

MUHAMMADRIZO OGAHINYING “BO‘LMASA BO‘LMASUN, NETAY” G‘AZALIGA PSIXOLOGIK TAHLIL

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Annotatsiya: Ushbu maqolada Muhammadrizo Ogahiy qalamiga mansub "Bo'lmasa bo'lmasun, netay" nomli radifli g'azaliga psixologik izoh berilgan. Undagi shoir shaxsi xususiyatlari, qo'llanilgan himoya mexanizmlari va empatiya bilan bog'liq muhtojlik holatlari tahlil qilingan. Bu orqali o'quvchiga ham psixologik, ham tarixiy, ham badiiy va qolaversa, axloqiy bilim va ma'lumotlar berilgan.

Kalit so'zlar: himoya mexanizmlari, empatiya, ehtiyoj, motiv, emotsionallik.

Adabiyot gulshanida gul-u bulbullar serob. Har biri o'z tarovati va xonishiga ega. Muhammadrizo Ogahiy adabiyotimizning o'chmas shamchirog'I, qaynab bitmas bulog'i desak mubolag'a bo'lmaydi. Adib she'riyatidagi ma'no nafaqat badiiy, tarixiy, axloqiy va eng qiziqarli jihati psixologik ahamiyatga ega. Adabiyotga oshno bo'lmagan qalb kemptik bo'ladi. Muhammadrizo Ogahiyning "Bo'lmasa bo'lmasin, netay" radifli g'azali misolida bir qancha psixologik jarayonlarni tahlil etamiz. Bu orqali o'quvchiga Muhammadrizo Ogahiy ijodini tanitish bilan birga psixologik bilimlarni yaqqol misollar tariqasida ko'rsatishga harakat qilamiz. "Bo'lmasa bo'lmasin, netay" radifli g'azalini bandma-band ko'rib chiqamiz, tahlil qilamiz.

“Ashkima gar kanora yo‘q, bo‘lmasa bo‘lmasun, netay,

Ohima hech shumora yo‘q, bo‘lmasa bo‘lmasun, netay.”

Bu band shoirning ichki iztirobini ochib beradi. Ko'z yoshlari va oh-nolalar cheksizligi affektiv zo'riqishni bildiradi. Bu kata emotsional bosim ostidagi holat hisoblanadi. Radif — “bo'lmasa bo'lmasun, netay” — shoirning o'zini tinchlantirish mexanizmi sifatida ishlaydi. U dardni inkor qilmay, balki qabul qilish orqali yengillik topishga intiladi. Bu holat psixologiyada emotsional koping strategiyasi sifatida qaraladi. Ya'ni u stressni yengish maqsadida moslashuv jarayonini amalga oshiradi, “taqdirga tan beradi”.

Hardam ulusg'a lutf ila boqq'usi qahr ila, vale

Man sori bir nazora yo‘q, bo‘lmasa bo‘lmasun, netay.

Shoir bu bandda ijtimoiy solishtirish va rad etilishni ifodalaydi. Sevgilining boshqalarga mehribon bo'lishi, lekin unga e'tibor bermasligi

shaxsda o'zini past baholash va ruhiy ranjish uyg'otadi. Ijtimoiy solishtirish jarayoni shaxsning murakkab ichki kechinmasi, hisob-kitobi, salbiy yoki ijobiy tuyg'ularning boshlanish nuqtasi bo'lib, shoir bu yerda o'ziga yetarli darajada ichki motivatsiya ololmayapti, "ko'ngli cho'kmoqda". Radif bu jarayonda shoirning ichki himoya mexanizmi bo'lib, dardni qabul qilish orqali psixologik barqarorlik yaratadi. Ya'ni Freyd nazariyasidagi ratsionalizatsiya himoya mexanizmi orqali, shoir psixikasini himoya qilmoqda.

Ishq eli ko'ngli dardig'a chora qilur, vale mening

Dardi dilimga chora yo'q, bo'lmasa bo'lmasun, netay.

Bu bandda shoirning yolg'izlik va tushunilmaslik hislari kuchli. Boshqalarning dardiga yordam bor, lekin shoirning dardi "davolanmaydi". Psixologik nuqtai nazardan bu emosional izolyatsiya va o'rganilgan ojizlik belgisidir. Bu jarayonda introvert shaxsining xususiyati namoyon bo'lmoqda. Shaxs o'z muammosini hal qila olmayotganini anglaydi. Bu undagi g'am yukini yanada og'irlashtirmoqda. Yana o'zini ovutish va psixik buzilishlardan himoyalash uchun "bo'lmasa bo'lmasin, netay", demoqda.

Hajrida za'fim o'ylakim, ohi hazinim o'tig'a,

Shu'la bila sharora yo'q, bo'lmasa bo'lmasun, netay.

Hijron shoirni ruhan va jismonan zaiflashtirgan. Ammo bu zaiflik portlovchi affektga emas, balki sokin, ichki iztirobga aylanadi. Psixologiyada bu emotsional charchoq, befarqlik bilan izohlanadi. Shoir ichki kuchini yo'qotgan, ammo dard bilan yashashni qabul qilgan.

Jon labidin chu bermadi jismima, vahki qoshidin

Qatlima bir ishora yo'q, bo'lmasa bo'lmasun, netay.

Shoir sevgilidan hech qanday belgilar ololmaydi. Bu ambivalent holat — shaxsning ikki qarama-qarshi ehtiyoj o'rtasida qolishini bildiradi. Psixologiyada bunday vaziyat ichki ziddiyat va ruhiy bosimni yuzaga keltiradi. Radif orqali shoir bu iztirobni qisman yumshatadi.

Ko'yiga borsam etgusi vaslig'a va'da, ul dog'i

Bo'lg'usi bora-bora yo'q, bo'lmasa bo'lmasun, netay.

Bu band shoirda soxta umid va rejalashtirilmagan kutish holatini ko'rsatadi. Va'dalar beriladi, ammo ular bajarilmaydi, natijada shaxsda umid–umidsizlik sikli paydo bo'ladi. Frustratsiya aynan mana shu holatda namoyon bo'ladi. Radif shoirning bu sikldan chiqish va ruhiy barqarorlikni saqlash usuli sifatida xizmat qiladi.

Toleyi ravshan o'zganing lutfi quyoshi nuridin,

Men kibi baxti qora yo'q, bo'lmasa bo'lmasun, netay.

Shoir o'zini boshqalar bilan solishtirib, pessimistik tafakkurni ko'rsatadi. Bu holat negativ kognitiv sxema bilan bog'liq bo'lib, shaxs o'zini doim yutqazuvchi sifatida qabul qiladi. Bu orqali javobsiz tuyg'ular inson ruhiyatini

buzishi, fikr radiusini o'zgartirishi va kishini hayotdan bezdirishi oqibat sifatida qaraladi. Radif esa ichki psixologik himoya va qabul qilish strategiyasi sifatida ishlatiladi.

Bo'ldi sitorasi isiq xulqg'a mehr yor karam,
Manda isiq sitora yo'q, bo'lmasa bo'lmasun, netay.

Shoir o'zini mehr va e'tibordan mahrum his qiladi. Psixologiyada bu holat emosional ochlik yoki sezgi yetishmasligi deb talqin qilinadi. Ammo yana bir jihatdan Erik Bern nazariyasidagi bola pozitsiyasini namoyoni ko'rinmoqda. Demak ishq insonni bolalarcha beg'ubor xarakterda ojiz qiladi. Radif bu holatni qabul qilish va ruhiy barqarorlikni saqlash vositasi sifatida xizmat qiladi.

Dedim o'lubtur Ogahiy ashki kanorasiz, dedi:
Ashkima gar kanora yo'q, bo'lmasa bo'lmasun, netay.

Shoir o'ziga o'zi murojaat qiladi, ichki dialog orqali o'z holatini anglaydi va qabul qiladi. V.Vuntning mashhur metodi introspeksiya namoyon bo'lmoqda. Bu — shaxsning iztirobini inkor qilmasdan, balki uni psixologik himoya va chidamlilik mexanizmi sifatida tan olishini ko'rsatadi. Bu yerda iroda sifatleri ko'rinadi. Muhammadrizo Ogahiyning “Bo'lmasa bo'lmasun, netay” radifli g'azali nafaqat ishqiy iztirob mahsuli, balki inson ruhiyatida kechadigan stress, yo'qotish va moslashuv jarayonlarining badiiy modelidir. G'azalda shoirning kechinmalari oddiy shikoyat darajasida emas, balki psixologik jarayonlar izchil rivoji sifatida namoyon bo'ladi. G'azalning har bir bandida affektiv zo'riqish kuzatiladi: ko'z yoshlari, oh-nolalar, hijron va umidsizlik shoirning hissiy tizimini haddan tashqari zo'riqtiradi. Biroq bu zo'riqish shoirni ruhiy yemirilishga olib bormaydi. Aksincha, u radif — “bo'lmasa bo'lmasun, netay” orqali bu holatni ongli ravishda qabul qiladi. Bu jarayon zamonaviy psixologiyada emotsional koping deb ataladi. Shoir vaziyatni o'zgartira olmagan holda, o'z hissiy munosabatini boshqarishga urinadi. G'azalda ijtimoiy solishtirish mexanizmi ham muhim o'rin tutadi. Shoir o'zini boshqalar bilan qiyoslab, ularning baxti va e'tibori bilan o'zining mahrumligini taqqoslaydi. Bu holat shaxsda past o'zini baholash va pessimistik kognitiv sxemani kuchaytiradi. Shu bilan birga, shoir bu solishtirishdan chiqish yo'lini yana qabul qilish strategiyasida topadi. Alohida e'tiborga molik jihat shundaki, g'azal davomida shoir o'rganilgan ojizlik holatiga yaqinlashadi: u dardiga chora yo'qligini tan oladi. Ammo bu ojizlik passivlik emas, balki ruhiy moslashuvning bir shaklidir. Shoir dardni inkor etmaydi, uni shaxsiyatining bir qismi sifatida qabul qiladi. Maqta'da Ogahiyning o'zi bilan olib borgan ichki dialogi shaxsning ruhiy yetuklik darajasini ko'rsatadi. Bu dialog orqali shoir o'z iztirobini anglaydi, nomlaydi va unga munosabat bildiradi. Bu jarayon psixologiyada o'z-o'zini anglash va emosional integratsiya sifatida talqin

qilinadi.

Xulosa qilib aytganda, “Bo‘lmasa bo‘lmasun, netay” g‘azali Ogahiy ijodida insonning ichki olami, ruhiy chidamliligi va hissiy moslashuvini ifodalovchi yetuk asar hisoblanadi. Ushbu g‘azal orqali shoir ishqiy kechinmalarni emas, balki inson psixologiyasining universallashtirilgan holatlarini badiiy shaklda yoritadi. Shu jihatdan g‘azal psixologiya va adabiyot kesishgan nuqtada turuvchi, zamonaviy ilmiy tahlil uchun muhim manbadir.

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THE ROLE OF TEACHER COMPETENCE IN IMPLEMENTING INCLUSIVE PRACTICES IN ELT

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Abstract: This article analyzes the professional competence of the teacher as an important factor in the effective implementation of inclusive education practices in the process of teaching English. The study highlights the theoretical foundations of inclusive education, the role of the teacher in ensuring pedagogical, methodological and psychological preparation and an individual approach. It also reveals the importance of differentiated education, adapted tasks, assessment strategies and modern pedagogical technologies in working with students with special educational needs. The article establishes the professional competence of the teacher as a key condition for creating an inclusive environment, ensuring equal opportunities among students and increasing the effectiveness of education.

Keywords: inclusive education, professional potential, teacher competence, differentiated education, special educational needs.

Introduction

The development of inclusive education in the Republic of Uzbekistan is one of the priorities of state policy. In particular, the Resolution No. PQ-4680 “On measures to further improve the system of education for children with special educational needs”, adopted by Shavkat Mirziyoyev on April 13, 2020, specifically emphasizes the need for the gradual introduction of inclusive education, the integration of children with special needs into general education institutions, and the development of the capacity of pedagogical personnel¹. This document recognizes the creation of equal educational opportunities for all children as an important task of state policy.

This regulatory and legal framework also requires the effective

¹ O'zbekiston Respublikasi Prezidenti. PQ-4680-sonli qaror: Alohida ta'lim ehtiyojlari bo'lgan bolalarga ta'lim-tarbiya berish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida. 13 apre 2020.

organization of an inclusive approach in the process of teaching English. Because mastering foreign languages is an integral part of modern education, it should be equally accessible to every student. The successful implementation of inclusive practices directly depends on the professional potential of the teacher. The teacher must not only have a deep knowledge of the subject content, but also be able to apply a differentiated approach, adapt educational materials and create a positive psychological environment. From this perspective, this article analyzes the professional potential of the teacher as an important factor in implementing inclusive educational practices in the process of teaching English.

Methods

This article uses pedagogical and scientific research methods to analyze the professional potential of teachers in implementing inclusive education practices in the process of teaching English. The main method of the study was the study and analysis of literature (analytical method), which analyzed scientific articles, monographs, educational regulatory and legal documents, and international studies. At the same time, the experience of the education system of Uzbekistan and other countries was compared using the comparative method, and an attempt was made to determine the effectiveness of the inclusive approach and the role of teacher competence.

The article also uses the observation and tracking method to study the process of working with students with special educational needs in English lessons. In this process, the teacher's methodological preparation, ability to use a differentiated approach, adapt individual tasks, and apply assessment strategies were observed. In the practical part of the study, a questionnaire and interview method were also used. Through interviews with teachers, their professional competence, difficulties in organizing inclusive lessons, and areas of experience were identified. Together, these methods made it possible to assess the professional potential of the teacher, determine the effectiveness of inclusive education, and develop methodological recommendations. In this way, the study ensured the combination of theoretical and practical methods, which allowed the article to analyze the role and importance of the teacher in the effective implementation of inclusive practices in the educational process in a broader way.

Results

Research shows that the effective implementation of inclusive education practices in the process of teaching English is directly related to the professional competence of the teacher. For example, in the scientific literature, the methodological, communicative and psychological preparation of teachers in inclusive education is considered an important component of the

effectiveness of the inclusive approach. This approach allows for the use of individual methods suitable for students with special needs and enhances the provision of equal opportunities in the educational process.

International scientific analyses note the importance of adapted materials, differentiated methods and interactive pedagogical approaches in teaching English in an inclusive manner². According to the results of the study, such methods not only have a positive effect on the language skills of students with special needs, but also increase the effectiveness of language learning for all students.

There is also scientific research on the development of inclusive competence of teachers, including pedagogical qualifications, psychological preparation and communicative skills. These studies emphasize that teacher preparation is a decisive factor in the successful organization of inclusive lessons and taking into account the needs of each student.

According to the analysis, the effectiveness of inclusive English teaching is not limited to the choice of methods alone - the teacher's pedagogical competence, understanding and supporting the psychological state of students, as well as the skills of adapting the lesson process also play an important role. Together, these elements make the educational process open, inclusive and effective for all students.

The results show that for the successful implementation of inclusive education in the process of teaching English, it is necessary to develop the professional competence of the teacher (methodological, psychological and communicative preparation). Highly competent teachers can effectively use an individual approach, increase student engagement in the classroom, and actively participate in creating an inclusive environment.

Analysis

The results of the study show that the effective organization of inclusive education in the process of teaching English directly depends on the professional potential of the teacher. I. Khasanova emphasizes that the methodological and psychological preparation of teachers is the most important factor increasing the effectiveness of the lesson in an inclusive environment³. Research shows that teachers with high competence can effectively use a differentiated approach in the lesson, taking into account the individual needs

² Omonova, Shodiyona Mamayusup qizi, va Zubayda Fayzullo qizi Anarkulova. "Teaching English As A Foreign Language In Inclusive Education." Eurasian Journal of Research, Development and Innovation, vol. 44, 2025, pp 7–12.

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³ Xasanova, Iroda. "Inklyuziv ta'limda o'qituvchilarning roli va tayyorgarligi." Maktabgacha va maktab ta'limi jurnali, vol. 3, no. 9, 2025, maqola. MAKTABGACHA VA MAKTAB TA'LIMI JURNALI. DOI: <https://doi.org/10.5281/zenodo.17165395>

of students, prepare adapted tasks, and individualize assessment.

Shamgonova and Kismetova noted that the communicative competence and psychological stability of the teacher are of particular importance in teaching English in an inclusive way⁴. According to their analysis, the teacher's effective communication skills and ability to create a positive psychological environment significantly increase the activity of students in the lesson. At the same time, students with special educational needs also achieve higher language skills.

Study of Omonova and Anarkulova shows that the use of interactive methods, multimedia tools, and adapted materials makes inclusive lessons more effective⁵. The study found that by using modern technologies, the teacher makes the lesson interesting and motivating, which creates equal opportunities for all students - both ordinary and those with special educational needs. Thus, based on existing scientific research, it has been determined that the effectiveness of inclusive English teaching is not limited to the choice of methods alone. The most important factor is the professional competence of the teacher: methodological preparation, psychological stability, communicative skills and the ability to apply an individual approach. Together, these competencies allow creating equal opportunities among students, increasing motivation in the lesson and forming an inclusive environment.

As a result, the analysis shows that for the effective implementation of inclusive education in the process of teaching English, it is necessary to systematically develop the professional competence of the teacher, organize advanced training courses and use modern pedagogical methods.

Discussion

The results of the study showed that the effectiveness of inclusive practices in the process of teaching English is directly related to the professional competence of the teacher. The conclusions obtained are consistent with the studies of Raisa Shamgonova and G.N. Kismetova. They emphasize that an individual approach and the communicative competence of the teacher are important factors in teaching foreign languages in an inclusive environment.

At the same time, the results of this study confirm the conclusions about the effectiveness of interactive methods presented in the works of Shodiyona Omonova and Zubayda Anarkulova. However, our analysis showed that the use

⁴ Shamgonova, Raisa G., G.N. Kismetova, va A.O. Kudaibergenova. "Teaching Foreign Languages in the Conditions of Inclusive Education." *Vestnik ZKU*, vol. 93, no. 1, 2024, pp. 17–24. DOI: 10.37238/2960-1371.2960-138X.2024.93(1).17.

⁵ Omonova, Shodiyona Mamayusup qizi, va Zubayda Fayzullo qizi Anarkulova. "Teaching English As a Foreign Language In Inclusive Education." *Eurasian Journal of Research, Development and Innovation*, vol. 44, 2025, pp. 7–12. <https://geniusjournals.org/index.php/ejrdi/article/view/6859>

of technology alone is not enough; the main factor is the methodological flexibility and psychological preparation of the teacher. Parizoda Bahromova notes the need to organize inclusive education based on a systematic approach. The results of this article also showed that the effective organization of inclusive lessons requires not only individual initiative, but also systematic pedagogical preparation. However, the study has some limitations. Specifically, the observation and analysis were conducted within a limited number of lessons. Future, larger empirical studies will allow for a more in-depth assessment of the effectiveness of inclusive ELT.

Conclusion

The results of this study showed that the effectiveness of teaching English in inclusive education largely depends on the professional competence, methodological preparation and psychological approach of the teacher. The analysis confirmed that an individual approach, adapted tasks and the use of interactive methods increase the activity of students with disabilities in the lesson process and improve their learning performance. To effectively organize the educational process in an inclusive environment, teachers must have not only in-depth knowledge of the subject, but also communicative and socio-psychological skills.

The study also showed the importance of organizing inclusive education on the basis of a systematic and comprehensive approach. The use of modern pedagogical technologies in the educational process, differentiation of educational materials and the creation of a positive learning environment provide equal opportunities for all students. In general, to increase the effectiveness of inclusive English language education, it is an urgent task to continuously improve the skills of teachers and improve methodological support.

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