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YAPONIYADA “O'ZBEK TILI VA MADANIYATI MARKAZI” TASHKIL ETILADI

Samarqand davlat chet tillar instituti xorijiy oliygo'harlar bilan hamkorlik aloqalarini o'rnatish borasida mintaqada yetakchi oliygo'har bo'lib kelmoqda desak, mubolag'a emas. Negaki, bugungi kunga qadar institut 100 ga yaqin nufuzli xorijiy oliygo'harlar va ta'lim tashkilotlari bilan xalqaro hamkorlik aloqalarini davom ettirib kelmoqda. Yaponiya oliy ta'lim muassasalari va ta'lim tashkilotlari ham shular jumlasidandir.

Shu munosabat bilan, joriy yilning 1-may kuni Yaponiyaning Nagoya shahrida joylashgan Aichi Prefektura Universiteti Vitse-prezidenti hamda Global strategiya bo'limi direktori professor Kavabata Hiroaki Samarqand davlat chet tillar institutida bo'ldi hamda institut rektori, professor Ilhomjon To'xtasinov bilan uchrashuv o'tkazdi.

Unda tomonlar o'rtasida yangi loyihalarni amalga oshirish, bu borada hamkorlik shartnomasini tuzish va shartnomaga asosan amalga oshiriladigan ishlarni belgilash, talabalar hamda professor-o'qituvchilar tajribasini oshirish, ilmiy izlanuvchilarning tadqiqot olib borishlarida ham birgalikda ishlash kabilari yuzasidan fikr hamda takliflar almashinildi.

Ahamiyatli jihati, endilikda Samarqand davlat chet tillar institutida “Yapon tadqiqotlar markazi”ni o'chish va markazning faoliyatini rivojlantirish uchun Yaponiya-



ning Nagoya shahrida joylashgan Aichi Prefektura Universitetida yapon tili o'qituvchilarini jalb etish, shuningdek, Yaponiya ham yaponiyalik talaba yoshlar uchun “O'zbek tili va madaniyati markazi”ni o'chish, unga professor-o'qituvchilarni birlashtirish va o'quv adabiyotlari hamda darsliklar bilan ta'minlash, kelgusida Aichi

Prefektura Universitetida o'zbek tili fakultetini ochish yuzasidan kelishuvlarga erishildi. Jumladan, uchrashuv so'ngida yuqoridagilarni amalga oshirish borasida tomonlar o'rtasida hamkorlik Memorandumini imzolandi.

Asilbek ABDURAIMOV.

O'ZBEKISTON PREZIDENTI KO'P QIRRALI HAMKORLIKNI ILGARI SURISHDA MDHNING AHAMIYATINI QAYD ETDI

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev 1-may kuni Konstitutsiya bo'yicha referendumni kuzatuvchilar missiyasi boshchiligidagi mamlakatimizda bo'lib turgan Mustaqil Davlatlar Hamdo'stligi bosh kotibi Sergey Lebedevni qabul qildi.

Davlatimiz rahbari Hamdo'stlik bosh kotibi va missiya a'zolariga mamlakatimizning barcha hududlarida faol ishlagan hamda referendumning borishi va natijalariga yuksak baho bergani uchun samimiy minnatdorlik bildirdi.

Nufuzli mintaqaviy tashkilot rahbari, o'z navbatida, O'zbekiston yetakchisi va ko'p millatli xalqini referendum jarayonlari yuksak xalqaro talablari va standartlariga muvofiq muvaffaqiyatli tashkil etilganini bilan dildan qutdi.

Referendum yakunlari Yangi O'zbekistonda barpo etish va mamlakatimizda demokratik yangilanishlarni davom ettirishda muhim bosqich bo'lishiga ishonch bildirildi.



Uchrashuvda o'zaro manfaatli, eng avvalo, savdo-iqtisodiy, sanoat va transport sohasidagi hamkorlikni mustahkamlashda MDHning muhim o'rni qayd etildi. Hamdo'stlik makonida investitsiyalar jadal sur'at bilan o'sayotgani ta'kidlandi, joriy yilning mart

oyida Samarqand shahrida o'tgan Tashqi ishlar vazirlari kengashi majlisining samarali natijalari yuqori baholandi. Faol gumanitar almashinuvlarni bundan buyon ham davom ettirishga alohida e'tibor qaratildi.

O'ZA

BIZ SHU DARGOHNING BIR ZARRASI EKANLIGIMIZDAN FAXRLANAMIZ!



Samarqand davlat tibbiyot universiteti bundan 90 yil muqaddam, 1930-yilda tashkil etilgan. Bu Markaziy Osiyo mintaqasi aholisi uchun katta voqea bo'ldi, chunki bu mintaqada mustaqil tibbiyot oliy o'quv yurti yo'q edi. Universitetimiz o'zining shonli tarixi davomida nafaqat O'zbekiston, balki butun Markaziy Osiyo mintaqasidagi yetakchi tibbiyot oliy o'quv yurtlaridan biriga aylinish yo'lida uzoq yo'lni bosib o'tdi.

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning 2022-yil

1-apreldagi “Samarqand davlat tibbiyot universitetini tashkil etish va sohada kadrlar tayyorlash tizimini yanada takomillashtirish to'g'risida”gi qarori asosida qadimiy Samarqandda zamonaviy tibbiyot universiteti tashkil etish bo'yicha qarori qabul qilindi.

Hozirgi kunda Universitetda to'qqizta fakultet mavjud bo'lib, shulardan Davolash fakulteti o'z faoliyatini 1930-yilda Samarqand davlat tibbiyot instituti tashkil etilgan paytdan boshlagan va 1963-yilgacha institutning yagona fakulteti bo'lgan. Hozirgi kunda Universitetda 1- va 2-son davolash fakultetlari mavjud. Davolash fakultetiga qarashli “Ichki kasalliklar” kafedrasining tarixiga nazar soladigan bo'lsak, 1933-yilda respublika shifoxonasining terapiya bo'limi bazasida fakultet terapiya kafedrasini tashkil qilingan.

Davomi 2-betda

DANGASALIKDAN QUTILISHNING YO'LI BORMI?



Barcha insonlarning o'z orzu-niyatlari, maqsad va rejaları bor. Ammo ba'zi odamlar o'z orzularini amalga oshirish o'rniga ijtimoiy tarmoqlarga, video o'yinlarga beryotgan vaqt sarflaydi. Jumladan, reja qilingan ishlar kundan kunga cho'zilaveradi.

Bizningcha, sizga ham yuqoridagi holat tanish bo'lsa kerak. Aks holda siz bu maqolani o'qimay, keyingi sahifani ochgan bo'lar edingiz. Maqolamizning ushbu sonida yuqoridagi muammolarni yechish

uchun bir nechta foydali usullarni sizlarga tavsiya qilmoqchimiz.

Psixologiyada “dangasalik” o'rniga “prokrastinatsiya” iborasi ishlatiladi. Prokrastinatsiya – bu topshiriqlarni berilgan muddatdan o'tkazib yuborish, asosiy ishlarni keyingiga surish harakatidir. Bu odat, ayniqsa, talabalar orasida juda keng tarqalgan.

2007-yilda Kalgari universiteti psixologi Pirs Stil tomonidan o'tkazilgan meta-tahlil shuni ko'rsatadiki, oliy ta'lim muassasasi o'quvchilarining 80 foizdan 95 foizgacha qismi topshiriq va kurs ishlarini bajarishni muntazam ravishda kechiktiradi. Biz siz bilan prokrastinatsiyani yengishning bir qancha usullarini ko'rib chiqishdan oldin, uning kelib chiqish sabablarini ilmiy va biologik usulda ko'rib chiqsak.

Davomi 2-betda

BIZNING ASOSIY VA OLIY MAQSADIMIZ NIMA?



Hammamizga ma'lum, O'zbekiston Respublikasining yangi tahrirdagi Konstitutsiyasi loyihasining muqaddimasi yanada rivojlantirilib, inson, uning hayoti, erkinligi, sha'ni va qadr-qimmatli oliy qadriyat sifatida belgilandi. Insonparvar demokratik davlat, ochiq va adolatli jamiyat barpo etish mas'uliyati aks ettirildi. Bundan ko'rishimiz mumkinki, har bir O'zbekiston Respublikasi fuqarosining huquqlari davlat tomonidan himoya qilinadi.

Barchamiz guvohimiz, mana yaqinda Oliy Majlis Qonunchilik palatasining navbatdagi majlisi bo'lib o'tdi. Unda Konstitutsiyaning moddalarida amaldagi 128 tadan 155 taga ko'payib, normalari 275 tadan 434 taga oshgani, ya'ni asosiy qonunimizning 65 foiz matni xalqimiz takliflari asosida yangilangani, inson huquq va erkinliklariga oid qoidalari uch yarim baravarga ko'paygani hamda shulardan kelib chiqib, loyihani yangi tahrirdagi Konstitutsiya sifatida qabul qilish uchun barcha asoslar yetarli ekanligi ta'kidlandi.

Bunda ta'limga oid qonunlarga, ya'ni amaldagi 41-moddaga qo'shimchalar kiritilishi va o'zgartirilishiga e'tibor qaratsak. Yangi tahrirda, ya'ni 50-moddada har kim ta'lim olish huquqiga egaligi, davlat uzluksiz ta'lim tizimi, uning har xil turlari va shakllari, davlat va nodavlat ta'lim tashkilotlari rivojlanishini ta'minlashi hamda Davlatning maktabgacha ta'lim va tarbiyani rivojlantirish uchun shart-sharoitlar yaratishi mustahkamlab qo'yildi.

Davomi 2-betda

HOZIR HARAKAT QILMASANGIZ, ERTAGA KECH BO'LADI

Hozirgi kunda yoshlarning ko'p qismi dangasalikdan aziyat chekishadi, ularning ko'p qismida aynan mana shu muammo mavjud. Tengdoshlarimiz bilan suhbatlashgan paytimizda, ular uyqudan bosh ko'tara olmayotgani bilan nolishadi, hech narsa yoqmayotganini, hech narsaga qiziqishi yo'qligi haqida bot-bot ta'kidlashadi. Bu odatiy holga aylanib qolgan go'yo, chet el davlatlarida tengdoshlarimiz aqlga sig'mas darajadagi g'oyalari, loyihalar ustida ishlamoqda. Tun-u kun tinim bilmay ishlash, yaxshi natijalar ko'rsatishmoqda. Lekin biz-chi?

Mamlakatimizda yoshlarga yaratilgan shart-sharoitlar, imkoniyatlar va keng ko'lami islohotlar haqida qayta-qayta gapiramiz, lekin bundan yoshlar qanchalik foydalanishmoqda? Shu haqida hech o'ylab ko'rganimizmi o'zi? Yoshlar o'rtasida so'rovnoma o'tkazib, ulardan kelajakdagi kasblari yoki rejalarini haqida so'ragan paytimizda qariyb 80 foizi hali o'ylab ko'rmaganini yoki hali bunga tayyor emasligini aytishadi.

Tasavvur qilinga, talaba yigit yoki talaba qizning kelajak uchun tuzgan rejasi mavjud emas yoki umuman o'ylab ham ko'rmagan. Vaholanki, insonning bu yoshida serg'ayrat, ilmga chanoq, yaratuvchanlik qobiliyati ayni shakllanayotgan vaqtda bo'ladi, lekin ayrimlari hali ham g'afatda qolayotgani hech birimizga sir emas.

Ayni zamon tez sur'atlarda rivojlanib



borayotgan bir paytda inson o'rganishdan bir oz vaqt to'xtasa tamom, zamondan ortda qolishi hech gap emas. O'rganamiz desak, har bir sohada yetuk mutaxassislar bisyor, yangi sohalarida ham tarjibali va raqobatbardosh soha vakillari bor. Lekin nega biz shulardan saboq olmaymiz? Axir siz tengilar butun dunyoni lol qoldirib kelishmoqda, ularda ham siz kabi aql, siz kabi g'ayrat bor. Ular o'zlarini ustida ko'p ishlashadi, bekorchi jihatlarga vaqt sarf qilishmaydi, maqsadini aniq belgilab olgan va o'sha maqsadi yo'lida qiyinchiliklar bilan bo'lsa-da muvaffaqiyatga erishishdan to'xtashmaydi.

Davomi 2-betda

TALABA-YOSHLARNING BO'SH VAQTINI SAMARALI O'TKAZISH ASOSIY VAZIFALARIMIZDANDIR

Ingliz tili-I fakultetidagi menga birlashtirilgan talabalar bilan birgalikda Samarqand tumanida joylashgan “Konigil” turizm qishlog'iga bordik.

«Konigil» aholisi hunarmandchilik, qishloq xo'jaligi, chorvachilik, va albatta, o'z mehmondo'stligi bilan mashhurdir. Majmua hududida mehmonlarni qabul qilish va ularga xizmat ko'rsatish uchun barcha zarur sharoitlar yaratilgan. Oilaviy mehmon uylari, dam olish hududlari, piyoda yo'laklari, umumiy ovqatlanish shoxobchalari va boshqalar shular jumlasidandir. Bu yerda sayyohlar dam olishi, go'zal tabiatdan bahra olishi, Siyob anhoiri bo'yab sayr qilishi va milliy taomlardan tatib ko'rishini mumkin.

Dunyoga mashhur Samarqand qog'ozini ishlab chiqarishdan tashqari, mashhur «Konigilmeros» hunarmandchilik markazida kulollar va duradgorlar faoliyat yuritadi, qadimgi an'analarda asosida o'simlik yog'ini ishlab chiqarish yo'lga qo'yilgan. Shuningdek, «Konigil»ga tashrif buyurgan sayyohlar uchun shu joyning o'zida ishlab chiqarilgan yog'da tayyorlangan oshni tatib ko'rish va mashhur Samarqand nonlarini tayyorlash bo'yicha mahorat darlarida ishtirok etish imkoniyatlarini yaratilgan.

Mazkur qishloqda milodning boshidan gil, oq qum, sog' tuproq, qizil kesak, sariq

tuproq va kulochilikda ishlatiladigan bo'lak tuproqlar qazib olingan. Konigildan olingan gil Afrosiyob kuloligini keng ishlatilgan.

Tarixchi Juvayniyning yozishicha, 1255-yil kuzda Mas'ud Yalavoch “Konigil”da Hulokunch ziyofat qilgan. 1366-yil Amir Temur va Husayn ibn Musallab o'z qo'shini bilan “Konigil”ni qarorgoh tutganda sarbaradorlar anvoi tuhfular bilan ularning huzuriga keladi.

Amir Temur Movarounnahr taxtiga o'tirgach, Samarqand va uning atrofini o'z qo'lga kiritishga kirishadi. Chunonchi, u “Konigil”da Naqshi Jahon deb ataluvchi bog' barpo etadi. 1511-yil Bobur Samarqandni qamal qilganda uning qarorgohi “Konigil”da bo'lgan. “Bobumoma”da aytilishicha, Bobur “Konigil”da bo'lgan vaqtda mazkur Naqshi Jahon bog'idan nomnishon qolmagan ekan.

Alohida aytadigan bo'lsam, biz talabalar bilan birgalikda “Konigil” turizm qishlog'idagi barcha hunarmandchilik mahsulotlari, Samarqand qog'ozining tayyorlanish jarayonidan tortib kashtachilik buyumlarigacha tanishib chiqdik.

O'ylaymanki, talaba-yoshlarning bir necha soatlik sayohati juda qiziqarli hamda



maroqli o'tdi. Biz endilikda talabalarning bo'sh vaqtlarini mazmunli o'tkazish maqsadida navqiron Samarqandimizning barcha diqqatga sazovor joylari bilan yaqindan tanishib chiqishni oldimizga asosiy maqsad qilib oldik.

Sevara SHERBOYEVA,
Samarqand davlat chet tillar instituti tyutori.

INGLIZ TILINI O'RGANISHNING ZAMONAVIY VA SAMARALI USULLARI

Til – doimiy rivojlanishda bo'lgan vositadir. Shunday ekan ma'lum tilni muvaffaqiyatli o'zlashtirish va o'rganish uchun dastavval uning tarixini bilish lozim. Bir necha asrlik tarixga ega bo'lgan ingliz tili ham uzoq yillik tadririy rivojlanish bosqichida o'zining so'z boyligini rivojlantirib borganligi ham ayni haqiqatdir.

XXI asrga kelib jahonda xorijiy tillarni o'rganishning ahamiyati shunchalik darajada ortib bordiki, chet tillarini bilmasdan inson o'zini muvaffaqiyatli shaxs sifatida tasavvur qilishi mushkul bo'lib qoldi. Shu bilan birga, bugungi kunda ingliz tilida erkin muloqot qilish qobiliyati ish beruvchi tomonidan ishga joylashishning asosiy talablardan biri sifatida ham e'tirof etilmoqda. Zero, bugungi rivojlangan jamiyatda ingliz tilini mukammal bilish ijtimoiy hayotda muvaffaqiyatga erishishning asosiy kalitidir.

Dunyoning jadal sur'atlarida o'zgarib va rivojlanib borishi ingliz tilini shiddat bilan dunyo bo'ylab tarqalib borishiga zamin yaratmoqda. Natijada ingliz tilining ham boshqa tillar qatori o'ziga xos lahjalari va shevalari vujudga kelmoqda. Insonlar o'rtasidagi o'zaro ma'lumot almashishda yangidan yangi shevalarning paydo bo'lishi ma'lum qoidalarga va grammatikaning keng tarqalganligi bilan ham bog'liqdir. Bunday o'zgarishlar natijasida ko'plab lahjalari shakllanib bormoqda.

Bugungi zamonaviy ingliz tili bir nechta mintaqaviy shevalarga bo'linib, bular Britaniya shevasi, Amerika shevasi, Kanada shevasi, Avstraliya shevasi hamda Yangi Zelandiya kabi shevalardir. Zamonaviy rivojlangan jamiyatda ushbu

shevalar orasida eng ko'p qo'llaniladigan va bir necha o'nlab lahjalarga ega bo'lib, dunyo xalqlari orasida keng tarqalgani ingliz tilining Britaniya shevasi (British English) va (American English) Amerika shevalaridir.

Ingliz tilining Britaniya shevasi (British English) ko'proq konservativ bo'lib, grammatik qoidalarga qat'iy rioya qilishni talab etadi. Xususan, iboralarning qisqartirilishi yoki so'zlarning oxiri tugallanmay qolishi ushbu yo'nalishda qo'llanilmaydi. Biroq, taraqqiyot va hayotiy o'ziga xos o'zgarishlar ingliz tilining ushbu yo'nalishiga ham ta'sir ko'rsatmay qolmagan.

Ingliz tilining Amerika shevasi (American English) Amerikaliklar tomonidan "noto'g'ri inglizcha" deb ham e'tirof etiladi. Ushbu yo'nalishning barcha darajalarida juda soddalashtirilgan ingliz tili sifatida e'tirof etilib, bu boshqa madaniyatlarning yanada erkin holatda kirib kelishiga zamin yaratadi.

Bugungi kunda yurtimizda ingliz tili xorijiy til sifatida maktab yoki oliy ta'lim muassasalarida maxsus dasturlar asosida o'qitilib kelinmoqda. Ingliz tilini mukammal o'rganishning bir qismini faqat o'qish va yozishni o'rganish tashkil etsa, qolgan yarmi olgan bilimlarni amaliy tajribada qo'llash bilan xarakterlanadi. Zamonaviy ingliz tilini o'rganishning eng maqbul yo'nalishlaridan biri bu ingliz tilida mukammal muloqot qila oladigan professor-o'qituvchilardan amaliy tajribaga asoslangan ta'lim olishdir. Bu mazkur tilni o'rganuvchiga bir vaqtning o'zida ham yozish, ham tushunib tushish va ham o'qishda samarali yordam berib jonli muloqot o'rnatish imkonini beradi.

Zamonaviy ingliz tilini o'rganishning yana bir samarali usuli bu Internet saytlari va maxsus interaktiv dasturlar orqali muloqot qilish orqali tajriba o'tirish amaliyotidir. Texnologik taraqqiyot asrida bu nafaqat eng samarali, balki eng qulay yo'l hamdir. Bunda maxsus tayyorlangan "o'qituvchi" har bir o'quvchi uchun individual onlayn ta'lim dasturi va individual dars jadvalini tuzib, muloqot qilish va nutq qobiliyatini yaxshilash borasida fikr almashib boradi.

Ingliz tilini o'zlashtirishga mazkur til muhitiga insonning kirib borishidan boshqa hech narsa yordam bera olmaydi. Hozirgi kunda ko'plab sayyohlik agentliklari va til maktablari chet elda o'qish dasturlarini ishlab chiqarmoqdalar. Bunday kurslar nafaqat ingliz tilini o'rganish, balki mamlakat madaniyati, mahalliy aholining mentaliteti bilan tanishish, shuningdek, zamonaviy tilning barcha yangiliklarini tushunib yetishga imkon yaratadi.

Ingliz tilini o'rganishning mustaqil va eng samarali usullaridan yana biri bu ingliz tilidagi filmilar, video materiallar, tok-shoular va interaktiv o'quv dasturlaridan foydalanishdir. Bu til o'rganuvchilarni yanada qiziqtirishi bilan birga, ularda kuchli motivatsiya, o'z-o'zini tartibga solish va zavqlanish holatlarini ham shakllantiradi.

Ingliz tilini muvaffaqiyatli o'rganishning kaliti – o'quv materiallari va malakali o'qitish usullarini to'g'ri tanlash, mashg'ulotlarga qiziqish uyg'ota oladigan malakali professor-o'qituvchi va murabbiylardan ta'lim olishdir. Albatta, bunday yuqori malakali



ko'plab professor-o'qituvchilarimiz institutimizda faoliyat olib borishmoqda va ularning yuksak pedagogik mahoratga asoslangan mashg'ulotlari talabalarimizga o'zgacha ruh bag'ishlamoqda.

Xulosa sifatida shuni aytishimiz mumkin, zamonaviy ingliz tili bu doimo o'zgarib borayotgan va rivojlanayotgan dunyo bilan aloqada bo'lish tilidir. Shunday ekan, mazkur tilni o'rganish natijasida inson dunyo tilida muloqotni o'zlashtirib, o'zini dunyoning zamonaviy kishisi sifatida tasavvur eta oladi.

Rushana ABDURASHIDOVA,
Ingliz tili-I fakulteti 309-guruh talabasi.

HOZIR HARAKAT QILMASANGIZ, ERTAGA KECH BO'LADI

←←←←← Boshlanishi 1-betda

Faqat menmi, hozir hamma ham shunaqa-da, deb o'zingizni ovutishingiz mumkin, to'g'ri. Hamma ham odatiy hayotdan kechib, sport bilan shug'ullanishni xohlamaydi, televizor yoki telefonidan kechib, kitob o'qishni istamaydi. Oxir oqibat hayotda yengiladi.

Shuni unutmang, yuqorida aytilganlarning barchasini siz hayotingizda boshqalar misolida ko'rganisiz. Qiyalik kun kechirayotganlarni, qarzga botgan insonlarni yoki kimningdir qo'liga ishlab, arzimang o'ylik maosh olayotganlarning nolishlarini ham eshitgandirsiz.

Xulosa o'rinda yevropalik yozuvchi

Bodo Sheferning "G'oliblik qonuniyatlari" kitobidan iqtibos keltiramiz. "Biz tirik va o'likni qanday farqlaymiz? Nimaiki o'sar ekan, u tiriklikdan nishonadir. Tirik marjon aynan toshga aylanguncha yashovchi jonivordir. Haqiqiy marjon toshga aylanganidan so'ng o'lik jismdan boshqa narsa emas. Ya'ni o'lik va rivojlanish muloqot to'xtamaydi. Demak, o'sish, rivojlanish bor ekan, bu hayotning o'ziga xosligidan belgidir. Bu yerda gap faqat o'sish haqida emas, o'ziga xos rivojlanish, bosqich to'g'risida so'z yuritiladi".

Hozir o'zingizga savol bering, "Mening maqsadim qanday va men unga erishish uchun nima qilishim kerak?"

Mirvalz MIRSHAROFOV,
"Intellect" muxbiri.

BIZ SHU DARGOHNING BIR ZARRASI EKANLIGIMIZDAN FAXRLANAMIZ!

←←←←← Boshlanishi 1-betda

Hozirgi kunda kafedraga t.f.d., dotsent Sh.Ziyodullayev rahbarlik qilib kelmoqda. U kishining rahbarligida 1-sonli ichki kasalliklar kafedrasini revmatologiya, allergologiya va immunologiya, pulmonologiya va farmakogenetika sohasida ilg'or tadqiqotlar olib borilmoqda.

Talabalarni o'qitish SamDTU ko'p tarmoqli klinikasining terapevtik (revmatologiya) bo'limida bemorlarning klinik holatlarini tahlil qilish bilan olib boriladi. Kafedrada bakalavr 1-, 3-, 6-kurs talabalariga bir qator fanlardan dars berish bilan birga, "Ichki kasalliklar" yo'nalishida o'quv dasturi bo'yicha magistratlarni tayyorlash ham amalga oshiriladi. "Ichki kasalliklar" va "Revmatologiya" mutaxassisligi bo'yicha klinik ordinarforlar-ga ta'lim beriladi.

Kafedrada talabalarining ilmiy ishlari rag'batlantiriladi. Talabalarining ilmiy ishda ishtirok etish shakllari "Yosh terapevtlar" talabalar ilmiy to'garagining muntazam yig'ilishlarini, turli talabalar konferensiyalarida qatnashishini, shuningdek, talabalar ishining respublika tanlovlarida qatnashishini o'z ichiga oladi.

Biz "Yosh terapevtlar" talabalar ilmiy to'garagining a'zolarimiz. Birinchi kursda darsga kelgan vaqtimizdan buyon ilmiy rahbarimiz bilan birgalikda bir qator kasalliklar bo'yicha ilmiy izlanishlar olib boryapmiz.

Universitetimizda tashkil etilgan bir qator ilmiy-amaliy konferensiyalarda ilmiy ishlarimiz bilan qatnashib kelyapmiz. Biz nafaqat Universitetimizda o'tkazilayotgan, shu bilan birga turli ko'rik-tanlovlar va tadbirlarda faol ishtirok etyapmiz. Jumladan, Samarqand viloyatida o'tkazilgan "Yo'lbo'shchi – 2021" global sammitida tibbiyot yo'nalishi bo'yicha o'z maqolamiz bilan qatnashib, xalqaro sertifikat va diplomga, 2022-o'quv yilida MDH davlat-

KIBERJINOYAT NIMA EKANLIGI TALABALARGA TUSHUNTIRILDI

Asrimizning global muammolari qatoriga yangidan yangi turlari bilan tilga olinayotgan kibernetika sharoitidagi kirib kelganiga ham ancha bo'ldi. Uning bizga ma'lum bo'lgan virusli dasturlarni tarqatish, parolarni buzib kirish, kredit karta va boshqa bank rekvizitlaridagi ma'lumotlarni o'zlashtirish, talon-toroj qilish bilan bashariyat hayotiga katta xavf solayotgani hamma-mizga ma'lum.

Mana shunday holatlarning oldini olish borasida joylarda, xususan, Samarqand davlat chet tillar instituti Ingliz filologiyasi va tarjima-shunoslik fakultetida ham amaliy ishlar qilinib kelinmoqda.

Fakultet turtori M.Ilyasova va mening tashabbusim bilan talabalar ishtirokida

MAKTAB HAMDA PROFESSIONAL TA'LIM MUASSASALARIDA NEMIS TILINI O'QITISH BO'YICHA MAXSUS KURSLAR FAOLIYAT BOSHLAGI

"Insonga e'tibor va sifatli ta'lim yili"da muhtaram Prezidentimiz ta'lim muassasalarida xorijiy tillarning o'qitilish sifatini yanada oshirish va har bir o'quvchi ikkita xorijiy tili mukammal egallashi kabilarga alohida urg'u berildi.

Shu munosabat bilan Samarqand viloyatidagi jami 9 ta kollej va texnikumlarda nemis tili o'quv kurslarining o'qitilishi yo'lga qo'yildi. Bunda o'quvchilar darsdan tashqari holatda har bir guruh 15 nafar o'quvchidan oshmagan holda o'quv jarayonlari tashkil etiladi.

Ahamiyatini, ushbu muassasalarda tashkil etilgan o'quv kurslariga Samarqand davlat chet tillar institutining malakali hamda xalqaro til bilish darajasi C1 bo'lgan professor-o'qituvchilar jalb etildi.

Bu borada o'quv va fan dasturlari

lari o'tasida o'tkazilgan "Eng yosh olim – 2022" ko'rik-tanlovida tibbiyot yo'nalishi bo'yicha faxrli o'rinda, xalqaro diplom va ko'krak nishoniga, 2022-yil 14-oktabr kuni Toshkent tibbiyot akademiyasi tomonidan o'tkazilgan II-xalqaro talabalar ilmiy-amaliy konferensiyasida "Istiqbolli yosh olim" nominatsiyasi g'olibligiga, Indoneziya davlatida o'tkazilgan "Eng yaxshi ilmiy tadqiqotchi – 2022" xalqaro maqolalar tanlovida tibbiyot yo'nalishi bo'yicha faxrli o'rinda, O'zbekiston Respublikasi Qurolli Kuchlari tashkil etilganligining 31 yilligi munosabati bilan "Ilm-fan iftixori" ko'krak nishoni va maxsus guvohnomasiga va 2023-yil 28-fevralda Toshkent tibbiyot akademiyasi tomonidan o'tkazilgan III xalqaro talabalar ilmiy-amaliy konferensiyasida maqola va ma'ruza bilan, 28-mart kuni Toshkent tibbiyot akademiyasida bo'lib o'tgan "Avitsenna izdoshlari" III xalqaro talabalar fan olimpiadasida ishtirok etib, sovrinli o'rinlar bilan taqdirlandi.

Hozirgi kunda Startap loyihalar ustida izlanishlar olib borilmoqda. Biz jamoamiz bilan xalqimiz o'rtasida ko'p uchrayotgan va nogironlikka olib kelayotgan kasalliklarning oldini olishda, boshqarib bo'ladigan xavf omillarini o'z vaqtida bartaraf etishda o'z hissamizni qo'shishni oldimiz-ga maqsad qilib oldik.

Universitetimizda biz yoshlar uchun yaratilgan keng imkoniyatlar va zamonaviy sharoitlardan foydalangan holda, oldimizga qo'ygan yuksak maqsad sari olg'a intilishda davom etamiz.

Marrani katta olishga o'rgatgan, biz yoshlarga katta ishonch bildirib, Universitetimizning ravnaqi uchun jonini ayamaydigan ustozlarimizga o'zimizning cheksiz minnatdorчилигимizni bildiramiz! Biz mana shu oliy dargohning bir zarrasi ekanligimizdan faxrlanamiz!

Bobosher YAXSHIYEV,
Samarqand davlat tibbiyot universiteti davolash fakulteti talabasi.

DANGASALIKDAN QUTILISHNING YO'LI BORMI?

←←←←← Boshlanishi 1-betda

– Ilmiy tomondan esa, odatda insonlar uchta holatda prokrastinatsiya, ya'ni dangasalik deb atalmish ilat qurboniga aylanishadi. Birinchisi, maqsad yo'qligi. Ikkinchisi, qo'yilgan maqsad qay darajada muhimligini anglab yetmasligi. Uchinchisi esa yuqorida-gi ikkita ham bor, ammo ularga erishish uchun energiya yo'q.

Endi sizlarga bu muammoni yechish uchun eng samarali 3 ta usul to'g'risida so'z yuritamiz.

1. Erta uxlang va erta turing. Agar zarurat tug'ilmasa, iloji boricha barcha ishlaringizni to'xtatib uxlang, ularni tunning yarmigacha cho'zib, ertalab kech uyg'onib, ertangi kuningizga o'zingiz bolta urmang!

2. Qilmoqchi bo'lgan ishlaringizni bir kun oldin rejalashtiring. Chunki bu ish samaradorligini 25% oshiradi.

3. "Pomodora" texnikasidan foydalaning. Bu chet elda keng tarqalgan mashhur usullardan biri. Sizga bu texnikani batafsil tushuntirsa.

– Tashqi omillarni yo'qotish

Deylik, siz ingliz tili bilan shug'ullanmoqchisiz. Ishni boshlashdan oldin imkon bo'lsa, alohida bo'sh xonaga o'tish talab qilinadi. Agar imkon bo'lmasa, atrofingizni sizga xalal bermasliklari haqida ogohlantiring. Faqatgina o'zingiz shug'ullanmoqchi bo'lgan darsliklar bilan qoling. Barcha chalg'ituvchi vositalardan uzoqlashing.

O'zingiz uchun ma'lum vaqtni belgilang. Nega tashqi omillarni yo'qotish burchalik muhim, deyishingiz mumkin. Kaliforniya Irvayn universitetida 28 marotaba o'tkazilgan tadqiqot natijalariga qarasa, inson ma'lum ish bilan shug'ullanayotgan vaqtda uni bir marta chalg'itishsa, u yana shu ishga fikrini jamlashi uchun ta'minlan 23 daqiqa-yu 15 soniya vaqt kerak bo'lar ekan. Shu bois sizda chalg'ituvchi vositalar bo'lmasligi zarur.

– Ishni rejalashtirish

Ishni boshlashingiz uchun hamma narsani tayyor qilib qo'ya-siz.

– Soatingizdan 25 daqiqa vaqtni belgilaysiz

Keyin o'zingizga o'zingiz ovoz chiqarib aytasiz: "Men hozir 25 daqiqa ishlayman va dam olaman". Vaqt boshlanishi bilan rejalashtirgan ishingizni bajarishga kirishasiz. Bor diqqatingizni bajarayotgan ishingizga qaratishta harakat qilasiz. Belgilangan vaqtning tugab borayotganini ko'rib turganingiz yaxshi. Sababi, tugallanayotgan vaqt inson psixologiyasi sababli sizni tezroq harakatlantirishga undaydi.

– Vaqt yakuniga yetgunga qadar to'xtamay ishlash

– 5 daqiqa dam olish

Belgilangan vaqt tugagach, siz yangidan 5 daqiqa vaqt belgilaysiz va dam olishni boshlaysiz. Dam olish jarayonida yuqorida aytilib o'tilgan chalg'ituvchi vositalarning birortasidan ham foydalanmaslik talab qilinadi. Bu jarayonda miyangiz yo'qotilgan energiyani to'plashi zarur. Shuning uchun hech narsa qilmadigan, shunchaki o'tirish yoki yotish talab qilinadi.

– Davr qaytariladi

Dam olish vaqti tugashi bilan yana yangi vaqtni 25 daqiqaga belgilaysiz va ishini qayta boshlaysiz. 4 ta "Pomodora" davridan so'ng yarim soat yoki bir soatlik katta tanaffus qilinadi. Keyin yana shunday davrni takrorlab, ishini davom ettirishingiz mumkin.

Jumladan, 25 daqiqa universal vaqt hisoblanadi. Ko'pchilik 25 daqiqa davomida chalg'imadigan ishlay oladi. Agar sizga 25 daqiqa uzoqlik qilyotgandek bo'lsa, uni 20 yoki 15 daqiqa qilib belgilang va bajaring.

Tasavvur qiling, 20 ta 10 kilogrammik qutilarni binoning uchinchi qavatiga chiqarishingiz kerak. Bir martaning o'zida buni olib chiqishning iloji yo'q. Ammo siz har ikkita yoki bitta qutini ko'tarib bir martadan olib chiqsangiz, barcha qutilarni qiyinchiliksiz yuqoriga olib chiqa olasiz. Xuddi shunday har qanday katta ishni mayda bo'laklarga bo'lib bajarish maqsadga muvofiq.

Sherbekjon SHOMURODOV,
Samarqand davlat chet tillar instituti talabasi.

BIZNING ASOSIY VA OLIY MAQSADIMIZ NIMA?

←←←←← Boshlanishi 1-betda

Fuqarolar davlat ta'lim tashkilotlarida tanlov asosida davlat hisobidan oliy ma'lumot olishga haqligi, oliy ta'lim tashkilotlari qonunga muvofiq akademik erkinlik, o'zini o'zi boshqarish, tadqiqotlar o'tkazish va o'qitish erkinligi huquqiga ega ekanligi ham 51-moddada belgilab qo'yildi.

Misol tariqasida aytadigan bo'lsak, Samarqand viloyatida 2019-yil Samarqand davlat chet tillar instituti hamda Samarqand davlat iqtisodiyot va servis institutlari xuddi shunday yangi tizimga, ya'ni moliyaviy mustaqillikka tajriba sinov tariqasida o'tkazilgan edi. Shuningdek, Yurtboshimiz tomonidan 2021-yilda qabul qilingan 60-sonli "Davlat oliy ta'lim muassasalarining akademik va tashkiliy-boshqaruv mustaqilligini ta'minlash bo'yicha qo'shimcha chora-tadbirlar to'g'risida"-gi va 61-sonli "Davlat oliy ta'lim muassasalariga moliyaviy mustaqillik berish chora-tadbirlari to'g'risida"-gi qarorlari bilan respublikamizda 40 ga yaqin oliy

ta'lim muassasalariga akademik, tashkiliy-boshqaruv hamda moliyaviy mustaqillik huquqlari berildi. Endilikda bu tizim Konstitutsiyada mustahkamlab qo'yilib, ko'plab oliy ta'lim muassasalarida joriy etilishi belgilanmoqda.

Vatanimizda olib borilayotgan salmoqli islohotlardan xulosa chiqarishimiz mumkin, hukumatimiz nafaqat xalq farovonligi va tinchligi yo'lida, balki o'z yurtining dovru'g'ini xalqaro maydonga taratish istagida bo'lgan biz, yoshlarga ham juda katta imkoniyatlar eshigini ochmoqda. Talaba-yoshlarni, xotin-qizlarni bo'sh ish o'rinlari bilan ta'minlash va oliy ta'lim muassasalariga o'qishga kirish borasida qilinayotgan istiqbolli ishlar aynan fikrimizni tasdiqlaydi. Biz berilayotgan imkoniyatlardan to'g'ri va samarali foydalanib, kelgusida Vatanimiz taraqqiyoti uchun munosib hissa qo'shishimiz lozim. Bu bizning asosiy va oliy maqsadimiz.

Zuhra TOSHPOLATOVA,
SamDCHTI Roman-german tillari fakulteti talabasi.

O'ZBEKISTON RESPUBLIKASI MARKAZIY SAYLOV KOMISSIYASINING QARORI

"O'zbekiston Respublikasining referendumini to'g'risida"gi O'zbekiston Respublikasi Qonuni, shuningdek, O'zbekiston Respublikasi Oliy Majlisi Qonunchilik palatasining "O'zbekiston Respublikasi Konstitutsiyasi to'g'risida"gi O'zbekiston Respublikasi Konstitutsiyaviy qonuni loyihasi bo'yicha O'zbekiston Respublikasi referendumini o'tkazish haqida"gi 2023-yil 10-martdagi 3017-IV-sonli hamda O'zbekiston Respublikasi Oliy Majlisi Senatining "O'zbekiston Respublikasi Konstitutsiyasi to'g'risida"gi O'zbekiston Respublikasi Konstitutsiyaviy qonuni loyihasi bo'yicha O'zbekiston Respublikasi referendumini o'tkazish haqida"gi 2023-yil 14-martdagi SQ-702-IV-sonli qarorlariga muvofiq, 2023-yil 30-aprel kuni "O'zbekiston Respublikasi Konstitutsiyasi to'g'risida"gi O'zbekiston Respublikasi Konstitutsiyaviy qonuni loyihasi bo'yicha O'zbekiston Respublikasi referendumini o'tkazish haqida"gi 2023-yil 14-martdagi SQ-702-IV-sonli qarorlariga muvofiq, 2023-yil 30-aprel kuni "O'zbekiston Respublikasi 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NAVOIY (NOVEL)

ILK BOR O'ZBEK TILIDAN INGLIZ TILIGA TARJIMA

ILHOMJON TO'XTASINOV, SAMARQAND DAVLAT CHET TILLAR INSTITUTI REKTORI, PROFESSOR

(Davomi. Boshlanishi oldingi sonlarda)

Togonbek thought a little, pinching a sparse beard, and looking at all of them with little fast eyes, said quietly:

- In fact, the father of the prince had to ride to Balkh. Then the matter probably will be settled.

Nizam al-Mulk and his sons smiled slyly. Kamal al-Din Husayn supported Togonbek, but exaggerated and even remembered poems befitting the occasion of some unknown poet. Togonbek, who annoys excessive refinement and subtlety in the manners of these people, frowned.

Then he spoke about Nizomumulk and his goals began to emerge, but he still did not say anything about which way they can prevent Navoiy from carrying out his plan. Togonbek also didn't dare to make any hasty bid.

Finally, Nizomumulk promised to consider this matter and after consulting with some princes, decided to take action. He assured Togonbek that he could lay hands on the sovereign. Togonbek, without finding it necessary, asked for details about the rise. Vizier advised him influence to Muzaffar Mirza and Khadichabegim in the right direction. Togonbek nodded.

- It can help us, - he said with confidence.

CHAPTER XXXIV

I

The sun was on the horizon. Far away, in the hills, the evening shadows were wandering. In the fields, which ran along the great caravan road, the wind raised new waves. Navoiy with his companions, leaving the last caravanserai before Balkh, rode slowly forward, urging his weary horse on a multi-day road. Sometimes he absent-ly threw few words to his companions and pointed to some details of the landscape, then again fell silent. Far away, there features of an ancient fortress appeared.

The horse, feeling the approach to the housing, rode faster.

Groves of spreading trees were fluttering dust clubs. Soon, the travelers saw a crowd of people hurrying to meet them - Prince Badiuzzamon, surrounded by personal bodyguards and approximate, went to greet the poet.

Approaching, Badiuzzamon quickly dismounted and bowed to Navoiy and greeted him. He politely asked about the health of the poet, the difficulties of the road. His companions met Alisher and shook his hand.

Navoiy, in turn, asked about the mood and well-being of Badiuzzamon, then side by side with the prince, who was sitting on a richly decorated horse, the poet entered the Balkh. In the city, people excitedly and joyfully welcomed Alisher.

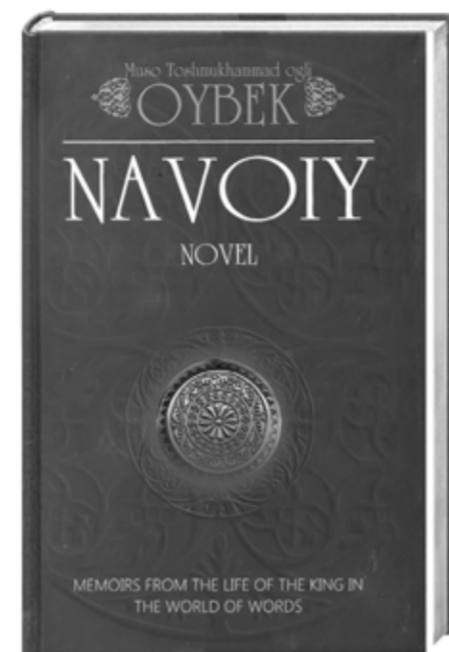
In the evening Badiuzzamon gave a magnificent feast in honour of Navoiy. Dishes, bowls and pitchers were all made of gold and silver. Badiuzzamon, who was famous for the ability to accept and treat, that day emphasized the order, taste and subtlety of conversation, music and other entertainment. The reason of Navoiy's arrival was known to Prince, but neither one nor the other mentioned a word about it. The poet being weary by the tiresome road, looked forward to the end of the feast.

The next day, after the breakfast, Navoiy, left alone at the prince, started talks about his youth, Badiuzzamon was a disciple of the poet as many sovereigns and princes of the genius Timur, Badiuzzamon loved poetry and from time to time himself wrote poems. He treated Navoiy with great respect, conversation with the poet always gave him pleasure.

Navoiy recounted prince on the situation of the state and said that he had come to eliminate differences, hostility and resentment. He backed up his words with

countless examples from history, trying to act on the mind and conscience of the prince. However, he did not hesitate to speak openly about Badiuzzamon being offensive to his pride of truth on which the prince then turned pale, then blushed.

- All my life I wanted to see such a sovereign, who would be a perfect man, but unfortunately, I've only seen him in dreams - said Navoiy. - You know and remember who I mean, and if you forgot - read another tale of Iskander. That's a real



master, a treasure of virtues. You do not have a shadow of his merits. You are not fit him even nukers. - Badiuzzamon dropped his head. With a deep breath, as if tormented by psychic pain, he began to complain of the injustice of his father. Finally he said:

- Rejecting the request of such a great teacher, as you would be a felony. Because of love to you I give my consent to call you

and ask my father to establish justice and fairness.

Navoiy was happy. Wishing prince a success, he asked about the situation in the area, and then he went out to see his friends.

It took three or four days. One day, after returning home, the poet learned from the servants that Badiuzzamon entered the room where sat the prince, Navoiy found him gloomy and sad. The poet asked incredulously:

- Why do you want to see me?

Badiuzzamon said nothing. He took a piece of paper from under a pillow, turned and handed it to Navoiy. Running the paper with eyes, the poet trembled with anger. Husayn Boyqaro's letter addressed to the Bek of Fortress in Balkh, stated: "If Badiuzzamon Mirza leaves the fortress, when he returns, do not let him back and immediately imprison him."

Assuming that the letter was a scam, Navoiy attentively examine printing and his doubts immediately dispelled.

- That's what love is to our father and his faithfulness to his word, - sadly said Badiuzzamon. - If my nukers concealed this letter from me, I would probably be sitting in a prison right now. But no! Glory of hypocrisy is exposed!

Navoiy put the letter before the prince and said nothing. Really - his talks with Badiuzzamon became extremely ambiguous. He cursed Husayn Boyqaro and his associates for the despicable act of the conspirators.

- Alas! - he said, getting up. - There is no reason or conscience in rulers. The spirit of deceit and hypocrisy swallowed up their dignity. There was no sense in their speeches, no shame in their actions. Such terrible misfortune was not yet revealed.

Badiuzzamon raised his head. He said that he knows how to clean the poet's

heart, as his lofty thoughts, but, despite his love to Navoiy, it was not possible to talk about the world affairs.

- Then let the shame and disgrace of history, the whole world fall on you both. Let the son and his father strangle each other on the battlefield! In the name of personal strife, hatred and greed fill the earth with the blood of blessed homeland! For you, this power, courage, heroism is Rustam. With every drop of blood spilled unjustly, you will always win but covered with shame before history. Use this opportunity, hurry to show all your bad qualities!

In anger, Navoiy went out of the tent and ordered his companions to prepare for departure.

II

Badiuzzamon assembled lords and jigits who knew military affairs well. Discussions included a set of forces, increasing the stocks of weapons and equipment and the place where they want to fight against the forces of Sultan Husayn. After this, the intensive preparations were not interrupted day and night. Having no experience in military affairs, Badiuzzamon was confused. At his request, Zulun Argunbek and his son Shah Shujobek came from Kandahar and took matters into their own hands. Zulun Beg Argun, a simple, gruff old man seen a lot of fighting in his life, despite his advanced years, retained the heroic view. A lot of madness were in his words and actions, but this quality adorned him as braids of beauty? His son Shah Shujo was at the age when the soul of hero is revealed in its entirety. In his childhood, he accompanied his father in the battle, watching the war as an interesting spectacle and hacked the sword and hardened, breathing the air of battle.

Preparation for the war was not yet finished when the rumor that Husayn Boyqaro hastily marched came. Badiuzzamon somehow led his troops in

order and camped in Tangdara. Strong outposts were placed around the camp. To determine the size of the enemy forces the spies were secretly sent. Camp was vigilantly guarded at night; the advanced detachments of the enemy could not make a surprise attack.

One evening bonfires blazed on the horizon showed the camped troops of the Sultan Husayn. All night the camp of Badiuzzamon was in full swing. Hundreds of empty wagons were collected and interconnected with thick chains. Bows and arrows were under the cover of these carts. Horsemen checked harness horses, then began to polish weapon. At dawn warriors in chain mail and helmets mounted their horses, divided into right and left wing, frozen in anticipation.

Badiuzzamon with Zulun Argun, went up the hill and overlooked the location of enemy troops. It turned out that Husayn Boyqaro came with enormous forces. Badiuzzamon got pale, Dhun- Nun Argun was, as always, grimly determined and unruffled.

- What can you do? - he said with a loud voice. - Run for the walls? It's better to be defeated in a battle with a strong enemy. Being overwhelmed is also useful: those tempered to gain experience.

Badiuzzamon said nothing. Now he rose above the hillock alone. The cavalry of the enemy, breaking up into two groups - moved forward. In the center of the troops he saw his father, surrounded by personal bodyguards. A golden tie jig attached to the hat of Husayn Boyqaro, sparkled in the morning sun with thin tongues of flame.

Completely suppressed Badiuzzamon went down and mounted his horse, then was kept by nukers. It was too late to retreat. According to the sign, Prince Shah Shujo led troops advanced into the battle. Zulun Argun rushed from the right wing to help his son.

(Davomi keyingi sonda)

BARRIERS IN LANGUAGE LEARNING



Language is an essential part of human communication, identity, and culture. It shapes our worldview, influences our behavior, and allows us to express our thoughts, emotions, and experiences. Yet, for many people, learning a new language can be challenging and frustrating due to various barriers that hinder their progress and motivation. These barriers can be cultural, cognitive, or linguistic and can arise from both external and internal factors. Therefore, it is essential to understand and address these obstacles to promote language learning equity and diversity. This paper aims to explore the main barriers in language learning, their causes, and their solutions.

Barriers in language learning can be multiple and diverse, consisting of socio-cultural, cognitive, and linguistic factors; however, by identifying and addressing these obstacles, both educators and learners can create a more inclusive and effective learning environment that promotes linguistic diversity and intercultural competence. Vast, as barriers in language learning can arise from various sources. The physical barriers may involve hearing or speech impairments, while psychological barriers may include fear, anxiety or lack of motivation. Socio-cultural barriers may range from cultural differences between the language learned and the learner's own culture, to discrimination or prejudice. Meanwhile, linguistic barriers may relate to the complexity of the target language, differences in grammar and syntax, or unfamiliar writing systems.

To highlight the essential language obstacles encountered by EFL learner along with subtle language barriers when neglected can be accumulated as huge issue in the long run. In the fact that addressing each type of barrier requires unique approaches through various methods of teaching and learning. For example, physical barriers can be addressed through the use of assistive technology, while psychological barriers can be mitigated through supportive learning environments and tailored instructional methods. Socio-cultural barriers may require cultural sensitivity training and targeted language instruction, while linguistic barriers can be overcome with specific teaching strategies to develop listening, speaking, reading, and writing skills. Given the growing demand for multilingualism in the global community, this topic is particularly relevant to individuals and organizations aiming to learn and promote foreign language acquisition.

The annotation of barriers in language learning serves to educate and inform the audience while providing actionable insights to enhance the learning experience. Cultural factors can have a significant impact on language learning, as they affect learners' attitudes, motivation, and expectations. Some examples of cultural barriers to language learning are: - Stereotyping and prejudice: Learners may hold misconceptions about the culture and language they are learning, which can create a negative attitude towards it. Likewise, being stereotyped or discriminated against based on one's cultural background can also affect one's willingness to learn a language.

Investment and motivation are also another factor to mull over one mentioning about language barriers. According to Bonny Norton (1995) most instructors mix them and consider them as the same concept but in fact they are different from each other. Investment in language studies, is to allocate time, effort and money to learn the language, whereas motivation is willingness to learn the language

and it can be short term and long term motivation. Socio-economic background: Learners from disadvantaged backgrounds may not have access to adequate resources, support, or opportunities to learn a new language, which can create a sense of inequality and exclusion. - lack of exposure to the target language: Immersion in the target culture and language is crucial for language learning; however, learners may not have the chance to interact with native speakers or engage in real-life communicative situations.

These cultural barriers can often be overcome by promoting intercultural awareness and respect, providing a supportive and inclusive learning environment, and exposing learners to authentic materials and experiences. Cognitive factors refer to the mental processes that are involved in language learning, such as memory, attention, and problem-solving skills. Some cognitive barriers to language learning are: Learning style: Learners have different preferences and styles of learning, such as visual, auditory, or kinesthetic. If the learning environment does not cater to their learning style or preferences, it can affect their motivation and engagement. - Age: although it is possible to learn a new language at any age, younger learners tend to acquire language more easily due to their neural plasticity and cognitive development. - learning disabilities: Learners with learning disabilities, such as dyslexia or attention deficit disorder, may struggle with language learning, which can affect their self-esteem and academic performance.

To tackle these cognitive barriers, educators can employ a variety of teaching methods and materials that cater to different learning styles, provide additional support or accommodations for learners with disabilities, and emphasize the benefits of lifelong learning. Linguistic barriers: Linguistic factors refer to the complexity and unfamiliarity of the target language, as well as the learners' proficiency in their first language. Some linguistic barriers to language learning are: - Phonetics: Learners may struggle with the sounds and intonation patterns of the target language, which can affect their pronunciation and comprehension. - Grammar: The grammar rules and structures of the target language may differ significantly from those of the learners' first language, which can create confusion and errors.

On the other hand, most teacher still teach in a traditional way so they have a lot of TTT and less focus on the STT, in addition they don't mix different student activities like beginning with warm up and then allocating tasks for individual, pair and group work, in most cases students work individually and they don't foster students' overall abilities. To overcome these problems, teachers need to set aside more time to a low level students and also they need to set up a lot of activities for different students and working in a different way, so in this way productivity of the lesson as well as the quality will be increased, also student interest will be aced. Learners may encounter new and unfamiliar words, idioms, or expressions in the target language, which can limit their communicative abilities. To overcome these linguistic barriers, learners can practice their phonetics and grammar skills through drills, exercises, and feedback, as well as expand their vocabulary through exposure to authentic materials and contexts.

To sum up, barriers in language learning are diverse and complex, and their impact on learners' experiences and outcomes can be significant. However, by identifying and addressing these barriers, educators and learners can create a more inclusive and effective learning environment that promotes linguistic diversity and intercultural competence. Also, input materials that instructors, teachers are providing should be comprehensible enough to understand, to put simply, materials ought to be exactly the same level with the student's degree otherwise if they listen a lot of news podcasts being at the elementary level there is no point in practicing in that manner.

Moreover, by valuing and respecting linguistic diversity, we can foster a more accepting and tolerant society that values communication and understanding.

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THE EFFECTIVENESS OF BOOKS AND CARTOONS ON DEVELOPING CHILDREN'S BEHAVIOUR

Books and cartoons have been an integral part of children's entertainment and education for decades. Both are capable of shaping the minds of young people and influencing their behavior. While books have been around for centuries, cartoons show have recently gained immense popularity. With the development of technology, kids now have access to a lot of options when it comes to books and cartoons. Books and cartoons have always been popular among children, being a source of entertainment and education for them. However, there has been a longstanding debate about which of the two remedies has the greatest effect on children's behavior. While both books and cartoons have their own unique advantages and disadvantages, it is important to understand which one has the most impact on young minds. In this article, we explore the influence of books and cartoons on children's behavior and try to determine which ones have a greater impact.

Studying books and cartoons is important to understand the potential impact that media consumption can have on children's behavior. Both books and cartoons can influence a child's values, beliefs, and actions. However, the level of influence may vary depending on factors such as the child's age, personality, and individual experience.

Some children are more influenced by books, others by cartoons. In addition, the content and message of each book or cartoon can also play a significant role in the level of influence. Therefore, it is important to conduct research on both books and cartoons in order to better understand how they can influence the behavior and development of children.

As a result of abovementioned studies, the question what influences children's behavior more: reading books or watching cartoons appears.

The main aims of this article are to conduct a survey among parents and children to determine their preferences and opinions about books and cartoons, to analyze collected data to identify patterns and trends in how children respond to different types of cartoons and books and draw conclusions and make recommendations based on the results of the study.

Several studies have been conducted on the effect of books and cartoons on children's behavior. The debate about what influences children's behavior more, books or cartoons has been going on for a long time. Some parents find that books are best for their children as they offer valuable lessons and help them develop better reading and comprehension skills. On the other hand, some parents find that cartoons have a greater impact on their children as they are more interesting and engaging. To resolve this dispute, a research survey was conducted among parents to determine what influences children's behavior more, books or cartoons.

Recently, there have been several studies on the effect of books and cartoons on children's behavior. One particularly relevant study was conducted in 2020 by researchers at the University of Sheffield. They found that exposure to books with positive messages about kindness and cooperation can lead to increased prosocial behavior in children. Another 2019 study by researchers at the University of Washington found that watching educational cartoons like Sesame Street can improve academic and social skills in young children. However, it is important to note that the influence of books and cartoons on children's behavior is complex and multifaceted. Factors such as parental involvement, peer relationships, and individual temperament also play a role. Therefore it is necessary to consider all variables and not rely solely on books and cartoons to shape children's behavior.

The study was conducted among parents of children aged 3 to 12 years. Participants were randomly selected from different cities of the country. In total, 500 parents took part in the survey, and the data was collected using a questionnaire that was distributed on the Internet. The questionnaire consisted of 10 questions designed to collect information about children's behavior, their reading habits and familiarity with cartoons.

There were questions:

1. What are the differences between the content and message of children's books and cartoons?
2. How much time do children spend reading books compared to watching cartoons?
3. Are there studies showing the effect of reading books on children's behavior compared to watching cartoons?
4. How do parents choose which books or cartoons to show their children?
5. Are there any negative effects of excessive cartoon viewing and screen time?
6. How do parents ensure that their children understand the

messages presented in books or cartoons?

7. Are there certain books or cartoons that have been shown to have a positive or negative effect on children's behavior?

8. How do parents balance the use of books and cartoons with their children's media consumption?

9. How can parents use the lessons learned from books or cartoons in their daily interactions with their children?

10. How can parents use books and cartoons as tools to teach their children about important values and behaviors?

The results of the survey showed that the majority of parents (75%) believe that books have a more significant impact on the behavior of their children compared to cartoons. This result is because books offer valuable lessons that help children learn and develop better reading and comprehension skills. In addition, books are more educational than cartoons and provide more opportunities for parents to interact with their children.

However, the survey also showed that 25% of parents believe that cartoons have a more significant impact on their children's behavior. These parents find cartoons to be more interesting and engaging than books, and they are more likely to grab children's attention. Moreover, cartoons offer a variety of characters and themes that give children a wide range of experiences that cannot be compared to books.

Finally, the survey showed that most parents believe that books have a greater impact on their children's behavior compared to cartoons. Although, this does not mean that cartoons are not needed. Cartoons can be used as a tool to teach children valuable lessons and give them a wide range of experiences. Therefore, it is important for parents to choose the right type of cartoons for their children and limit their access to violent and inappropriate content. Parents should encourage their children to read books and watch cartoons that are educational and encourage positive behavior.

The survey also showed that children's behavior is affected by the type of cartoons they watch. Parents who allow their children to watch cartoons containing violence and inappropriate content are more likely to have children with violent behavior compared to parents who restrict their children's access to such content. In addition, parents who encourage their children to watch educational cartoons are more likely to develop good behavior and a positive attitude towards learning.

Conducting an experiment of observing children while they read books or watch cartoons can be a useful way to identify patterns in their behavior. This can help you understand their preferences, attention span, and level of involvement when performing these activities. By observing their behavior, you can collect data on how they interact with the material and use this information to make informed decisions when choosing books or cartoons for them in the future.

The question of what influences children's behavior more, books or cartoons, is debatable. There are arguments that both books and cartoons can have a significant impact on a child's behavior.

On the one hand, books have long been considered a valuable tool for shaping children's behavior. Reading books can help children develop empathy, expand their vocabulary, and expose them to a wide range of ideas and points of view. In addition, books often feature more complex characters and storylines that can force children to think critically and develop their own moral compass.

On the other hand, cartoons can also have a profound effect on a child's behavior. Cartoons are often colorful, entertaining and engaging, which can captivate a child's attention and leave a lasting impression. However, cartoons can also promote unrealistic expectations and stereotypes, and some of them may be violent or inappropriate for young viewers.

Ultimately, both books and cartoons can influence a child's behavior, but it is important to consider the content and meaning of each. Parents and guardians should play an active role in choosing the right media for their children and engage in conversations with them about the values and lessons they learn from the media they consume.

In conclusion, we can say that both books and cartoons influence the behavior of children. Although, the type of impact they have is different. Books provide children with a more structured and educational experience that can positively influence their behavior. On the other hand, cartoons can be entertaining, but they can negatively affect a child's behavior if they contain inappropriate content. Therefore, parents should monitor what their children read and watch to make sure they are exposed to positive content that will help shape their behavior in a beneficial way. Ultimately, a balanced approach that includes both books and cartoons can help children develop well-rounded personalities and positive behaviors.

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Mitti hashoratni shu'laga o'zini urishi, bir qarashda kulguli va bu urinishda u yengilsa esa bu o'lim. Ba'zan insonlar ham shunday, halok qiluvchi yo'lligini bilsak-da, unga qadam tashlayveramiz. Hayotning jumboqlari murakkabligidan qaysi bir ishni qilsang ham sen uchun mag'lubiyat ta'mini his qildiraveradi.

Esimni taniganimdan beri bobom bilan amakivachcham Tomnikiga boramiz. Bobom esa ularga yon qo'shni bo'lgan Cho'loq Jon bilan suhbat qurish uchun boradi. Ularning qanday tanishganlari haqida bobom menga aytib bermagan, har gap ochganimda esa meni biror yumushga buyuradi. Lekin ularning suhbatini noodatiy, eski yillarini gaplashishadi. Tom bilan berkinmashoq o'ynab Jon boboni bo'sh bochkasi ichiga yashirindim. Bochka esa omborxonada yonida edi. Ikki qurib qolgan olma daraxti oldida turib bir narsalar haqida gapirardi, Tom kelib bobomdan meni so'radi. Meni jahlim chiqdi, demak, u har gal nega yutadi desam, bobomdan so'rab olar ekan. G'azablandim, jahlim chiqdi va men o'yin hali tugamaganligini ham unutib qo'ydim. G'irrom deb bochkadan chiqdim, Jon bobo meni urushib berdi, chunki baxtimga bochka bo'sh ekan, boshqa bochkalarda ilon bor ekan. Cho'loq Jon menga: Meni ilon chaqib olgan ko'r endi qanday yuribman! Eh zumrasha! — deb aytdi. U cho'loq Jon nohaq bo'lsa-da indamdim, chunki bochkalarni hech birida ilon yo'qligini berkinayotganimda bilganman. Tom menga Jon buva ilon boqishini aytdi, uning bobosi tabib bo'lib shaharga ko'chib kelgan va Jon buvaga kasbini o'rgatgan ekan. Men bunga ishonmadim bu cho'loq chol ilon tugul mitti chuvalchangni ushulmaydi-ku, ilon qanday boqish deb hayot qildim. Lekin bobom bilan gaplashganda ularning o'lim kulguli deb aytdi. Qanday

qilib kulguli o'lim bo'lishi mumkin.

Bugun havo ochiq, Tomlarnikiga bormaganimizga ham ko'p vaqt bo'ldi. Bobom bir seni shaharga olib borib kelaymi deb so'radi. Bu gap biz ketdik degani. Buvim va o'yim bu gapni yaxshigina tushunishardi (dadamdan bo'lak). Chunki u kishi pochta xizmatida ishlab uyda ko'p bo'lmaydi-da. Yuklarni ot aravaga joylashdi. Dadam



ishdan vaqtili keldi, amakimga pochta berib yubordi. Biz yo'lga tushdik. Men bobomdan Jon buva bilan qanday tanishgani va uning oyog'iga nima bo'lganligi haqida so'radim. Bobom esa: "Uning oyog'ini yoshligida ilon chaqib olgan va zahar butun tanasiga tarqab ketmasin deb oyog'ini kesishgan. U o'shanda keyinchalik mendek kimdir aziyat chekmasin deb tabilbikni o'rgan-gan," — deb aytdi. Sizlar qanday tanishsizlar deb so'radim. Bobom bu savolga javob bergisi kelmay, yaxshisi biror ertak aytib bera qolishini aytdi. Yo'l-yo'lakay bobom menga turli xil ertaklar, voqealar aytib beradi va bu menga juda yoqadi.

Bobom katta karvonga yo'lbo'shchilik qilgan savdogar bo'lgan, hayoti davomida ko'p voqealarni ko'rgan. Bu voqealarni tinglab, men katta taassurot, ba'zan esa o'zimga ibrat olardim. Lekin men bu gal undan kulguli o'lim nima deb so'radim. Bobom hayratdan kuldi, sen rostdan

ham zumrasha dedi. Bobom biroz jim turdi va bir voqea aytib berdi:

"Bir kishi begona yurtga asir tushib qolgan ekan. Keyin uni shoh huzuriga olib boribdi va bir shart bilan uni ozod qilishini aytdi. Sharti shuki, u katta maydonda yirtqich qoplon bilan Jang qilishini va g'olib bo'lsa, uni qo'yib yuborishini aytdi. U bechora nima qilishini bilmay rozi bo'lgan ekan.

bazo'r tishladi, mahbus esa uni oyog'idagi zanjir bilan bog'a boshladi.

Qoplonning qornida bolasi borligini yerga tekizayotganida payqadi, uning ko'zlarida qo'rquv bor edi, go'yo "qo'yib yubor, rahm qil" deyotgandek edi. Mahbus o'zini yig'idan tiyib turlmadi. Meni kechir, ikkimizdan birimiz tirik qolishimiz kerak, dedi. Mahbus qoplonning tug'ilgan bolasiga rahm qildi va uni qo'yib yubordi, qoplonga "sen ozodsan" deb aytdi va uni mahkam quchib yig'lab turardi, olomon esa hayqirar edi, odamlar kulardi. Ammo ularning kulgisidagi ma'no nimada edi? Bir urib turgan yurak to'xtashi mumkin edi-ku. Shoh bundan g'azablandi, chunki qoplonni bo'ysundirgan jangchi deb olomon uni rag'batlantirayotgan edi. Askarlarga buyurdi va ular bir nayza bilan qoplonni to'g'ri nishonga olishgan edi. Lekin bu birgina nayza bilan ikki quyonga urilgan edi. Olomon jim qoldi, shoh minoralik joyida turib: "Menga yengilgan kerak emas, undan ko'ra jangda nobud bo'lgani yaxshi," dedi.

U shunday ahmoqona kular edi va bunga odamlar ham qo'shilishdi. Duniyo yuzini ko'rmagan murg'ak jon bu dunyoga kelmay ketgan bo'lsa, bundan qanday zavq olish mumkin. Bir tarafdan olomon zavqdan hayqirar — bu kulgu, bir tarafdan mahbus bag'rida muzdek sovuq qotib borayotgan tana — bu o'lim edi. Shoh mahbusni huzuriga olib keldi. U bir oyog'idan qattiq yaralangan edi. Unga shoh: "Sen shartimni buzding, yengsangina ozodsan dedim, rahm qil deb aytmadim", dedi. Endi seni mukofatlamaymiz deb: O'lgan qoplon va mahbusning katta cho'lining o'rtasiga tashlab kelishini, endi bu ikkisidan ham foyda yo'qligini aytib askarlarga buyurdi. "Ikki ham o'laksalarga yem bo'lsin".

Bobom shu yerda gapdan to'xtadi, men davomi-chi dedim. Bobom: cho'lda unga karvon duch kelib, uni qutqa-

rib qolgan deb voqeani tugatdi. Lekin bu voqea negadir cho'loq Jon buvaga yaqindak edi. Bobomdan so'rasam baribir aytmaydi deb buni o'zim tekshirib ko'rmoqchi bo'ldim. Men Cho'loq Jonning omboriga beruxsat kirdim. Men ilon qidirgan edim, chunki u meni urushib bergani uchun ham men uning ilonlarini topib, erkinlikka qo'yib yuborib, bir holini ko'rgim keldi. Ikkinchidan, esa bobom aytib bergan voqea men o'ylagan odam bilan sodir bo'lganmi, yo'qmi deb dalil qidirardim.

Bir katta qutiga ko'zim tushdi, u dadam tashidigan xatlar qutisiga o'xshar edi. O'zimcha bu qari cholga kim maktub yubordi ekan-a dedim. Qutini ochdim, u quti ichida qop-qora silliq narsa bor edi. Ushlagani qo'rqdim, chunki u teri edi, bobom aytganidek tunde qora edi. O'zimcha o'yladim bu o'sha qoplonning terisimi, lekin bunga amin emas edim. Qo'rquvdan qalтираb uni ushladim. U mayin ekan. Quti ichini yerga bo'shatdim va men to'g'ri tahmin qilgan ekanman u qoplon terisi ekan. Demak, mahbus — bu Cho'loq Jon bo'lgan, karvon savdogari esa bobom bo'lgan. Buni Tomga aytmoqchi edim, lekin u bobomga aytib beradi deb aytmadim. Cho'loq Jon chorasizlik bellashuvida ham g'olib, ham mag'lub bo'lgan ekan...

Ba'zan shunday bo'ladiki, o'zgalari uchun g'olib, o'zing uchun esa mag'lub bo'lsan... Har jangda ham faqat bir tomon g'olib bo'lavermaydi. Bu jangda ikki taraf ham badal to'lgan. Biri jonidan ayrilgan, ikkinchisi esa umrbod ismiga qo'shib nom olgan, nom bilan birga umri oxirigacha yarim jon bo'lib umr o'tkazish majburiyati bilan.

Shaharqand SAMINOVA, Samarqand davlat chet tillar instituti Ingliz tili-II fakulteti talabasi.

DUNYO XABARLARI

MAY OYIDA YERDA YAQINLASHIB KELAYOTGAN MAGNIT BO'RONLARINING ANIQ RAQAMLARI NOMLANADI

Magnit bo'ronlari nafaqat elektronika-ning ishlashiga, balki inson salomatligiga ham ta'sir qiladi

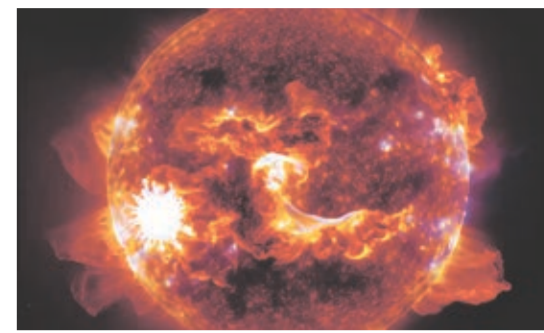
1- va 2- may kunlari juda kuchli magnit bo'ronlari sodir bo'ladi, bu nafaqat ob-havoga, balki oddiy odamlar uchun ham sezilishi mumkin.

3/11-may kunlari quyosh faolligi ba'zi kunlarda kuchliroq bo'lishi mumkin, ba'zi kunlarda esa o'ying boshiga qaraganda bir oz zaifroq bo'lishi mumkin, ayniqsa ob-havoga bog'liq odamlar uchun juda kuchli va hatto xavfli bo'lib qolmoqda.

12-maydan 16-maygacha geomagnit bo'ronlar kuchining pasayishi kutilmoqda, shuning uchun bu kunlarda ob-havoga bog'liq bo'lgan odamlar uchun biroz yengillashishi mumkin.

Ammo yana 17- va 18-may kunlari (boshqa manbalarga ko'ra, 19-may) mutaxassislar kuchli epidemiyani kutishmoqda.

19-maydan 27-maygacha geomagnit faollik normal holatga tushishi mumkin. Pasayishning ta'sirini faqat ob-havo bilan bog'liq odamlar sezishi mumkin.



28/31 may kunlari magnit bo'ronlari yana kuchayadi va ob-havo bilan bog'liq odamlarning sog'lig'iga ta'sir qilishi mumkin.

Geomagnit bo'ronlarning boshlanishini o'tkazib yubormaslik uchun mutaxassislar doimiy ravishda izlanishlar olib boradilar, xabarlarini yozadilar, shundan so'ng kundalik ishlarni rejalashtirishda foydalanish uchun qulay bo'lgan jadvallar tuziladi. Ob-havoga bog'liq bo'lganlarga ularning ahvolini nazorat qilish uchun sodir bo'layotgan hamma narsadan xabardor bo'lish tavsiya etiladi.

BU ODAT HALOKATLI OQIBATLARGA OLIB KELISHI MUMKIN



Telefoningiz muddatidan oldin ishdan chiqishining oldini olish uchun siz ba'zi odatlarni o'zgartirishingiz kerak.

Mobil telefon batareyasi juda muhim, chunki u smartfoningizning yaxshi ishlashini ta'minlaydi. Batareyangiz juda uzoq vaqt ishlashi uchun siz gadjetingiz bilan bajaradigan ba'zi imo-ishoralarga e'tibor berishingiz kerak.

"Ko'p odamlarda shunday odatlar borki, ko'pincha bu ularning mobil telefonlari uchun zarari

ekanligini bilmasliklari", deb yozadi santeplus. Endi siz gadjetingizni buzmangiz va uning quvvatiga zarar yetkazmasligingiz uchun nima uchun smartfoningizni bir kechada zaryadlash qoldirish mullaqo mumkin emasligi va bu qanday oqibatlariga olib kelishi mumkinligini aytib beramiz.

Nima uchun kechasi telefoningizni zaryad qilmaslik kerak?

Bu odat juda zararsiz ko'rinadi va smartfonni to'liq quvvatlantirish imkonini beradi, chunki ertalab siz 100% quvvatlangan qurilma olasiz. Biroq, zamonaviy smartfonlar ayniqsa to'liq zaryadga muhtoj emas va hatto undan ham ko'proq zarar keltiradi.

Qurilmani bir kechada quvvatlash mobil telefon quvvatiga zarar yetkazishi mumkin, chunki u 100% ga yetgandan keyin ham ko'p soat davomida ortiqcha quvvatlanadi. Bundan tashqari, ba'zi quvvatlagich kechasi qizib ketishi va ko'proq elektr energiyasini iste'mol qilishi mumkin.

Vaqt o'tishi bilan quvvati oxir oqibat eskiradi, bu uning ishlash muddatini va shuning uchun smartfoning ishlashini qisqartiradi.

Ilgari Telegraph tez zaryadlash mobil telefon uchun xavfli yoki xavfli emasligini aytdi. Foydalanuvchilar ushbu texnologiya haqida bir nechta nuanslarni bilishlari kerak.

VATAN



Senda tug'ilmoqlik men uchun sharaf, Shunchaki bog'ingda o'sgan mevaman. Tuprog'ingda ungan gulman, chechakman, Vatan, seni onamdayin asrab sevaman.

Musaffo osmonga termular ko'zlar, Ulug'bekka sirdosh yulduzlar tomon. Yuratingda joylashgan Andijoning, Boburni sog'inib yig'laydi hamon.

Vatan sof muhabbatim tanho egasi, Senga sodiq farzand bo'lib qolaman. Gar bir kun bo'g'zimga kelsa-da jonim, Tuprog'ingni quchib qurbon bo'laman.

Otamdek jonhalak beminnatimsan, Onamga o'xshagan mehribonimsan. Sensiz qanday yashashim mumkin, Tomirda oqqan qon tanda jonimsan.

Tun-u kun duoda sen uchun qizing, Tinch va ozod bo'lg'in Ona Vatanim.

Dilfuza MELIQULOVA,
SamDCHTI Ingliz tili-II fakulteti talabasi.

SHUKR QIL, BANDA



Haqdan ezgu kalomlar bo'lsin, Mustafodan salomlar bo'lsin, Yuratingda in'omlar bo'lsin, Yaratganga shukr qil, banda.

Pok niyatdan charchama sira, Nasibani O'zidan so'ra, Bormay desang ich-ichdan nurab, Yaratganga shukr qil, banda.

Samolarday keng bo'l, tanti bo'l, Yaxshilarga qul bo'l, bandi bo'l, Tabiatning hur dilbandi bo'l, Yaratganga shukr qil, banda.

Nolisang gar, qiron yetgaydir, Sinov otlig' farmon yetgaydir, Nasibayi arzon yetgaydir, Yaratganga shukr qil, banda.

Chin do'st, habib Rahmondir, bilsang, Tabdil tabib Qur'ondir, bilsang, Dardlaringga darmondir, bilsang, Yaratganga shukr qil, banda.

Yaxshi niyat yo'ldoshing bo'lsin, Iymon mohing, quyoshing bo'lsin, Metin sabr-u bardoshing bo'lsin, Yaratganga shukr qil, banda!

Dilnavoz TO'XTAYEVA,
Buxoro davlat universiteti jurnalistika: bosma ommaviy axborot vositalari jurnalistikasi ta'lim yo'nalishi 1-bosqich talabasi.

VATANIM

Bog'i to'la bulbulga, Kuni qolmas qumriga, Jon to'shayin poyiga, Sevgan yurtim chamanim, O'zbekiston Vatanim!

Ko'p senda daholaring, Bobur-u Mirzolaring, Jahongir Temurlaring, Sevgan yurtim chamanim, O'zbekiston gulshanim!

Ibrohim SAYIDBURXONOV,
Samarqand davlat chet tillar instituti Sharq tillari fakulteti talabasi.

DADAJONIM



Ba'zida mehrimni oshkor etmayman, Dadajon deb quchib netmayman. Eng go'zal she'rilarim sizga bitaman, Dadajon, qadringiz endi bilyapman.

Do'stlarim sirimni sekin sotganda, Siz dedingiz bolam, kuyunma hech ham. Mehrlining borini menga sochganda, Dadajonim, qadringiz endi bilyapman.

Barcha gaplaringiz ko'nglimda tugun, Aytganingiz qilmabman men nodon nechun? Uyalib ketyapman o'zimdanda o'zim, Dadajonim, qadringiz endi bilyapman! Sevinch AVG'ONOVA, SamDCHTI akademik litseyi o'quvchisi.

HECH QACHON BOLAGA BU IBORALARNI AYTMA: UNING HAYOTINI BUZMANG

Bolaning oldida hech qachon aytilmasligi kerak bo'lgan gaplar

"Bema'nilik, qo'rqinchli emas, og'riqli emas". Bunday shaharlar, albatta, bolani vaziyatini, uning kuchli tomonlarini, his-tuyg'ularini va o'zini to'g'ri baholashga shubha qiladi. Shu sababli, balog'at yoshida odam o'ziga ishonma olmaydi. Va dushmanlar uni osonlikcha manipulyatsiya qilishlari mumkin.

— Sizga yoqmasa, menga baribir. Agar bola ota-onasi bergan narsani yeyishni istamasa va u boshqa variant yo'qligiga ishonishga majbur bo'lsa, uning qadriyatlarini va istaklari yuzaga chiqishi mumkin. Voyaga yetgan hayotda bu o'z fikrini ifoda etish qobiliyatiga ta'sir qiladi.

"Siz kimga o'xshaysiz ...". Shuningdek, "Hammasi otada!" replikalari ushbu iboraning o'xshashi bo'lib xizmat qilishi mumkin yoki uchinchi shaxslar nazarida eng baxtli odam bo'lmagan boshqa qarindoshida. Shu sababli, bola mojaro tarafiga aylani-



shi mumkin, shuningdek, u bilan taqqoslangan odam haqiqatan ham juda yomon ekanligiga ishonishi mumkin.

— Meni sharmanda qilmang! Bunday ibora birovning fikridan va o'ziga bo'lgan e'tibordan qo'rqadigan odamni tarbiyalashga qodir. Ushbu turkumga, shuningdek, "ketish" va "ko'zlarim sizni ko'rmaydi" replikalarni ham o'z ichiga oladi.

BU MAHSULOTLAR SIZNING GO'SHTINGIZNI ALMASHTIRADI

ULAR AJJOYIB PROTEIN MANBAI

Mutaxassis Svetlana Lisitsina sizning dasturxoningizdagi go'shni qanday mahsulotlar bilan almashtirishi mumkinligini aytdi.

Uning fikriga ko'ra, loviya, no'xat, yasmiq va soya kabi oziq-ovqatlar inson tanasini kerakli ozuqaviy qiymat bilan ta'minlashi mumkin, chunki ular oqsilning ajoyib manbalari hisoblanadi. Shuningdek, mutaxassis go'sht o'rniga sho'rvaga oqsil va B vitaminlariga boy shampinionlarni qo'shishni

maslahat berdi.

"Tofu va soya mahsulotlari oqsil, kalsiy va temirning ajoyib manbalari. Ularni grilda pishirish, sabzavot bilan to'ldirish yoki sho'rvaga qo'shish mumkin", — deya tavsiya qilgan mutaxassis.

Bundan tashqari, karam, sabzi, no'xat, baqlajon, pomidor va mayda kartoshkalari mazali va juda sog'lom go'sht o'rnini bosuvchi mahsulotlarga aylanishi mumkin.

Internet materiallari asosida tayyorlandi.

INTELLEKT

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Samarqand davlat chet tillar instituti

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Bahosi kelishilgan narxda
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Bosh muharrir o'rinbosari:
Asilbek Abduraimov

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Maqola va xabarlarda keltirilgan ma'lumotlar uchun muallif javobgar