

Бундай усыл куралларының жәрдеми менен жарыс алды хызметине көз - қарас қәлиплеседи, палўанлардың өзиниң курашта мүмкиншиликлериниң барынша куш ғайратын иске асыўына мүмкиншилик беретугын тәрәплери жетилсип, палўанлардың жарыс алды жағдайы жақсыланады. Курашта гүрес барысында пайда болыўшы тактикалық мәселелерди адекват шешиўдиң дәслепки шәртлери жаратылады.

Тактикалық тәжрийбе хәм психикалық сапаның өз ара байланыслы раўажланыўы палўанлардың тактика-психологиялық таярлылығының процесин басқарыў процесиндеги шәртли звено есапланып (система асты) звеносы болып табылады. «Тактикалық-психологиялық» шынығыўлар ретинде тек тактикалық тәжрийбелерди жетилестириў емес, сондай-ақ жаўынгерлик өнердиң шәртли жағдайларында усындай тәжрийбелерди жүзеге асырыўдың психологиялық дәслепки шәртлерин пайда ететуғын шынығыўлар усыныс етиледі [1]. Бул шынығыўлар да физикалық (қозғалыс) қәсийетлерди, әсиресе шаққанлық-қүшти раўажландырыўға арналған шынығыўлар менен логикалық түрде бир системаға бириктирилиўи керек. Жарыс алды этапында тәжрийбелі палўанлардың шаққанлылығын, техникалық таярлылығын жәмлестириў үлкен мәниге ийе. Шаққанлық- хәм ең зор тәризде қозғалыў мәселелерин тез хәм жақсы жол менен шеше билиў. Палўанның шаққанлығы оның қозғалыў мәселесин шешиўдеги ўақыт пенен өлшенеди. Курашта алысыў барысында бул ушын әдетте ўақыт жуда аз болады. Егер палўан қолайлы позицияларды пайдаланып, тийисли хәрекетлерди орынлаўға ўақты болмаса, бул шаққанлылығының жоқлығын көрсетеди.

Шаққанлық қозғалыс хәрекетиниң координациялық қурылысы хәм де ис-хәрекеттиң анықлығына қойылатуғын талаптарға байланыс.

Палўан қозғалыс мәселесин шешиўде:

- 1) толық хәм анық хабарды алыў;
- 2) алынған хабарды қайта ислеп шығып ис бағдарламасын дүзиў;
- 3) өз ўақтында ис бағдарламаны әмелге асырыўы шәрт;

Сондай-ақ кураштың хәр түрли техникалық-тактикалық хәрекетлерин оқып үйрениў арқалы шаққанлықты арттырыўына болады. Усы жол арқалы курашта палўанға керекли хәрекетлерди жәмлестириў қәбилети жетилседи. Кураш техникасының ўазыйпасы

палўанды керекли запас хәрекетлерин билиў тәжрийбеси менен «хәр қандай жағдайда» яғный кураштағы барлық мүмкин болған жағдайларды тамийинлеп турыўы. Шаққанлық кураш процессинде жана қозғалыс мәселелерин шешиў қәбилети сыпатында, егер палўанның хәр - бир пайда болатуғын қозғалыс мәселесине алдын ала белгили жуўабы болса, сонда ғана оның нәтийжелилиги болыўы мүмкин.

Шаққанлық - бул хәрекетлерди қайта қурыўды, оның сыпатламаларын өзгертиўди өз ишине алатуғын қыйын координацияға ийе қәбилет. Булардың хәммеси комплексли, хәр турли қыйын мәселелерди шешиўде үлкен роль ойнайды. Комплексли қыйын координациялық қозғалыс қәбилетлери төмендеги параметрлер менен сыпатланады:

- қозғалыс хәрекетлерин тез өзлестириў;
- қозғалыс хәрекетлерин меңгериў сыпаты;
- алдына қойылған ўазыйпаларға сәйкес қозғалыс белсендилегин қайта қурыўдағы шаққанлылығы.

Сонлықтан адамның координациялық қәбилетлериниң (шаққанлылығын) раўажланыў мұғдарын тексеріў ушын анық тапсырма бериў керек: аз ўақыт ишинде тийисли сыпатламалар менен (анықлық, амплитудалық, қозғалыс бағдары, т.б.). Соннан кейин пайда болған жаңа жағдайларға байланыс жеке адамның координациялық қәбилетлерин көринип турған усы қозғалыс хәрекетин тез қәлипе келтириң. Координацион қәбилетлер тийкарында ЖНХ(жоғарғы нерв хызметі) және ең баслысы, пластикалық ұйымластырылған хәрекетлерге негизленген. Координациялық қозғалыслардың сапасы қозғалыслардың ўақытша және динамикалық параметрлерин анық өлшеў хәм тәртипке салыў мүмкинлиги менен көринеди [2]. Бул қозғалыслардың координациясы сапасы жоқары мұғдарға жетиўи мүмкин екенин билдиреди, соннан кейин қозғалыслар жоқары тийымлылығы менен, жанартылған техника тийкарында орынланыўының шырайлылығы менен ажыратылып турады. Бул кеңисликти де, ўақытты да сезе билетуғын, булшық ет сезимин раўажландырған жоқары тәжрийбелі палўанлардың қозғалыс хәрекетлери болып табылады, х.т.б. Өзлестириў қәбилетлериниң раўажланыўының бул мұғдары оның таярлық сыпатламаларының (физикалық, техникалық, тактикалық, моральлық-еркинлик, теориялық хәм т.б.) жоқары мұғдарда болған усындай спорт формасына ийе болып табылады.

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РЕЗЮМЕ

Мақолада тажрибали палвонларда мослашувчанликни ошириш усулларининг натижалари ўрганилади, шунингдек, улар қандай қилиб юкори натижаларға эришишлари ҳақидаги саволларни очиб беради. Рақобатдан олдинги давр жисмоний омилларининг роли ва мазмуни таҳлил қилинади.

РЕЗЮМЕ

В статье изучаются результаты методов повышения гибкости у опытных палванов, а также раскрываются вопросы по достижению ими высоких результатов. Анализированы роль и содержание физических факторов предсоревновательного периода.

SUMMARY

In article is studied, perfection of dexterity of the qualified fighters the essence and the maintenance of problems reveals by preparation of fighters in achievement of high indicators. The role and value of physical factors is analyzed at a precompetitive stage.

PROJECTION METHOD IN THE INTEGRATION OF DESIGN ELEMENTS AND ENGINEERING GRAPHICS AND DESIGN SCIENCES

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Tayanch so'zlar: muhandislik grafikasi, dizayn, metod, texnologiya, integratsiya, o'qituvchi, proyeksiya.

Ключевые слова: инженерная графика, дизайн, метод, технология, интеграция, преподаватель, проектирование.

Key word: engineering graphics, design, method, technology, integration, teacher, projection.

Through the merging of engineering graphics and design sciences, the design method assists learners in adapting to their lifestyles, working autonomously, expanding their

spatial imagination, and developing creative thinking skills. Design is becoming an increasingly significant aspect of instructional technology.

As the name says, design (lat. Rojectus - advanced notion, idea, image) is the planning of future work; the project is based on specific calculations, graphic drawings, and so on. The articulation of an idea is represented in the form of description or storytelling. This method reveals the essence of the ideas stated in the integration of the two fields, as well as their practical potential, to some extent. To use the design process, we first need to figure out which issues in the engineering graphics and design sciences cycle are interconnected.

The design method determines the difficulties that develop as a result of the integration of these two disciplines, the problems that exist, by solving these problems. There are concerns or present issues that need to be addressed as a result of the merging of these two professions. The problems that arise as a result of the integration of these two disciplines, the problems that exist, are determined by the design method by solving these problems. As a result of the integration of these two disciplines, there are questions or current issues that need to be addressed. In the design method, project design can be integrated or now integrated topics chosen by each student according to their wishes, interests, or suggested by the teacher. In any instance, students must collect the appropriate graphical data, solve problems, and interpret the results. One of the most significant components of the educational process is the design technique, which allows the teacher to engage with students individually.

The teacher makes the most of class time by working with students one-on-one and considering their unique psychological features. They will be able to learn more about the issue as a result of this. The use of the didactic job in the organization of design work, as well as the challenges of solving it, are discussed. In the integrated teaching of engineering graphics and design sciences, the role of the instructor in the teaching process, utilizing the design method:

- ✚ by integrating the two disciplines in each independent graphic work, students will be able to develop their spatial imagination and be creative in their graphic work, as well as avoid errors and omissions.

Using the design method in the integrated teaching of engineering graphics and design, students will be able to:

- ✚ it's simple to connect the two disciplines, clear, interesting passage, the important thing is to do graphic work in easy, simple ways, develop proposals for solving or solving integrated graphic works in a specified time.

The design method allows students to:

- ✚ to find and solve problems by integrating engineering graphics and design sciences, to get direction in the flow of information;

- ✚ determine the efficiency of various approaches, concepts, research, and analysis utilizing the right to choose related issues in the cycle of these two disciplines;

- ✚ to be responsible for the results of integrated teaching of engineering graphics and design sciences, to make independent decisions on the relationship between the two disciplines, to identify achievements and shortcomings as a result of integration, to search for its causes, to correct deficiencies;

- ✚ search for different solutions through integrated training, scientific forecasting of the results of proposals;

- ✚ individual and group work, students are evaluated and encouraged to participate in the discussion of ideas.

Stages of design and implementation:

- ✚ Project development. It also shows the forms and means of project implementation, as well as the step-by-step results.

- ✚ The tasks set out in the project will be fulfilled.

Students complete individual and group graphic work autonomously at this stage. Collect data in the form of graph problems comparable to this challenge. They exam-

ine the graphic difficulties they've gathered, as well as the data, and create tables.

The graphic works prepared by all participants of the project will be combined as a whole. First, a rough version of the project is drawn.

Then the final version is prepared.

- ✚ the final version of the project will be reviewed by teachers of engineering graphics and design. In this case, the integrated themes should be clearly based and reflect the content of the work done and the results achieved. Integrated topics should, of course, include tables, graphics, programs, and bonscha-like materials.

- ✚ performance in the project will be assessed by attached teachers based on established criteria. Projects prepared by students will be reviewed, selected, and then a report will be reviewed.

Evaluation criteria will be developed for attached teachers to evaluate their work. These criteria should include the level of study of the problem, clear description of the topics, originality, quality of design, use of visual, demonstration materials, suggestions and their assistance in solving the problem, and other aspects. Projects prepared by small groups during the lesson can also be evaluated by a panel of students led by the teacher.

The growth of a person who satisfies the present criteria of scientific and technical progress, as well as the development and improvement of "graphic literacy" and creativity, is one of the most serious concerns of today and tomorrow. Any instrument involved with design is associated with creative thinking, which is the process of developing new ideas. In a specific period and context, creativity is defined as the invention of required and valuable innovations. In general, a thing is a product of creation, whereas a novelty is a product of technical thinking that does not previously exist in this form but contains an aspect that was before unknown.

It is possible for news to be objective or subjective. The term "objective news" refers to information that has never been seen before. Subjective invention is real news, but it's news that only the creator knows about.

Design issues refer to changes in the form and content of a detail, device, machine, or structure. This change includes the addition of new structural elements to parts, mechanisms, devices and machines; it is necessary to reconstruct the parts, to build a type that will be more efficient, cheaper and more convenient than before.

What is the main issue for the redesign of the device is that it is improved by the fact that its result is better and more efficient than before.

As a result, we concentrate on the graphic components of design operations. During this process, machine parts will naturally change shape, weight, and size. The steps of the design process are as follows:

- The first phase - the preparatory stage, in which the technical needs are identified;

- In the second phase of thinking - scientific information in this area is analyzed and the means and options for solving the problem are selected in the stages of problem solving;

- The third is the research phase - the ideas are compared and the most appropriate ones are selected;

- The fourth is the implementation phase - the project is formalized by a graphical means of information, and the solution is tested.

Various technical, production, technological, economic, and similar requirements must be met while establishing a new structure or modernizing an existing one. The following are the requirements:

1. simplification of the existing construction;

2. taking full advantage of the strength properties of materials;

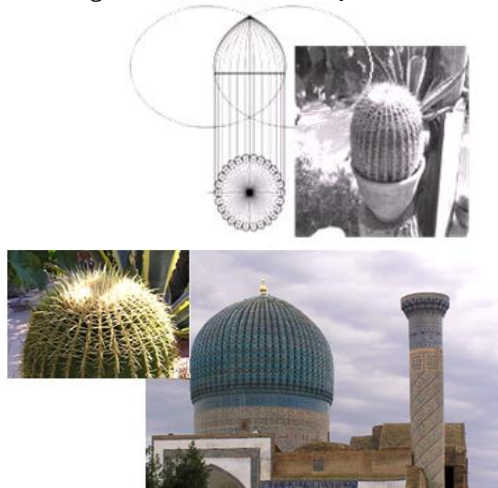
3. proper choice of the shape of the part and the development of waste-free technology in order to reduce waste in the processing of the product;

4. reduction of manual labor in decoration;

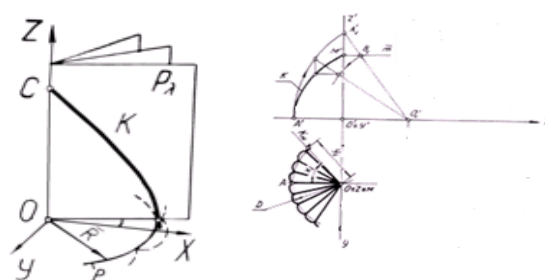
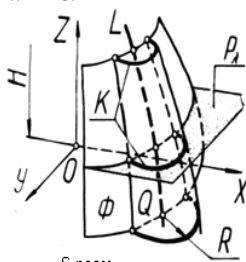
5. material saving;

6. increase the service life of parts.

The key feature that distinguishes design issue solving from other types of problem solving is that, while multidimensional, it is defined by the fulfillment of certain technical, technological, and economic requirements.



Ancient master architects chose earthquake-resistant rotating surfaces for their buildings. They began by studying the geometric features of these surfaces, which they then applied to building coverings, altars, and domes. As a result, the Supreme Judge has demonstrated the strength of many of these structures - time, scientifically confirmed and proven. Semicircular, wavy, and other geometric shapes were used to construct the domes. Beautiful tiles and geometric motifs adorn the walls. From time immemorial, folk artists have passed down from generation to generation in their practical work, creating and implementing creative compositions. Making entries in memorials, finding the key, often takes a lot of hard work. Today, masters of applied arts study the creative work of previous masters through the study of the exact sciences. Geometric surfaces and geometric patterns on their surfaces were not only limited to aesthetic appearances, but they also had to be strong enough to withstand natural earthquakes and various weather whims.



Using these rules, the masters studied nature and geometrically examined the sections generated as a result of horizontal and vertical chopping of biospheres derived from nature, using various shapes and colors in the plant and animal world.



Figure 66

They were drawn or written graphically or analytically, and as a result, world-famous buildings of art and engineering were built on them. Nowadays, they can be studied from the point of view of **bionics**. In our opinion, doing **biogeometric** research with the study of administrative monument closure forms from the perspective of bionics and applied geometry, as well as in the repair of ancient structures and the creation of modern structures, would be beneficial.

For example, the appearance of a cactus is reflected in the dome of the tomb of Gor Amir.

When the primary component of the dome surface is examined geometrically, it is revealed to be made up of rotating surfaces (Figure 4 a). The sections comprising the surface of the dome K, which pass through the constant points S, are a succession of sections $R_1, R_2, R_3, \dots$ of the planes running through the OZ axis of the dome (Figure 5). The lines that result are of the second order.

It can be analyzed as a set of fragments of several cyclic surfaces covering the rotating surface of the dome. In this case, the main geometric parameter of each cyclic surface piece is the center line L and the radius $R_1, R_2, R_3, \dots$ can be seen as given by circular arcs (Figure 65).

It's hard to tell the difference between ancient buildings and ornamentation in Central Asia and the Middle East. Their structure is based on what is found in nature.

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REZYUME

Ushbu maqola dizayn texnikasini yaratish uchun grafik muhandislik va dizaynni birlashtirgan holda yozilgan. Tasviriy san'at va muhandislik grafikasi talabalari uchun juda yaxshi dizayn texnikasi haqida so'z boradi.

РЕЗЮМЕ

Данная статья посвящена созданию листов дизайна по средствам объединения графического инжиниринга и дизайна. Исследуемая техника дизайна является эффективным для специальности студентов изобразительного искусства инженерной графики.

SUMMARY

The given article deals with creating design methods via canpounding graphic engineering and design tools. Investigated technique is effective for students of speciality fine art and engineer graphics.

1-SINF "ONA TILI VA O'QISH SAVODXONLIGI" DARSIGIDAGI "MENING OILAM" BO'LIMI USTIDA ISHLASH METODI

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Tayanch so'zlar: boshlang'ich ta'lim, o'quvchi, o'qituvchi, darslik, dars, metod.

Ключевые слова: начальное образование, ученик, учитель, учебник, урок, метод.

Key words: primary education, student, teacher, textbook, lesson, method.

1-sinf "Ona tili va o'qish savodxonligi" darsligidagi "Mening oilam" bo'limi oila a'zolari, qavm-qarindoshlarning nomlarini bilish bilan boshlanadi. Bola endi tilni o'rgana boshlagan paytda eng ko'p ishlatadigan so'zlari ham "ota", "ona", "aka" kabi qarindoshlik so'zlari bo'ladi. Atrof-olam haqida bolaga ilk taassurot va bilimlarni beradigan kishilar ham qarindoshlari hisoblanadi. Bola o'ziga ilk davrlardan tanish so'zlarni o'qib:

1) o'zi uchun anchayin tanish va qadrli so'zlarni takrorlaydi;

2) ma'lum sabablarga ko'ra o'rgangan sheva so'zlarni me'yorlashtiradi;

3) Ularning qiladigan ishlari bilan tanishib bilimi oshadi;

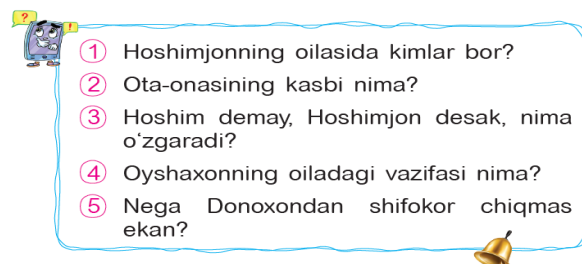
4) o'z oila a'zolariga nisbatan yaqinlik his qiladi.



Shuningdek, ushbu bo'limda "Hoshimjonning oilasi" matni berilgan bo'lib, bu matn tahlili orqali X.To'xtaboyevning "Sariq devning o'limi" romani qahramonlari bilan qisman tanishadilar. Ushbu asar asosida ishlangan badiiy film o'quvchilar o'rtasida muhokama qilinib, savol-javob o'tkazilishi ham foydadan holi bo'lmaydi.

Filmdagi qiziqarli voqealar, sarguzashtlar o'quvchilarning aytib berish istagini kuchaytirishi, ularda tasavvurlarida qolgan voqealarni bo'lishishni xohlashlari va aytib berishlari nutqiy imkoniyatlari va ko'nikmalarining shakllanishiga xizmat qiladi.

Darslikdagi matn asosida berilgan savollarga javob topish orqali o'quvchilar asar haqida yanada to'liqroq ma'lumotga ega bo'lishadi. Shuningdek, o'qituvchi yordamida o'quvchilar traktorchilik, shifokorlik va boshqa bir qancha kasblar yuzasidan ham suhbat tashkil qilishlari mumkin. Suhbat o'quvchilarning qiziqishlaridan kelib chiqib, yuqorida aytilgan kasblarning foydali, mazmunli, qiziqarli tomonlari haqida bo'lishi kerak.



"Ular sizga kim?" mavzusidagi topshiriq turida o'quvchilar dastlab, rasmda ko'rsatilgan kishilarning qarindoshlik nuqtayi nazaridan nomini topishadi, so'ng o'zlari bilan bog'lik kishilarni ham xuddi shunday tartib asosida aytib berishlari mumkin.

"Ular haqida nimalarni bilasiz?" topshirig'ida o'quvchilar asar qahramonlari haqida ikkitadan ma'lumot aytadilar. Albatta, o'quvchilarning ma'lumotlari bir xil bo'lmaydi. Bu usul o'quvchilarning asar qahramonlari haqida yanada ko'proq bilimga ega bo'lishlariga yordam beradi.

"Qoida bilan tanishning" belgisi ostida kishilarning ism va familiyasi har doim bosh harf bilan yozilishi haqidagi ma'lumot o'quvchilarning grammatik savodxonligini oshirishga xizmat qiladi. Ushbu grammatik qoidani mustahkamlash uchun bo'limning 4-topshirig'ida Hoshimjonning hikoyasidan yuqoridagi qoidaga mos keluvchi so'zlarni topib yozishlik aytiladi. O'quvchilar matn asosida ishlash bilan birga bosh harf bilan boshlanadigan so'zlarni ajratadilar. O'quvchilarning xotirasida kishilarning nomlari doimo bosh harf bilan yozilishi haqidagi ma'lumot saqlanib qoladi.

X.Komilov qalamiga mansub "Mehribon kelinoyi" she'ri orqali o'quvchilar dangasa o'quvchining maqtanchoqligi va dangasaligi sabablarini bilib olishadi. Bu she'r dastlab o'ituvchi tomonidan ifodali o'qib berilishi, keyin biror o'quvchiga o'qitilishi sh'erdagi obrazlarning o'quvchilarga aniqroq yetib borishini ta'minlaydi.

Keyin o'qituvchi va o'quvchilar tomonidan qayta hikoyalash tarzida uning mazmuni aniqlashtiriladi. Savollardan foydalanib suhbat tashkil etiladi. Suhbatda darslikda berilgan savollarga javob topiladi.

