

ISSN 2181-0000
Doi Journal 10.26739/2181-0000

JOURNAL OF MAMUN SCIENCE



VOLUME 3, ISSUE 1 **2025**



ISSN 2181-0000
Doi Journal 10.26739/2181-0000



«MA'MUN SCIENCE» JURNALI

3 JILD, 1 SON

ЖУРНАЛ «MAMUN SCIENCE»

TOM 3, HOMEP 1

JOURNAL OF «MAMUN SCIENCE»

VOLUME 3, ISSUE 1



TOSHKENT-2025

«MA'MUN SCIENCE» JURNALI

ЖУРНАЛ «МА'MUN SCIENCE» | JOURNAL OF «MAMUN SCIENCE»

№1 (2025) DOI <http://dx.doi.org/10.26739/2181-0000-2025-1>

Бош мухаррир: | Главный редактор:
Chief Editor:

Urazbayeva Dilbar Abdullayevna
Psixologiya fanlari doktori (DSc), professor
Ma'mun Universiteti NTM

Бош мухаррир ўринбосари: | Заместитель
главного редактора: | Deputy Chief Editor:

Xudoynazarov Egambergan Madrahimovich
Pedagogika fanlari bo'yicha falsafa doktori (PhD),
dotsent Ma'mun Universiteti NTM

TAHRIRIY MASLAHAT KENGASHI | EDITORIAL BOARD | РЕДАКЦИОННЫЙ СОВЕТ

FILOLOGIYA FANLARI (INGLIZ TILI)

Axmedov Oybek Saporboyevich

Filologiya fanlari doktori (DSc), professor
O'zbekiston davlat jahon tillari universiteti

O'rozboyev Abdulla Durdibayevich

Filologiya fanlari doktori (DSc), professor
Ma'mun Universiteti NTM

Kalandarov Oybek Ruzimbayevich

Filologiya fanlari bo'yicha falsafa doktori (PhD)
Ma'mun Universiteti NTM

Yakubov Muzaffar Kamildjanovich

Filologiya fanlari bo'yicha falsafa doktori (PhD)
Ma'mun Universiteti NTM

Galiyeva Margarita Rafaelovna

Filologiya fanlari doktori (DSc), professor
O'zbekiston davlat jahon tillari universiteti

Nasrullayeva Nafisa Zafarovna

Filologiya fanlari doktori (DSc), professor
Samarqand davlat chet tillari instituti

Cho'ponov Otanazar Otojonovich

Filologiya fanlari doktori (DSc)
Urganch davlat universiteti

Yakubova Matluba Tajibayevna

Filologiya fanlari bo'yicha falsafa doktori (PhD)
Ma'mun Universiteti NTM

Samandarova Lola Sultanovna

Filologiya fanlari bo'yicha falsafa doktori (PhD)
Toshkent tibbiyot akademiyasi Urganch filiali

FILOLOGIYA FANLARI (RUS TILI)

Cho'ponov Otanazar Otojonovich

Filologiya fanlari doktori (DSc)
Urganch davlat universiteti

Ruzmetov Surojbek Allaberganovich

Filologiya fanlari bo'yicha falsafa doktori (PhD)
Urganch davlat universiteti

FILOLOGIYA FANLARI (NEMIS)

Yakubova Matluba Tajibayevna

Filologiya fanlari bo'yicha falsafa doktori (PhD)
Urganch davlat universiteti

FILOLOGIYA FANLARI (O'ZBEK TILI)

Matnazarov Javlanbek Kabulovich

Filologiya fanlari bo'yicha falsafa doktori (PhD)
Ma'mun Universiteti NTM

TARIX FANLARI

Anatoliy Sagdullayevich Sagdullayev

Tarix fanlari doktori, professor; akademik

O'zbekiston Respublikasi Fanlar
akademiyasining haqiqiy a'zosi

Ashirov Adhamjon Azimbayevich

Tarix fanlari doktori, professor,
O'zbekiston Respublikasi

Fanlar akademiyasi Tarix instituti.

Goncharov Yuriy Mixaylovich

Tarix fanlari doktori, professor
Altay davlat universiteti Rossiya

Shaydurov Vladimir Nikolayevich

Tarix fanlari doktori, dotsent
Leningrad davlat universiteti Rossiya

Abdullayev Utkir Ismoilovich

Tarix fanlari doktori (DSc),
dotsent Urganch davlat universiteti

Matkarimova Sadoqat Maqsudovna

Tarix fanlari doktori (DSc), dotsent
Ma'mun Universiteti NTM

Abdullayev Timur Pulatovich

Tarix fanlari nomzodi, dotsent
Ma'mun Universiteti NTM

Abdalov Umidbek Matniyazovich

Tarix fanlari bo'yicha falsafa doktori (PhD),
Dotsent Ma'mun Universiteti NTM

Jumaniyozova Mamlakat Tojiyevna

Tarix fanlari nomzodi (PhD), dotsent
Urganch davlat universiteti

Xo'jamuratov Umarjon Rustamovich

Tarix fanlari bo'yicha falsafa doktori (PhD)
Urganch pedagogika instituti

PSIXOLOGIYA FANLARI

Shoumarov G'ayrat Baxromovich

Psixologiya fanlari doktori, professor; akademik
O'zbekiston Respublikasi

Fanlar akademiyasining haqiqiy a'zosi

Kryukova Tatyana Leonidovna

Psixologiya fanlari doktori, professor
Kostroma davlat universiteti Belorusiya

Karpinskiy Konstantin Viktorovich

Psixologiya fanlari doktori, professor
Grodno davlat universiteti Belorusiya

IQTISODIYOT FANLARI

Ruzmetov Baxtiyar

Iqtisodiyot fanlari doktori, professor
Ma'mun Universiteti NTM

Sherov Alisher Bakberganovich

Iqtisodiyot fanlari bo'yicha falsafa
doktori (PhD), professor

Ma'mun Universiteti NTM

Voronsova Yuliya Vladimirovna

Iqtisodiyot fanlari nomzodi

Moskva davlat boshqaruvi universiteti

Jabborov Umarbek Rustambekovich

Iqtisodiyot fanlari bo'yicha falsafa doktori (PhD)

Ma'mun Universiteti NTM

Cho'ponov San'at Otanazarovich

Iqtisodiyot fanlari bo'yicha falsafa doktori (PhD)

Ma'mun Universiteti NTM

Niyazmetov Islambek Masharipovich

Iqtisodiyot fanlari doktori (DSc), dotsent

Ma'mun Universiteti NTM

PEDAGOGIKA VA FALSAFA FANLARI

Sardor Sharifzoda O'razboy Tabib o'gli

Pedagogika fanlari bo'yicha falsafa
doktori (PhD), dotsent

Ma'mun Universiteti NTM

Matnazarov Javlanbek Kabulovich

Filologiya fanlari bo'yicha falsafa doktori (PhD)

Ma'mun Universiteti NTM

Adilov Zafar Yunusovich

Falsafa fanlari bo'yicha falsafa doktori (PhD)

Ma'mun Universiteti NTM

Slepko Yuriy Nikolayevich

Psixologiya fanlari doktori, professor

Yaroslav davlat pedagogika universiteti

Xazova Svetlana Abduraxmanovna

Psixologiya fanlari doktori, dotsent Kostroma
davlat universiteti Belarusiya

Kalandarova Madina Baxadirovna

Psixologiya fanlari bo'yicha falsafa doktori (PhD)

Ma'mun Universiteti NTM

Nurullayeva Baxtigul Bobojonovna

Psixologiya fanlari nomzodi, dotsent Ma'mun

Universiteti NTM

TIBBIYOT FANLARI

Yuldashev Baxrom Sobirjanevich

Tibbiyot fanlari doktori (DSc), dotsent

Ma'mun Universiteti NTM

Abdullayev Ravshanbek Babajonovich

Tibbiyot fanlari doktori, professor

Toshkent tibbiyot akademiyasi Urganch filiali

Esamuratov Aybek Ibragimovich

Tibbiyot fanlari doktori (DSc), dotsent

Toshkent tibbiyot akademiyasi Urganch filiali

Samandarova Barno Sul-tonovna

Biologiya fanlari nomzodi, dotsent

Toshkent tibbiyot akademiyasi Urganch filiali

Tajiyeva Zebo Baxodirovna

Tibbiyot fanlari falsafa doktori (PhD)

Toshkent tibbiyot akademiyasi Urganch filiali

Nazarova Maloxat Berdiboyevna

Tibbiyot fanlari falsafa doktori (PhD)

Toshkent tibbiyot akademiyasi Urganch filiali

Xudaynazarova Salomat Ruzibaevna

Tibbiyot fanlari nomzodi, dotsent

Toshkent pediatriya tibbiyot instituti

ILMIY JURNAL TEXNIK KOTIBI

Sultanov Samandar Maxmud o'g'li

Arxeolog (tadqiqotchi pedagog)

Ma'mun Universiteti NTM

FILOLOGIYA

1. Аблаева Надира Кадамжановна, Зулунова Комила Комилжоновна РОЛЬ КЛАССИЧЕСКОЙ ЛИТЕРАТУРЫ В РАЗВИТИИ АНАЛИТИЧЕСКОГО МЫШЛЕНИЯ У СТУДЕНТОВ.....	8
2. Джуманиязова Интизор Давлатназар кизи О НАЗНАЧЕНИИ ПАРАЛЛЕЛЬНЫХ КОРПУСОВ.....	15
3. Omanboyeva Aziza Doniyor qizi ZUHD TA'LIMOTI VA ZOHIDLIK MAKTABLARI.....	20
4. Yusupova Sohiba Islombek qizi O'ZBEK VA INGLIZ XALQLARI BOLALAR FOLKLORIDA ALLITERATSIYA HODISASINING QO'LLANILISHI.....	24
5. Matkarimova Gulira'no Abdullayevna ABU ALI IBN SINONING "TIB QONUNLARI" ASARIDA FITONIMLARNING TADQIQ QILINISHI.....	29
6. Аллаярова Рахат Рустамовна К ВОПРОСУ О ПЕРЕВОДЕ ФРАЗЕОЛОГИЗМОВ НЕМЕЦКОГО ЯЗЫКА НА РУССКИЙ И УЗБЕКСКИЙ ЯЗЫКИ.....	34
7. Kalandarov Aybek Ruzimbayevich O'ZBEK KLASSIK NASRIY ASARLARNI INGLIZ TILIGA TARJIMA QILISHDA SINTAKTIK MASALALAR.....	39
8. Якубов Музаффар Камилджанович ДВЕ КУЛЬТУРЫ — ОДНА ЛИЧНОСТЬ: АМИР ТИМУР В АНГЛИЙСКОЙ И УЗБЕКСКОЙ ДРАМАТУРГИИ.....	43
9. Kutlimuratov Umarjon Shakirovich TILSHUNOSLIKDA IZHONLOVCHI VALENTLIGINI O'RGANISHNING AYRIM MASALALARI.....	47
10. Matchanov Muzaffar Ruzimbaevich MODERN PERSPECTIVES ON COORDINATED ELEMENTS IN ENGLISH.....	51
11. Файзуллоева Зилола Зафаровна ФОРМЫ ВЫРАЖЕНИЯ ИРОНИИ И СПОСОБЫ ЕЁ ПЕРЕВОДА С АНГЛИЙСКОГО НА РУССКИЙ (НА ПРИМЕРЕ НОВЕЛЛЫ О. ГЕНРИ «ФАРАОН И ХОРАЛ»).....	55
12. Qahramonov Aliboy Yolgoshevich ABDULLA QODIRIY: MURAKKAB TAQDIRLI ADIB.....	62
13. Шамсутдинова Галия Шамилевна ЛЕКСИЧЕСКИЕ ЕДИНИЦЫ, СВЯЗАННЫЕ С АРХИТЕКТУРНЫМИ ПАМЯТНИКАМИ ХОРЕЗМА.....	68

14. Raimova Nilufar Abdullayevna, Bazarova Nazokat Davronbekovna
JONLANTIRISHLARNING BADIY-ESTETIK VAZIFASI (KOMIL AVAZNING “SOZANDA”
ROMANI MISOLIDA).....72

15. Jumanyazova Muhabbat Xusinovna, Annamuratova Shahnoza Shonazar qizi
PARALINGVISTIK VOSITALAR VA ULARNING IJTIMOY TARMOQLARDAGI
IFODASI.....76

16. Saparova Mohira Fayzullayevna
LEKSIKOGRAFIYANING NAZARIY VA AMALIY ASOSLARI.....80

17. Tolibova Maftuna Zokir qizi
FITRAT IJODINING ZAMONAVIY ADABIYOT VA JAMIYATGA TA’SIRI.....85

IQTISODIYOT

1. Турдиева Якитжан Хайитбаевна
ОБЪЕКТИВНАЯ НЕОБХОДИМОСТЬ И ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ФИНАНСОВОЙ
ПОДДЕРЖКИ ДОШКОЛЬНОГО ОБРАЗОВАНИЯ.....88

2. Qabulov Baxrom Quzibayevich
AUDITORLIK FAOLIYATINI TARTIBGA SOLISHNING O’ZIGA XOS XUSUSIYATLARI..91

PEDAGOGIKA

1. Qalandarova Iroda Hamdam qizi
DIDACTIC ASPECTS OF DEVELOPING CRITICAL THINKING IN PRIMARY SCHOOL
STUDENTS: AN EXAMPLE OF READING LITERACY.....98

2. Ashirova Anorgul Ismoilovna
DIDAKTIK TIZIMDA BOSHQARISH TAMOYILLARI AHAMIYATI.....105

3. Xujaniyozova Oygul Rajabovna, Matkarimova A’loxon
MAKTAB O’QUVCHILARIDA IJODKORLIK QOBILIYATINI RIVOJLANTIRISHNING
PEDAGOGIK-PSIXOLOGIK OMILLARI.....110

4. Sultonova Mashhura Rustamboyevna, Saidova Farog‘at Otabek qizi
BOLAGA NISBATAN QADRIYATLI MUNOSABAT OTA-ONALIK MUVAFFAQIYATINI
TA’MINLAYDIGAN OMIL SIFATIDA.....114

5. Xudayberganov Otabek Erkinovich, Atajanov Adilbek Yuldashevich
OLY TA’LIMDA JISMONIY TARBIYA VA SPORT FANIDAN MUSTAQIL TA’LIM
TOPSHIRIQLARINI TAKOMILLASHTIRISH.....119

6. Рамазанова Роза Абиловна
РОЛЬ И МЕСТО РОДНОГО ЯЗЫКА ПРИ ИЗУЧЕНИИ РУССКОГО ЯЗЫКА КАК
ИНОСТРАННОГО.....126

PSIXOLOGIYA

1. Ismoilova Asilpashsha Rojabovna
PSIXOLOGIYADA TAFAKKUR MUAMMOSINI O’RGANILGANLIK DARAJASI.....132

2. Odamova O'g'iljon Kenjayevna
SHAXSNI O'Z-O'ZINI KAMOL TOPTIRISH XUSUSIYATI.....137

3. Карпинский Константин Викторович
СОЦИАЛЬНО-ДЕМОГРАФИЧЕСКАЯ ИЗМЕНЧИВОСТЬ ЦЕННОСТНОГО ОТНОШЕНИЯ
К ДЕТЯМ В БЕЛОРУССКОЙ ПОПУЛЯЦИОННОЙ ВЫБОРКЕ.....141

TARIX

1. Salayev Umrбек Kadambayevich
JANUBIY OROLBO'YI NEOLIT VA ENEOLIT DAVRI MANZILGOHLARINING
ARXEOLOGIK JIHATIDAN O'RGANILISHI.....150

2. Каримов Умрбек Давронбекович
НЕМЕЦКИЕ МЕННОНИТЫ В ХИВИНСКОМ ХАНСТВЕ.....154

3. Юлдашов Юлдаш
ВАЖНОСТЬ ВОПЛОЩЕНИЯ НАЦИОНАЛЬНЫХ ЦЕННОСТЕЙ.....159

4. Ismoilov Shohruxmirzo Zakirjon o'g'li
X-XI ASRLARDA XORAZMDA HUNARMANDCHILIK, CHORVACHILIK VA
DENQONCHILIK AHVOLI.....162

5. Alisher Matyakubov
YANGI O'ZBEKISTON SHAROITIDA XORAZM VILOYATI: HUDUDIY
RIVOJLANISHNING O'ZIGA XOS XUSUSIYATLARI.....167

6. Matyakubov Xamdani Xamidjanovich
OROLBO'YI SAKLARINING KELIB CHIQISHI MASALASI VA UNING AHAMIYATI.....171

7. Xamdani Yulduz Ravshanbek qizi
IKKINCHI JAHON URUSHIDAN KEYINGI TIKLANISH YILLARIDA XORAZM VILOYATI
ICHKI ISHLAR ORGANLARI FAOLIYATINING BA'ZI MASALALARI.....176


8. Насиба Хаётова Закировна
ВАРАХША ШАҲАР МАДАНИЯТИ: ТАРИХИЙ РИВОЖЛАНИШ ВА МЕЪМОРИЙ
ХУСУСИЯТЛАР.....180

9. Eshchanov Hurmat Matnazarovich
SHARQIY OROLBO'YI TEKISLIGIDA TEMIR DAVRI TURAR-JOYLARI MUDOFAA
INSHOOTLARIDA ARXEOLOGIK IZLANISHLAR SAHIFASI.....186

PEDAGOGIKA

Qalandarova Iroda Hamdam qizi-
Doctoral candidate at Urgench state university

**DIDACTIC ASPECTS OF DEVELOPING CRITICAL THINKING IN PRIMARY
SCHOOL STUDENTS: AN EXAMPLE OF READING LITERACY**

 <http://dx.doi.org/10.5281/zenodo.14956131>

ABSTRACT

This article explores the didactic aspects of fostering critical thinking through reading literacy in primary school students. The research underscores the importance of integrating critical thinking skills in early education and presents methodologies effective in cultivating such skills during literacy lessons. The paper discusses various instructional strategies that can be employed to engage students critically with texts, including question-based discussion, problem-solving activities, and reflective writing. The empirical part of the study involves classroom observations and pre-and post-intervention assessments to evaluate the impact of these strategies on students' ability to analyze, evaluate, and create based on text content. The findings suggest that structured reading activities significantly enhance critical thinking capabilities among primary school students, thereby supporting deeper comprehension and retention of material. The article provides practical recommendations for educators aiming to embed critical thinking into the literacy curriculum.

Keywords: critical thinking, reading literacy, primary education, didactic strategies, instructional methods, student engagement, text analysis, problem-solving, reflective writing, educational impact, classroom observation, literacy curriculum

Qalandarova Iroda Hamdam qizi –
Urganch davlat universiteti doktoranti

**BOSHLANG'ICH SINIF O'QUVCHILARIDA TANQIDIY FIKRLASHNI
RIVOJLANTIRISHNING DIDAKTIK JIHLARI: O'QISH SAVODXONLIGI
MISOLIDA**

ANNOTATSIYA

Ushbu maqola boshlang'ich sinf o'quvchilarida o'qish savodxonligi orqali tanqidiy fikrlashni rivojlantirishning didaktik jihatlari haqida o'rganadi. Tadqiqot erda ta'limda tanqidiy fikrlash ko'nikmalarini integratsiyalashning ahamiyatini ta'kidlaydi va savodxonlik darslarida bunday ko'nikmalarni rivojlantirishda samarali metodologiyalarni taqdim etadi. Maqolada matnlarni tanqidiy tahlil qilishga o'quvchilarni jalb etish uchun qo'llaniladigan turli o'qitish strategiyalari, jumladan savol asosidagi muhokama, muammo yechish faoliyatlari va o'z-o'zini anglashga yo'naltirilgan yozuvlar haqida muhokama qilinadi. Tadqiqotning amaliy qismi darslarni kuzatish va aralashuvdan oldin va keyin baholashni o'z ichiga oladi, bu strategiyalar o'quvchilarning matn

mazmunini tahlil qilish, baholash va yaratish qobiliyatiga ta'sirini baholash uchun amalga oshiriladi. Topilgan natijalar tuzilgan o'qish faoliyatlari boshlang'ich sinf o'quvchilari orasida tanqidiy fikrlash qobiliyatlarini sezilarli darajada oshirishini ko'rsatib, materialni chuqurroq tushunish va yodda saqlashni qo'llab-quvvatlaydi. Maqola tanqidiy fikrlashni o'qish dasturiga qo'shishni maqsad qilgan ta'lim beruvchilarga amaliy tavsiyalar beradi.

Kalit so'zlar: tanqidiy fikrlash, o'qish savodxonligi, boshlang'ich ta'lim, didaktik strategiyalar, o'qitish usullari, o'quvchilarni jalb qilish, matn tahlili, muammo yechish, o'z-o'zini anglashga yo'naltirilgan yozuv, ta'limiy ta'sir, sinf kuzatuvi, o'qish dasturi.

Каландарова Ирода Хамдам кизи-

Докторант Ургенчского государственного университета

ДИДАКТИЧЕСКИЕ АСПЕКТЫ РАЗВИТИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ У УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ НА ПРИМЕРЕ ГРАМОТНОСТИ ЧТЕНИЯ

АННОТАЦИЯ

Статья посвящена изучению дидактических аспектов формирования критического мышления через грамотность чтения у учащихся начальной школы. Исследование подчеркивает важность интеграции навыков критического мышления в раннем образовании и представляет методологии, эффективные для развития таких навыков во время уроков грамотности. В статье обсуждаются различные учебные стратегии, которые могут быть использованы для критического взаимодействия учащихся с текстами, включая обсуждение на основе вопросов, деятельность, направленную на решение проблем, и рефлексивное письмо. Эмпирическая часть исследования включает наблюдения в классе и оценки до и после вмешательства для оценки влияния этих стратегий на способность учащихся анализировать, оценивать и создавать на основе содержания текста. Результаты показывают, что структурированная деятельность по чтению значительно улучшает способности к критическому мышлению среди учащихся начальной школы, тем самым поддерживая более глубокое понимание и усвоение материала. Статья предлагает практические рекомендации для педагогов, стремящихся внедрить критическое мышление в программу по грамотности. Ключевые слова: критическое мышление, грамотность чтения, начальное образование, дидактические стратегии, учебные методы, вовлечение учащихся, анализ текста, решение проблем, рефлексивное письмо, образовательное влияние, наблюдение в классе, учебная программа по грамотности.

INTRODUCTION

The development of critical thinking skills in primary school students is essential for fostering independent learning and informed citizenship. As educational paradigms shift towards emphasizing thought processes alongside content knowledge, it becomes paramount to explore didactic strategies that effectively nurture these skills. This essay will delve into the interplay between reading literacy and the cultivation of critical thinking, illustrating how engagement with texts can facilitate analytical and evaluative competencies among young learners. By examining various instructional techniques and their impact on reading comprehension, educators can gain insights into how structured reading activities promote deeper cognitive skills. Ultimately, this exploration will underscore the importance of integrating critical thinking into early education, laying a foundation for lifelong learning and enabling students to navigate complex information landscapes in an increasingly interconnected world. Through this examination, the essay aims to contribute to ongoing discussions about effective pedagogical approaches in literacy education.

Critical thinking in primary education is essential for fostering students' analytical and evaluative skills, which are critical for navigating complex information. At this foundational level, critical thinking encompasses the ability to question, analyze, and synthesize information rather than merely accepting it at face value. This skill is particularly vital within the context of reading

literacy, where students encounter diverse texts that require interpretation and understanding of underlying themes and perspectives. As evidenced by educational practices from historical texts designed to cultivate moral and religious understanding in children, the instructional approach has evolved to emphasize a more inquiry-based learning environment [5]. Furthermore, research indicates that engaging students in processes like extrapolation enhances their reading comprehension and critical thinking capabilities, establishing a direct relationship between reading practices and cognitive development. Thus, integrating critical thinking into primary education not only enriches literacy skills but also prepares students for lifelong learning.

METHODOLOGY AND RESEARCH ANALYZE

Reading literacy is a cornerstone of critical thinking, particularly in primary education, where foundational skills are developed. As children engage with texts, they learn to interpret information, draw connections, and evaluate differing viewpoints, which are essential components of analytical thought. The ability to comprehend and critically assess reading material not only enhances cognitive abilities but also fosters independent thinking, allowing students to construct their own arguments and solutions. Research indicates that effective pedagogical strategies in reading literacy can significantly influence students' critical thinking skills, as seen in the study conducted by the Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine, which highlighted the relationship between teachers' visual literacy and students' critical abilities [3]. By prioritizing reading literacy in the curriculum, educators can create a dynamic and interactive learning environment that promotes deeper analytical skills critical for success in complex modern societies.

The cultivation of reading literacy serves as a pivotal cornerstone for critical thinking development in primary school students. Engaging with diverse texts not only enhances comprehension skills but also encourages young learners to question, analyze, and synthesize information. This autonomous exploration fosters a mindset that values inquiry over passive reception. According to a recent study, the integration of visual literacy skills alongside traditional reading also plays a significant role in this process, as effective visualization techniques by educators enrich the cognitive experiences of students, thereby enhancing their critical thinking capabilities [3]. When teachers exhibit strong skills in visualizing educational information, they create an environment that encourages students to draw connections and critically assess the material presented. Ultimately, the intersection of reading literacy and critical thinking equips primary students with essential life skills, empowering them to navigate an increasingly complex world with confidence and discernment.

The ability to read comprehensionally serves as a cornerstone for enhancing analytical skills, particularly in primary school students. When students engage with texts critically, they are not merely decoding words, but rather constructing meaning and evaluating information. This process involves a plethora of cognitive operations, including inference-making, summarization, and synthesis, which collectively nurture analytical thinking. For instance, utilizing graphic organizers such as mind maps can facilitate the classification and organization of information, allowing learners to visualize relationships between concepts and draw insightful conclusions [1]. As educators introduce didactic strategies aimed at developing reading literacy, they effectively equip students with the tools necessary to navigate complex texts and develop nuanced understandings. Consequently, fostering analytical skills through enhanced reading comprehension not only prepares students for academic success but also cultivates lifelong critical thinkers, ready to tackle real-world challenges [2].

The incorporation of diverse reading materials significantly enhances critical thinking abilities among primary school students, as it encourages them to engage with a variety of perspectives and contexts. By exposing students to various genres, including fiction, non-fiction, and multicultural literature, educators can foster a more nuanced understanding of complex concepts and issues. Research demonstrates that a constructivist approach to literacy, which emphasizes critical engagement rather than rote memorization, leads to improved academic performance and student attitudes towards learning (cite9). Furthermore, implementing innovative

teaching strategies that align with contemporary neuroscience principles allows instructors to create motivating environments that capture students attention and ignite their curiosity (cite10). As students navigate diverse texts, they develop essential skills such as analysis, evaluation, and synthesis, ultimately contributing to their overall cognitive development and preparation for future academic pursuits. Thus, the strategic use of varied reading materials serves as a pivotal element in cultivating critical thinking in young learners.

Effective didactic strategies for teaching reading literacy are essential components in fostering critical thinking among primary school students. As historical practices illustrate, educational texts such as primers and readers not only impart reading skills but also shape moral understanding and ethical behavior, pivotal in nurturing critical thought [5]. In contemporary classrooms, integrating neuro-didactic principles further enhances this process by leveraging insights into brain function and learning methodologies. This approach encourages the use of sensory activities and group interventions that stimulate cognitive engagement, promoting both emotional regulation and deeper comprehension of texts [16]. By prioritizing interactive learning experiences and addressing diverse cognitive styles, educators can empower students to become not just proficient readers, but also analytical thinkers capable of navigating complex information. Thus, adopting varied didactic strategies is crucial for effectively developing reading literacy while simultaneously cultivating critical thinking abilities in young learners.

Enhancing engagement and questioning through interactive reading techniques is essential to developing critical thinking skills among primary school students. Techniques such as think-alouds, questioning strategies, and reciprocal peer discussions compel students to articulate their thoughts and probe deeper into the text. For instance, think-alouds encourage students to vocalize their cognitive processes, fostering metacognition and allowing educators to assess comprehension in real-time. Similarly, employing open-ended questions during reading sessions stimulates curiosity and invites multiple interpretations of the text, which encourages students to explore varying perspectives and develop analytical skills. Furthermore, collaborative learning, facilitated by small group discussions, enables students to share insights and challenge each others viewpoints, reinforcing their ability to critically evaluate information. Such interactive reading approaches not only actively engage students in their learning but also cultivate a classroom environment where inquiry and critical thinking thrive, ultimately benefiting their overall reading literacy[4], [20].

Incorporating discussions and debates into the classroom is a powerful strategy for fostering critical analysis among primary school students, particularly in the context of reading literacy. Engaging students in dialogue about diverse texts encourages them to articulate their thoughts and confront contrasting perspectives, thus promoting deeper comprehension and analytical skills. The interactive nature of debates allows students to evaluate their ideas against those of their peers, enhancing their ability to discern biases and develop logical arguments. Furthermore, as demonstrated in recent educational methodologies, utilizing tools such as comics can enrich these discussions by offering relatable contexts that reflect both linguistic and sociocultural dimensions of language learning [14]. This multifaceted approach not only cultivates motivation and collaboration but also empowers students to navigate complex texts with confidence, fostering a lifelong love for reading and analytical thinking. The incorporation of discussions, therefore, is pivotal in shaping thoughtful, critical thinkers in the classroom.

Effective assessment methods for evaluating critical thinking in reading are crucial in developing literacy among primary school students. These assessments should not only measure comprehension but also engage students in analytical and evaluative processes that reflect on the text. Strategies such as performance-based assessments, in which students summarize, question, and draw inferences from readings, encourage deeper engagement with the material [3]. Formative assessments, including discussions and reflective journals, provide teachers with continuous insights into students critical thinking capabilities and help tailor instruction accordingly. In addition, the utilization of standardized tests, such as the PISA assessments, offers valuable benchmarks for measuring student performance against international standards [8]. By implementing a variety of assessment methods, educators can foster an environment that promotes

critical thinking and prepares students to navigate complex texts, thereby enhancing their overall reading literacy.

Formative assessments play a pivotal role in fostering reflective thinking among primary school students, particularly in the context of developing reading literacy. These assessments, which are designed to provide ongoing feedback during the learning process, encourage students to evaluate their understanding and thought processes critically. By incorporating reflective components—such as self-assessments and peer evaluations—students are prompted to reconsider their interpretations of texts and the rationale behind their responses. This iterative process not only enhances their comprehension skills but also nurtures metacognitive awareness, empowering them to become autonomous learners. Moreover, successful implementation of formative assessments requires significant shifts in teaching practices, as evidenced in initiatives that emphasize continuous professional development and data-driven instruction aimed at improving literacy outcomes [17],[18]. These transformations ultimately illustrate the essential link between formative assessments and the cultivation of critical thinking skills foundational for lifelong learning.

In assessing critical thinking outcomes in the context of reading literacy among primary school students, summative assessments play a pivotal role. These assessments not only evaluate students comprehension and analytical skills but also gauge their ability to synthesize information and apply it to novel contexts. By incorporating a variety of question formats, such as open-ended responses and project-based evaluations, educators can effectively measure students critical thinking capabilities. For instance, as outlined in research on literacy instruction, successful assessment strategies integrate professional development and data utilization, serving as a foundation for robust educational practices [18]. Furthermore, aligning assessments with curricular frameworks, such as the New Zealand Curriculum, encourages newly graduated teachers to engage with core competencies that support critical thinking [11]. Ultimately, effective summative assessments not only reflect student learning outcomes but also inform pedagogical approaches aimed at enhancing critical thinking in primary education.

In conclusion, the integration of didactic approaches to enhance critical thinking among primary school students, particularly through reading literacy, demonstrates significant pedagogical implications. The strategies explored throughout this essay indicate that fostering a constructive learning environment not only improves academic performance but also cultivates students' ability to engage with diverse texts critically. For instance, the comparative study of different teaching methodologies revealed that students exposed to constructivist critical literacy instruction showed higher academic performance than their peers engaged with traditional textbook-based learning [6]. Furthermore, the historical context of reading materials used in the past underscores the necessity of carefully selecting texts that not only enrich literacy but also moral understanding, as illustrated through practices in sixteenth-century England [15]. Ultimately, these findings reinforce the importance of developing critical thinking skills in young readers, equipping them for lifelong learning and informed citizenship.

The integration of critical thinking in reading literacy is essential for fostering a generation of analytical and informed learners, particularly in primary education. As students engage with texts, the ability to interpret, question, and evaluate information becomes vital in an era increasingly characterized by the proliferation of diverse media and competing perspectives. By incorporating critical thinking strategies, educators can help young learners not only summarize text but also discern underlying assumptions, identify biases, and engage in reflective thought processes. The Rennie Center for Education Research & Policy emphasizes the significance of teaching 21st-century skills, including critical thinking, to prepare students for an interconnected world [9]. Moreover, fostering statistical literacy alongside reading can enhance students ability to critically analyze data presented in texts, further solidifying their comprehension skills within varied contexts [10]. Thus, the fusion of critical thinking with reading literacy paves the way for comprehensive educational development.

CONCLUSION

As the educational landscape continues to evolve, educators must prioritize the development of critical thinking skills in primary school students, particularly within the context of reading literacy. This implication calls for a pedagogical shift from traditional memorization techniques toward more dynamic and inquiry-based learning environments. By incorporating activities that encourage questioning, analysis, and synthesis of information, educators can foster an atmosphere that promotes active engagement with texts. Furthermore, integrating technology into reading literacy programs can provide students with diverse perspectives and resources, enhancing their ability to evaluate information critically. In future curricula, professional development for educators will play a crucial role, equipping them with innovative strategies to nurture critical thinking. Ultimately, by emphasizing these skills, educators not only prepare students to navigate complex texts but also empower them to become discerning thinkers capable of addressing the multifaceted challenges of the contemporary world.

Iqtiboslar/ References/Сноски

1. Londoño Morales, Andrés Felipe, Ocampo Ramírez, Telman David, Ramírez Gómez, Juan Pablo (2019). "The implementation of graphic organizers to teach reading comprehension skills to second graders of the sur oriental Boston Branch School". *Licenciatura en Bilingüismo con énfasis en Inglés*. <https://core.ac.uk/download/288157857.pdf>
2. Puma Angulo, Deysi Cristina (2024). "Natural Tourist Places of Intag as a Didactic Resource to Improve Reading Skills in Senior Students at Unidad Educativa Cuellaje, Academic Period 2022- 2023". <https://core.ac.uk/download/604493405.pdf>
3. Aristova, Nataliia, Lipchevska, Inna, Malykhin, Oleksandr, Zahorulko, et al. (2024). "STUDENTS' VISUAL LITERACY DEVELOPMENT IN PRIMARY SCHOOL: THE INFLUENCE OF TEACHERS' ABILITY TO VISUALIZE EDUCATIONAL INFORMATION". *Rezekne Academy of Technologies*. <https://core.ac.uk/download/616887639.pdf>
4. Murphy, Debra D. (2024). "Child and Adolescent Literature: An Exploration". *Online Research Commons @ ATU*. <https://core.ac.uk/download/618069975.pdf>
5. Cormack, Phillip, Green, William, Patterson, Annette (2012). "The child, the text and the teacher: reading primers and reading instruction". 'Informa UK Limited'. <https://core.ac.uk/download/10908805.pdf>
6. Mizuno, Aimée (2014). "Social studies in the elementary grades : a child\u27s right". *Digital Commons @ CSUMB*. <https://core.ac.uk/download/229511924.pdf>
7. Aristova, Nataliia, Lipchevska, Inna, Malykhin, Oleksandr, Zahorulko, et al. (2024). "STUDENTS' VISUAL LITERACY DEVELOPMENT IN PRIMARY SCHOOL: THE INFLUENCE OF TEACHERS' ABILITY TO VISUALIZE EDUCATIONAL INFORMATION". *Rezekne Academy of Technologies*. <https://core.ac.uk/download/616887639.pdf>
8. Milic, Sasa (2011). "Montenegro in the PISA study". *pedocs-Dokumentenserver/DIPF*. <https://core.ac.uk/download/33979163.pdf>
9. (2010). "A New Era of Education Reform: Preparing All Students for Success in College, Career and Life". *Rennie Center for Education Research & Policy*. <https://core.ac.uk/download/71345327.pdf>
10. Doyle, Phil, Shandil, Viney, Sharma, Sashi, Talakia'atu, et al. (2010). "Towards understanding models for statistical literacy: A literature review.". 'University of Waikato'. <https://core.ac.uk/download/29199923.pdf>
11. Bailey, Judy, Blakeney-Williams, Marilyn, Carss, Wendy Diane, Edwards, et al. (2011). "Grappling with the complexity of the New Zealand Curriculum: Next steps in exploring the NZC in initial teacher education.". 'University of Waikato'. <https://core.ac.uk/download/29199893.pdf>
12. (2009). "Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success". *Carnegie Corporation of New York*. <https://core.ac.uk/download/71355388.pdf>

13. Murphy, Debra D. (2024). "Child and Adolescent Literature: An Exploration". Online Research Commons @ ATU. <https://core.ac.uk/download/618069975.pdf>
14. Míguez Álvarez, Carla María (2022). "Critical reading and use of comics in teaching French as a foreign language". 'IATED Academy'. <https://core.ac.uk/download/552732656.pdf>
15. Cormack, Phillip, Green, William, Patterson, Annette (2012). "The child, the text and the teacher: reading primers and reading instruction". 'Informa UK Limited'. <https://core.ac.uk/download/10908805.pdf>
16. Calva Santos, Laura de la (2022). "Desarrollo de las habilidades lectoras en base a un método fónico potenciado a través de técnicas de neuro didáctica". <https://core.ac.uk/download/547497168.pdf>
17. May, Stephen (2007). "Sustaining effective literacy practices over time in secondary schools: School organisational and change issues". 'Informa UK Limited'. <https://core.ac.uk/download/29195735.pdf>
18. (2009). "Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success". Carnegie Corporation of New York. <https://core.ac.uk/download/71355388.pdf>
19. Murphy, Debra D. (2024). "Child and Adolescent Literature: An Exploration". Online Research Commons @ ATU. <https://core.ac.uk/download/618069975.pdf>
20. Lundby, Kristine (2024). "Promoting environmental awareness and critical literacy using the picturebook Like the Ocean We Rise". Inland Norway University. <https://core.ac.uk/download/616580605.pdf>

tomonidan qoldirilgan turar-joylar mudofaa inshootlarida olib borgan arxeologik izlanishlar natijalari taxlil qilindi va yangi g'oyalar ilgari surildi.

Natijalar quyidagicha izohlandi:

- Sharqiy Orolbo'yi hududi tekisligini odamzot tomonidan neolit davrida o'zlashtirilishi, axoli zichligi oshganligi sabab olib borgan migratsion jarayonlar, yangi-yangi xo'jalik-madaniy xo'jaliklarni tarkib topishi oydinlashtirildi.

- Neolit va bronza davri aholisini jamiyatni ijtimoiy-iqtisodiy va etnik-munosabatlarni olib borishi jarayonida Quyi Amudaryo xududida Oqchadaryo havzasi axolisi bilan o'zaro aloqalari natijalari qayd qilindi.

- Yarim o'troq va chorvador qabilalarning binokorlik bilimi asosida bunyod qilingan istexkomli turar-joylar to'g'risida tarixiy ma'lumotlar ilmiy jamoatchilik e'tiboriga havola qilindi.

XULOSA

- Arxeologik yodgorliklarda olib borilgan arxeologik izlanishlar natijalari e'tiborga olinib, Sharqiy Sirdaryo xududi tosh davrida ovchilar tomonidan o'zlashtirilmagan, neolit davri so'nggi bosqichida o'zlashtirilganligi to'g'risida xulosaga kelindi.

- Neolit, eneolit va bronza davrida axoli turar-joylar yerto'la chaylalar bo'lgan, o'zlashtiruvchi xo'jalik yo'nalishi jamiyat iqtisodiyotini namoyon qilgan.

- Temir davriga kelganda (mil.avv. X-Vasrlar), turar-joylar qurilishida paxsa va xom g'ishtlar qo'llanishi, ular atrofi mudofaa devor, unda mudofaa elementlari, tashqi devor atrofida handaq o'tganligi masalalari o'rganildi.

Iqtiboslar / References / Сноски

1. Виноградов А.В. Неолитические памятники Хорезма-М.:Наука, 1968. Вып-8-С.125-126.
2. Виноградов А.В. Древние охотники и рыболовы Среднеазиатского междуречья //ТрХАЭЭ-М.:Наука, 1981-Вып XIII-С.90-93.
3. Итина М.А. История степных племен Южного Приаралья-М.:Наука, 1977.Т.-Х-С 27-28.
4. Толстов С.П. Хорезмская археолого-этнографическая экспедиция АН СССР в 1946 г //Известия Академии Наук-М.:Наука, 1947.Т.4. Вып-2-С. 177-182.
5. Толстов С.П. По древним дельтам Окса и Яксарта. М-Л, Наука, 1962-С. 154-рис 89.
6. Толстов С.П. "Древний Хорезм". М. МГУ. 1948. С. 59-69.
7. Сагдуллаев А.С. "Оседлые области юга Средней Азии в эпоху раннего железа". (Генезис культуры и социально-экономическая динамика). Автореф. Дисс. Доктор. Ист.наук.-М.:МГУ, 1989-38 с
8. Пилишко В.Н. "Раскопки в Дейнауском районе Чарджоуской области". //АО 1974,- М: Наука, 1975-С.528.
9. Kabirov J, Sadullayev A. "O'rta Osiyo arxeologiyasi". Т. O'qituvchi. 1990.
10. Baratov P. "O'zbekistonning tabiiy geografiyasi". Toshkent. O'qituvchi, 1996-В. 154-162.

МАДАНИЯТЛАР КЎПРИГИ ВА АКАДЕМИК ҲАМКОРЛИК НАМУНАСИ: МАЪМУН УНИВЕРСИТЕТИ ФИЛОЛОГИЯ ФАКУЛТЕТИ ВА КИНЖО ГАКУИН УНИВЕРСИТЕТИ



Бугунги кунда Маъмун университети республикамиз етакчи олий даргохларидан биридир. Университет мамлакатимиздаги олий ўқув юртлари орасида халқаро ҳамкорлик бўйича етакчи ўринни эгалламоқда. Таълим соҳасидаги халқаро ҳамкорлик университет жамоаси фаолиятининг ажралмас қисмидир. Маъмун университети жаҳоннинг бир қатор йирик давлатлари жумладан, Словения, Италия, Белгия, Швеция, Испания, Япония, Малайзия, Туркия, Қозоғистон, Қирғизистон, Беларус, Россия, Озарбайжон, Жанубий Корея каби давлатларнинг олий ўқув юртлари билан ўзаро ҳамкорлик алоқаларини ўрнатди ва ушбу олий ўқув юртларида университет бакалаврият талабалари, таянч докторантлари, профессор-ўқитувчиларини ўқиш, малака ошириш, тажриба алмашиш, илмий тадқиқот ишларини амалга ошириш, шунингдек, халқаро илмий конференциялар, семинарлар, форумларда иштирок этишларини режалаштирди. Нуфузли хорижий олий таълим муассасаларининг профессор-ўқитувчилари ҳозирги кунда талабаларга таълим бериб келмоқдалар.

Маъмун университети “Филология” факултети 2022 йил 5 сентябрда ташкил қилинди. Ҳозирги кунда филология факультетида 1000дан зиёд талаба таҳсил олмақда. Улар орасида халқаро ва миллий сертификатга эга талабалар ҳам бор, улар асосан университет тасисчиси гранти асосида таҳсил оладилар. Бу ҳам университет раҳбариятининг иқтидорли ва билимли талабаларга кўрсатаётган эътибор ва эъзоздир!

Филология факултети доимо тил, адабиёт ва маданиятни ўрганиш маданиятлараро мулоқотни йўлга қўйишда асосий ўрин тутадиган макон бўлиб келган ва шундай бўлиб қолади. Глобаллашув даврида хорижий университетлар билан ҳамкорлик академик фаолиятнинг ажралмас қисмига айланиб, ўзаро тажриба алмашиш, илмий тадқиқотларни чуқурлаштириш ва халқлар ўртасида ўзаро тушунишни ривожлантириш имконини бермоқда.



Филология соҳасидаги халқаро ҳамкорлик алоҳида аҳамиятга эга, чунки улар тилни маданий ва тарихий шароитда ўрганиш учун янги имкониятлар очади. Сўнги бир неча йил ичида факултетимиз турли мамлакатлар, жумладан, Япония, АҚШ, Жанубий Корея ва бошқа университетлар билан алоқаларни фаол ривожлантирмоқда. Бу ҳамкорликлар таълим жараёнини бойитади, илмий тадқиқот чегараларини кенгайтиради ҳамда талабалар ва профессор-ўқитувчиларнинг алмашинув дастурлари, конференциялар ва кўшма илмий лойиҳаларда иштирок этиши учун имконият яратади.

Япониянинг Кинжо Гакуин университети ва Маъмун университети билан тегишли меморандумлар билан мустаҳкамланган ҳамкорлик ана шундай ҳамкорликнинг ёрқин мисолларидан бирidir. Бу ташаббуслар халқаро алоқаларни мустаҳкамлаш ва жаҳон илмий ҳамжамиятига интеграцияни рағбатлантиришга содиқлигимизни кўрсатади.

Кинжо Гакуин университети Япониянинг Аичи префектураси, Нагоя шаҳрида жойлашган хусусий аёллар университетидир. Унинг кампуси Морияма-ку худудида жойлашган бўлиб, талабаларга турли академик ва маданий ресурслардан фойдаланиш имкониятини беради.

Мазкур даргоҳ 1889 йилда ташкил этилган ва 1949 йилда университет мақомини олган. "Кинжо" ("Олтин қалъа") номи асосий кўрғоннинг тепасидаги иккита олтин шачиҳоко билан машҳур бўлган Нагоя қалъасининг тарихий номига ишора қилади.

Университет гуманитар ва ижтимоий фанлардан тортиб табиий фанларгача бўлган кенг кўламли фанларни қамраб олувчи 14 та бакалаврият факултети ва мутахассисликларини ўз ичига олади. Магистратура ва докторантура дастурларини таклиф қилувчи Гуманитар фанлар ва инсон экологияси олий мактаби ҳам мавжуд.

Университет кутубхонаси ўқув муҳитининг муҳим қисми бўлиб, уй вазифаси, тадқиқот ва ўқиш учун имконият яратади. Университет нафақат маҳаллий, балки халқаро талабаларни ҳам қабул қилади, маданий алмашинув учун ўзига хос муҳит яратади, турли миллат вакиллари билан учрашади ва халқаро алоқаларни ўрнатади.

Маъмун университети Филология факултети ва Кинжо Гакуин университети Гуманитар фанлар факултети ўртасида ўзаро англашув меморандуми имзоланиши орқали мустаҳкам алоқалар ўрнатилди. Мазкур ҳужжат академик алмашинувни ривожлантириш, қўшма таълим ва илмий лойиҳаларни амалга ошириш йўлида муҳим қадам бўлди.



Меморандум ҳамкорликнинг қуйидаги асосий йўналишларини ўз ичига олади:

Касбий ҳамкорликни чуқурлаштириш ва тажриба алмашиш учун ўқитувчилар ва тадқиқотчилар алмашинуви;

ёш мутахассисларнинг дунёқарашини кенгайтириш ва икки давлат таълим тизимининг ўзига хос хусусиятларини ўрганиш имконини берувчи бакалаврият талабалари алмашинуви;

маданий ва илмий меросни чуқурроқ тушунишга қўмаклашиш учун академик маълумотлар ва материалларни алмашиш;

илмий иш учун янги истиқболларни очадиган қўшма тадқиқот лойиҳалари ва симпозиумлар ташкил этиш;

муайян эҳтиёж ва имкониятларга қараб факултетлар томонидан келишилган бошқа ҳамкорлик шакллари.

Шартнома ўзаро ва ҳар бир университетнинг автономиясини ҳурмат қилиш тамойилларига асосланади. Режалаштирилган барча тадбирлар иккала факультет вакиллари томонидан олдиндан келишиб олинади ва томонларнинг илмий ва молиявий имкониятлари ҳисобга олинади. Меморандум беш йил муддатга амал қилади, шу каби муддатлар учун автоматик равишда янгиланади.

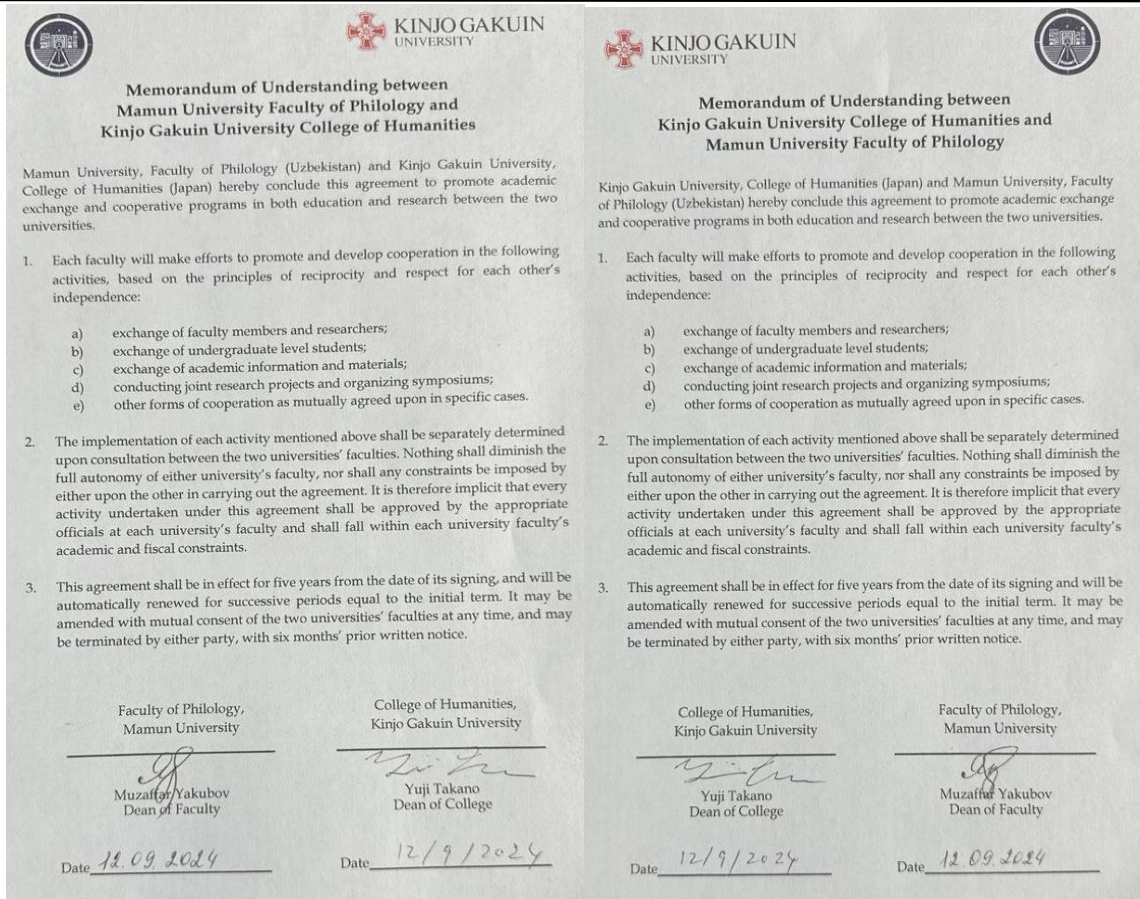
Ҳамкорлик доирасида илгари сурилган энг истиқболли ғоялардан бири ҳар икки университет талабалари учун ҳар йили қишки ва ёзги икки ҳафталик оромгоҳларни ташкил этиш таклифи бўлди. Ушбу тадбирлар қуйидагиларга қаратилган:

Икки давлат маданияти, ҳаёти ва тарихи билан танишиш;

маданиятлараро алоқаларни мустаҳкамлаш;

амалий мулоқот орқали иштирокчиларнинг тил малакаларини ошириш.

Бундай оромгоҳлар талабалар учун нафақат билимларини чуқурлаштириш, балки бошқа давлат вакиллари билан дўстона алоқаларни ўрнатиш имкониятини берувчи ўзига хос майдонга айланади.



Мамун университети ва Кинжо Гакуин университети ўртасидаги ҳамкорлик замонавий таълим соҳасида халқаро ҳамкорлик муҳимлигини кўрсатади. Бу нафақат иштирокчиларнинг касбий маҳоратини оширишга, балки Ўзбекистон ва Япония халқлари ўртасидаги дўстлик ва ўзаро ҳамжиҳатликни мустаҳкамлашга хизмат қилади. Ҳамкорликнинг янада кенгайтиши ҳар икки томон учун янада кенг имкониятлар яратиши кутилмоқда.

Бу тadbирларни амалга оширишда бевосита иштироқ этган ва асосий сабабчи бўлган ҳақиқий ва ёрқин инсонни эслатишимиз керак! Маъмур университети ва Япониянинг Кинжо Гакуин университети ўртасида ҳамкорлик алоқаларини ўрнатишда яхши дипломат ва тadbиркор Ибрагимов Бунёдбек Абдушарипович муҳим рол ўйнади, унинг фаолияти Ўзбекистон ва Япония ўртасида муҳим кўприк вазифасини бажариб келмоқда. Ўзбекистон Республикасининг Нагойядаги фахрий консули Хироюки Ито жанобларига қимматли вақтларини аямасдан ва беминнат хиссаларини кўшганлари учун алоҳида миннатдорчилик билдираимиз.

Бунёдбек Абдушарипович 1985-йилда Урганч шаҳрида туғилган, юридик маълумотга эга, 2007-йилда Тошкент давлат юридик институтини, 2009-йилда Нагоя университетини тамомлаган, ҳуқуқшунослик магистри даражасини олган. Унинг фаолияти халқаро ҳамкорлик, ўзбек маданиятини тарғиб қилиш ва икки давлат ўртасидаги иқтисодий алоқаларни ривожлантириш борасидаги фаол ишлар билан ажралиб туради.

2017 йилдан Б.Ибрагимов Нагоя-Ўзбекистон дўстлик жамияти (ФАНУЗ) ҳаммуассиси ва ижрочи директори, Нагоя шаҳрида жойлашган Глобал Силк Роад Инс. компанияси муассиси ва ижрочи директори. Унинг ташаббуслари билан қатор муҳим шартномалар, жумладан, Туризм давлат қўмитаси ҳузуридаги Миллий жамоат маркази билан ҳамкорлик тўғрисидаги меморандум ҳамда Тошкент ва Нагоя шаҳарлари ўртасида маданият ва туризм соҳасида ҳамкорлик тўғрисидаги шартнома имзоланган.

Ўзбекистоннинг сайёҳлик салоҳиятини оммалаштириш, миллий маҳсулотларни Япония бозорига олиб чиқиш, япон сармоясини жалб этиш борасидаги саъй-ҳаракатлари икки томонлама муносабатлар ривожига катта таъсир кўрсатган. Ўзбекистон Республикаси Президенти Шавкат Мирзиёевнинг Япониядаги ватандошлар билан учрашувини ташкил этиш, Нагоя мэрининг Ўзбекистонга ташрифи, маданий-иқтисодий алмашинувни ривожлантиришга хизмат қилувчи лойиҳаларни амалга ошириш унинг ютуқларидандир.

Халқаро алоқаларни мустаҳкамлашга қўшган ҳиссаси учун Бунёдбек Абдушарипович “Шухрат” медали (2020) ва “Фаол тадбиркор” кўкрак нишони (2024) билан тақдирланган. Унинг фаолияти нафақат Ўзбекистонни халқаро майдонда танитибгина қолмай, балки таълим, фан ва маданият соҳасидаги ҳамкорлик, жумладан, Кинжо Гакуин университети билан ҳамкорлик қилиш учун ноёб имкониятлар яратди.

Филология факултетининг Япониянинг Кинжо Гакуин университети каби хорижий университетлар билан ҳамкорлиги - халқаро ҳамкорлик илм-фан, таълим ва маданият ривожига қандай ҳисса қўшишининг ёрқин намунасидир. Бу каби ташаббуслар талабалар ва профессор-ўқитувчилар учун янги уфқларни очиб, тажриба алмашиш, тадқиқотларни кенгайтириш ва маданиятлараро тушунишни чуқурлаштиришга ёрдам беради.

Бу жараёнда Бунёдбек Абдушарипович Иброҳимов каби фаол меҳнати ва фидойилиги билан мамлакатлар ўртасидаги дўстлик кўприқларини мустаҳкамлаган инсонларнинг саъй-ҳаракатлари алоҳида аҳамият касб этади. Унинг ҳиссаси узоқ муддатли ҳамкорликни ривожлантириш йўлидаги муҳим қадам бўлиб, натижада нафақат қўшма лойиҳалар, балки таълим ва маданият алмашинувининг янги истиқболларини шакллантиришга эришилди.

Ишончимиз комилки, Кинжо Гакуин ва бошқа хорижий университетлар билан ҳамкорлик янада ривожланиб, янги самаралар олиб, факултетимизнинг халқаро нуфузини мустаҳкамлайди. Бу ташаббуслар таълим ва илм-фан халқларни бирлаштириб, умумий мақсадларга эришиш ва глобал билимлар ҳамжамиятини яратишда қудратли воситага айланаётганидан далолат беради.

**Якубов Музаффар Камилджанович-
Маъмурн университети Филология факультети декани**



ISSN 2181-9696

Doi Journal 10.26739/2181-9696

«MAMUN SCIENCE» JURNALI

3 JILD, 1 SON

ЖУРНАЛ «MAMUN SCIENCE»

ТОМ 3, НОМЕР 1

JOURNAL OF «MAMUN SCIENCE»

VOLUME 3, ISSUE 1

Контакт редакций журналов. www.tadqiqot.uz
ООО Tadqiqot город Ташкент,
улица Амира Темура пр.1, дом-2.
Web: <http://www.tadqiqot.uz/>; Email: info@tadqiqot.uz
Тел: (+998-94) 404-0000

Editorial staff of the journals of www.tadqiqot.uz
Tadqiqot LLC The city of Tashkent,
Amir Temur Street pr.1, House 2.
Web: <http://www.tadqiqot.uz/>; Email: info@tadqiqot.uz
Phone: (+998-94) 404-0000