



Discussion. The findings confirm that implementing ICC in legal language education is both a *pedagogical necessity* and an *institutional challenge*. Traditional legal instruction, with its emphasis on linguistic precision and rule-based analysis, does not adequately prepare students for intercultural encounters in professional practice. Incorporating ICC thus requires rethinking teaching philosophy—from transmission of knowledge to co-construction of meaning through cultural dialogue.

Teacher professional development emerges as a critical factor. Without adequate preparation in intercultural pedagogy, even motivated instructors face difficulties embedding ICC meaningfully into their lessons. Universities must therefore invest in continuous training and provide access to updated teaching materials [4].

The use of *technology-enhanced learning*—such as collaborative online international learning (COIL) projects—offers new possibilities for students to engage with peers from different cultural and legal systems. These experiences can develop empathy, negotiation skills, and intercultural awareness, which are crucial for global legal practice.

Moreover, *assessment reform* is essential. Traditional testing should be complemented by reflective journals, portfolios, and project-based evaluations that capture intercultural growth rather than rote learning outcomes [5].

Ultimately, the implementation of ICC-focused language teaching aligns with the broader mission of legal education—to cultivate professionals who are not only competent in law but also capable of ethical, empathetic, and culturally responsive communication [6].

Conclusion. Integrating intercultural communicative competence into legal language education presents both significant challenges and transformative opportunities. Institutional inertia, limited teacher preparation, and inadequate resources continue to impede progress. However, the growing globalization of legal practice, technological innovation, and interdisciplinary cooperation provide strong momentum for reform. To prepare law students for the realities of international communication and multicultural legal interaction, ICC should be viewed not as an optional skill, but as an integral component of professional legal competence.

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BOSHLANG‘ICH SINF O‘QUVCHILARINI AQLIY QOBILIYATINI RIVOJLANTIRISH USULLARI

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Annotatsiya: Boshlang’ich sinf o’quvchilarining aqliy qobiliyatini rivojlantirish usullari orasida o’yinlardan foydalanish, savol-javob orqali faol ishtirokni ta’minlash, vazifalarni bajarishga undash, ko’rgazmali qurollardan foydalanish, mustaqil izlanish va taqqoslashga o’rgatish, ijodiy mashg’ulotlar o’tkazish va har bir o’quvchining individual xususiyatlarini hisobga olish kabi usullar mavjud. Bu usullar bolalarda mantiqiy fikrlash, xotira, etibor va ijodkorlikni o’stirishga yordam beradi.

Kalid so’zalar: Boshlang’ich, sinf, o’quvchilarini, aqliy, qobiliyat, rivojlantirish, usullar.

МЕТОДЫ РАЗВИТИЯ ИНТЕЛЛЕКТУАЛЬНЫХ СПОСОБНОСТЕЙ УЧЕНИКОВ НАЧАЛЬНЫХ КЛАССОВ

Аннотация: Среди методов развития интеллектуальных способностей учеников начальных классов существуют использование игр, обеспечение активного участия через вопросы и ответы, стимулирование выполнения заданий, использование наглядных пособий, обучение самостоятельным исследованиям и сравнению, проведение творческих занятий и учет индивидуальных особенностей каждого ученика. Эти методы помогают развивать у детей логическое мышление, память, внимание и творческие способности.

Ключевые слова: начальная школа, ученики, интеллектуальные способности, развитие, методы.

METHODS FOR DEVELOPING THE INTELLECTUAL ABILITIES OF PRIMARY SCHOOL STUDENTS

Abstract: Among the methods for developing the intellectual abilities of primary school students are the use of games, ensuring active participation through questions and answers, encouraging task completion, using visual aids, teaching independent research and comparison, conducting creative activities, and taking into account the individual characteristics of each student. These methods help to develop logical thinking, memory, attention, and creativity in children.

Keywords: primary, grade, students, intellectual, abilities, development, methods.

O’zbekiston Respublikasi Prezidentining “Yoshlarni ilm-fan sohasiga jalb etish va ularning tashabbuslarini qo’llab-quvvatlash tizimini takomillashtirish chora tadbirlari to’g’risida” gi qarori (2019 yil 30 avgust, PQ-4333 son) da iqtidorli yoshlarni aniqlash va ularni qo’llab-quvvatlash to’g’risida fikrlar bildirilgan. Yoshlarning ijodiy, intellektual va tadbirkorlik salohiyatini ro’yobga chiqarish, innovatsion g’oyalar, loyihalar va texnologiyalarni ishlab chiqarishga joriy qilish, iqtidorli talabalar, yosh olimlar va tadbirkorlarning innovatsion faoliyatining rag’batlantirish, ilm-fan, ta’lim va ishlab chiqarish integratsiyasining kuchaytirish uchun zarur shart-sharoitlar yaratilmoqda. Intelektual o’yinlar o’quvchilarning aqliy qobiliyatlarni rivojlantiribgina qolmasdan, ularning fikrlash, o’z-o’zini namoyish eta olish, o’z fikrini erkin bayon eta olish, jamoaga kirishuvchanlik kabi xislatlarini shakllantiradi.

Intelektual o’yinlar nafaqat o’qitishning amaliy yo’nalishi kuchayishiga, balki o’quvchilarning dars jarayonida o’zlashtirayotgan nazariy bilimlarini mustaqamlanishiga olib keladi. Ta’kidlash joizki, intellektual o’yinlarni tashkil etishdan oldin bu jarayonga puxta tayyorgarlik ko’rishi lozim. Bunda asosiy e’tibor mashg’ulot jarayonida qo’llaniladigan intellektual o’yinlardan mavzuga moslarini tanlash, mashg’ulotning qaysi bosqichida ularni amalga oshirilishini belgilash, o’yinning shartini o’quvchilarga aniq tushuntirish kabilarga qaratiladi. Garchi, intellektual o’yinlar yangi bilimlarni chuqur bermasada, darsning qiziqarli bo’lishini ta’minlaydi. Boshlang’ich sinf o’quvchilarining ta’lim jarayonidagi nazariy bilimlarini yanada rivojlantirish, ularda mustaqil fikrlash, muammoga ijodiy yondoshish layoqatlarini rivojlantirishda intellektual o’yinlardan unumli foydalanish ijobiy samara beradi.

Intelektual o’yinlarning asosiy maqsadi – o’quvchilarning dunyoqarashini kengaytirish, fikrlash qobiliyatlarini oshirish, bilim olishga bo’lgan qiziqishlarini oshirishdan iborat. Quyida o’quvchilarning intellektual qobiliyatlarini rivojlantiruvchi intellektual o’yinlar haqida fikr yuritamiz.

Usullar:

O’yinlardan foydalanish:

Mantiqiy o’yinlar: Dama, shashka, raqamli yoki harfli pazllar, topishmoqlar aqliy rivojlanish uchun samarali.

Rolli o’yinlar: O’quvchilar turli rollarga kirib, muammolarni hal qilishda faol ishtirok etishadi.



Faol ishtirokni rag’batlantirish:

Savol-javob: O’qituvchi o’quvchilarga savollar berib, ularning fikrlarini tinglaydi va o’zlari ham javob izlashga undaydi.

Muzokaralar: Sinfda muayyan mavzu bo’yicha qisqa-qisqa munozaralar o’tkazish o’quvchilarning fikr almashishini rivojlantiradi.

Vazifalar va topshiriqlar:

Mustaqil ishlash: O’quvchilarga qisqa va tushinarli topshiriqlar berilib, ularni mustaqil bajarishga undash. Maqolalar va hikoyalar yozish: O’quvchilarga o’z fikrlarini yozma shaklda ifodalashda o’rgatiladi.

Ko’rgazmali va amaliy yondashuv: Ko’rgazmali qurollar: Rasmlar sxemalar, modellar kabi ko’rgazmali vositalar orqali mavzuni tushuntirish.

Amaliy mashg’ulotlar: Qaychi, qog’oz, loydan turli shakllar yasash, konstruktor o’yinlari bilan shug’ullanish.

Mantiqiy fikrlash va ijodiy mashqlar:

Taqqoslash: O’qituvchilarga ikki yoki undan ortiq narsalarni taqqoslash, o’xshashlik, va farqlarini topish topshiriladi.

Ijodiy hikoya va rasmlar: O’quvchilarga qiziqarli mavzularda hikoyalar yozishga yoki rasmlar chizishga undash.

Individual yondashuv:

Har bir o’quvchining qiziqishlari, qobiliyatlari va individual xususiyatlarini hisobga olgan holda mashg’ulotlar tashkil etish.

Bu usullarni qo’llash orqali boshlang’ich sinf o’quvchilarining aqliy salohiyatini samarali rivojlantiriladi Multimedia vositalari asosida o’quvchilarni o’qitish quyidagi afzalliklarga ega:

- berilayotgan materiallarni chuqurroq va mukammalroq o’zlashtirish imkoniyati borligi;
- ta’lim olishning yangi sohalari bilan yaqindan aloqa qilish ishtiyoqi yanada ortadi;
- ta’lim olish vaqtining qisqarish natijasida, vaqtni tejash imkoniyatiga erishish;
- olingan bilimlar kishi xotirasida uzoq saqlanib, kerak bo’lganda amaliyotda qo’llash imkoniyatiga erishiladi.

IQ test natijasi nima? IQ so’zi inglizcha "Intellectualquotient" olingan bo’lib, bor bilimlar va aqliy rivojlanish darajasini turli metodik testlar orqali ifodalanishini bildiradi.

Bolalarda intellektual rivojlanish darajasini bilish uchun birinchi IQ test fransuz psixologi A.Bine tomonidan 1903 yil ishlab chiqilgan. Xar bir yosh uchun bilim va ko’nikmalar darajasi 100 dep qabul qilingan. Shu standartga monand aqliy rivojlanish yoki rivojlanishdan ortga qolish. IQ termini Avstryalik psixolog V.Shtern tomonidan 1911 yil kiritilgan. Masalan: AQSHda harbiy xizmatga chaqiriluvchilar sotsial psixologik tayyorlik darajasiga IQ topshirganlaridan so’ng qabul qilinadilar. IQ darajasini aniqlovchi testlar savollariga og’zaki javob berishni talab qiluvchi va manipular masalalar (rasmning yetishmayotgan qismini to’ldirish) kiritilishi mumkin.

Berilgan savollarga aniq belgilangan vaqt oralig’ida javob berish o’ta muhim hisoblanadi. Javoblar oldindan belgilangan shkala bo’yicha baholanadi. Ballarning umumiy yig’indisi avvaldan ishlab chiqilgan IQ ko’rsatkichlari bo’yicha belgilanadi.

Baholash paytida sinaluvchining yoshi inobatga olinadi. Ko’pchilik psixologlar fikricha IQ test sinaluvchining mavjud bilimni baholaydi. Har bir test uchun qat’iy vaqt 30 minut belgilangan. Baholash to’g’ri belgilangan javoblar soni bilan belgilanadi.

Test natijalari maksimal darajada to’g’ri belgilanishi uchun vaqt belgilash o’ta aniq bo’lishi lozim. Qo’shib berilgan bir necha soniya baholash jarayoniga salbiy ta’sir qiladi. Test paytida sinaluvchi chetda xech qanday yordam olmasligi talab qilinadi.

Xulosa: Xulosa qilib aytganda, boshlang’ich sinf o’quvchilarining aqliy qobiliyatini rivojlantirish – bu kompleks pedagogik faoliyat bo’lib, unga zamonaviy metodika, innovatsion yondashuv va bolalar psixologiyasiga mos vositalarni uyg’unlashtirish orqali erishiladi.

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QUMLI GRUNTLARNING QARSHILIGIGA TEBRANMA HARAKATNING TASIRI BAHOLASH

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Annotatsiya. O’zbekiston Respublikasining qumli gruntlar keng tarqalgan hududlarida bino va inshootlar qurilishi muhim geotexnik masalalardan biri hisoblanadi. Bunday gruntlar ko’pincha mustahkamligi past bo’lgan, suv ta’sirida yoki tashqi kuchlar ostida fizik-mexanik xossalari o’zgaruvchan muhit sifatida namoyon bo’ladi. Ayniqsa, zilzilaviy faolligi yuqori bo’lgan zonalarda yoki texnogen tebranishlarga uchragan hududlarda qumli gruntlarning barqarorligiga bo’lgan ehtiyot choralarini oldindan ko’rish zaruriy hisoblanadi. Ushbu maqolada qumli gruntlarga tebranma (dinamik) kuchlar ta’sir etganda ularning mustahkamlik xususiyatlari va deformatsion holatining o’zgarishi tahlil qilinadi. Tadqiqot davomida turli fraksiyadagi qum namunalari ustida laboratoriya va hisoblash tajribalari o’tkazilib, tebranma yuklama ostida gruntning zichlashuvi, siljishga qarshilik ko’rsata olish qobiliyati, shuningdek, suyuqlanish (likvafaksiya) holatiga kelish ehtimoli baholandi.

Kalit so’zlar: bino va inshootlar, qumli gruntlar, tebranma harakatlar, grunt tuzilishi, ichki ishqalanish burchagi, hisobiy qarshilik, tebranma kuch.

ASSESSMENT OF THE EFFECT OF VIBRATION ON THE RESISTANCE OF SANDY SOILS

Annotation. The construction of buildings and structures in areas of the Republic of Uzbekistan where Sandy grunts are common is one of the important geotechnical issues. Such grunts often manifest as environments with low strength, changing physicochemical properties under the influence of water or under external forces. The construction of buildings and structures in areas of the Republic of Uzbekistan where Sandy grunts are common is one of the important geotechnical issues. Such grunts often manifest as environments with low strength, changing physicochemical properties under the influence of water or under external forces. It is especially necessary to foresee precautions for the stability of Sandy grunts in zones with high earthquake activity or in areas subject to man-made vibrations. This article analyzes the changes in their strength characteristics and deformation state when Sandy grunts are affected by oscillating (dynamic) forces. During the Study, Laboratory and computational experiments were carried out on sand samples of different fractions, assessing the compaction of the grunt under vibration loading, the ability to resist displacement, as well as the possibility of arriving at a state of liquefaction (liquefaction).

Keywords: buildings and structures, Sandy grunts, oscillatory movements, grunt structure, internal friction angle, computational resistance, oscillatory force.

ОЦЕНКА ВЛИЯНИЯ ВИБРАЦИОННОГО ДВИЖЕНИЯ НА СОПРОТИВЛЕНИЕ ПЕСЧАНЫХ ГРУНТОВ