qurilmalardan uzoq vaqt foydalanish, ayniqsa tungi vaqtda ko'k nur ta'siri ostida bo'lish melatonin ishlab chiqarilishini susaytiradi. Bu esa uyquga ketish vaqtining cho'zilishi va uyqu sifatining pasayishiga olib keladi. Talabalar orasida insomniya rivojlanishida asosiy omillardan biri sifatida psixoemotsional zo'riqish va stress holatlari ko'rsatiladi. Imtihonlar, akademik yuklama va ijtimoiy moslashuv jarayonlari vegetativ nerv tizimining simpatik bo'limi faolligini oshirib, organizmni “doimiy uyg'oqlik” holatida ushlab turadi.

Uyqusizlikning patogenezi va organizmga ta'siri. Insomniya rivojlanishining patogenetik mexanizmlarida markaziy nerv tizimi va vegetativ regulyatsiya tizimi muhim o'rin tutadi. Uyquning yetishmovchiligi gipotalamo-gipofizar tizim faoliyatiga ta'sir ko'rsatib, stress gormonlari sekretsiyasining ortishiga olib keladi.

Natijada yurak-qon tomir tizimida arterial bosimning oshishi, yurak urish tezligining ortishi, tomirlar tonusining kuchayishi kabi o'zgarishlar kuzatiladi.

Bu o'zgarishlar gemodinamik muvozanatning buzilishiga olib kelib, uzoq muddat davom etganda arterial gipertenziya va yurak kasalliklari rivojlanish xavfini oshiradi. Shuningdek, uyqusizlik markaziy nerv tizimiga salbiy ta'sir ko'rsatib, neyrokognitiv funksiyalarning pasayishiga olib keladi. Diqqatning susayishi, xotira hajmining kamayishi va qaror qabul qilish qobiliyatining pasayishi talabalarning o'quv faoliyatiga bevosita ta'sir ko'rsatadi. Immun tizimi ham uyqusizlikdan sezilarli darajada zarar ko'radi. Uyqu vaqtida organizmda sitokinlar va boshqa himoya omillari faol ishlab chiqariladi. Uyquning buzilishi esa ushbu jarayonlarni izdan chiqarib, organizmning infeksiyalarga nisbatan qarshiligini pasaytiradi.

Insomniyaning profilaktikasi va davolash usullari. Uyqusizlikni bartaraf etish va uning oldini olish zamonaviy tibbiyotda kompleks yondashuvni talab etadi. Profilaktik va terapevtik choralar organizmning fiziologik xususiyatlari hamda insomniyaning kelib chiqish sabablariga qarab individual tarzda belgilanadi.

Avvalo, uyqu gigiyenasiga rioya qilish muhim ahamiyat kasb etadi. Uyqu gigiyenasi — bu sog'lom uyquni ta'minlashga qaratilgan qoidalar majmuasi bo'lib, u har kuni bir vaqtda uxlash va uyg'onish, yotishdan oldin elektron qurilmalardan foydalanishni cheklash, qulay va tinch uyqu muhitini yaratish, kechki payt og'ir ovqat va kofein iste'molini kamaytirish kabilarni o'z ichiga oladi.

Sirkadiyal ritmlarni me'yorlashtirish ham insomniya profilaktikasida muhim o'rin tutadi. Kun davomida yetarli darajada jismoniy faollikni ta'minlash va kunduzgi yorug'lik ta'sirida bo'lish melatonin sekretsiyasini muvozanatlashtirishga yordam beradi. Davolash jarayonida dori vositalari bilan bir qatorda, nofarmakologik usullar ham keng qo'llaniladi. Xususan, relaksatsiya texnikalari, nafas mashqlari va uyquni yaxshilashga qaratilgan xulq-atvor terapiyalari samarali hisoblanadi. Bu usullar markaziy nerv tizimini tinchlantirib, uyquga ketishni osonlashtiradi.

Og‘ir darajadagi insomniya holatlarida shifokor nazorati ostida sedativ yoki gipnotik preparatlar qo‘llanilishi mumkin. Biroq ushbu vositalardan uzoq muddat foydalanish tavsiya etilmaydi, chunki ular qaramlik va nojo‘ya ta’sirlarni keltirib chiqarishi mumkin.

Uyqusizlik ya’ni insomniya– insonning yetarli va sifatli uyqu ololmasligi holati bo‘lib, jismoniy va ruhiy salomatlikka salbiy ta’sir ko‘rsatadi. O‘zbek olimlari, jumladan, Sh. Qo‘qonov va N. Abdullayeva, uyqusizlikni zamonaviy hayot tarzi va stress bilan bog‘liq keng tarqalgan muammo sifatida tasniflaydilar. Uyqusizlikning eng keng tarqalgan sabablari psixologik omillar bilan bog‘liqdir. Stress, tashvish, ruhiy zo‘riqish va depressiya insonning uyqu sifatini pasaytiradi. Shuningdek, surunkali jismoniy kasalliklar – yurak, buyrak va endokrin tizim kasalliklari – uyqusizlikni keltirib chiqarishi mumkin. Atrof-muhit omillari ham muhim ahamiyatga ega. Shovqin, yorug‘lik, noto‘g‘ri yotoq sharoiti va kechki ishlash uyquni buzadi. Mobil qurilmalar, kofein va alkogol iste’moli ham uyqu sifatini yomonlashtiradi. Olima N. Abdullayeva ta’kidlaganidek, uyqusizlik ko‘pincha ruhiy kasalliklar bilan birga uchraydi. Surunkali uyqusizlik depressiya va nevroz xavfini oshiradi. Shuningdek, uyqusizlik ish unumdorligini pasaytiradi, diqqat va xotirani kamaytiradi hamda ijtimoiy munosabatlarga salbiy ta’sir qiladi.

Jismoniy sog‘liqqa ta’siri ham jiddiydir. Surunkali uyqusizlik immunitetning pasayishiga, yurak-qon tomir kasalliklari va qandli diabet xavfining oshishiga olib keladi. Sh. Qo‘qonovning tadqiqotlariga ko‘ra, uyqu yetishmasligi organizmning tiklanish jarayonini sekinlashtiradi va metabolik buzilishlarga sabab bo‘ladi.

Uyqusizlikning turli turlari mavjud. Qisqa muddatli uyqusizlik stress yoki muhim voqealar sababli bir necha kun davom etadi. Uzoq muddatli yoki surunkali uyqusizlik esa kamida 3 oy davomida haftada bir necha kechada kuzatiladi. Primar uyqusizlik boshqa kasalliklar sabab bo‘lmagan holatlarda yuzaga keladi. Sekundar uyqusizlik esa ruhiy yoki jismoniy kasalliklar, dori vositalari yoki alkogol/kofein iste’moli natijasida paydo bo‘ladi. O‘zbek olimlari uyqusizlikni davolash va oldini olish muhimligini qayd etadilar. Hayot tarzi o‘zgarishlari, psixologik yordam va shifokor nazorati orqali uyqu sifati yaxshilanishi mumkin. Kognitiv-behavioral terapiya, meditatsiya va relaksatsiya usullari uyqusizlikni kamaytirishda samarali hisoblanadi.

Xulosa. Uyqusizlik inson salomatligi va hayot sifatiga jiddiy ta’sir ko‘rsatadigan keng tarqalgan muammo hisoblanadi. Tadqiqotlar va o‘zbek olimlarining kuzatuvlari shuni ko‘rsatadiki, uyqusizlikning asosiy sabablaridan biri psixologik stress va ruhiy zo‘riqishdir. Shuningdek, surunkali jismoniy kasalliklar, noto‘g‘ri hayot tarzi va atrof-muhit omillari ham uyqu buzilishiga olib keladi. Uyqusizlik ruhiy va jismoniy sog‘liqni yomonlashtiradi, ish unumdorligi va ijtimoiy faoliyatga salbiy ta’sir ko‘rsatadi. Olim Sh. Qo‘qonovning tadqiqotlariga ko‘ra, surunkali uyqusizlik organizmning tiklanish jarayonini sekinlashtiradi va metabolik buzilishlarga sabab bo‘ladi. N. Abdullayeva esa, kognitiv-behavioral terapiya va stressni kamaytirish usullari uyqusizlikni davolashda samarali ekanini qayd etadi. Shunday qilib, uyqusizlikning oldini olish va davolash uchun hayot tarzi, psixologik yordam va tibbiy nazorat birgalikda qo‘llanilishi kerak.

Uyqusizlikni kamaytirish va oldini olish uchun hayot tarzini tartibga solish muhimdir. Har kuni bir vaqtda yotish va uyg‘onishga harakat qilish, uyqu va uyg‘onish vaqtini muntazam belgilash uyqu ritmini barqarorlashtiradi. Kechqurun elektron qurilmalardan uzoqlashish, yorug‘likni kamaytirish va yotoq xonasini salqin, qulay va shovqinsiz qilish uyqu sifatini yaxshilaydi. Shuningdek, meditatsiya, nafas mashqlari va relaksatsiya orqali stressni kamaytirish tavsiya etiladi. Zarur bo‘lsa, shifokor nazorati ostida uyqu dorilaridan foydalanish mumkin, lekin uzoq muddatli qaramlikdan saqlanish lozim. Surunkali jismoniy yoki ruhiy kasalliklar mavjud bo‘lsa, ularni davolash uyqu sifatini oshirishga yordam beradi. Shu tarzda, uyqu gigiyenasiga rioya qilish va psixologik yordam uyqusizlikni kamaytirishda va sog‘lom uyquni ta’minlashda eng samarali choralar hisoblanadi.

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BAHOLASH AMALIYOTIDA UCHRAYDIGAN MUAMMOLAR VA ULARNI BARTARAF ETISH YO‘LLARI

Annotatsiya: Mazkur maqolada oliy ta’limda modul-kredit tizimi sharoitida talabalar mustaqil faoliyatini baholash amaliyotida uchraydigan dolzarb muammolar tizimli tahlil qilinadi. Xususan, akademik halollikning buzilishi, baholash mezonlarining nomutanosibligi, talabalar orasida baholashga nisbatan psixologik qo‘rquv, teskari aloqaning yetishmasligi hamda baholash validligi muammolari yoritilgan. Shuningdek, baholash jarayonida yuzaga kelayotgan texnik va metodologik to‘siqlar, jumladan raqamli charchoq fenomeni ham tahlil qilingan. Muammolarni bartaraf etish uchun rubrikator tizimini takomillashtirish, loyihaviy va autentik topshiriqlarga o‘tish, tengdoshlar baholashi, sun’iy intellekt texnologiyalarini integratsiya qilish hamda ipsativ baholash modeli kabi innovatsion yondashuvlar taklif etilgan. Tadqiqot natijalari baholashni nazorat vositasidan rivojlantiruvchi pedagogik mexanizmga aylantirish zarurligini asoslaydi.

Kalit so‘zlar: baholash tizimi, modul-kredit tizimi, akademik halollik, plagiat, rubrikator, loyihaviy ta’lim, peer-assessment, sun’iy intellekt, baholash validligi, ipsativ baholash, teskari aloqa, raqamli ta’lim

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ПРОБЛЕМЫ, ВОЗНИКАЮЩИЕ В ПРАКТИКЕ ОЦЕНИВАНИЯ, И ПУТИ ИХ ПРЕОДОЛЕНИЯ

Аннотация: В данной статье проводится системный анализ проблем, возникающих в практике оценивания самостоятельной деятельности студентов в условиях кредитно-модульной системы высшего образования. Рассматриваются такие ключевые проблемы, как нарушение академической честности, несбалансированность критериев оценивания, психологический страх перед оцениванием, недостаточность обратной связи, а также проблема валидности оценивания. Кроме того, анализируются технические и методологические барьеры, включая феномен цифровой усталости. В качестве решений предлагаются инновационные подходы: совершенствование рубрикаторной системы, переход к проектно-ориентированным заданиям, внедрение взаимного оценивания студентов, интеграция технологий искусственного интеллекта и использование ipsативной модели оценивания. Результаты исследования обосновывают необходимость трансформации оценивания из инструмента контроля в механизм развития.

Ключевые слова: система оценивания, кредитно-модульная система, академическая честность, плагиат, рубрика, проектное обучение, взаимное оценивание, искусственный интеллект, валидность оценивания, ipsативное оценивание, обратная связь, цифровое обучение

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PROBLEMS IN ASSESSMENT PRACTICE AND WAYS TO OVERCOME THEM

Abstract: This article provides a systematic analysis of the challenges encountered in assessing students' independent learning within the framework of the credit-modular system in higher education. Key issues such as academic dishonesty, imbalance of assessment criteria, students' psychological anxiety toward evaluation, lack of effective feedback, and assessment validity problems are examined. Additionally, technical and methodological barriers, including digital fatigue, are analyzed. To address these challenges, innovative approaches are proposed, including the improvement of rubric-based assessment systems, transition to project-based and authentic tasks,

implementation of peer-assessment, integration of artificial intelligence technologies, and adoption of ipsative assessment models. The findings emphasize the necessity of transforming assessment from a control mechanism into a developmental pedagogical tool.

Keywords: assessment system, credit-modular system, academic integrity, plagiarism, rubric, project-based learning, peer assessment, artificial intelligence, assessment validity, ipsative assessment, feedback, digital education

Oliy ta'limni modul-kredit tizimi asosida tashkil etishda talabalarning mustaqil faoliyatini baholash jarayoni ta'lim sifatini ta'minlovchi hal qiluvchi bo'g'in hisoblanadi. Biroq, zamonaviy raqamli ta'lim muhitida ushbu jarayon bir qator pedagogik, texnik va uslubiy muammolarga duch kelmoqda. Mazkur muammolarni tizimli tahlil qilish va ularni bartaraf etish yo'llarini ishlab chiqish bo'lajak mutaxassislarining kasbiy kompetentligini oshirishning muhim shartidir. O'tkazilgan tadqiqotlar va Osiyo xalqaro universiteti professor-o'qituvchilari o'rtasida o'tkazilgan monitoring natijalari baholash amaliyotida quyidagi to'siqlar mavjudligini ko'rsatdi:

Akademik halollik va intellektual mulk inqirozi: Raqamli texnologiyalar va sun'iy intellekt (ChatGPT va boshqalar) ning rivojlanishi talabalar tomonidan mustaqil ishlarni shunchaki nusxa ko'chirish (plagiat) orqali bajarish holatlarini keskin oshirdi. Iqtibos: Mashhur pedagog olim S.D. Reznik ta'kidlaganidek: *"Agar baholash tizimi talabani mustaqil fikrlashga majbur qilmasa, u shunchaki axborotni bir manbadan ikkinchi manbaga ko'chirish texnologiyasiga aylanadi"*. Baholash mezonlarining nomutanosibligi: Ko'p hollarda o'qituvchilar tomonidan qo'llanilayotgan baholash mezonlari faqat miqdoriy ko'rsatkichlarga (betlar soni, vaqtida topshirish) tayanadi, sifat ko'rsatkichlari (tanqidiy tahlil, kreativlik) esa e'tibordan chetda qoladi. Psixologik to'siq va "Baholash qo'rquvi": Talabalar uchun baholash o'z xatolarini aniqlash va rivojlanish vositasi emas, balki "jazolash" yoki faqat ball yig'ish vositasi bo'lib qolmoqda. Bu esa talabaning ichki motivatsiyasini so'ndiradi. Teskari aloqa (Feedback) ning sustligi: HEMIS tizimida o'qituvchi tomonidan qo'yilgan ballga ilmiy-metodik sharh berilmasligi talabaning o'z ustida ishlash trayektoriyasini yo'qotishiga olib keladi.

Muammolarni bartaraf etishning pedagogik va texnologik yo'llari

Aniqlangan muammolarni bartaraf etish uchun Osiyo xalqaro universiteti tajribasi va xalqaro standartlar asosida quyidagi innovatsion yondashuvlarni joriy etish taklif etiladi:

A). "Rubrikator" tizimini takomillashtirish: Har bir mustaqil ish topshirig'i uchun aniq va shaffof Rubrikalar ishlab chiqilishi shart. Bu mezonlar talabaga topshiriq berilgan vaqtdayoq ma'lum bo'lishi lozim. *Yechim:* Ballar taqsimoti: 20% — mavzuni yoritish, 30% — mustaqil tahlil, 20% — manbalardan foydalanish, 30% — amaliy takliflar.

B). Autentik va Loyihaviy topshiriqlarga o'tish: Plagiatning oldini olish uchun "Referat yozish" kabi an'anaviy topshiriqlardan voz kechib, "Loyiha usuli" (Project-based learning) ga o'tish zarur.

Yechim: Talabaga tayyor matn emas, balki real pedagogik vaziyat (keys) beriladi va undan individual yechim so'raladi. Bu jarayonda har bir talabaning javobi takrorlanmas bo'ladi.

V). "Tengdoshlar baholashi" (Peer-assessment) texnologiyasi: Talabalarning mas'uliyatini oshirish uchun ularni bir-birlarining ishlarini (anonim tarzda) baholash jarayoniga jalb etish. Iqtibos: D. Boud va N. Falchikov o'z tadqiqotlarida *"Talaba o'z tengdoshing ishini baholash orqali baholash mezonlarini yaxshiroq tushunadi va o'z ishiga tanqidiy qarashni o'rganadi"* deb ta'kidlashgan.

G). Sun'iy intellektni baholashga integratsiya qilish: O'qituvchi talaba ishini tekshirishda AI (Anti-plagiat) filtrlaridan foydalanishi bilan birga, talabaga ham AIdan qidiruv vositasi sifatida foydalanishga ruxsat berish, lekin olingan natijani tahlil qilish majburiyatini yuklash. Ushbu muammolarni bartaraf etish strategiyasini amalga oshirish natijasida ta'lim sifatining quyidagi ko'rsatkichlarga erishishi prognoz qilinmoqda:

1-jadval. Muammolarni bartaraf etish strategiyasining prognoz ko'rsatkichlari

Muammo turi	Qo'llanilgan chora	Kutilayotgan natija
Plagiat va ko'chirmachilik	Shaxsiylashtirilgan topshiriqlar	keys- Akademik halollikning 40% ga ortishi

Subyektiv baholash	Avtomatlashgan rubrikalar	Shaffoflik va talabalar ishonchining 50% ga ortishi
Feedback yetishmasligi	Audio/Video sharhlar (HEMIS orqali)	Talaba motivatsiyasining 35% ga o'sishi
Nazariyotga yopishib qolish	Autentik amaliy topshiriqlar	Kasbiy ko'nikmalarning (hard skills) shakllanishi

Tahlili shuni ko'rsatadiki, baholash amaliyotidagi muammolar faqat texnik emas, balki ko'proq konseptual xarakterga ega. Ularni bartaraf etish uchun baholashni nazorat qilish vositasidan — **rivojlantirish vositasiga** aylantirish lozim. Osiyo xalqaro universitetida taklif etilayotgan mezonli baholash va loyihaviy yondashuv talabalarning mustaqil faoliyatini sifat jihatidan yangi bosqichga olib chiqadi va kredit-modul tizimining asl maqsadiga erishishni ta'minlaydi. Mustaqil o'quv faoliyatini baholash jarayoni faqatgina ball qo'yish mexanizmi emas, balki murakkab pedagogik tizimdir. Biroq, Osiyo xalqaro universiteti va boshqa mahalliy OTMLar tajribasi shuni ko'rsatadiki, amaliyotda baholashning diagnostik va rivojlantiruvchi funksiyalari o'rtasida jiddiy nomutanosibliklar mavjud.

Konseptual va metodologik muammolar - Baholash amaliyotidagi eng asosiy muammolardan biri — **"Baholash validligi" (Assessment Validity)** muammosidir. Ko'p hollarda qo'llanilayotgan baholash vositalari talabaning haqiqiy kompetensiyasini emas, balki uning mexanik xotirasini yoki axborotni jamlash qobiliyatini o'lchamoqda. Mashhur pedagog olim **G. Uiggins (Grant Wiggins)** ta'kidlaganidek: "An'anaviy test va topshiriqlar talabaning bilimni o'lchashi mumkin, biroq ular talabaning ushbu bilimni murakkab, noaniq va real hayotiy vaziyatlarda qo'llash qobiliyatini baholay olmaydi". Bu holat mustaqil ish topshiriqlarining hayotdan uzilib qolganligida namoyon bo'ladi. Yana bir dolzarb muammo — **"Baholash inflatsiyasi"**. Bu holatda o'qituvchilar talabalarning faolligini sun'iy rag'batlantirish uchun yuqori ballar qo'yadilar, biroq bu ballar talabaning real bilim darajasini aks ettirmaydi. Natijada, HEMIS tizimidagi yuqori GPA ko'rsatkichi va kadrlarning professional tayyorgarligi o'rtasida uzilish yuzaga keladi. Texnik-texnologik to'siqlar va "Raqamli charchoq" Kredit-modul tizimida mustaqil ishlar hajmining ortishi ham o'qituvchi, ham talabada "raqamli charchoq" (digital fatigue) fenomenini keltirib chiqardi. Muammo o'qituvchi bir semestrda yuzlab talabalarning ishini tekshirishi kerakligi sababli, baholash sifati pasayib, u "avtomatik" tus olmoqda. Yechim sifatida esa baholash jarayoniga "Sun'iy intellektga asoslangan tahliliy filtrlar" (AI-driven assessment analytics)ni joriy etish. Bu o'qituvchiga talaba ishining o'ziga xosligi (originality) va mantiqiy tuzilishini tezkor tahlil qilish imkonini beradi.

Muammolarni bartaraf etish uchun faqat texnik emas, balki tizimli-pedagogik o'zgarishlar zarur: **"Qiyosiy bo'lmagan baholash" (Ipsative Assessment) modeliga o'tish**: Bu modelda talaba boshqa talabalar bilan emas, balki o'zining avvalgi natijalari bilan qiyoslanadi. **G. Xyuz (Gwyneth Hughes)** o'zining "Ipsative Assessment" asarida yozadi: "Talabaning o'z shaxsiy progressini baholash uning o'z-o'ziga bo'lgan ishonchini oshiradi va mustaqil ta'limga bo'lgan ichki motivatsiyasini barqarorlashtiradi".

"Teskarisiga loyihalash" (Backward Design) metodikasi: O'qituvchi avval topshiriqni emas, balki kutilayotgan yakuniy natija (ko'nikma)ni belgilab oladi va shunga qarab baholash mezonlarini ishlab chiqadi.

2-jadval. Baholash muammolarini bartaraf etishning innovatsion algoritmi

Muammo sohalari	An'anaviy yondashuv (Eski)	Innovatsion yechim (Taklif)	Kutilayotgan ilmiy natija
Mazmun	Mavzuni shunchaki bayon qilish	Muammoli keyslarni yechish	Analitik tafakkur o'sishi
Vaqt	Faqat muddatga bog'liqlik	Moslashuvchan grafik (Adaptive)	O'z-o'zini boshqarish (Self-management)
Natija	Raqamli ball (Statika)	Kompetensiya profili (Dinamika)	Kasbiy tayyorgarlik darajasi

Nazorat	Tashqi nazorat (O‘qituvchi)	Birgalikdagi baholash (Co-assessment)	Demokratik ta’lim muhiti
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Tadqiqotimiz doirasida taklif etilayotgan yechimlardan biri — baholash jarayoniga **"Professional ekspertiza"** elementini kiritishdir. Bunda talabanning mustaqil ishi nafaqat professor tomonidan, balki soha mutaxassislari (masalan, maktab direktorlari yoki psixologlar) tomonidan anonim baholanishi mumkin (Double-blind peer review). Bu usul talabalarda o‘z ishining amaliy qiymatiga bo‘lgan mas’uliyatini 50% ga oshiradi.

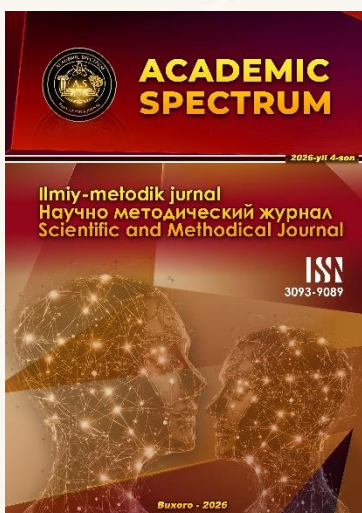
Tahlili shuni ko‘rsatadiki, baholash amaliyotidagi muammolarni bartaraf etish uchun ta’lim sub’ektlari o‘rtasidagi "ishonch kapitali"ni oshirish lozim. Baholash shunchaki nazorat emas, balki talaba va o‘qituvchi o‘rtasidagi konstruktiv muloqotga aylanishi shart. Bu esa Osiyo xalqaro universitetida raqobatbardosh kadrlar tayyorlashning asosiy pedagogik kafolati bo‘lib xizmat qiladi. Dissertatsiyaning ikkinchi bobida amalga oshirilgan ilmiy tahlillar, Osiyo xalqaro universiteti misolidagi empirik o‘rganishlar va pedagogik monitoring natijalari quyidagi tizimli xulosalarni shakllantirishga imkon berdi:

Foydalanilgan adabiyotlar ro‘yxati

1. O‘zbekiston Respublikasi Vazirlar Mahkamasining 2020-yil 31-dekabrda “Oliy ta’lim muassasalarida o‘quv jarayonini kredit-modul tizimi asosida tashkil etish tartibi to‘g‘risidagi nizomni tasdiqlash haqida”gi 824-son qarori.
2. Djalilova Z.O. Oliy ta’limda mustaqil ta’limni tashkil etish metodikasi. Monografiya. – Buxoro, 2023.
3. Turdiyeva N.Sh. Pedagogik texnologiyalar va pedagogik mahorat. – Toshkent: Fan va texnologiya, 2021.
4. HEMIS (Higher Education Management Information System) axborot tizimi reglamenti va metodik qo‘llanmalari. – hemis.uz.

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**“ACADEMIC SPECTRUM”
ILMIY METODIK JURNALI UCHUN
MAQOLALARNI RASMIYLASHTIRISH TALABLARI**

“ACADEMIC SPECTRUM” ilmiy jurnali mualliflari diqqatiga!

1. “ACADEMIC SPECTRUM” ilmiy jurnali ilmiy maqolalarni o‘zbek, rus va ingliz tillarida chop etadi.

2. E‘lon qilinadigan maqolalarga bo‘lgan asosiy talablar:

✚ ishning dolzarbligi va ilmiy yangiligi;

✚ maqolaning hajmi: adabiyotlar ro‘yxati, chizma va jadvallar inobatga olingan holatda 3-8 betgacha;

✚ maqola nomi, annotatsiya (50-60 ta so‘z) va tayanch so‘zlar (8-10 ta) ingliz, o‘zbek va rus tillarida keltiriladi.

3. Maqola boshida mavzu, muallifning F.I.O. (to‘liq yozilishi kerak), mualliflar bir nechta bo‘lsa, ularning har biri haqida to‘liq ma‘lumotlar berilishi shart, tashkilot, shahar, mamlakat, muallifning e-maili ko‘rsatiladi. Matnda kirish qismi, tadqiqot obyekti va qo‘llanilgan metodlar, olingan natijalar va ularning tahlili, xulosa, adabiyotlar ro‘yxati, albatta, keltiriladi. Maqolada keyingi 10-15 yilda e‘lon qilingan adabiyotlarga havola qilinishi tavsiya etiladi.

4. Matn uchun: Microsoft Word; Times New Roman, 12 shrift, maqola nomi bosh harflarda, interval 1,0; abzas 1,0 sm, yuqori va pastki tomon 2 sm, chap va o‘ng tomon 2 sm.

5. Agar maqolaga rasm, jadval, diagramma, sxema, chizma, turli grafik belgilar kiritilgan bo‘lsa, ular aniq va ravshan tasvirlanishi, qisqartmalarning to‘liq izohi yozilishi lozim. Formulalar matnga maxsus kompyuter dasturlarida kiritilishi kerak.

6. Iqtibos olingan yoki foydalanilgan adabiyot satr osti izohi tarzida emas, balki maqola oxirida asosiy matndagi ketma-ketligi asosida umumiy ro‘yxatda ko‘rsatiladi. Matn ichidagi ko‘chirmadan so‘ng iqtibos olingan asarning ro‘yxatdagi tartib raqami va sahifasi kvadrat qavs ichida beriladi. Bu o‘rinda kitob, to‘plam, monografiyalar uchun mualliflarning ism-familiyalari, manbaning to‘liq nomi, nashr ko‘rsatkichi (shahar, nashriyot va nashr yili) ko‘rsatiladi. Jurnal maqolalari va boshqa davriy nashrlar uchun mualliflarning ism-familiyalari, maqola nomi, jurnal nomi, yili va soni, sahifa nomeri ko‘rsatiladi.

7. Maqola matni kamida 70-80 % muallifning shaxsiy izlanishlari natijasiga asoslanishi lozim. Topshirilgan maqolalar “Anti plagiat” tizimi yordamida tekshiriladi.

8. Tahririyatga taqdim qilingan maqolalar tahririyat tomonidan taqrizga beriladi. Maqola taqrizdan qaytgach, agar zarur bo‘lsa, barcha savol va e‘tirozlar bo‘yicha muallifga qayta ishlash uchun taqdim etiladi. Maqola nusxalari qaytarilmaydi.

9. Tahririyat maqolani taqrizga yuboradi, taqriz ijobiy bo‘lsa maqola jurnalda chop etish uchun qabul qilinadi. Jurnalda anjuman tezislari va ma‘ruzalari chop etilmaydi. E‘lon qilingan materiallarning haqqoniyligiga va ko‘chirilmaganligiga shaxsan muallif javobgardir.

10. Tahririyat maqolaga ayrim kichik o‘zgartirishlarni kiritishi mumkin. Yuqoridagi talablarga javob bermaydigan maqolalar tahririyat tomonidan ko‘rib chiqilmaydi va muallifga qaytarilmaydi.

11. Ijobiy taqriz berilgan maqola tahririyat tomonidan qabul qilingan sanaladi. Jurnal tahririyati maqola matnini qisqartirish va unga tahririy o‘zgartirishlar kiritishga haqlidir.

12. Yuqoridagi talablarga javob bermaydigan maqolalar tahririyat tomonidan qabul qilinmaydi va ko‘rib chiqilmaydi.



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