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Articles

- 1. THE SPORT EXERCISES AND THEIR IMPACT ON CARDIOVASCULAR SYSTEM**
Razakova Feruza Sayfieva
1-2
- 2. OILA MUQADDAS MASKANDIR**
Qurbonova Go'zal Saydaxmatovna
3-4
- 3. DAVLAT BOSHQARUVIDA STRATEGIYANI TANLASH STRATEGIK REJALASHTIRISH VA UNING BOSQICHLARI**
Jiyanmuradov Temurbek Jabbor o'g'li
5-11
- 4. MECHANISM OF AN INNOVATION MANAGEMENT**
Razakova Barno Sayfieva, Kodirova Farzona Ulugbek qizi
12-14
- 5. STUDY OF THE PROCESS OF DECOMPOSITION KINETICS DOLOMITE MESTOBIRTH "SHORESU"**
Saidullaeva G.A. ,, Askarova M.K.,, Eshpulatova M.B.
15-17
- 6. SHE'R AZIZ OLAM ARO**
Jo'raqulova Samiya Fatullo qizi
18-20
- 7. QANDLI DIABET KASALLIGIDA TURLI XIL YOSHDAGI BEMORLARNING QON VA SIYDIK TARKIBIDAGI GLYUKOZANI VA KETON TANACHALARINI SUTKA DAVOMIDA O'ZGARISHI**
Khakberdiev Bayramali Shamsiddin o'g'li, Djurayeva Zilola Aramovna
21-26
- 8. TASVIRIY SAN'ATDA ANOR MEVASINING RAMZIY MA'NOSI**
Fayzullaeva Xabiba Davronbek qizi
27-30
- 9. SIYOSIY JURNALISTIKA JANRLARINING MUSTAQIL TELEKANALLAR FAOLIYATIDAGI O'RNI (SEVIMLI VA MENING YURTIM TELEKANALLARI MISOLIDA)**
Hamdamova Oybahor Salohiddinovna
31-33



- 10. ZBEK TURK MADANIY ALOQALARINING RIVOZHLANISHI
(БАДИЙ ҲУНАРМАНДЧИЛИК СОҲАСИ МИСОЛИДА)**
Sultanova Gulchehra Ozodovna
34-39
- 11. STAGES OF THE EMBRYO DEVELOPMENT OF THE PAROTEAR
SALIVAL GLAND IN THE WHITE RAT**
Malikov I.R., Tarinova M.V., Abdugarimov D.I., Hamdamov Sh.I.
40-41
- 12. "SOCIAL DESIGN HARMONY FOR ARCHITECTS"**
Kodirova SH. B.
42-44
- 13. АРТЕРИАЛЬНАЯ ГИПЕРТОНИЯ И ХРОНИЧЕСКАЯ
ОБСТРУКТИВНАЯ БОЛЕЗНЬ ЛЕГКИХ: КЛИНИКО-ФУНКЦИОНАЛЬНЫЕ
ОСОБЕННОСТИ И ВОЗМОЖНОСТИ ТЕРАПИИ**
Рузиева Ситора Орифжановна, Кузиева Асила Колилжановна, Норбутаев Олимжон
Мустафакул угли, Абдурахманова Наргиза Мирза-Бахтияровна
45-51
- 14. THE USAGE OF K-W-L (KNOW, WANT TO KNOW, LEARN)
METHOD IN TEACHING READING HORTATORY EXPOSITION TEXT**
Nigina Qurbonova
52-54
- 15. ADABIY ZAMON VA MAKONNING XUSUSIYATLARI VA
ULARNING UZLUKSIZLIGI**
Ibragimova Nasiba Tolibjonovna
55-57
- 16. O'ZBEKISTONDA OILA TARBIYASIGA DOIR ASOSIY TARIXIY
MANBALAR**
Akram Yo'ldoshevich O'tayev, Usmonchayeva Shaxnjza
58-60
- 17. ФОНЕТИЧЕСКИЕ ОСОБЕННОСТИ ПРОСТОРЕЧИЯ РУССКОГО
ЯЗЫКА (НА МАТЕРИАЛЕ РОМАНА САЛТЫКОВА-ЩЕДРИНА
«ИСТОРИЯ ОДНОГО ГОРОДА»)**
Бурханов Абдували Абдуллаевич, Янгибоев Абдумалик Эшмуродович
61-63

- 18. BOSHLANG'ICH SINFLARDA JISMONIY TARBIYA DARSLARINI TASHKIL ETISHNING PEDAGOGIK IMKONIYATLARI**
Raxmonov Azamat Ruzvonovich, Muhammadjonova Shahnoza Adxamjon qizi
64-66
- 19. EFFICIENT USE OF INDUSTRIAL PRODUCTION CAPACITIES**
Jasur Juraboyevich Yakhshilikov
67-70
- 20. THE USE OF METHODS TO REMOVAL OR RECOVERY OF THE Ni²⁺ FROM RAW MATERIALS**
Dilrabo Norkulova
71-73
- 21. MALAKA OSHIRISHDAGI O'QITUVCHILARNING KASBIY KOMPETENTLIK MEZONLARINI TARBIYALASHDA MA'NAVIY MEROSDAN FOYDALANISHNING O'RNI, AHAMIYATI, SHAKL VA USULLARI**
S.N. saidmuradova
74-78
- 22. АБДУЛЛА ОРИПОВ ВА ЗАҲИРИДДИН МУҲАММАД БОБУР ИЖОДИНИНГ МУШТАРАК ЖИҲАТЛАРИ**
Ойбарчин Нурбой қизи АБДУЛҲАКИМОВА
79-82
- 23. ЎЗБЕКИСТОНДА КАМБАҒАЛЛИКНИ ҚИСҚАРТИРИШ ЖАРАЁНЛАРИНИНГ СОЦИОЛОГИК ТАҲЛИЛИ**
Нематова Дилфуза Туланбоевна
83-86
- 24. WORKING PRINCIPLE OF A SOLAR CELL**
Nigmatov U.Zh.
87-89
- 25. ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ В ЛАБОРАТОРИЯХ ПО ФИЗИКЕ**
Исмоилов Азамат Арсланбоевич
90-92
- 26. FALAK NILUFARLARIDIN CHASHMAYI MEHR GAR O'LDI PAYDO**
Sayliyeva Zarina Rakhmiddinovna, Bafayeva Mahliyo
93-96

- 27. НЕОБХОДИМОСТЬ ВВЕДЕНИЕ СЕКУРИНЕГА ПОЛУКУСТАРНИКОВАЯ (SECURINEGA SUFFRUTICOSA) В ОЗЕЛЕНЕНИЕ ГОРОДОВ УЗБЕКИСТАНА**
Лаптева Р.А., Халмурзаева А.И.
97-100
- 28. TUPROQNING INSONLAR HAYOTIDA TUTGAN O'RNI**
Azilov Xursand Gulmon o'g'li.
101-103
- 29. UCHINCHI RENESSANSNI SHAKLLANTIRISH SHAROITIDA RAQOBATBARDOSH KADRLARNI TAYYORLASHNI TAKOMILLASHTIRISH**
Hamroyev Alijon Ro'ziqulovich
104-106
- 30. MDH HUDUDIDA KORRUPSIYAGA QARSHI KURASHISH BO'YICHA XALQARO-HUQUQIY HAMKORLIK**
Jumaboyev Bekzod Baxtiyor o'g'li
107-110
- 31. PROVIDING INFORMATION ON THE PREVENTION OF MINORITY AND OFFENSE UNDER MINORS**
Ernazarova Roviya jon
111-112
- 32. СОЧЕТАНИЕ ЯЗЫКА И ОРИГИНАЛЬНОСТИ В ДИАЛОГЕ**
Умедова Ойхон Султановна, Ашурова Хуршида Сагдуллаевна
113-117
- 33. READING STRATEGIES OF KWL METHOD IN READING CONTENT**
Qobulova Maxfuza, Ismailova Nozimaxon
118-120
- 34. IMKONIYATI CHEKLANGAN BOLALARNI TA'LIMTARBIYA OLISHIDA INKLYUZIV TA'LIMNING AHAMIYATI**
Xakimova Sayyora Adilovna, Utabaeva Shoirra Yuldashbaevna
121-122
- 35. BENEFITS OF INSIDE CLASSROOM LEARNING**
Khudayberganova Marguba Abdievna
123-126

36. METAPHOR AS AN IMAGE-BEARING STYLISTIC DEVICE

Dilshod Tirkashev, D. Khadjieva
127-129

37. ЗНАЧЕНИЕ ТЕХНОЛОГИЙ ВИРТУАЛЬНОГО ОБРАЗОВАНИЯ В СИСТЕМЕ ОБРАЗОВАНИЯ

Баротова Мадинабону Мухиддиновна
130-132

38. USE OF INFORMATION TECHNOLOGIES IN LEARNING FOREIGN LANGUAGES

Ktaybekova Gulziya Kengesbaevna
133-134

39. KORXONADA AXBOROT XAVFSIZLIGINI TA'MINLASHNING ZAMONAVIY USULLARI

Usmonov AbbosValijon O'gli
135-137

40. МАКТАБ ТАЪЛИМИ ТИЗИМИ: АЙРИМ МУАММОЛАР ВА ЕЧИМЛАР

Таджибаева Шаҳодат
138-140

41. DUNYO TARJIMASHUNOSLIK TARIXIDAN

Sodiqjonova Yoqutxon Azizjon qizi
141-143

42. ХОРАЗМ ШАРОИТИДА КАТАЛЬПА ОНТОГЕНЕЗИНИНГ ДАСТЛАБКИ БОСҚИЧЛАРИНИ ЎРГАНИШ

Аннамуратова Д.Р., Матёкубов О.А., Рўзметова М.И., Хўжаева Ш.Ш.
144-146

43. INVESTITSİYALAR VA ULARNING KORHONALAR FAOLIYATIDAGI AĦAMIYATI.

Sulaymonov Manzur
147-148

44. YOSHLARNI OILAVIY HAYOTGA TAYYORLASH MAJBURIYATLARI

Toshtemirova Dilnura
149-151

**45. IMPROVING THE METHODS OF PROBLEMS SOLVING RELATED
TO SOLUTIONS IN 11TH GRADES**

Ismailov Saidjon Azamjonovich, Iskandarova Munavvar Umar qizi
152-153

employs the leaching procedure as explained above through the use of other mineral acids, hydrogen peroxide, and potassium bisulfite.

Ion exchange is a highly selective method and clearly depends on the solution type and the desired contaminant or valuable metal to be extracted. Ion exchangers consist of solid materials that could carry cations or anions interchangeably. The ions are exchanged at a fixed stoichiometric rate with the particles in the solution. The materials with exchangeable cations are called cation exchangers and the materials that could carry anion are called anion exchangers. Ion exchangers are specific to definite metals that have affinity toward that material. Mostly, the ions are exchanged or replaced with the desirable ion or displaced by the undesirable ion from the solution, say, Ni^{2+} from waters. The most commonly utilized exchanger types nowadays are mostly resin based with defined lattices. Some other exchangers are coupled with electric current as in electrolysis for the recovered Ni^{2+} ions from the surfaces of the resins onto a concentrated solution, the details of which can be found in later sections.

The flotation method is a gravity separation method. This method follows the usage of a surfactant that is foamed with an inert gas. The foam is then made to accumulate the trace metal values using the metal-ion complex that is formed. This is usually viable when there is an appropriate surfactant utilized to separate the required cation and the foaming conditions are taken into account as well. This technique utilizes two properties of the material: surface charge and surface energy. These properties need to be controlled by precisely choosing the right surfactants, followed by flotation. After the selective attachment of the cation with the froth or foam, the solids are concentrated and transferred from the body of water to the surface. Thus, unlike settling by gravity only, it is a solidliquid separation technique that has been utilized only after the density of the particles is made lower than that of the liquids. This makes the recovery of Ni^{2+} plausible using separation and by further employing acid treatment and electrolysis.

Adsorption method is especially used for the removal of trace metals in aqueous media. Most of the Ni^{2+} ions are in parts-per-million levels and have several advantages over other processes. Adsorption is the most simplified and the oldest method for nickel recovery. In adsorption, nickel ions are diffused from the bulk solution onto the surface of the solid adsorbent, thereby forming a layer of adsorbed phase. The major drawback of this recovery is that the adsorbate does not hold at a certain level and thus several criteria are made to select the right adsorbents for nickel recovery. Adsorbents that have a large surface area and that are chemically stable with the adsorbate are the basic criteria. Some of the adsorbents are modified through chemical treatments to have an enhanced surface area. Activated carbon (AC), clays, and zeolites are the commonly used adsorbents and have shown promising results for nickel removal from aqueous solutions.

Membrane Filtration is completely driven by pressure and very selective toward the kind of membrane to be used for nickel recovery and its isolation from the aqueous solution. Membrane filtration can be varied in types depending on the sizes of the particles; in nickel, the most prominent techniques used are ultrafiltration, Nano filtration, and reverse osmosis.

Particles in the range of 10-100 nm are separated by ultrafiltration. To enhance the separation process, polymeric agents are used to clog the ions, say, Ni (II) ions. Macromolecules are formed when these polymeric agents combine with the metal ions and are conglomerated, thereby making the separation easier. Electro dialysis and Ion Exchange recovery processes are primarily driven by electric current in the aqueous media. Electro dialysis is a membrane process that is based on the selective migration of Ni^{2+} ions through a suitable membrane using an electric current source. It is most prominent method used to recover the cations from rinse water in electroplating. Low concentrations of trace metals are usually removed by this method, and the effluent water is mostly recycled for use. Electrode ionization is a

combination of techniques for Ni^{2+} recovery. It includes electrolysis, electro dialysis, and ion exchange where the system to be purified is stacked with ion exchange resins, most of which are explained as above, and an external power source is applied as in electro dialysis. Basically, a series of steps were followed to ultimately recover the Ni^{2+} and obtain 100% purity in water. Electrolysis-electrodialysis and ionization combination processes recover both high and low concentrated solutions. Around 94% purity/recovered nickel can be obtained with this method.

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MALAKA OSHIRISHDAGI O'QITUVCHILARNING KASBIY KOMPETENTLIK MEZONLARINI TARBIYALASHDA MA'NAVIY MEROSDAN FOYDALANISHNING O'RNI, AHAMIYATI, SHAKL VA USULLARI

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Kalit so'zlar: *ma'naviy meros, o'lkashunoslik, muzey pedagogikasi, sayyohat, ekskursiya, ta'limiy, tarbiyaviy, rivojlantiruvchi ijtimoiylashtiruvchi funksiyalar, aqliy faollik.*

Annotasiya. *Ushbu maqolada malaka oshirishdagi o'qituvchilarning kasbiy kompetentlik mezonlarini tarbiyalashda ma'naviy merosdan foydalanishning ahamiyati, o'rni, shakl va usullari hamda vositalari o'qituvchilar bilan malaka oshirish kurslarida o'tkaziladigan tadbirlar, ularning o'qituvchi kasbiy sifatlarini tarbiyalashdagi pedagogik ahamiyati va o'rni haqida fikr yuritilgan.*

Klyuchevyye slova: *duxovnoye naslediye, krayevedeniye, muzeynaya pedagogika, puteshestviya, ekskursii, vospitatelnaya, pedagogicheskaya, razvivayuyuyaya sotsializiruyuyaya funksii, myslitel'naya deyatelnost.*

Annotasiya. *V dannoy statye rassmatrivayetsya vajnost ispolzovaniya duxovnogo naslediya v vospitanii kriteriyev professionalnoy kompetentnosti uchiteley v povыshenii kvalifikasii, rol, formy, metody i sredstva meropriyatii provodimyye na kursax povыsheniya kvalifikasii uchiteley, ix pedagogicheskoye znachenie i rol v vospitanii uchiteley.*

Keywords: *spiritual heritage, locallore, museum pedagogy, travel, excursions, educational, pedagogical, developmental socializing functions, mental activity.*

Annotation. *This article discusses the importance of the use of spiritual heritage in the development to criteria of professional competence of teachers in professional development, the role, form and methods and means of training courses for teachers, their pedagogical significance and role in educating teachers.*

Ma'naviy meros– ma'naviy taraqqiyot mahsuli, inson aql-zakovati bilan yaratilgan, kelajak avlodni ezgu taraqqiyot sari yetaklash xususiyatiga ega bo'lgan, kishilarning ongi va dunyoqarashining o'sishi, olamni bilish va o'zlashtirish borasidagi sa'y-harakatlariga kuch-quvvat beradigan ajdodlardan avlodlarga o'tib kelayotgan azaliy qadriyatlar majmuini ifodalaydi. O'qituvchi shaxsida xalqimizning haqiqiy ma'anaviy merosi bo'lmish imon, insof, mehr-oqibat, andisha, or-nomus, kattaga hurmat, kichikka izzat, yurtga va xalqqa sadoqat, vatanparvarlik kabi fazilatlarni ham tarbiyalash muhim ahamiyat kasb etadi.

Malaka oshirishdagi o'qituvchilarning kasbiy kompetentligi mezonlarini tarbiyalashda ma'naviy merosdan foydalanish shakli va usullarini quyidagi faoliyat yo'nalishlarida qo'llash mumkin:

1. O'lkashunoslik (jamoatchilik faoliyati va qo'shimcha ta'lim sifatida);
2. Muzey pedagogikasi;
3. Sayyohat va ekskursiyalarni tashkil etish;
4. Yurtimizning buyuk allomalari asarlarini o'rgangan holda, ma'anaviy-ma'rifiy tadbirlarni tashkil etish va o'tkazish;

Quyida malaka oshirishdagi o'qituvchilarning kasbiy kompetentligi mezonlarini tarbiyalashda ma'naviy merosdan foydalanishning quyidagi shakl va usullaridan foydalanildi:

1. O'lkashunoslik (jamoatchilik faoliyati va qo'shimcha ta'lim sifatida); - o'qituvchining ona yurtiga, tug'ilib o'sgan joyiga bo'lgan sadoqati, mehr va muxabbatini tarbiyalashda samarali vositalardan xisoblanadi. Bundan tashqari ekskursiyalarni tashkil etishning maxsus metodikalari hamda tarixiy –o'lkashunosli tadqiqotlari shaxsning aqliy dunyoqarashi kengayishiga hamda amaliy xususiyatga ega bo'lgan turli malakalarni o'rganish imkonini beradi. Ma'naviy va tarixiy o'lkashunoslik ona vatanni, shaxsning o'zi yashayotgan mahalliy hududini (shahar, tuman, qishloq, ovul) kompleks holda keng o'rganish bilan bevosita bog'liq bo'lib, shaxsda o'tmish va kelajakni chuqur o'rganishga, jamiyatning madaniy rivojlanishini umumiylikda anglashga istiqbollikni yaratadi. joylardagi ma'anaviy, tarixiy-madaniy va tabiiy meros obyektlari o'zida ko'rgazmali o'lkashunoslik materiallarini mujassamlashtiradi hamda o'qituvchilarni jamiyat rivojining xususiyatlari bilan tanishtiradi. O'zia istiqomat qilayotgan hudud (shahar, tuman, qishloq, ovul, mahalla)ning tarixini o'rganmay turib, o'qituvchilarda ayoniqsa yosh o'qituvchilarda aniq bir axloqiy yo'nalishlar tarbiyalanmaydi hamda unda tug'ilib o'sgan hududida ishlash istagini uyg'otmaydi. Ma'naviy va tarixiy merosdan o'lkachilik material sifatida foydalanish shaxsda emosionallikni uyg'otib, ta'lim va tarbiya jarayoniga ko'proq konkretlashtirishni beradi. Bunday jarayonlarda o'qituvchilar ijodiy fikrlashining emosional stimuli yuzaga keladi. Shu munosabatda V.A.Suxomlinskiy ta'lim jarayonida ta'lim subyektlarining atrof-olam haqidagi bilishga oid jarayonlarini faollashtirish shakllarini kuchaytirishni zarur deb bilgan. Bunday faoliyatning asosini o'lkashunoslik sayrlari, tug'ilib o'sgan hududi, kichik vatanining ma'naviy va madaniy-tarixiy meroslari obyektiga ekskursiyalartashkil etadi. O'qituvchilarni ma'naviy va madaniy-tarixiy meros obyektlariga tashrifini tashkillashtirish ularda vatanparvarlik xisini orttirib, tarixiy-madaniy dunyoqarashini kengaytiradi. Ma'anaviy hamda madaniy-tarixiy meros obyektlarini tarbiya vositasi sifatida foydalanish o'zida bilishga oid, tarbiyaviy, ta'limiy va rivojlantiruvchi funksiyalarni mujassamlashtiradi. Ma'naviy va madaniy-tarixiy meroslardan o'lkachilik material sifatida foydalanish o'qituvchilarda quyidagi xususiyatlarni tarbiyalaydi:

- ma'anaviy va tarixiy merosdan foydalanish o'qituvchilarning aqliy faolligini oshiradi;
- meros obyektlari borliqni obrazli qabul qilishga undaydi, shuning uchun ham tarixiy o'lkashunoslik o'qituvchilarda ilmiy dunyoqarashni, e'tiqodni hamda ularni amaliyotda qo'llash ko'nikma va malakalarini tarbiyalaydi;
- ma'naviy hamda tarixiy meros obyektlaridan tarixiy o'lkashunoslikni o'zlashtirish maqsadida foydalanish o'qituvchilarning dunyoqarashi kengayishida hamda tadqiqochilik faoliyati texnologiyalariga ega bo'lishni ta'minlaydi.

2. Muzey pedagogikasi. Muzey faoliyatining madaniy-ta'limiy hamda muzey-pedagogik faoliyat yo'nalishlarini o'rganishda muzey pedagogikasining quyidagi funksiyalari aniqlangan (M.Ye.Kaulen, A.A.Ostapes, A.Ye.Seyneyskiy, B.A.Stolyarov, T.Yu.Yureneva):

Ta'limiy – o'qituvchilarda muzey muhiti sharoitida subyekt va predmetlar bilan muloqot qilish jarayonida tushunchalar tizimini shakllantirish, o'z hududi va o'lkasi to'g'risida bilmagan va xali o'rganmagan ma'lumotlarga ega bo'lishi, dunyoqarashining kengayishi, o'qituvchilarda ta'lim jarayonida ijobiy motivasiyani yaratish;

Tarbiyaviy–o'qituvchilarda, ayniqsa yosh mutaxassislarda vatanparvarlik, ma'naviy va madaniy meros obyektlariga qadriyatli munosabat, o'zining va boshqa xalqlarning tarixiga va madaniyatiga bo'lgan hurmatni tarbiyalash;

Rivojlantiruvchi – o'qituvchilarda ma'naviy yodgorliklar va madaniy meroslar bilan muloqot jarayonida dastlabki manbalarda ma'lumotlarni mustaqil qidirish; ijodiy tafakkurni, mantiqiy fikrlashni, mustaqil ishlash malakalarini tarbiyalash;