

**BUYUKIPAKYO'LI – MULOQOTYO'LI**

**Abduraxmonov Ravshan Sheralio'g'li**  
**Turdiyev Sanjarbek Sobiro'g'li**  
**Qodirov Nodirbek Bekzodo'g'li**

**Annotatsiya:** *Ayrimtadqiqotchilarning fikrlariga qaraganda, Yaqin va O'rta Sharqdagiturlio'lkalar vatarixiy-madaniy viloyatlarni bog'lab turuvchi ma'lum nodagikarvonyo'llar tartibi hamdamada niy, siyosiy, mafkuraviy va iqtisodiy aloqalariildizineolit davri (mil. avv. VI-IV ming yilliklar) bilan bog'lanadi. Chunki aynan manashudavrda O'rta Osiyoda ilk dehqonchilik madaniyatipaydobo'libyan giyerlar aholi tomonidan jadallik bilan o'zlashtirib boriladi. Bujarayon bronza davriga kelib yanada kuchayadi.*

**Kalitsa'zlar:** *Ipak, Buyuk, Xan, Chjan Syan, Dovon, Xitoy, Rixt gofen, tranzit, U-Di, Tangiy Ganfu, Kurona, xunlar, Qang'kiya, gazlama, Sian, Zariasp, O'rta Osiyo, Jahonsavdo yo'li.*

Bu davrga kelib O'rta Osiyodako'psonliqabilalar va etnik guruhlari joylashgan bo'lib, Qoraqum va Qizilqum cho'llarining ichki hududlarida Pomir va Oloyning yuqori mintaqalarida tashqaribarcha hududlar o'zlashtirib bo'lingan edi. Buhududlardagimoddiy madaniyat umumiy holatda ikki guruhga-chorvachilik xo'jaligi sohiblari bo'lgan Andronov tarixiy-madaniy jamoalari (shimoliy mintaq) vadehqonchilik xo'jaligi yuritgan Namozgohtarixiy madaniy jamoalariga (janubiy mintaq) bo'linadi. Ular va ularga qo'shni bo'lgan hududlar o'rtasida turli aloqalar mavjud edi. Ushbu aloqalar chorvador va o'troq dehqonchilik aholisi o'rtasida almashinuv-savdo munosabatlarining jadallashuviga imkoniyat yaratdi. Ma'lum hududlarda tayyorlangan mahsulotlar yoki xom ashyoning boshqa bir hududlardan topilishi shu jarayondan dalolat beradi. Misol uchun, Andronovo madaniyatiga xos idishlar Marg'iyona, Baqtriya, So'g'diyona hududlaridan topilgan bo'lsa, Xorazmda tayyorlangan sopol va metall buyumlar shimoliy hududlarda ko'plab uchraydi. Zamonbobo va Gujayli yodgorliklaridan Badaxshon lojuvardidan tayyorlangan mahsulotlar topilgan.

Yuqoridagilardan shunday xulosa chiqarish mumkinki, qadimgi savdo-tranzit yo'llari bronza davrida yoq paydo bo'ladi. Ko'pchilik tadqiqotlar bu yo'lni "Lojuvard yo'li" deb ataydilar. Bronza davridagi O'rta Osiyoning savdo yo'llaridan biri Baqtriya va Marg'iyonani qadimgi Xorazm, So'g'diyona, Markaziy Qozog'iston va Ural bilan bog'langan. Mil. avv. III ming yillikda Mesopotamiyada Badaxshon lojuvardi mashhur bo'lgan. Tadqiqotchilarning fikricha, bronza davridagi yana bir yo'l Badaxshondan janubi-sharqqa tomon Afg'oniston orqali O'rta Osiyoning qadimgi xalqlarini Mesopotamiyaning shaharlari-Ur, Uruk, Kish, Lagash va boshqalar bilan

bog'lagan. Bronza davrining uchinchi yo'li O'rta Osiyoning janubidagi Baqtriya va Marg'iyonani Hindistondagi Xarappa va Erondagi Mohinjo Daro madaniyat markazlari bilan bog'langan. Mil. avv. II ming yillikka kelib Farg'ona va Choch hududlari ham Qadimgi Sharq bilan aloqalar o'rnatadi. Arxeologik tadqiqotlar natijalariga ko'ra bu davrda Mesopotamiya shaharlaridan chiqqan savdo yo'llari Eron va Janubiy Turkmaniston orqali Baqtriya va So'g'diyonadan o'tib Farg'onaga kelgan. Bu yo'lning bir tarmog'i Farg'onadan g'arbga Qozog'iston cho'llari orqali Ural va Volga bo'yiga ketgan. Yana bir tarmog'i esa Farg'onadan sharqqa Dovon orqali Sinszyan, Shimoliy Xitoyga ketgan.

Bronza davri yo'llarida qatnagan ot, eshak va tuya karvonlari orqali qimmatbaho toshlar, fil suyagi, metall va undan ishlangan buyumlar, taqinchoqlar, ba'zi hollarda mayda chorva va g'alla tashilgan. Turli hududlardan topilgan arxeologik topilmalar shu jarayonlardan dalolat beradi.

Mil. avv. I ming yillikning birinchi yarmiga kelib, Gretsiya va Misrdan O'rta Osiyo va Hindistonga qadar ulkan hududlarda tashkil topgan Ahmoniyalar davlati ko'pgina davlatlar, xalqlar va elatlarning turli tomonlama munosabatlarida muhim ahamiyatga ega bo'ldi. Bu o'rinda ayniqsa, bu davrda paydo bo'lgan va tarixiy adabiyotlarda "Shoh yo'li" deb ataluvchi yo'lning ahamiyatini ham ta'kidlash joizdir. Bu yo'lning bir tarmog'i mil. avv. VI-IV asrlarda Kichik Osiyo shaharlarini hamda O'rta Yer dengizi bo'yidagi Efes, Sardi shaharlarini Eronning markazlaridan biri Suza bilan bog'lagan bo'lsa, yana bir tarmog'i Erondan Baqtriya orqali So'g'diyona, Toshkent vohasi va Qozog'iston hududlaridan o'tib Oltoygacha borgan.

Tadqiqotchilarning fikrlariga qaraganda, mil. avv. III asrning oxiri-II asrlarda xalqaro ahamiyatga va aniq yo'nalishga ega bo'lgan savdo-tranzit yo'li shakllana boshlaydi. Bu yo'l XIX asrning ikkinchi yarmida (1877) nemis olimi Ferdinand Paul Vilgelm Rixtgofer tomonidan dastlabki marta "Ipak yo'li" degan nom oldi va keyinchalik butun dunyo tadqiqotchilari tomonidan "Buyuk ipak yo'li" deb e'tirof etildi.

Buyuk ipak yo'lining qisqacha tarixiga nazar tashlaydigan bo'lsak, Xan imperiyasining U-di hukmronligi davrida (mil. avv. 140-86 yy.) mamlakatning g'arbiy hududlariga bo'lgan qiziqish kuchayadi. Xitoyliklar bu hududlarda o'sha davrda ancha xavfli bo'lgan harbiy kuchlar-xunlar bilan to'qnashadilar. Xunlarga qarshi kurashda ittifoqchilar topish va ular bilan harbiy ittifoq tuzish maqsadida imperator U-di mil. avv. 138 yilda diplomat, sayohatchi va savdogar Chjan Syanni O'rta Osiyoga jo'natadi. Chjan Syan bir necha yil xunlar qo'lida asirlikda bo'ladi va mil. avv. 128-126 yillarda Farg'ona (Dovon)ga keladi. Dovon hukmdorlari bilan harbiy ittifoq tuzishda muvaffaqiyatsizlikka uchragan Chjan Syan ko'p qiyinchiliklardan so'ng yurtiga yetib keladi. Chjan Syan missiyasi Xitoy uchun G'arbiy o'lkalarga chiqishda muhim ahamiyatga ega bo'ldi. Keyinchalik Xitoy imperatori bilan Dovon hukmdorlari o'rtasida qonli urushlar bo'lib o'tdi. Bu urushlarga asosiy sabab xitoyliklarni hayratga solgan Dovon "samoviy otlari" edi.

Mil. avv. 111-105 yillarda imperator U-di Parfiya (Xitoy manbalarida Ansi deb eslatiladi) podsholariga, Qang' hukmdorlariga, keyinroq esa Baqtriya yerlariga (Kushonlar) o'z elchilarini jo'natib ular bilan diplomatik-savdo aloqalarini o'rnatadi. Shu tariqa, mil. avv. II-I asrlarda Sharq bilan G'arbni bog'lovchi Buyuk ipak yo'liga asos solinadi. O'z davrida nihoyatda katta ahamiyatga ega bo'lgan bu yo'lining dastlabki tarmog'i Xitoydagi Sian shahridan boshlanib, Sharqiy Turkiston, O'rta Osiyo, Eron, Mesopotamiya orqali O'rta Yer dengizigacha cho'zilgan.

Xitoyning Anosi shahriga kelib, Ipak yo'li bir necha tarmoqlarga bo'linib ketgan. Xususan bir tarmoq Anosi-Xami-Qoshg'ar orqali Qo'qonga, undan esa Toshkentga o'tgan. Bu yerdan Jizzax va Samarqand orqali Buxoroga kelgan yo'l Urganch orqali Guryevga, u yerdan Oqsaroy orqali Qora dengiz bo'ylariga chiqqan. Yana bir tarmoq esa Dunxuan orqali Xo'tanga, undan Lohurga o'tib ketgan.

Undan tashqari, Buxoroga kelgan tarmoq ikkiga bo'lingan. Bu tarmoqning janubiy yo'nalishi Buxoro-Qarshi-G'uzor-Kesh-Termiz orqali Nishopurga o'tgan va Hirot orqali Hindistonga o'tib ketgan. Nishopurdagi tarmoqlardan biri Tehron-Qazvin-Hamadon-Bog'dod-Palmira yo'nalishi bo'ylab O'rta Yer dengizi bo'yidagi Tir shahrigacha cho'zilgan. Umuman olganda Ipak yo'lining janubiy tarmog'i O'zgan orqali O'shga o'tib, Quva-Marg'ilon-Qo'qon orqali Xo'jand, Samarqand, Buxoroga o'tgan. Shimoliy yo'nalishi esa Xazar xoqonligi va Bulg'or davlati orqali Kiyev Rusi va Yevropa mamlakatlariga borib, bu tarmoq VI asrdan boshlab rivojlana boshlagan. Ipak yo'lining asosiy karvon yo'llaridan tashqari ichki savdo yo'llari ham mavjud edi.

Mil. avv. I ming yillikning oxiri-milodiy I ming yillikning boshlariga kelib Tinch okeanidan Atlantika okeaniga qadar cho'zilgan ulkan geografik hudud madaniyati yuksak rivojlangan sivilizatsiyalarning yagona tizimiga birlashadi. Bu hududda joylashgan davlatlar-Xitoydagi Xan saltanati, Kushon podsholigi, Qang' davlati, Parfiya davlati, Rim saltanatining chegaralari bir-biriga tutash edi. Ushbu zabardast saltanatlar va sivilizatsiyalar markazlari insoniyat tarixidan birinchi bo'lib "Buyuk ipak yo'li" deb nomlanuvchi bir yo'l bilan bog'landilar. Umumiy uzunligi 12 ming km bo'lib, Xitoydan O'rta Yer dengizining shimoliy qirg'oqlariga qadar cho'zilgan bu yo'l orqali ko'pgina xalqlar va elatlar turli tomonlama munosabatlar o'rnatdilar. Podsholarning o'zaro elchilar yuborishlari, bir-birlariga har xil sovg'alar in'om etishlari an'anaga aylandi. Sharq bilan G'arb madaniyatining bir-biriga ta'siri kuchaydi. O'sha davrdagi ko'plab madaniy o'xshashliklar ham shu tufayli yuzaga keldi.

Agar geografik xaritaga e'tibor beradigan bo'lsak O'rta Osiyoni qadimgi sivilizatsiyalar o'zaro aloqalar tizimining markazida joylashganligini kuzatishimiz mumkin. Aynan mana shu geografik joylashuv tufayli O'rta Osiyoda muhim etnik jarayonlar (hind-evropa, hind-eroniy, turklarning ko'chishi) bo'lib o'tishiga, madaniyatlarning o'zaro ta'sir doirasi faollashuviga keng imkoniyatlar yaratildi. Buyuk ipak yo'li bo'ylab keng miqyosdagi savdo-sotiq jarayonlari bo'lib o'tdi, diplomatik shartnomalar hamda harbiy ittifoqlar tuzildi. Osiyoning ichkarisiga va Uzoq Sharqqa harfiy yozuv va dunyo dinlarining (buddaviylik, xristianlik,

zardo'shtiylik, moniy, islom) yoyilishida O'rta Osiyo xalqlari ulkan hissa qo'shdilar. Buyuk Ipak yo'li faqat karvon yo'li bo'libgina qolmasdan, Yevrosiyo xalqlari sivilizatsiyasi tarixida o'chmas iz qoldirgan, uning har tomonlama taraqqiy etishida ulkan omil bo'lib xizmat qilgan jarayondir. 1987-yilda YUNESKO BMTning butunjahon dekadasi doirasida madaniy rivojlanish bo'yicha "Buyuk ipak yo'li-muloqot yo'li" dasturini qabul qildi. Ushbu dasturda O'rta Osiyo sivilizatsiyasi tarixini har tomonlama va chuqur o'rganishga katta e'tibor qaratildi. Undan tashqari, bu dasturning asosiy maqsadi-Sharq va G'arb o'rtasidagi madaniy va iqtisodiy aloqalarni yanada chuqurlashtirib mustahkamlash, bu ulkan mintaqalarda yashayotgan ko'p sonli xalqlarning o'zaro munosabatlarini yanada yaxshilashdan iborat edi. 2000-yilga qadar mo'ljallangan ushbu dastur asosida ko'pgina ekspeditsiyalar ("Marko Polo izidan", 1987, Istambul-Pekin; "Dengiz" ekspeditsiyasi, 23.X.90y.-23.II.91; Xivada yakunlangan "Markaziy Osiyo respublikalari bo'ylab", 1991; "Ko'chmanchi madaniyatlar yo'nalishi bo'ylab ekspeditsiya", iyun-avgust, 1992; "Yevropa ipak yo'li", 1995, Istambul-Leon) ko'plab ilmiy-amaliy xalqaro anjumanlar (Samarqand, 1990; Turku, Finlandiya, 1993; Kipr, 1994; Buxoro, 1996; Boku, 1998) o'tkazildi.

Buyuk ipak yo'lini o'rganish va qayta tiklashda O'zbekiston rahbariyati ham alohida e'tibor qaratmoqda. Chunonchi, respublikamiz hududlarida uyushtirilgan ekspeditsiyalar natijasida ko'pgina tarixiy-madaniy obidalar o'rganildi. Qadimgi yo'llar va yo'nalishlar aniqlandi, milliy-ma'naviy boyligimiz hamda an'analarimiz o'rganildi. Samarqandda Markaziy Osiyo tadqiqotlari Xalqaro Instituti ochilgan bo'lib, uning asosiy yo'nalishlaridan biri Buyuk ipak yo'li va uning bo'ylarida joylashgan shaharlarni o'rganishdir. 1997-yilning mayida O'zbekiston ham o'z hissasini qo'shgan Mashhad-Saraxs, Saraxs-Mashhad temir yo'li ochildi. Bu bilan O'rta Osiyo mamlakatlari Fors qo'ltig'iga, Yevropa xalqlari esa O'rta Osiyoga temir yo'l orqali chiqish imkoniyatiga ega bo'ldilar. 1998 yil Boku shahridagi Buyuk ipak yo'lini quruqlikda Yevropadan Yaponiyagacha qayta tiklash masalalariga bag'ishlangan xalqaro anjuman bo'lib o'tdi. Yevropa-Kavkaz-Osiyoni bog'laydigan ushbu transport yo'li (TRASEKA) qurilishida O'zbekiston ham ishtirok etmoqda va bu yo'l butun dunyo iqtisodiyotini yuksaltirishiga xizmat qilishi shubhasizdir. Antik davr O'rta Osiyo tarixida madaniy hayotning turli tomonlama taraqqiy etganligi bilan izohlanadi. Butun dunyo xalqlari tarixiy-madaniy rivojlanishida bo'lgani kabi bu davr O'rta Osiyo jamiyatining ijtimoiy va ma'naviy hayotida diniy mafkura katta ahamiyatga ega bo'ldi. Bu davrda O'rta Osiyoning asosiy hududlarida zardushtiylik va buddaviylik dinlari ustunlik qilishiga qaramasdan ular bilan bir qator yunon dinlari, moniylik ham yoyilgan edi. Makedoniyalik Iskandar yurishlari davri va uning vorislari (Salavkiylar, Yunon-Baqtriya) davrida O'rta Osiyo hududlariga Ellinizm madaniyati kirib keldi. Yunon dinlarining keng yoyilishi Yunon-Baqtriya davriga to'g'ri kelsa, Budda dinining keng yoyilib davlat dini darajasiga ko'tarilishi Kushonlar davriga to'g'ri keladi. Kushon davri oxirlariga kelib esa Moniy dini yoyiladi. O'rta Osiyoda mil. avv. II-I asrlarga kelib yunon-makedonlar hukmronligi tugagan

bo'lishiga qaramay ellinizm madaniyati moddiy va badiiy madaniyatda o'z ahamiyatini saqlab qoldi. Yellin xudolari-Gerakl, Gefest, Dionis, Afina kabilarga sig'inish kuchliligicha qolaveradi. Bu xudolar tasvirlari Kushon podsholari tangalari va haykallarda o'z aksini topgan. Undan tashqari, yunon alifbosi asosida tashkil topgan baqtriya yozuvi ham saqlanib qoldi. Kushon davri ellinizm madaniyatiga oid topilmalar O'rta Osiyoning ko'pgina hududlaridan topib o'rganilgan.

O'rta Osiyo xalqlarining qadimgi va ilk o'rta asrlar davri ma'naviy hayotida buddaviylik muhim ahamiyatga ega bo'ldi. Dunyo xalqlari orasida keng yoyilgan bu din mil. avv. VI asrda Hindistonda paydo bo'ladi. Mil. avv. III asrga kelib podsho Ashoki davrida buddaviylik keng hududlarni o'z ichiga olgan hind podsholigi Mauryaning davlat diniga aylanadi. Keyinroq esa Baqtriya, So'g'diyona hududlariga yoyiladi. Ayritom, Dalvarzintepa, Qoratepa, Fayoztepa kabi yodgorliklardan topilgan topilmalar buddaviylik dastlab Shimoliy Baqtriya hududlariga yoyilganidan dalolat bersa, Xitoy yozma manbalari O'rta Osiyoning Parfiya, Baqtriya, So'g'd viloyatlarida ham buddaviylik yoyilganligini tasdiqlaydi. Antik davr oxirlarida keng tarqalgan dinlardan yana biri Moniylik dinidir. Ko'pchilik tadqiqotchilarning fikricha, bu dinning asoschisi va payg'ambari bo'lgan Moniy milodiy 216 yilda Janubiy Bobilda tug'iladi. Moniy e'tiqod faoliyatini Ardasher hukmronligi (227-241 yy.) davrida boshlaydi. Keyinroq esa Shopur I davrida Sosoniylarning markaziy shaharlaridan biri Ktesifon shahrida o'z ta'limotini targ'ib qilish huquqini oladi. Moniylik dini aholining kambag'al va o'rta tabaqalarini keng jalb etgan "kim boy bo'lsa, o'sha qashshoq bo'ladi, sadaqa so'raydi va katta g'am-alamni boshidan o'tkazadi" degan ijtimoiy shiorni ilgari surdi.

Zo'r berib tashviqot qilinishi natijasida Moniylik dini hali Moniy hayotlik vaqtidayoq nafaqat Eron, balki, Mesopotamiya, Kichik Osiyo, Rim, Sharqqa va O'rta Osiyo hududlariga yoyildi. Moniyning o'zi shunday ta'kidlar edi: "Mening dinim har bir davlatga va har qanday tilda tushunarli bo'ladi va uzoq o'lkalarga yoyiladi".

Moniy ta'limoti Erondagi hukmron doiralar va zardo'shtiylik kohinlar orasida qattiq noroziliklarga sabab bo'lganligi tufayli podsho Varaxron I davrida (273-276 yy.) Moniy zindonband qilib qatl ettiriladi. Uning tarafdorlari quvg'in ostiga olinganidan so'ng, katta qismi O'rta Osiyo hududlariga ko'chib o'tadi. Bu haqda arab tarixchisi An-Nadim ma'lumotlar beradi. Keyinroq Moniylik ta'limoti O'rta Osiyoga ancha keng yoyiladi. Uning markazlari Marv, Samarqand va Chag'aniyon edi.

Xulosa:Yuqorida eslatib o'tganimizdek, antik davr o'lkamiz hududlaridan ko'plab ibodatxonalar ochib o'rganilgan. Asosan kushon davriga oid bo'lgan bu ibodatxonalar rejaviy tuzilishi jihatdan turlicha bo'lib, ulardagi topilmalar orasida turli kattalikdagi haykallar ko'pchilikni tashkil etadi. Ushbu haykal va haykalchalar turli dinlarning turli-tuman xudolari, ma'budalari va sig'inishlari bilan bog'liqdir. Bu davr O'rta Osiyo xalqlarining madaniy hayotdagi eng katta yutuqlaridan biri mil. avv. VI-II asrlarda Oromiy yozuvi asosida Xorazm, Parfiya, So'g'd keyinroq esa Kushon (Baqtriya) yozuvining ajralib chiqishidir.

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## TASKS AND IMPLEMENTATION OF INTERNATIONAL EVALUATION STUDIES IN UZBEKISTAN

**Shernazarov Iskandar Ergashovich**

*Nizami TSPU Department of "Chemistry and methods of its teaching"  
Associate Professor. PhD*

Since today education is an important and main link of state policy, many reforms are being carried out in order to transform the education system, as well as to turn Uzbekistan into a literally competitive state.

For our country, which wants to firmly take its position in the international arena, it certainly needs qualified, fully meeting the requirements of the global labor market, potential personnel in all sectors. Thus, the main task of educational institutions is to educate patriotic citizens, competitive personnel with deep knowledge, deep thinking and a broad outlook. After all, as our president said, salvation is education, and the fate of our country and people is in the hands of educated, intelligent, creative and creative youth [1].

The tasks of creating a national system for assessing the quality of education aimed at assessing the level of literacy of students in reading, mathematics and natural sciences based on the organization of international research in the field of assessing the quality of education in the public education system and the achievement by the Republic of Uzbekistan by 2030 in the ranking of the International PISA Program in the top 30 advanced countries of the world.

For countries reforming the education system, it is important to study, analyze and use international experience, as well as establish cooperation with reputable international educational organizations [2].

In order to organize international research in the field of assessing the quality of education in the public education system of the Republic, establishing international relations, comprehensive support and stimulation of research and innovation activities of students and youth, primarily creative ideas and creativity of the younger generation, the Cabinet of Ministers decides:

To determine the main tasks and activities of the National Center:

conducting scientific research aimed at developing and implementing innovative methods to improve the level of literacy in reading, mathematics and natural sciences in the education system;

establishment of international relations in the field of education quality assessment, development and implementation of international projects, participation in the organization and holding of international scientific conferences and symposiums;

conducting fundamental and applied research in the field of education quality assessment;

scientific and methodological support of research on the assessment of the quality of education;

ensuring the successful participation of educational institutions in international research;

Comparative comparison of the results of the Republic of Uzbekistan in international evaluation programs with the results of other states;

conducting systematic monitoring of the implementation of international assessment programs in the educational process, popularizing best practices in this area and participating in the development of recommendations and guidelines for educational institutions based on it;

preparation of educational and methodological recommendations for advanced training of teaching staff in reading, mathematics and natural sciences using innovative teaching methods [3].

In accordance with the roadmap for preparing for the participation of the Republic of Uzbekistan in international PISA studies;

The Director of the National Center is the head of the PISA National International Studies Project. By February 1, 2019, together with the National Center, to develop a program to identify and develop the abilities and talents of students from the 1st grade of secondary vocational education institutions, to ensure participation in international assessment studies and competitions to assess the literacy of students;

making changes and additions to the content of curricula and educational literature on reading, mathematics and natural sciences based on the results of international research;

creation of a national database of questions on the areas of evaluation programs of international studies and their integration into educational programs;

improving the national system for assessing student literacy and systematically conducting tests aimed at assessing the formation of practical skills in 2019-2021;

creation of additional methodological manuals and literature based on training programs, including questions on the areas of evaluation programs of international studies;

Creation of basic schools focused on conducting international research in the Republic of Karakalpakstan, regional centers and the city of Tashkent, as well as in districts (cities);

attracting talented teaching staff from secondary schools to scientific research within the framework of international assessment programs;

to carry out an inventory of the state of equipment of secondary schools with modern information and communication facilities and Internet connection, as well as take measures to eliminate existing problems;

in order to ensure decent participation in international assessment programs and competitions for assessing the literacy of students, to establish effective use of the capabilities of the structural units of the Ministry (the Republican Center for



Education, the Republican Center for Vocational Guidance and Psychological and Pedagogical Diagnostics of students), as necessary, to review the functions of the relevant departments of the Ministry [4].

Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan:

to make changes and additions to the curricula of higher educational institutions, territorial regional and branch centers for advanced training and retraining of specialists in reading, mathematics and natural sciences, in which international research is conducted, based on the results of international research;

based on the content of international research programs, assign tasks for the preparation and implementation of projects within the framework of state scientific programs [5].

To recommend the National Television and Radio Company of Uzbekistan, the Press and Information Agency of Uzbekistan, the National Information Agency of Uzbekistan, the Dunya News Agency and other mass media to widely cover the ongoing work on the preparation and conduct of international studies. The Education Inspectorate, together with the ministries and departments concerned, shall, within a month, bring the normative legal acts adopted by them into compliance with this resolution [6].

Over the past period, the Education Inspectorate and the National Center, together with the Ministry of Public Education, have carried out a number of works.

The first steps include the study of international experience in the implementation of international research, professional development of about 30 responsible employees in foreign countries, the involvement of 7 international experts, the training of 260 trainers throughout the country.

Also, about 20 methodological manuals for teachers and students have been created, containing general concepts of international assessment research, sample assignments, recommendations for their implementation and evaluation criteria.

Manuals entitled "Assessment of primary School students' reading literacy in international studies", "Assessment of students' reading literacy in international studies", "Assessment of students' mathematical literacy in international studies", "Assessment of students' natural science literacy in international studies" were published in 10,000 copies each and delivered to all educational institutions and governing bodies education [7].

Complexes of tasks and exercise books have been developed in the relevant areas of the programs. In these tasks, a preliminary version of the online simulator program has been launched, designed to help students develop skills of independent work and solving non-standard tasks.

In order to prepare teachers and students of secondary schools for international assessment programs in the republic, 348 basic schools have been identified, and the remaining general education institutions have been attached to them.