



Qattiq bug’doy navlari orasida andoza navga nisbatan №5 Mrb 3/Mna 1, №20 Miki 3, №31 Younes/Tdico, №38 Margherita/3, №49 Zagharin 2, №56 Icavert2/Icagh yuqori issiqlikka chidamli navlar sifatida ajratib olindi. Ildizlar soni 2025-yilda ayrim navlarda biroz oshgan (№3 Genomis 3, №13 Kondita), bu ularning issiqlikka nisbatan moslashuvchanligini bildiradi. Ildiz uzunligi 2025-yilda ancha yuqori bo’lgan, ayniqsa №14 Mrb3*2/Amar va №20 Miki 3 navlarida bu ko’rsatkich sezilarli o’sish ko’rsatgan — 10 sm dan ortiq. Bu ildiz tizimining faol o’sishi issiqlikka chidamlilikni oshiruvchi omil ekanini ko’rsatadi. Koleoptil uzunligi esa 2025-yilda deyarli barcha navlarda qisqargan. Bu yuqori harorat ta’sirida epigeal (yer usti) organlarning o’sishi sekinlashganini bildiradi. Umuman olganda, ildiz tizimi faol o’sib, yer usti qismlarining biroz qisqarishi bug’doy o’simligining issiqlikka fiziologik moslashuv belgisi sifatida baholanadi. Ushbu navlar kelgusida seleksiya jarayonlarida boshlang’ich manba sifatida foydalanish uchun tavsiya etiladi. Tadqiqot natijalari iqlim o’zgarishiga mos, barqaror va hosildor navlarni yaratishda muhim ahamiyat kasb etadi.

Foydalanilgan adabiyotlar

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ARTISTIC INTERPRETATION OF SOCIAL INJUSTICE IN CHARLES DICKENS’S NOVEL ‘OLIVER TWIST’

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Annotation: This article explores the artistic interpretation of social injustice in Charles Dickens’s novel *Oliver Twist*. It analyzes how Dickens uses characterization, setting, and symbolism to expose the harsh realities of 19th-century English society, particularly the suffering of the poor and the corruption within social institutions. The study highlights Dickens’s moral vision and humanitarian concerns, showing how his artistic style transforms social criticism into emotional and ethical impact. By combining realistic description with moral idealism, *Oliver Twist* becomes not only a literary masterpiece but also a timeless call for compassion and justice.

Keywords: Charles Dickens, *Oliver Twist*, social injustice, Victorian society, poverty, humanitarianism, realism, literary art, social criticism.

CHARLZ DIKKENSNING OLIVER TWIST ROMANIDA IJTIMOY ADOLATSIZLIKNING BADIY TALQINI

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Annotatsiya: Ushbu maqola Charlz Dikkensning *Oliver Twist* romanida ijtimoiy adolatsizlikning badiiy talqinini o’rganadi. Unda yozuvchi obrazlar, muhit va ramziylik orqali XIX asr Angliya jamiyatidagi kambag’allik, yetimlik va ijtimoiy muassasalardagi korrupsiya muammolarini qanday yoritganini tahlil qiladi. Tadqiqot Dikkensning insonparvarlik g’oyalari va axloqiy qarashlarini ko’rsatadi hamda uning badiiy uslubi orqali ijtimoiy tanqidni chuqur hissiy va ma’naviy ta’sirga aylantirishini yoritadi. *Oliver Twist* nafaqat adabiy durdona, balki insonparvarlik va adolatga da’vat etuvchi asar sifatida ham dolzarbligini saqlab qolgan.



Kalit soʻzlar: Charlz Dikens, Oliver Twist, ijtimoiy adolatsizlik, Viktoriya davri jamiyati, kambagʻallik, insonparvarlik, realism, badiiy ijod, ijtimoiy tanqid.

ХУДОЖЕСТВЕННАЯ ИНТЕРПРЕТАЦИЯ СОЦИАЛЬНОЙ НЕСПРАВЕДЛИВОСТИ В РОМАНЕ ЧАРЛЬЗА ДИКЕНСА «ОЛИВЕР ТВИСТ»

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Аннотация: В данной статье рассматривается художественная интерпретация социальной несправедливости в романе Чарльза Дикенса *Оливер Твист*. Анализируется, как писатель с помощью характеров, описаний и символизма раскрывает суровые реалии английского общества XIX века — бедность, сиротство и коррупцию в социальных учреждениях. Исследование подчеркивает гуманистические идеи и моральные взгляды Дикенса, показывая, как его художественный стиль превращает социальную критику в глубокое эмоциональное и этическое воздействие. Роман *Оливер Твист* остается не только литературным шедевром, но и вечным призывом к состраданию и справедливости.

Ключевые слова: Чарльз Дикенс, *Оливер Твист*, социальная несправедливость, викторианское общество, бедность, гуманизм, реализм, литературное искусство, социальная критика.

Charles Dickens remains one of the most remarkable voices in English literature, known for combining artistic imagination with deep social concern. His novel ‘*Oliver Twist*’ (1837–1839) stands as a vivid portrayal of the suffering of the poor in Victorian England. The story of the orphan Oliver is not only a personal narrative but also a larger commentary on the cruelty of society, the corruption of institutions, and the indifference of the rich toward the poor. Dickens’s aim was to arouse compassion and to show that literature could serve as a tool for moral improvement.

During the first half of the nineteenth century, industrialization transformed Britain into a powerful empire, but also into a place of extreme inequality. The 1834 Poor Law Amendment Act created workhouses where the poor were forced to live under harsh and humiliating conditions. Families were separated, food was scarce, and discipline was severe. Dickens, who had experienced child labor and poverty in his youth, felt a deep sympathy for the oppressed and used his writing to fight for social reform.

In ‘*Oliver Twist*’, the workhouse is presented not as a charitable institution but as a place of punishment. Oliver’s birth in such a setting symbolizes the cruelty of society toward the most vulnerable. His mother’s death and the officials’ indifference reveal the inhumanity of a system that values rules over compassion. Dickens uses this environment to expose the hypocrisy of those who preach morality but fail to practice it.

When it comes to the novel’s depiction of poverty and class division lies at the heart of its social message. Dickens portrays the city of London as a battlefield between good and evil, where the poor struggle to survive and the rich turn a blind eye. Oliver represents innocence and moral purity, while the criminal world around him symbolizes corruption created by need and neglect. Fagin’s gang, including the Artful Dodger and Charley Bates, shows how abandoned children are drawn into crime because society fails to protect them.

Dickens also contrasts the poor with the middle and upper classes. Characters like Mr. Bumble and Mrs. Corney, who administer the workhouse, are hypocritical and self-serving. They use religion and authority as tools of oppression. The wealthy characters live comfortably, unaware of the misery around them. Through irony and satire, Dickens reveals that the true moral poverty lies not among the poor but among the powerful. By giving a voice to the voiceless, he demands empathy and moral responsibility from his readers.

One of Dickens’s main purposes in ‘*Oliver Twist*’ is to criticize the institutions that maintain social injustice. The workhouse is the first and most obvious target. The officials there are supposed to help the needy, yet they humiliate and starve them. Oliver’s request for more food becomes a powerful symbol of the human demand for dignity. Instead of compassion, he receives punishment, showing how the system crushes innocence. Dickens also exposes the failures of the church and the law. Religious authorities preach



virtue but ignore real suffering. Legal authorities often protect the guilty and punish the innocent. When Oliver is falsely accused of theft, no one defends him. Meanwhile, true criminals like Fagin and Monks manipulate the system for their benefit. Dickens demonstrates that social institutions, which should uphold justice, are often instruments of oppression.

While ‘Oliver Twist’ is a strong social critique, it is also an artistic achievement. Dickens combines realism with moral symbolism to give emotional depth to his message. His descriptions of London’s slums are full of life and detail, creating a contrast between the darkness of the streets and the light of moral goodness. The city becomes almost a character itself, representing both temptation and suffering.

Symbolism plays a major role in Dickens’s art. Oliver symbolizes purity and hope; Fagin’s den symbolizes evil and corruption. Nancy, one of the most complex characters, embodies both sin and redemption. Her sacrifice for Oliver shows that even in a world full of injustice, moral goodness can survive. Dickens uses irony, humor, and emotional appeal to make his social message more powerful and memorable.

In conclusion, ‘Oliver Twist’ is a masterpiece that combines social criticism with artistic beauty. Through the story of a helpless orphan, Dickens reveals the cruelty of a society governed by greed and indifference. He exposes the flaws of institutions, the hypocrisy of the powerful, and the suffering of the poor. Yet he also celebrates the resilience of human goodness and the possibility of moral reform. The novel remains relevant today, reminding readers that literature can awaken conscience and inspire compassion and change.

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STEAM TA’LIM TEXNOLOGIYASI BOSHLANG’ICH TA’LIM MISOLIDA

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Annotatsiya. Ushbu maqolada STEAM (fan, texnologiya, muhandislik, san’at va matematika) ta’lim yondashuvining boshlang’ich ta’limda qo’llanilishi tahlil qilinadi. Zamonaviy ta’limda o’quvchilarning mustaqil fikrlashi, ijodiy yondashuvi va amaliy faoliyatga tayyorligi muhim o’rin tutadi. STEAM texnologiyasi bu jarayonni samarali tashkil etish, fanlararo integratsiyani yo’lga qo’yish hamda o’quvchilarni XXI asr kompetensiyalariga ega bo’lishlariga xizmat qiladi. Maqolada boshlang’ich ta’limda STEAM elementlarini qo’llashning afzalliklari, muammolari va amaliy misollar asosida tahlil keltirilgan.

Kalit so’zlar: STEAM ta’limi, boshlang’ich ta’lim, texnologiya, fanlararo integratsiya, ijodkorlik, tanqidiy fikrlash, muammoli o’qitish, innovatsion yondashuv.

STEAM EDUCATIONAL TECHNOLOGY IN THE EXAMPLE OF PRIMARY EDUCATION

Abstract. This article analyzes the application of the STEAM (Science, Technology, Engineering, Arts and Mathematics) educational approach in primary education. In modern education, students' independent thinking, creative approach and readiness for practical activities play a crucial role. STEAM technology serves to organize this process effectively, establish interdisciplinary integration and help students acquire 21st-century competencies. The article analyzes the advantages, problems and practical examples of using STEAM elements in primary education.

Keywords: STEAM education, primary education, technology, interdisciplinary integration, creativity, critical thinking, problem-based learning, innovative approach.