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ЗАМОНАВИЙ ТАЪЛИМДА РАҚАМЛИ ТЕХНОЛОГИЯЛАР: ФИЛОЛОГИЯ ВА ПЕДАГОГИКА СОҲАСИДА ЗАМОНАВИЙ ТЕНДЕНЦИЯЛАР ВА РИВОЖЛАНИШ ОМИЛЛАРИ

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МЕЖДУНАРОДНАЯ НАУЧНО-ПРАКТИЧЕСКАЯ ОНЛАЙН КОНФЕРЕНЦИЯ

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"ЦИФРОВЫЕ ТЕХНОЛОГИИ В СОВРЕМЕННОМ ОБРАЗОВАНИИ: СОВРЕМЕННЫЕ ТЕНДЕНЦИИ И ФАКТОРЫ РАЗВИТИЯ В ФИЛОЛОГИИ И ПЕДАГОГИКЕ"

"DIGITAL TECHNOLOGIES IN MODERN EDUCATION: CURRENT TRENDS AND DEVELOPMENT FACTORS IN PHILOLOGY AND PEDAGOGY"

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РЕЧЕВАЯ АГРЕССИЯ
КАК ПРЕДМЕТ ЛИНГВИСТИЧЕСКИХ ИССЛЕДОВАНИЙ

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Аннотация: Статья посвящена толкованию термина "агрессия" в лингвистике, основным функциям, выполняемым в речи. Особое внимание уделяется теоретическому анализу проблемы речевой агрессии.

Ключевые слова: Агрессия, коммуникация, диалог, лингвистика, вербальная агрессия.

В науке нет единого понимания явления агрессии. Многие ученые и исследователи до сих пор спорят по поводу многозначности понятия "агрессия". Существуют различные точки зрения раскрытия данного термина, а также то, что она собой представляет, и следует ли ее расценивать как положительное или как отрицательное явление. В современной лингвистике наряду со словосочетанием речевая агрессия используются другие словосочетания, такие как, вербальная агрессия, коммуникативная агрессия. К настоящему времени различными исследователями предложено разное толкование агрессии, ни одно из которых не может быть признано исчерпывающим и общеупотребительным. Изначально быть агрессивным означало нечто вроде "двигаться в направлении цели без промедления, без страха и сомнения". Близкими по смыслу словами к термину "агрессия" являются такие слова как: нападение, захват, переход границ, насилие, проявление враждебности, захвата, угроза и реализация воинственности.

В большинстве научно-исследовательских работ речевая агрессия рассматривается как психолингвистическое явление, где агрессия в основном понимается как речевое поведение, и с лингвистической точки зрения проводится анализ способов и форм выражения этого явления. Феномен вербальной агрессии, который в первую очередь связан с лингвистическими исследованиями, связан с формой речевого поведения, которая направлена на оскорбление или умышленное причинение вреда человеку, группе людей, обществу в целом.

Для того, чтобы лучше понять термины "вербальной агрессии" в психологии и "речевой агрессии" в лингвистике следует обратиться к словарным определениям данных словосочетании. Психологический словарь дает следующее толкование: агрессия вербальная - форма поведения агрессивного в коей используется отреагирование своих отрицательных эмоции как посредством следующих интонации и других невербальных компонент речи, так и посредством угрожающего содержания высказывании [4, с.12].

В стилистическом словаре дается следующее определение: речевая агрессия - использование языковых средств для выражения неприязни, враждебности, манеры речи, оскорбляющая чье-либо самолюбие, достоинство [5, с. 340].

Такие исследователи как Енина, Мактеева, Михальская отмечают, что речевая агрессия может служить средством выплескивания эмоции и снятия эмоциональной напряженности. Л. В. Енина дает следующее определение: речевая агрессия - это сфера речевого поведения, которая мотивирована агрессивным состоянием говорящего [1, с.105].

Михальская А.К. анализируя речевую агрессию с позиции диалогического взаимодействия отмечает, что " речевая агрессия - установка на антидиалог,

поскольку данный тип речевого поведения основан на сознательной ориентации адресанта на субъектно-объектный тип отношений" [3, 56].

Процесс общения - "двусторонний акт, взаимодействие человека говорящего и его собеседника. Поэтому о речевой агрессии можно говорить в следующих аспектах: испытывает негативные эмоции, а с другой - изливает их на своего собеседника (реального или виртуального). Поводом для формирования негативного высказывания может стать событие или ситуация, которая затрагивает интересы как конкретного говорящего, так и всего общества в целом" [2, с. 163].

При подробном рассмотрении оказывается, что, точно так же как и в психологии, в лингвистике нет единого понимания термина "речевая агрессия". Сложность определения понятия "речевая агрессия" заключается в том, что это ? не единая форма поведения, отражающая какое-то одно побуждение. Этот термин используется при описании самых разнообразных действий. Проявления речевой агрессии неоднородны по мотивации, формам выражения, результатам и т.д. Говоря об агрессии человека и, особенно о словесных ее проявлениях, необходимо указать, что возникновение и развитие такого вида поведения зависит от общественных условий, к которым относятся общественная формация в целом и ближайшая социальная среда - семья, школа, друзья. Рассматривая причины возникновения и проявления речевой агрессии, необходимо учитывать сложность данной проблемы. В конкретных ситуациях общения речевая агрессия возникает в тех случаях, когда говорящий испытывает потребность в эмоциональной разрядке - выражении негативных напряжения и т.п.

Таким образом, вербальная агрессия может быть как средством языкового выражения в профессиональной среде, так и попыткой конкретного человека оказать быстрое и эффективное влияние на собеседника, навязать свою точку зрения или просто обидеть и оскорбить. Поэтому задачей современных психологов, лингвистов и специалистов в области коммуникации является определение мотивов агрессивного языкового поведения. Это должно способствовать развитию коммуникативных задач.

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НЕКОТОРЫЕ ОСОБЕННОСТИ ВЕРБАЛЬНОЙ АГРЕССИИ В ЛИНГВИСТИКЕ

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Аннотация: *Статья посвящена некоторым особенностям вербальной агрессии в лингвистике, употреблению в речи, а также рассматривается проблема вербальной агрессии в современном обществе.*

Ключевые слова: *Агрессия, язык, речь, коммуникация, лингвистика, вербальная агрессия.*

В настоящее время одной из актуальных задач современной науки является изучение агрессивных состояний человека, проявление агрессии в различных сферах жизнедеятельности. Особенно агрессия в коммуникации в последнее время исследуется многими лингвистами. Изучение агрессии как явления речевой коммуникации началось относительно недавно, и, соответственно, мало изучено явление вербальной агрессии. Понимание данного явления в современной лингвистике далеко не однозначно.

Исследование агрессии в настоящее время проводится в рамках различных гуманитарных наук: психологии, социологии, философии, культурологии и лингвистики. Среди лингвистов, которые занимаются этой проблемой, нет единства в понимании и выборе термина для ее обозначения. Часто используются такие словосочетания, как словесная агрессия, вербальная агрессия, речевая агрессия, языковая агрессия, и др. В толковом словаре Т. Ф. Ефремовой дается следующее толкование: "Агрессия - это склонность к нападению, наступлению на кого-либо; враждебность"[3, с. 51].

Как отмечает Ю.В. Щербинина, "...сложность определения понятия "вербальная агрессия" заключается, прежде всего, в том, что данный феномен нельзя считать единой формой поведения, отражающей какое-то одно побуждение. Этот термин употребляется применительно к самым разнообразным речевым действиям, весьма неоднородным по мотивации, ситуациям проявления, формам словесного воплощения, интенциональной направленности и потому не может быть исчерпывающе определен посредством таких обобщенных понятий, как "патогенная коммуникация", "негативное речевое воздействие", "грубость речи" и т.п."[5, с. 14].

Наиболее распространенное и часто используемое определение агрессии для всех наук, которые занимаются данной проблемой, определяется следующим образом: агрессия - это любое действие, направленное на причинение вреда объекту. Часто под вербальной агрессией понимают аналогичные вербальные реакции, которые не являются агрессией.

Л. В. Енина дает следующее определение: речевая агрессия - это сфера речевого поведения, которая мотивирована агрессивным состоянием говорящего [2, с. 105].

В словаре синонимов З. Е. Александровой даются следующие родственные по значению лексические единицы к имени прилагательному "агрессивный": захватнический, враждебный; имя существительное "агрессия" в данном словаре отождествляется со словами: нападение, атака и т.д. [1, с. 23].

Суммируя все существующие в современных науках о человеке определения

агрессии, Ю. Б. Можгинский дает следующее определение: "действия и высказывания, направленные на причинение вреда, душевной и физической боли другому существу" [4, с. 10]. Из вышеследующего можно сказать, что такое актуальное для современного общества явление как агрессия существует как в физической, так и в вербальной форме. Это связано с включением речевой деятельности человека в общую систему деятельности и ее тесной взаимосвязью с другими ее формами. Это связано с включением речевой деятельности человека в общую систему деятельности и ее тесной взаимосвязью с другими ее формами. Следовательно, определенные формы человеческого поведения могут иметь аналоги в коммуникативном поведении и в речевой деятельности.

Вербальная агрессия является одной из форм конфликтного коммуникативного поведения, которая зачастую проистекает из неумения коммуникатора разрешить конфликт конструктивным способом. В этом случае агрессивное вербальное поведение непременно приведет к ответной агрессии и усилению конфликта в силу несоответствия нормам общения.

Однако коммуникативное поведение воспринимается адресатом как агрессивное только в том случае, если в нем присутствуют составляющие "обидного общения" и "словесное выражение негативных эмоций, чувств или намерений в оскорбительной, грубой, неприемлемой в данной ситуации форме" [5, с. 9]. Следовательно, вербальная агрессия всегда есть нарушение некоторой коммуникативной нормы.

Таким образом, под определением "языковая агрессия" следует понимать деструктивное речевое поведение, которое оказывает негативное воздействие на адресата, приводящее к разрушению культуры речевого общения.

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LEADERSHIP IN TEACHING ENGLISH

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Abstract. With a significant growth in the number of English language learners in schools, particularly in countries where English is the primary usage first language, educators must be ready to fulfill the requirements of changing and demanding ethnic and linguistic classrooms. Despite the acknowledgement of the necessity of good leadership for successful teaching and learning, there has been little study on English leadership for speakers of other languages (ESOL).

Key words: leadership, English lessons, leadership qualities, leadership methods, leadership teaching.

This article describes a study project that looked into leadership behaviors that enhance ESOL teaching and learning in schools where English language learners are in the minority.A variety of successful ESOL leadership approaches arose, such as setting clear goals, allowing leaders to be role models, offering ESOL professional learning, and empowering ESOL teaching and learning.A number of barriers to effective leadership were also highlighted, including the marginalization of ESOL and a business-as-usual attitude, with English language learners expected to fit within established procedures. This essay finds that, as the number of English language learners in schools grows, a significant emphasis on creating leadership practices and ability to support ESOL teaching and learning is critical. A review of the literature reveals that there is little study on leadership in English for speakers of other languages (ESOL).Traditionally, ESOL research has been conducted in the fields of applied linguistics and education, with an emphasis on language and language teaching and learning. However, there is a rising desire for greater leadership research. This is due to an increase in international TESOL (teaching English to speakers of other languages) and an increase in cultural and linguistic diversity in countries where English has historically been the primary use first language.As aresult, an emphasis on leadership is especially vital in bridging some of the gaps in the TESOL area. In my lessons, I formed and developed leadership qualities with the help of non-traditional, creative, innovative teaching methods, as well as attracting students to participate in various Olympiads, competitive events and festivals. When making, for example, presentations, various projects, the desire to make their work more interesting, original encourages students to be better, more creative, more successful, and therefore contributes to the development of leadership qualities. This is also facilitated by: trainings, extracurricular activities, individual conversations, communicative exercises, creating a competitive environment, competitions and contests, formulating lesson goals with students and reflection at the end of the lesson, using group work to form goal-setting skills, perseverance and a sense of responsibility in achieving the goal, as well as involving students in organizing and conducting various stages of the lesson, for example, conducting speech charging. When organizing group work in a lesson, you can instruct stronger students to explain new material in a group. This involves training student leaders who act as a teacher's assistant, explaining a new topic. Naturally, preliminary work is necessary - that is, this material is dealt with by these students, then, after making sure that they understand the material well, they are instructed to explain it to the group. Understanding is checked with the help of tasks. Attracting students to participate in various Olympiads, competitive events and festivals

also contribute to the development of leadership skills, but there are difficulties in comparison with the first aspect. Non-standard teaching methods give the student the opportunity to see an approximate model and get the result in a fairly short training time. The final product is presented, evaluated, as a rule, on a positive assessment and the goal is considered achieved. The main thing is to understand the algorithm for completing the task and the skills and abilities necessary for its implementation and to meet all the criteria.But when we involve teenagers to participate in scientific and practical conferences, Olympiad and competitive events, the preparatory stage can take up to several months, the work is evaluated by members of an independent jury, and the final result is not always satisfactory. Therefore, students are more actively involved in the first type of activity because it takes place in familiar conditions and eliminates learning stress. The fact that the formation of leadership qualities is possible through learning English and performing a number of problematic tasks was confirmed by the results of repeated questionnaires: Communication skills: positive dynamics is observed: the highest level is an increase of 9%, the highest level is an increase of 17%, the average level is a decrease of 26%. Organizational skills: the test results showed a change in the level of manifestation of organizational inclinations: high - a decrease of 17%, but ... the highest level-an increase of 17%, medium - a decrease of 9%, low - a decrease of 8%. Strong-willed qualities: the test results yielded the following results: a large will - an increase of 42%, an average will - a decrease of 25%, a weak will - a decrease of 15%. Achievement motivation: The increase in the need for achievement is 50%. These indicators indicate the effectiveness of the implementation of a set of measures, indicate positive dynamic characteristics of the levels of formation of leadership qualities of schoolchildren, a steady trend towards leadership growth.

When forming motivation, the teacher focuses on the prospects, reserves of development, taking into account the age and psychological characteristics of students. At the same time, two main ways are used: "from the top down", which consists in instilling ideals to schoolchildren, samples of what the motives of teaching should be, and the "bottom up" way, which consists in the fact that the student is included by the teacher in activities that stimulate his activity, independence and creativity. Both of these ways are of great importance in the complex process of forming students' motivation to learn a foreign language. Most students consider a foreign language to be difficult subjects. A well-known British methodologist, Norman Whitney believes that "motivation, extracurricular activities, learning a foreign language, goodwill, a comfortable learning environment." When selecting the material, it should be borne in mind that too difficult, as well as too easy tasks do not contribute to increasing motivation. The material should make the student think. It is advisable, involving the student in a dialogue, to start with easy questions. So, for example, if you ask a student why he likes or dislikes jazz, he may get confused. To "warm up", you can start with the following questions: does he like music, what types and performers he likes, gradually involving the student in the discussion, asking more and more complex questions. Other scientists identify the following main motives of the teaching:1) directly motivating 2) prospectively motivating 3) moral motives 4) motives of communication. All these motives need to be developed, while remembering that the most valuable for learning is the intellectual motive, which is based on the need to learn about the world, where not only the result is important, but the process of cognition itself. The development of cognitive interest is one of the main tasks of a teacher who forms the joy of knowledge. Reception "Horizon line". Once having discovered the fascination of searching, immersion in the world of the unknown, a student can already constantly strive to search, regardless of difficulties, temporary failures. He will develop a respectful attitude to the possibilities of the human mind,

admiration for its endless movement. This technique was used by me when I finished working with the text. As an alternative, students were asked to prepare a presentation in micro groups instead of a boring retelling, taking as a basis the text from the textbook and, if desired, supplement it with material from other sources. For the next lesson, 3 micro groups defended the presentation, the rest of the students asked to be allowed to answer the next lesson. They understood how it is possible and necessary to work, the answers of their comrades awakened a healthy spirit of competition in them and opened up work prospects.

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TEACHING TO READ IN ENGLISH LESSONS AT ACADEMIC LYCEUMS

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Abstract. Reading is one of the most important types of communicative and cognitive activity of students. This activity is aimed at extracting information from a written fixed text. Reading performs various functions: it serves for practical mastery of a foreign language, is a means of learning a language and culture, a means of information and educational activities and a means of self-education. As you know, reading contributes to the development of other types of communicative activity. It is reading that gives the greatest opportunities for the education and comprehensive development of schoolchildren by means of a foreign language.
Keywords: reading, communicative activity, cognitive activity, comprehensive development, whole-word method, phonological method

Reading is an important type of receptive (perception-related) speech activity, and mastering it as a full-fledged means of communication in a foreign language is one of the main communicative practical goals. Proficiency in reading presupposes a complete, deep understanding of a foreign language text of all literary styles and genres - artistic, journalistic and scientific. In order for reading to successfully fulfill its role as an effective means of learning, it is necessary that it becomes a pleasant activity for the student, turned into a pleasure. Every century comes up with its own methods of teaching reading. Then he forgets them, in order to "rediscover" them a few decades later and admire them anew. Everyone has their own charm. However, let's look at all this diversity.

There are two main, fundamentally opposite methods of teaching reading. One is called the whole-word method, the other is phonological. For example, such an experiment was set up. A group of five- to six-year-olds was divided in half, with the first subgroup being taught to read using the whole-word method, the second using the phonological method. When the children started reading, they were tested. At the first stage, children from the first group read aloud and to themselves better. "Phonological" children coped more easily with unfamiliar words and by the end of the second grade surpassed their classmates in terms of perception and vocabulary richness. According to the observations of scientists, "healthy" children made typical mistakes. For example, reading the caption under the picture, they replaced words that were close in meaning. Instead of "tiger" they could say "lion", instead of "girl" - "children", instead of "car" - "wheels". The desire to fix the word for a strictly defined meaning led to the fact that during the whole year of study these children could not learn to read new words without anyone's help. In fairness, it should be said that "phonological" children had difficulty reading those words where the letters were rearranged or replaced with similar ones. Thus, it became clear that phonetics is necessary for most small readers. Recent studies have confirmed that people spell words. But due to the fact that this process happens instantly, it seems that we perceive the whole word. Going further in research, psychologists realized that reading is saying a text to yourself. Proponents of the theory of perception of the text as a whole believed and believe that we perceive words from the text directly. But experiments have shown that while reading to yourself, the same part of the brain is involved as when reading aloud. So, in order to read freely, it is necessary to easily

and quickly recognize letters and correlate them with sounds. And the simplest cramming of phonetics turns out to be much more effective than other tricks and techniques.

Do we need an alphabet? Oddly enough, you can learn to read without knowing the alphabet. Followers of the "whole words" method urge not to teach the child letters. And only recently have the final conclusions of scientists become known: only knowledge of letters makes the process of learning to read as successful as possible. An experiment was conducted. The children were shown cards with words. Only in one group these words were captions under pictures, and in the other the same words were given without illustration. Each group was presented with the same four words. Then the children were connected, the cards were shuffled and shown again. It turned out that children learn words only on the cards they studied on. That is, a child who remembers words with an illustration is much less likely to recognize the graphic appearance of the word than someone who memorized the spelling in its "pure form". This indirectly confirms the fact that the alphabet is necessary. But the main thing is not how the letters are called, but what they mean. Children should not so much know the names and sequence of letters as learn to pay attention to the letters, perceive them as part of the whole. In addition, the alphabet is an abstract code. A pupil who has dealt with real things before begins to use symbols, and this is the first step to the development of abstract thinking. There cannot be one universal method of teaching reading in any language. But the general approach can be: to start learning with an understanding of letters and sounds, with phonetics.This principle works in almost any language.In some languages, the relationship between letters and phonemes is very, very complicated. For example, in English, many words are read completely differently than they are written. The rules of reading depend on whether the syllable is closed or open, on the order of letters and on their combinations with each other. Some sounds can affect the pronunciation of others and so on. That is why the alphabet for James Pitman's initial reading instruction and the whole-language method (perception of the text as a whole) used to be very popular in English. Today, in America, at the state level, a project is being considered for the mandatory introduction of phonetics into the curriculum in all states. A few decades ago, the method was the same: first, children learned the names of letters, then sounds, and then connected the letters into syllables. The difficulty was that first graders could not learn the difference between how a letter is called and how it is pronounced for a long time. The syllables turned out to be long, and it was very difficult for the child to keep several letters in his head.In recent years, the principle of warehouses - phonemes has been successfully used.

I found out that a child needs to know phonetics. But this does not mean that the pupil should memorize boring rules and distinguish qualitative reduction from quantitative. The main thing that needs to be maintained is an interest in studying. And there is one rule here: the child is interested as long as his capabilities coincide with the tasks set. It is necessary to make sure that the child succeeds so that his successes are obvious. For example, take for mastering a couple of dozen words denoting objects in the house. If you hang signs with words on these objects, the baby will soon begin to recognize familiar inscriptions.Then you can play a guessing game, a lotto game with the same words - and the child will feel confident in his abilities. Only against the background of positive emotions will further training be effective.

Moreover, the texts should exceed the language level of the pupil in their vocabulary. In addition, correct reading, according to experts, involves pauses, unfinished thoughts, complex questions that require reflection. One-and-a-half-year-old children, whose parents read books in this way, outstripped their peers in development by eight months!

Reading is one of the most important types of communicative and cognitive activity,

which is aimed at extracting information from a written text. Since the reading is carried out on a written fixed text, this makes it possible to return to it in case of misunderstanding and allows more attention to be paid to the disclosure of the content. The receptive nature of this type of speech activity causes greater accessibility and greater ease compared, for example, with speaking. Reading is considered in the school methodology as a goal and as a means of teaching a foreign language. The purpose of learning to read: to learn how to extract information from what you read.

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MAKTABGACHA YOSHDAGI BOLALARDA ELEMENTAR MATEMATIK TASAVURNI SHAKLLANTIRISH

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Annotatsiya: Ushbu maqolada maktabgacha yoshdagi bolalarda elementar matematik tasavvurlarni rivojlanishi bugungi pedagogik jarayonlar haqida yozilgan.
Kalit so'zlar: Elementar matematika , pedagog. Tasavvur, geometirik va kattaliklar,maktabgacha yoshdagi bolalar,fikrlash, oylash, rivojlantirish.

Zamonaviy hayotimizda elementar matematik tasavvurlarni shakllantirish bugungi kunning eng asosiy masalalaridan biri bo'lib, rivojlanib borayotgan ona O'zbekistonimiz bugungi jaji bolajonlarimiz qo'idadir. Shunday ekan ularni bolalikdan aqliy rivojlantirish bu elementar matematika tasavurini rivojlantirish barcha pedagoglarni oldiga qo'ygan eng buyik maqsadlaridan biri bo'lmog'I kerak. Maktabgacha ta'lim sharoitlarida bolalarda elementar matematik tasavvurlarni shakllantirish jarayonining asosiy qonuniyatlarini o'rganishdan iborat. Bular:

- maktabgacha yoshning turli davrlarda bolalarda miqdor, makon, vaqt, geometrik va kattaliklarga oid tasawurlar rivoji darajasiga dasturiy talablami ilmiy asoslash;
- maktabgacha yoshdagi bolalar uchun matematik materialning faktik mazmunini belgilash;
- zamonaviy ilmiy ma'lumotlar asosida elementar matematik tasavvurlarni shakllantirish bo'yicha m aterial mazmunini takomillashtirish;
- samarador didaktik materiallar, vositalar, metodlar va matematik rivojlantirish jarayonini tashkil qilishning xilma-xil shakllarini ishlab chiqish va maktabgacha ta'lim muassasalari amaliyotiga tatbiq etish;
- maktabgacha ta'lim muassasasi va boshlang'ich maktabda elementar matematik tasawurlami rivojlantirish bo'yicha dastur materiallari izchilligi;
- maktabgacha yoshdagi bolalami matematik rivojlantirishni amalga oshirishga qodir mutaxassislami tayyorlash mazmunini ishlab chiqish;
- oilaviy tarbiya sharoitlarida bolalarni matematik rivojlantirish bo'yicha metodik tavsiyalarni ilmiy asosda ishlab chiqish nazariyasi va metodikasining yuzaga kelishi, maktabgacha yoshdagi bolalarda elementar matematik tasavvurlarni shakllantirish sistemasini ishlab chiqish bosqichini ajratadi. XX asr oxiri va uchinchi ming yillik boshida shakllana boshladi va bu bosqich uchun maktabgacha yoshdagi bolalarda elementar matematik tasavvurlarni dunyoning yaxlit kartinasi asosida shakllantirishga kompleks yondashuv bilan tavsiflanadi. Demak, metodika rivojlanishidagi birinchi - empirik bosqich, matematik rivojlanish g'oyasini ilgari surish va asoslash bosqichidir.Bolani hali maktabgacha davrda 20 gacha sanash, katta-kichik, juft-toq sonlarni farqlash, predmetlami kattaligiga ko'ra qiyoslash, ayrim geometric shakllarni tanish va atash, amaliy faoliyatda o'lchov birliklarini o'rgatishni tavsiya qiladi. Bolalarni maktabgacha sanashga o'rgatish zarurligiga bir necha bor e'tibor qararish lozim. Buyuk pedagog bolalarni alohida predmetlar va ularning guruhlarini sanash, qo'shish va ayirish amallariga o'rgatish, hisob birligi sifatida o'nlik haqida tushuncha shakllantirishga chaqirgan. Arifmetik masalalami yechishga o'rgatishning amaliy yo'nalganligini ajratish va bolalarni "bir", "ko'p", "bir necha", "juft", "ko'proq", "kamroq", "o'shancha", "teng", "xuddi shunaqa" kabi tushunchalar

bilan tanishtirish zarur. Asosan 1 dan 10 gacha sonlami o'rganish vazifa bo'lib, har biri alohida qarab chiqiladi. Ayni paytda bolalar shu sonlar bilan amallami o'zlashtirishi lozim. Suhbat va mashg'ulotlar davomida maktabgacha yoshdagi bolalar shakl, makon va vaqt, butunni qismlarga bo'lish, kattaliklar va o'lchash haqida bilim oladilar. Amaliy faoliyatda mashqlar yordamida bilvosita matematikagacha eng avvalo, bu faoliyatning yuqori algoritmlanishi hisobiga o'z xususiyatlariga ega. Bolalarda elementar matematik tasavvurlarni shakllantirish predmetlar xossalari va ular o'rtasidagi munosabatlarni bilishdan boshlanadi: o'xshashlik va farqlash aniqlanadi. Xossalari obyektivligi va nisbiyligi aniqlashtiriladi, predmetlaming xilma-xilligi va o'zaro ta'siri aniqlanadi. Matematik tasavvurlarni shakllantirishning dastlabki bosqichida xossalar turlari oydinlashtiriladi, ular tasniflanadi, kattalikka, umumiy xossa sifatida, og'irlikka, shaklga tavsif beriladi, predmetlar xossalarini o'zlashtirishning asosi sifatida hissiy tajribaning rivojlanishiga e'tibor qaratiladi, predmetlami xossalariga ko'ra guruhlari, identiflkatsiya (o'xshatish) amalga oshiriladi. Maktabgacha yoshdagi bolalarda matematik tasavvurlarni shakllantirish bo'yicha barcha ish sonlargacha tasavvurlarni mustahkam o'zlashtirishga qaratilgan bo'lib, ular predmetlar ko'pligi bilan turli amaliy harakatlar natijasida hosil bo'ladi, natijada, bolalar qiyoslash, nisbatlash, xulosa qilishga o'rganadi, ya'ni fikrlash operatsiyalarini bajaradi. Maktabgacha yoshdagi bolalaming aqliy rivojlanishida matematik rivojlanishga jiddiy o'rin beriladi. "Maktabgacha yoshdagi bolalaming matematik tasawurlari rivojlanishi deganda, elementar matematik tushunchalaming shakllanishi va ular bilan bog'liq mantiqiy operatsiyalar natijasida shaxsning bilish faoliyatida ro'y beradigan siljish va o'zgarishlami tushunish lozim". Shunday qilib, maktabgacha yoshdagi bolalarning matematik tasavvurlarini rivojlanishi deganda elementar matematik tasavvurlar va ular bilan bog'liq mantiqiy operatsiyalarni shakllantirish natijasida ulaming bilish faolligi shakllaridagi sifat o'zgarishlari tushuniladi. Maktabgacha yoshdagi bolalaming matematik rivojlanishi kundalik hayotda (avvalo, kattalar, tengdoshlari bilan birgalikdagi faoliyat, muloqotda) beixtiyor kelgani kabi, elementar matematik tasawurlarni shakllantirish bo'yicha maqsadga yo'naltirilgan o'qitish yo'li bilan ham amalga oshadi. Pedagogik amaliyot dalolat beradiki, normal rivojlanayotgan bolalar maktabgacha davr oxiriga kelib konkret fikrlashdan mavhum, tushunchaviy fikrlashga o'tadi. Ularda ilmiy tushunchalar asoslarini egallash uchun zarur flkrlash operatsiyalari shakllanadi. Shu bilan birga maktabgacha yoshdagilar flkrlash jarayonlarini sifat jihatidan qayta qurishga faqat o'qitishni alohida usulda tashkil qilish hisobiga erishishi mumkin, bunday o'qitish jarayonida bolalarda atrof olamni aniqroq va to'laroq idrok etish qobiliyati, predmet va hodisalar xossalarini ajratish, ularning aloqalarini ochish, xossalarni sezish, kuzatilayotganlarni interpretatsiyalash qobiliyati rivojlanadi.

Xulosa qilib aytganda faollik va mustaqilli, bolalarga beriladigan ishon va motivatsiya bugungi kun bolalarni aqlan, teran fikrlashga chorlaydi. Shunday ekan biz yoshlar o'z kasbimizni chin dildan sevishimiz va bolalarni dunyo qarashiga qarab doimi yangiliklar olami bilan tanishtirishimiz kerak. Buning uchun pedagolarni o'zidan ulkan mehnat va zamon bilan ham nafas ishlashni talab qilidi.

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ROLE - PLAYING IS AN INTERACTIVE TEACHING METHOD AT ENGLISH LESSONS

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Abstract. Role-playing is an interactive teaching method that is a simulation of various situations right in the classroom. This method of teaching English is used to master new material and consolidate what has been passed, to develop the creative abilities of students and their emancipation.
Keywords: role-playing, interactive teaching method, effectiveness in pedagogy, creativity

By creating absolutely ordinary life situations, students are immersed in the language environment. Thus, they put all their knowledge into practice and begin to think and speak a foreign language less constrained. In order for the role-playing game for learning English to fulfill all the tasks assigned to it, you need to take it seriously. The development of arole-playing game is mandatory: preparation of props and ascript! Such classes have already proved their effectiveness in pedagogy. Let's consider the advantages of role-playing as an element of teaching English. On the one hand, vocabulary is replenished, new words are remembered faster. On the other hand, it becomes possible to apply previously studied material in practice and "wake up" the "passive" vocabulary by translating it into "active". After all, the more often we speak a foreign language, the easier it is for us to "extract" the right words from memory. Thanks to such tasks, it becomes easier for students to speak themselves and perceive foreign speech "by ear". Getting used to the role, they adapt to real situations that may occur in life. It is difficult to play without proper knowledge of grammar. However, it is with the help of such classes that you can not only discover your "weak" sides, but also "pump" them well. Each situation should be built according to a specific scenario and topic, should be understandable and interesting to students. For example, situations are played out in a store, while traveling (at the airport, at a train station, in an unfamiliar city), at a doctor or in a restaurant, at school or in a museum, at an interview or at work, etc. Students are not only interested in relaxing and having fun in the classroom. By means of such classes, they understand the value of the knowledge invested, see their "gaps", and begin to better understand what they should "work on" and why they need it. Role-playing games develop creativity and liberate, broaden the horizons of students by means of studying and working out various topics. When using the methods of "brainstorming", the participants start an active thought process, concentration of attention improves and memory work is activated (even what they "did not know" is recalled). These tasks are aimed at interacting with each other, communicating, solving problems and tasks, that is, they teach how to work together. Do not confuse role-playing in the classroom with a theatrical production outside of classes (on an elective or in preparation for a holiday)! This is a creative activity, but its primary task is to teach and control the acquired material! Role-playing games in English lessons can be classified into two groups. According to the degree of involvement of the teacher in the process: controlled, moderately controlled, free. By duration: episodic, long. This task is based on an existing sample. It can be in the form of a dialog or text. For example, the dialogue is first read, then played out by roles. And in the case of the text, it is first studied, then the

participants act out plot scenes.The most difficult kind.On the one hand, students are expected to improvise, on the other - they must adhere to a certain. In this case, the students themselves choose the vocabulary, the form of communication and the development of events.These are already scenario games where participants independently distribute their roles. The teacher only specifies the subject and acts only as a spectator and appraiser. After the game, the teacher should comment on each student not only from the standpoint of the correctness of pronouncing words or grammatical constructions, but also from the point of view of acting, resourcefulness and initiative! This is important to maintain students' interest in such classes and motivation for further education. The main purpose of the role-playing game in the classroom is to teach students to communicate fluently in a foreign language. Lessons for younger students are based on the maximum help of the teacher, and necessarily based on a sample. Students are divided into pairs. One of them acts as atrainer, the other as an animal.The first participant says who it is and what he can do. The second one shows. Then they change. "It is a monkey. It likes bananas. It can jump.". - (jump).

Another variant of such a task. A student portrays an animal, other students try to guess who it is. Similar to the previous game. One volunteer from the class goes to the blackboard and shows some action, for example, on the topic "Household duties". And other children should guess and call in English what he is doing. "Lena is washing up", "Petya is doing the laundry", "Ann is ironing her clothes, etc.". "In the store" is played out according to the roles of "seller-buyer".Participants are divided into pairs.

- Good afternoon. Can I help you?
- Yes. Tell me please, how much do these apples cost?
- Five pounds for a kilo.
- Give me one, please. Thank you.
- Have a nice day!

These games are already more complex, because they are designed for sufficient knowledge of grammar and vocabulary.

"If I were..." The teacher invites students to imagine themselves as a famous actor or actress, or any other media personality. They should describe themselves (appearance, clothes, manner of communication, etc.). Such exercises help in working out the subjunctive mood. "If I were Tom Ford, I would ..."

The same task can be constructed differently.Participants pull out acard and try to tell or imagine themselves in the role of the one depicted on it. The task of the students is to guess the character. The move goes to the winner, he is also awarded a point. And the winner is the one who scores the most points. The lesson is held until the cards run out. "Another age". Another task is to work out the use of the subjunctive mood and the means of expressing modality. Each student needs to pull out a card with a number. The task is to imagine yourself younger or older and describe, taking into account changes in age. "If I were ten years old, I would ...". "Collect the story".The participant and are divided into groups. Each team is given a set of suggestions. The task of each is to collect a full-fledged story from them. It is allowed to add other phrases. The winner is the team that will cope with the task faster, and whose story will be the most beautiful and logical. The purpose of the task is to develop the skills of free spontaneous speaking and logic. A similar task can be given to students individually. The teacher marks the time. The winner is the one who speaks his text the fastest, using "logically!" all the given words. Such tasks are designed to ensure that students can already speak a foreign language fluently enough. "Professions". The task is based on the topic of "profession". Purpose: to activate the skills of argumentation and defending one's point of view, as well as working out vocabulary on agiven topic.Each participant draws acard with aprofession.

The task of students is to describe the most important qualities and skills that a competent specialist in this field should possess. "Interview". Another lesson on the topic of "profession". The "interview" dialog is read, then it is played out by roles by analogy with other professions. The option is more complicated. Students are given cards where roles are prescribed, where behavioral models and questionnaires for employment are prescribed. An even more complex option is more creative. Participants prepare interviews independently, without reference material.Props are also selected and ascript is written.

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THE IMPLEMENTATION OF INTEGRATED LESSONS AT ENGLISH LESSONS

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Abstract. The world is changing rapidly: modernization of the academic lyceum system, as well as globalization, are the most essential variables determining the characteristics of the current educational process. Society has highly definite standards for knowledge, skills, and abilities of an academic lyceum graduate. Look for new types and techniques of instructional activity that do not just suit the demands of the students, but also effective of the contemporary educational system.

Keywords: foreign language teaching approach, non-traditional lesson, integration, integrated lessons.

This article investigates integrated English instruction and their use in academic lyceum education. Our country's educational system is quickly evolving at the moment, and methodologists and instructors are seeking for new technologies, methods, and approaches to arrange the educational process as effectively as possible. The academic lyceum now seeks to distinguish itself from previous teaching paradigms, both in terms of content and techniques and means of instruction. New educational technologies emerge with the goal of improving the educational process. These changes have an impact on both the aims and substance of education, as well as the nature of pedagogical relationships and approaches to the learning process. Nonetheless, the traditional type of academic lyceum instruction - the classroom system - is still in demand. However, in order to plan effective student activities, the lesson changes: the educational process incorporates non-traditional types of class instruction, such as integrated lessons. The relevance of the study is proved by another factor: despite the fact that the topic has been well studied, and the effectiveness and efficiency of these classes has been demonstrated, in practice non-traditional forms of education in academic lyceum are used extremely rarely. Thus, the research topic is justified by the need for the formation of foreign language communicative competence among academic lyceum students through the inclusion of integrated English lessons in the educational process. In my opinion, conducting lessons of non-traditional forms, in particular integrated lessons, will help to increase the interest and motivation of students, which in turn will lead to a more effective and productive educational process. An English lesson is much better assimilated if time is devoted to its study not only in the academic, but also in the extracurricular activities of the student. Communication with a foreign friend, communication with grandparents who are native speakers of English, reading books and watching movies allow them to master a second language faster and more successfully. The organization of educational activities, built in accordance with the psychological and pedagogical characteristics of students, is as follows: in the conditions of collective learning, the teacher should use an individual approach to each student, the chosen methods, techniques and methods of acquiring knowledge should develop the student, take into account his cognitive needs. English teaching takes place within the framework of lesson system. The main problems of teaching, upbringing and personal development (within the framework of academic lyceum education) are solved in the classroom, it is on its quality that the knowledge of students and their level of education depend. The lesson

is the main form of organization of the educational process. Currently, there is a continuous improvement of the education system, which affects all aspects of the educational process. The success of the construction and conduct of the lesson is influenced by a large number of factors, the vast majority of which form a certain a system of interdependent and interrelated causes, positions and consequences affecting the practice and theory of this difficult pedagogical phenomenon. The structure of the lesson, its character and features are formed by the very essence of the process of cognition, the content of learning. A lesson is a form of organization of the pedagogical process in which the teacher directs the collective cognitive and other activities of a permanent group of students (class) for a precisely set time, taking into account the characteristics of each of them using the types, means and methods of work that create favorable conditions for all students to master the basics of the subject being studied directly in the learning process, as well as for the education and development of cognitive abilities and spiritual powers of academic lyceum students. Any lesson is a fragment of a training course on any subject, contains specific training, educational and developmental goals that are determined by the place of this lesson in the educational section of a particular discipline. Each individual lesson should represent an organizational, logically and psychologically complete whole. In a good lesson, all these beginnings are interconnected. Organizational completeness and integrity of the lesson it consists in the following: the lesson begins and ends at a strictly defined time, a certain time interval is allocated for each stage of the lesson, the time distribution is clear and rational. The logical integrity of the lesson finds its expression in the concretized content of the lesson, which gradually becomes available to students in the course of educational activities. The psychological integrity of the lesson is the achievement of its goals, a sense of satisfaction with the results obtained, the desire and desire for further advancement, reflection, as well as the presence of interest and motivation for learning activities. In order for English teaching to be successful, students need to be interested in learning activities, it is necessary to create motives for each speech and non-speech action of children both when teaching communication tools and communication activities. Students should see the results of practical the use of a foreign language. A student, with a traditional approach to learning, most often does not have the opportunity to use his knowledge in practice. This disadvantage can be eliminated by using innovative methods and technologies, as well as by organizing lessons of non-standard forms. An unconventional form of a lesson is an improvised educational activity with an unspecified structure. Academic lyceum education occupies an important place. This is due to the age characteristics of students, the game basis of such lessons and the originality of their conduct. Non-traditional lessons have a common goal - to expand the interest of students in educational activities. This lesson can preserve the traditional structure, that is, the organizational moment, the transfer of new knowledge, control over what has been studied, or it can be the original way is changed in the sequence of the usual stages, can have a game base and much more. These exciting additions can be embedded in the structure of the lesson as a fragment and as a complete lesson dedicated to the implementation of one of the methods. The experience of introducing elements of non-traditional education into the daily lessons of students shows that this approach is quite effective. Various options for non-traditional forms of education offer each student a choice, and freedom of choice increases motivation for the successful completion of the chosen activity. Students with a sufficiently developed taste, spatial thinking, they willingly perform tasks in the form of drawings and diagrams, try to develop their own models, graphs and diagrams. Participation of students in lectures and conferences, integrated lessons improve the quality of education, develops cognitive interest in the subject.

In integrated lessons, students work easily and learn extensive material with interest. It is also important that the acquired knowledge and skills are not only used by schoolchildren in their practical activities in standard educational situations, but also provide an outlet for creativity, for the manifestation of intellectual abilities. Integration is a deep interpenetration, merging, as far as possible, generalized knowledge in a particular field in one educational material.

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MAKTABGACHA TA'LIM TASHKILOTLARIDA MAKTABGA TAYYORLOV YOSHIDAGI BOLALARGA AKT VOSITALARIGA ASOSLANGAN HOLDA TA'LIM TARBIYA BERISH METODIKASI.

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Annotatsiya: Ushbu maqolada maktabgacha ta'lim tashkilotlarida maktabga tayyorlov yoshidagi bolalarga AKT vositalariga asoslangan holda ta'lim tarbiya berish metodikasi, imkoniyatlari haqidagi fikrlar keltirilgan.

Kalit so'zlar: AKT, maktabgacha ta'lim, davlat standarti, animatsiya, zamonaviy ta'lim-tarbiya.

O'zbekiston Respublikasi Vazirlar Mahkamasining 2020 yil 22 dekabrdagi "Maktabgacha ta'lim va tarbiyaning davlat standartini tasdiqlash to'g'risida"gi 802-son Qarori bilan Ilk va maktabgacha yoshdagi bolalar rivojlanishiga qo'yiladigan davlat talablari belgilab berildi. Chunonchi, 6-7 yoshdagi maktabga tayyorlov guruhi tarbiyalanuvchilari jismoniy rivojlanish va sog'lom turmush tarzining shakllanishi bo'yicha quyidagi davlat standartlariga javob bera olishi kerak:

" bir, ikki, to'rtta bo'lib saflanadi, doira bo'lib, qator bo'lib yuradi;
" tasavvurdagi predmetlarni qo'llari bilan (gul, qush, kapalak, qasr) ko'rsatadi;
" mayda qismli mozaika va pazllarni yig'adi.
" koptok bilan nishonni urib tushiradi (bouling);
" o'zining tashqi ko'rinishiga e'tibor beradi;
" jismoniy mashqlarni mustaqil bajaradi;
" salomatlikka zararli bo'lgan xulq shakllarini anglaydi (chekish, ichkilikbozlik, olov bilan o'ynash va hokazo);
" bog'chada, ko'chada, transportda yurish qoidalariga rioya qiladi;
" piyodalar va velosipedchilar uchun yo'l qoidalarini biladi;
" yong'in xavfsizligi - 101; milliy gvardiya - 102; tez yordam - 103; gaz xizmati - 104; qutqaruv xizmati 1050-telefon raqamlarini biladi;
" xavfli vaziyatlarda qanday yo'l tutishni biladi va tushuntiradi;
" supermarketda, shaharda, qishloqda, dalada yo'qolib qolsa, o'zini qanday tutish kerakligini biladi.

Mazkur standar talablarini bajarishda maktabgacha ta'lim tashkiloti pedagoglari tomonidan ananaviy yondashuv bilan birga noananaviy yondashuv ham talab etiladi. Sababi guruhda tarbiyalanayotgan har bir bolaning fikrlash doirasi, tushinish qobilyati va jismoniy salohiyati har xil, ammo, bolalarning mult qahramonlariga yoki animatsion video lavhalarga qiziqishi birdek baland. Xo'sh, bolalarning mazkur qiziqishlarini davlat talablarini bajarishga yo'naltirish metodikasiga to'xtalsak. Bunda, bolalarning guruhda mashg'ulot o'tishlarini 25-30 daqiqa ekanligini hisobga olib, ularning psixoemotsional holatiga tasir qilmaydigan darajada, davomiyligi 3-5 daqiqadan oshmaydigan animatsion video lavhalarni katta monitorda qo'yib berish va lavha yakunida bolalardan ularning tushinchalarini so'rash, amaliyotda qo'llash bo'yicha tavsiyalar berish maqsadga muvofiq bo'ladi.

Masalan, bog'chada, ko'chada, transportda yurish qoidalariga rioya qilishini o'rgatadigan animatsion video lavhani interktiv doskada yoki sensorli panelda qo'yib berish mumkin. Lavhada mult qahramoni ko'chalarda qanday yurish kerakligini, tarnsportda qanday harakatlanish kerakligini sodda, birma-bir tushintirib o'tadi va bu qoidalarga rioya qilmaslik

oqibatlarini ham tushintiradi. Video lavha yakunida ovozli va animatsion test o'tkaziladi. Bunda bolaga yo'l qoidalariga rioya qilayotga va rioya qilmayotgan mult qahramonlari ko'rsatiladi va bolalarga ulardan qay biri yo'l qoidasiga rioya qilayotgani so'raladi. Bolalar bunga javoban sensorli doskada o'zlari to'g'ri deb bilgan variantni tanlaydi va yakunda to'g'ri belgilangan holatda "Qoyil", "To'g'ri" mazmundagi ovoz va animatsiya ko'rinadi. Xato belgilanganda "Ishonaman siz buni bilasiz", "Qayta urinib ko'ring" mazmunidagi ovoz va animatsiya qo'yilib variantlarni qayta tanlash oynasiga o'tiladi. Bola qayta urinib ko'radi va to'g'ri javobni topadi.

Yuqoridagi metodni nafaqat yo'l qoidalarini o'rgatishga balki bolalarga boshqa ko'plab mavzularni yoritib berishda ham ishlatish mumkin. Yuqoridagi animatsiyalar va video lavhalar yaratish va yaxlit dasturiy vosita sifatida birlashtirishda Adobe Macromedia Flash, Adobe After Effects, Blender kabi dasturiy vositalardan foydalaniladi.

Adobe Macromedia Flash - Actionscript dasturlash tiliga asoslangan bo'lib, bu til dasturlashtirishdan yiroq bo'lgan insonlar ham tushunishi uchun juda oddiy qilib yaratilgan qulay interfeysli vektorli muharriri. Dastur yordamida oddiy roliklar, chiziqli animatsiyalar yaratish mumkin.

Adobe After Effects - Adobe Systems tomonidan ishlab chiqilgan murakkab videografikalar, videoharakatlarni tahrirlash va yaratish uchun ishlatiladigan dastur.

Blender - animatsion filmlar, vizual effektlar, san?at, 3D modellar, harakat qaydi, 3D interfaol dasturlar, virtual reallik va video o?yinlarni yaratishda foydalaniladigan bepul va ochiq manbali dasturdir.

Xulosa qilib aytganda, maktabgacha ta'lim yoshidagi bolalarga ta'lim tarbiya berishda AKT vositalaridan foydalanish bolalarda tushinish va tasavvur qilish qobilyatlarini yanada keng shakllanishiga asos bo'ladi.

Foydalanilgan adabiyotlar ro'yhati:

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ЖИНОЯТ ПРОЦЕССИДА МУЛКНИ ХАТЛАШНИНГ НАЗАРИЙ ВА ҲУҚУҚИЙ АСОСЛАРИ

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Аннотация: Мақолада гумонланувчи, айбланувчи ёки уларнинг ҳаракатлари учун қонуний жавобгар шахсларнинг, шунингдек гумонланувчи, айбланувчи ёки уларнинг ҳаракатлари учун қонуний жавобгар бўлмаган бошқа шахсларнинг мол-мулкини хатлаш бўйича процессуал фаолиятни амалга ошириш жараёнида юзага келадиган ҳуқуқий муносабатлар юзасидан муаллиф фикрлари баён этилган. Шунингдек, миллий юридик назариядаги мавжуд бўшлиқларни тўлдириш бўйича таклиф ва тавсиялар берилган.

Калит сўзлар: хатлаш, терговчи, суриштирувчи, айбланувчи, зарар, мол-мулк, баённома, далиллар, миқдор.

Жиноят ишларини тергов қилиш пайтида жабрланувчиларга етказилган мулкий зарарни қоплашнинг паст даражаси мулкни хатлашнинг етарлича самарали қўлланилмаганлиги билан боғлиқ бўлиб, унинг сабаблари, жумладан процессуал мажбурловнинг ушбу чорасини таъминлаш учун терговчи фаолиятининг ташкилий-ҳуқуқий жиҳатлари етарли ишлаб чиқилмагани ва терговчи процессуал фаолиятининг ушбу соҳасига таъсир кўрсатадиган жиноят ва жиноят-процессуал қонун ҳужжатларига киритилган ўзгаришларга қарамай, уларнинг номукаммалигидир.

Мулкни хатлаш институтининг назарий ва ҳуқуқий асосларини шаклланиш тенденцияларинининг тарихий ривожланишини ўрганиш натижасида уларнинг ҳал этилиши терговчи фаолиятини оптималлаштирадиган бир қатор муаммолар мавжуд деган хулосага олиб келади. Н.С. Таганцев таъкидлаганидек: "Ижобий ўрганиш вазифаси нафақат амалдаги қонун принципларини догматик аниқлаш ва тақдим этиш, балки амалиёт маълумотлари ва фан принциплари, миллий ҳуқуқ тажрибаси асосида уларни танқидий баҳолаш ҳам бўлиши лозим" [1].

Мулкни хатлашда гумон қилинувчининг (айбланувчининг), шунингдек жабрланувчининг (фуқаролик даъвогарнинг) қонуний ҳуқуқларига таъсир қилишини ҳисобга олиб, рухсат бериш ва ушбу чорани бекор қилиш масаласини кўриб чиқиш фақат суд органи томонидан кўриб чиқилиши лозим[2].

Жамиятга қонунга хилоф ҳаракатлар билан бузилган мулк билан боғлиқ муносабатларни тиклашга қаратилган воситага эҳтиёж борлиги ҳақидаги тезисни ифодалашга имкон беради, шу сабабли мулкни хатлаш институти пайдо бўлиши лозим [3]. Мулкни хатлашни ҳам ўз ичига олган хавфсизлик чораларининг моҳияти ва мазмуни жамиятда ва жиноят процессида мулк билан боғлиқ муносабатларнинг ривожланиш даражасини белгилайди. Мулкни олиб қўйишдан мақсад даъвони таъминлаш, шунингдек қочиб кетган айбланувчини дастлабки тергов органларига келишга мажбур қилиш эди. 19-асрнинг охирига келиб, ушбу процессуал ҳаракат жиноий ва фуқаролик ҳуқуқида ўзининг якуний шаклланиши ва тартибга солинишига эришди, аммо унинг мақсади фақат мулкий жазоларни қоплаш эди.

Назарий ва ҳуқуқий жиҳатдан хатлаш борасида қабул қилинган 1922 йилги Жиноят-процессуал кодексига ва РСФСР Халқ Комиссарлари Советининг 1923 йил 11 июлдаги фармони белгилаган "Ягона қишлоқ хўжалиги солиғи тўғрисида"ги Фармонни бузганлик учун жавобгарликка тортиш тартиби ҳамда ушбу

ҳуқуқбузарликлар юзасидан ишларни қўзғатиш, юбориш ва кўриб чиқиш тартиби тўғрисидаги йўриқнома"га биноан рўйхатга олишнинг иккинчи қисмида солиқ тўламаган шахснинг мол-мулки олиб қўйилишини таъминлаш учун жазо тарзида: "уй-рўзғор буюмлари, кийим-кечак, чойшаб, идиш-товоқлар доимий фойдаланиш учун зарур бўлган миқдор; олти ой давомида ҳар бир оила аъзоси учун ўн икки килограмм жавдар бирлиги миқдорида озиқ-овқат маҳсулотлари; иқтисодиётни сақлаш учун зарур бўлган миқдорда қишлоқ хўжалиги балиқ овлаш воситалари; чорва молларидан: битта сигир, битта от ёки бир жуфт ҳўкиз ёки уларнинг ўрнини босувчи ишчи чорва моллари, жамоат подасига хизмат қиладиган бўлса оталар, уч ёшгача бўлган ёш ҳайвонлар, бир ярим ёшгача бўлган ёш қорамоллар зарур олти ой давомида озуқа миқдори ҳар бир бош учун қирқ фунт (жавдар бирлигида); ҳовлининг маиший эҳтиёжлари учун зарур бўлган турар-жой ва хўжалик иншоотлари" ни рўйхатга киритиш маън этилган [4].

Мулкни рўйхатга олиш уни мажбурий баҳолаш билан бирга олиб борилди, унда холислар, тавсифланган мулк эгаси ва қишлоқ кенгаши вакилларидан бири мажбурий равишда иштирок этиши лозим эди.

Мулкни тортиб олишнинг назарий ва ҳуқуқий асосларини шакллантириш тенденцияларини уларнинг тарихий ривожланишида умумлаштирган ҳолда, ушбу институтнинг ривожланиши ХИХ асрнинг 60 йиллари ўрталаридан бошлаб босқичма-босқич ривожланиб, ҳар йил жадаллик касб этди, деган хулосага келиш лозим [5]. Шундай қилиб, Мулкни хатлаш институтини ҳуқуқий тартибга солишнинг генезиси бир нечта тенденциялар билан тавсифланади. Хусусан, ушбу ҳуқуқий институтнинг ривожланишида умуман ҳуқуқий давлатнинг ривожланишига хос бўлган одатий давомийлик мавжуд эмас. Бу борада миллий юридик адабиётларда мулкни хатлаш мажбурлов чорасининг вужудга келиш ва даврий ривожланиш тенденциясини белгилаб олиш ва мол-мулкни хатлаш шаклидаги процессуал мажбурлов чорасини қўллаш бўйича фаолиятини ҳуқуқий тартибга солишнинг замонавий моделини шакллантириш, шунингдек амалдаги жиноят-процессуал қонунчиликни ва уни қўллаш амалиётини такомиллаштириш мақсадга мувофиқ.

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ОРАЛИҚ ЖИНОЯТ ҚОНУНИНГ ВАҚТ БЎЙИЧА АМАЛ ҚИЛИШИ МАСАЛЛАРИ

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Аннотация: *"Оралиқ" жиноят қонунинг қўлланиш ёки қўлланилмаслиги билан боғлиқ масала қуйидаги ҳолатда вужудга келади: жиноят содир этилган вақтдан сўнг айнан бир қилмишнинг жиноийлиги, жазога сазоворлиги ва бошқа ҳуқуқий оқибатларини бошқача тарзда ҳал этидиган бир эмас балки, камида иккита қонун қабул қилинади. Амалдаги Жиноят кодексида жиноят содир этилганидан сўнг бир жиноят қонуни қабул қилинган ҳолларда унинг орқага қайтиб амал қилиши борасида қандай йўл тутилиши масаласига норматив ечим берилган. Ўзбекистон Республикаси Жиноят кодексида "оралиқ" қонунни орқага қайтиб амал қилишини тартибга солувчи нормаларни мустаҳкамлаш мақсадга мувофиқ.*

Калит сўзлар: *оралиқ жиноят қонуни, вақт бўйича амал қилиш, жиноийлик, жазога сазоворлик.*

ВОПРОСЫ ДЕЙСТВИЯ ПРОМЕЖУТОЧНОГО УГОЛОВНОГО ЗАКОНА ВО ВРЕМЕНИ

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Аннотация: *Вопрос, связанный с применением или неприменением "промежуточного" уголовного закона, возникает в следующем случае: после совершения преступления принимается не один, а по крайней мере два закона, в которых по-разному рассматриваются преступность, наказуемость и другие правовые последствия одного деяния. Действующий Уголовный кодекс предусматривает нормативное решение вопроса о том, как действовать в случае принятия уголовного закона после совершения преступления в отношении его обратной силы. В Уголовном кодексе Республики Узбекистан целесообразно закрепить нормы, регулирующие обратное действие "промежуточного" закона.*

Ключевые слова: *уголовный закон, действие во времени, преступность, наказуемость.*

ISSUES OF THE OPERATION OF THE INTERIM CRIMINAL LAW IN TIME

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Abstract: *The question related to the application or non-application of the "interim" criminal law arises in the following case: after the commission of a crime, not one, but at least two laws are adopted, in which criminality, punishability and other legal consequences of one act are considered differently. The current Criminal Code provides for a normative solution to the question of how to act in the event of the adoption of a criminal law after the commission of a crime with respect to its retroactive effect. In the Criminal Code of the Republic of Uzbekistan, it is expedient to fix the norms regulating the retroactive effect of the "interim" law.*

Keywords: *criminal law, operation in time, criminality, punishability.*

"Оралиқ" жиноят қонунинг қўлланиш ёки қўлланилмаслиги билан боғлиқ масала қуйидаги ҳолатда вужудга келади: жиноят содир этилган вақтдан сўнг айнан бир қилмишнинг жиноийлиги, жазога сазоворлиги ва бошқа ҳуқуқий оқибатларини бошқача тарзда ҳал этидиган бир эмас балки, камида иккита қонун қабул қилинади. Амалдаги Жиноят кодексида жиноят содир этилганидан сўнг бир жиноят қонуни қабул қилинган ҳолларда унинг орқага қайтиб амал қилиши борасида қандай йўл тутилиши масаласига норматив ечим берилган. Бироқ, бирдан ортиқ қонун қабул қилинган ва бир қилмишга нисбатан татбиқ қилиниши мумкин бўлган камида учта: биринчиси, жиноят содир этилган вақтда амалда бўлган қонун, иккинчиси, биринчининг ўрнига келган (ўзидан олдинги ва ўзидан кейинги қонуннинг оралиғида бўлгани учун ҳам "оралиқ" дейилади), учинчиси, иккинчи қонуннинг кучини йўқотувчи қонунлар мавжуд бўлганда, шулардан қайси бири қўлланилиши лозимлиги борасида табиий, муаммоли ҳолат вужудга келади.

Аниқроқ қилиб айтадиган бўлсак, юқоридаги учта қонунлардан учинчиси олдингиларига нисбатан енгилроқ ёки биринчиси энг енгили бўлганда, қўланилиши лозим бўлган қонун танлови масаласида муаммо пайдо бўлмайди. Чунки, умумий қоида (қилмиш содир этилган вақтда амалда бўлган қонун қўлланилиши) дан истисно ҳисобланувчи, енгилроқ бўлган қонуннинг орқага қайтиб амал қилиши ва оғирроқ бўлган қонуннинг орқага қайтиб амал қилмаслиги қоидаси қўлланилади. Бироқ, иккинчи - "оралиқ" қонун биринчисига нисбатан оғирроқ, учинчисига қараганда эса, енгилроқ бўлганида ёки биринчисига нисбатан ҳам учинчисига нисбатан ҳам енгилроқ бўлганида қўлланилиши лозим бўлган қонун танлови масаласи Ўзбекистон Жиноят қонунда ўз аксини топмаган.

Жиноят ҳуқуқи доктринасидаги мазкур масалада қуйидагича ёндашувлар мавжуд. Биринчи ёндашув тарафдорлари томонидан оралиқ қонуни қўлланилмаслиги таъкидланади [10, б. 114; 11, с. 113-114; 12, с. 51]. Бунда лотин ибораси билан айтганда media tempora non nocet, яъни оралиқ қонунининг амал қилмаслиги ҳақида сўз юритилади.

Хусусан, М.Х. Рустамбаевнинг фикрича, жиноят содир этган шахсларга, айтайлик, "қонунлар оралиғи" деб аташ мумкин бўлган ҳаддан ортиқ юмшоқ қонунни қўлланилмайди. Қонуннинг орқага қайтиш кучи жиноий жавобгарликка тортилган шахсларга нисбатан, яъни суд ва тергов ишларига жалб қилинган ёки тайинланган жазони ўтаётган шахсларга нисбатан амал қилиши сабабли жиноят содир қилгандан кейин қабул қилинган, лекин жиноий жавобгарликка тортгунга қадар ўз кучини йўқотган қонун бундай жиноятни содир этган шахсларга нисбатан қўлланилмайди [10, б. 114].

Айримлар томонидан мазкур ёндашув, яъни оралиқ қонунининг қўлланилмаслигини назарий жиҳатдан қуйидагича асосланади: "кучга киргач "оралиқ" қонуни "нормал", оддий қонун каби амал қилади, яъни, агар у енгилроқ

бўлса, кучга киришигача вужудга келган ҳуқуқий муносабатларга нисбатан амал қилади. У уни бекор қилган ёки алмаштирган янги қонун кучга кирган пайтдан бошлабгина "оралиқ" қонунга айланади. Фақат шу пайтдан у "оралиқ" қонун деб номланиши мумкин, лекин айнан шу пайтдан "оралиқ" қонун амалда бўлишдан тўхтайди. У энди "ўлик", амалда бўлмаган қонун эса, орқага қайтиш кучига эга эмас" [8, с. 109].

Бошқа бир олим, яъни А.А. Тилле юқоридаги каби фикр билдириб, савол берган ҳолда таъкидлайди: амалда бўлмаган, умуман кучга эга бўлмаган қонунга нисбатан унинг қандай орқага қайтиш кучи ҳақида сўз бориши мумкин? Амалда бўлмаган қонуннинг қўлланилиши ҳеч қанақасига унга орқага қайтиш кучининг берилиши бўла олмайди [1, с. 128]. Унинг фикрича, оралиқ қонун бошқа соҳаларида бўлгани каби, жиноят ҳуқуқида ҳам қўлланилмайди. Лекин, агарда, у жиноят содир этилган вақтдагига қараганда енгил бўлса, тайинланадиган жазо мазкур оралиқ қонун санкциясидагидан ошиб кетмаслиги лозим [1, 134]. Бундан келиб чиқадики, унингча ҳам жиноят содир этилган вақтда амалда бўлган қонун (қилмишни квалификация қилишда) ҳам кейин қабул қилинган оралиқ қонуни (жазо тайинлашда) қўлланилади.

Кейинги ёндашув тарафдорларига кўра, енгилроқ бўлган оралиқ қонуни қўлланилиши лозим [9, с. 47]. Чунки, "айбланувчи одил судловнинг секинлик билан ишлашидан жабр кўрмаслиги лозим" [6, с. 6]. Н.Д.Дурмановга кўра, жазони енгиллаштирувчи "оралиқ" қонуни ҳукм чиқариш пайтида оғирроқ қонун билан алмаштирилган бшлса ҳам қўлланилиши лозим [5, с. 250]. Я.М.Брайнин "оралиқ" қонуни у қабул қилингунига қадар вужудга келган ҳуқуқий муносабатга нисбатан қўлланилмаслигини танқид қилган ҳолда, бу нуқтаи назарга таяниладиган бўлса, жиноят содир этилган вақтдаги ёки "оралиқ" қонун билан таққослаганда жавобгарликни енгиллаштирувчи "оралиқ" қонуни ўрнига келган қонунга ҳам орқага қайтиш кучини бериб бўлмаслигини кўрсатиб ўтган [3, с. 152].

Назаримизда, "оралиқ" қонуни қўлланилиши тарафдори бўлмаган, жиноят содир этилган вақтда амалда бўлган ва қилмишга нисбатан қўлланилаётган вақтда амалда бўлган қонунлар ўзаро қиёсланиши лозим деб ҳисобловчи олимларнинг фикрига қўшилиб бўлмайди. Бу борада, Ю.Е.Пудовочкиннинг қуйидаги фикрини келтириб ўтиш ўринли деб ҳисоблаймиз. Унга кўра: 1) агарда, "оралиқ" қонуни қилмиш жиноийлигини бекор қилса, жазовога сазоворлигини енгиллаштирса ва у кучга киргунига қадар жиноят содир этган шахснинг аҳволини бошқача тарзда яхшиласа, янги, учинчи қонун қабул қилинганида унинг орқага қайтиш кучи масаласи "оралиқ" қонун мазмуни билан таққослашдан келиб чиқиб ҳал этилиши лозим; 2) агарда, "оралиқ" қонуни қилмишни жиноят деб ҳисобласа, жазони кучайтирса ёки у кучга киргунига қадар жиноят содир этган шахснинг аҳволини бошқача тарзда ёмонлаштирса, янги, учинчи қонун қабул қилинганида унинг орқага қайтиш кучи масаласи жиноят содир этилган вақтда амалда бўлган қонун мазмуни билан таққослашдан келиб чиқиб ҳал этилиши лозим [9, с. 47].

Мазкур фикрга қушилган ҳолда, таъкидлашни истар эдикки, қилмишнинг жиноийлигини бекор қиладиган, жазони енгиллаштирадиган ёки шахснинг аҳволини бошқача тарзда яхшилайдиган жиноят қонуни (жиноят содир этилган вақтда амалда бўлганини биринчи қонун деб оладиган бўлсак, бу иккинчи қонун бўлади) орқага қайтиш кучига эга, яъни бундай қонун кучга киргунга қадар тегишли жиноий қилмиш содир этган шахсларга татбиқ этилади. Демак, бундан келиб чиқадики, қонун чиқарувчи томонидан янги қонун (иккинчи қонун) билан шундай жиноят-ҳуқуқий позиция танланган. Бу қонундан кейин яна бошқа янги қонун (учинчи қонун) қабул қилинган ҳолда ҳам уни иккинчи(оралиқ) қонун

билан таққослаш лозим бўлади. Иккинчи (оралиқ) қонун қилмишни жиноят деб ҳисоблайдиган, жазони кучайтирадиган ёки шахснинг ҳолатини бошқача тарзда ёмонлаштирадиган бўлса, орқага қайтиш кучига эга бўлмайди, яъни бундай қонун кучга киргунга қадар тегишли жиноий қилмиш содир этган шахсларга татбиқ этилмайди. Демак, бундан келиб чиқадики, қонун чиқарувчи томонидан янги қонун (иккинчи қонун) билан шундай жиноят-ҳуқуқий позиция танланган. Шу сабали, бу қонундан кейин яна бошқа янги қонун (учинчи қонун) қабул қилинган ҳолда уни биринчи (жиноят содир этилган вақтда амалда бўлган) қонун билан таққослаш лозим бўлади.

Юқоридагиларни, яъни жиноят ҳуқуқи доктринасида "оралиқ" қонунининг қўлланилиши ёки қўлланилмаслиги масаласи баҳсли эканлиги, Жиноят қонунида бу борада тегишли қоидалар мустаҳкамланмаганлиги, қолаверса, тегишли расмий шарҳлар, тушунтиришларнинг мавжуд эмаслигини ҳисобга олган ҳолда Ўзбекистон Республикаси Жиноят кодексида "оралиқ" қонунни орқага қайтиб амал қилишини тартибга солувчи нормаларни мустаҳкамлаш мақсадга мувофиқ деб ҳисоблаймиз. Шу билан бирга умумий қонуниятларнинг ишлаб чиқилиши жиноятлар юзасидан оралиқ жиноят қонунинг вақт бўйича амал қилиши масалларини тўғри ҳал қилишга хизмат қилади.

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"ЗАМОНАВИЙ ТАЪЛИМДА РАҚАМЛИ ТЕХНОЛОГИЯЛАР: ФИЛОЛОГИЯ ВА ПЕДАГОГИКА СОҲАСИДА ЗАМОНАВИЙ ТЕНДЕНЦИЯЛАР ВА РИВОЖЛАНИШ ОМИЛЛАРИ"

Масъул мухаррир: Файзиев Шохруд Фармонович
Мусаҳҳиҳ: Файзиев Фаррух Фармонович
Саҳифаловчи: Файзиев Шахрам Фармонович