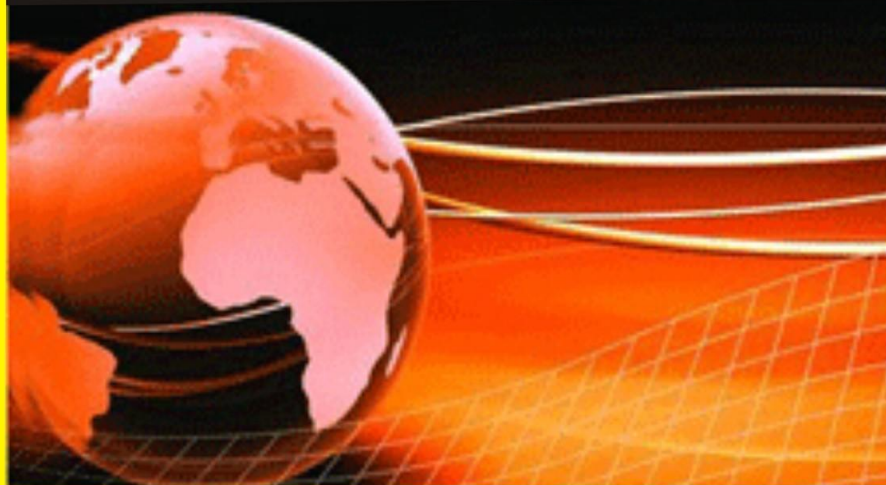


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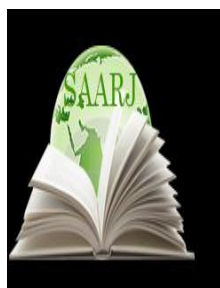
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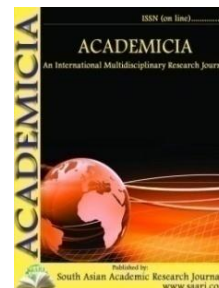
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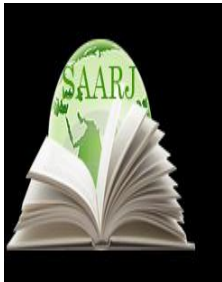
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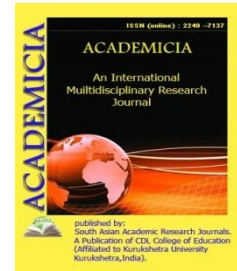
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## THE IMPORTANCE OF TEACHING LANGUAGE SKILLS TO THE SECOND OR FOREIGN LANGUAGE LEARNERS OF ENGLISH: A COMPREHENSIVE STUDY



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### ABSTRACT

*In the present competitive world, communication plays a vital role in almost all the arenas. It becomes a barrier for people to communicate without learning a language. So, there is a need for people to learn a language in order to convey their thoughts and ideas to the other people all over the world. People need a common language to communicate internationally and English serves the purpose since it is the only language spoken all around the globe. Therefore, learning English has become mandatory in the present phenomenon and most of the non-native speakers of English are trying to learn it using various methods and approach. First of all, to learn a foreign language, one must devote more time on it and do regular practice on all the four language skills such as listening, speaking, reading and writing. As classroom is the right place to practice all these skills, the teachers of English should understand the needs of the learners and try to implement various techniques, methods and approaches to improve the language skills of the foreign or second language learners. Moreover, the teachers should inspire the learners by following learner-centered approach in their classroom by adopting interesting and needful material to improve all the four skills of English. Since learning all the four skills of the English language is more essential for the learners to learn the language in a systematic way, the teachers should put more efforts on improving the standards of the learners. This paper sheds a light on the importance of four language skills of the English language. First of all, this paper discusses not only the importance of English but also the importance of the language skills in English. Later, this paper also elaborates the importance of teaching language skills to the second or foreign language learners of English in detail. Furthermore, it enlightens the*

*advantages of each skill comprehensively. Finally, some valuable suggestions are given to the teachers and learners of English to improve their teaching-learning process to attain good results.*

**KEYWORDS:** *English Language Skills; Listening; Reading; Speaking; Writing.*

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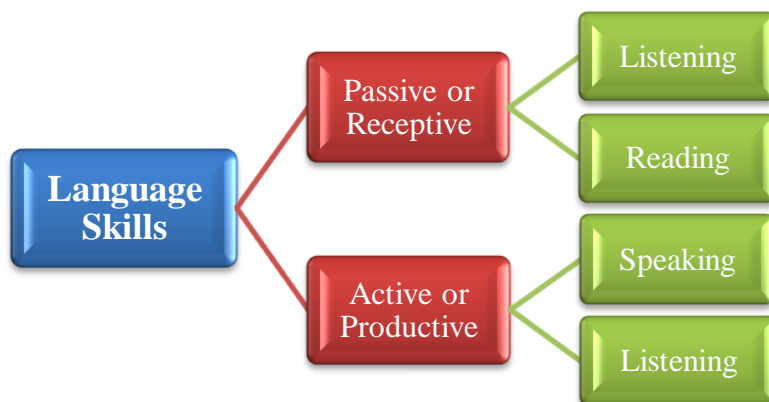
## **INTRODUCTION:**

### **The Importance of English**

Language is a primary tool to communicate and interact with other people around the world and it keeps people to have in good contact with the other people all around the world. English occupies the highest position among all the languages and it is the language that is used by the people of various states, countries and continents of the world. It is the language which plays a major role in many fields such as medicine, engineering, journalism, education, business, science and technology, media and press, pharmacy, research and so on. There are several reasons that make English as the international language. English is the language taught at higher education level and a majority of books are available only in English. It is the language commonly used for the internet purposes and widely used in business communication. Even though English is not an official language of the world, it is the language commonly used by most of the people. For example, around two billion non-native English people use it regularly for several purposes. Also, researches show that the whole business world is learning English today in order to bring drastic changes in their lives as cross-border business communication is dealt in English. Furthermore, English is most commonly used in making films, music, and many other entertaining things, publishing books, writing research articles, etc. Above all, most of the job opportunities are given to the people who show their talents in language skills when they attend job interviews. As most of the information on the internet is available in English, there is a need for people to learn English if they want to access the websites to retrieve the required data or information. In view of all these facts, the second or foreign language learners of English need to learn and get good command over the English language.

### **The importance of English Language Skills**

In the era of global communication, there is a specific need to learn English since it is widely used in all spheres of life around the world. The whole world depends on English as it is the only language used for most of the purposes. English is the language which is extensively used in all business correspondence and most of the present employers recruit their employees those who can excel with outstanding language skills. It is a fact that having the skills of productivity, employability and communication pave the way to form a strong foundation for the companies and they will develop their business internationally. Moreover, there is a huge demand for the people who have good language skills in English. Therefore, there is more demand for English all over the world and most people show great interest to earn it. To get mastery of the English language is possible only by acquiring all the skills of it. Since English is a skill-oriented subject rather than knowledge-oriented one, the learners of it should work hard in order to accomplish the desired goals. It means the learners have to toil hard with a strong determination and dedication. In order to get good proficiency in English, one must learn the language skills commendably. While learning English, the second or foreign language learners must focus primarily on the basic skills of the language, i.e. listening, speaking, reading and writing.



**Fig: The Four Language Skills of English**

Since these language skills are awfully needed in all the spheres of life to attain greater success, people attempt to learn them with utmost interest, especially confronting the competitors in the present global market. The communication skills or language skills are classified into two categories such as passive or receptive skills and active or productive skills. Listening and reading are considered to be receptive or passive skills because the learners do not produce the language, but they just receive and understand it. Whereas, speaking and writing are considered to be productive or active skills where the learners have to make sentences on their own and produce them in the form of speech or writing. So, it is important to note that both receptive and productive skills never take place simultaneously, listening precedes speaking and reading precedes writing. The best way to make use of these productive and receptive skills depends on the learners' high magnitude of determination. These skills may result go astray if the learners do not make use of them properly. The learners have to make use of all these four skills at the optimum level to become proficient in English. At the same time, the learners should ponder that all these four skills are given the equal importance since they are interdependent. Thus, the learners have to concentrate equally on all the four skills and concentrate more on it and allocate more time for practising these skills since learning a language needs a lot of practice. Also, the teachers should try to apply the modern techniques, methods and approaches while teaching the second or foreign language learners. Let us discuss the importance of each skill in detail.

### **Listening**

Listening is the first skill among all the four skills that everyone learns. Listening is the most important skill among all the four skills since it is the key to all effective communication. In this regard, Scarcella (1992) says, "Listening is an essential skill which develops faster than speaking and often affects the development of reading and writing abilities in learning a new language". Without having the ability of listening properly and effectively, the listeners misunderstand the message completely and there is a possibility of breaking down of communication. It may cause the sender of the message to get irritated or frustrated. Therefore, listening is the first and foremost skill for a learner to learn a foreign or second language. According to Hornby (2005), the act of listening means "to pay attention to somebody or something you can hear". It implies that the listener will form an idea about the message what he listens to and responds to the speaker immediately. Vandergrift (2003) says, "Listening is a complex, active process of interpretation in which listeners try to suit what they hear with their prior knowledge". Also, Hadfield asserts, "Listening is perhaps the most challenging of the skills to master in a second



language”. In today’s digital world, to retain the learners’ attention on listening has become much harder when we compare it with the earlier generation of learners. This is just because the modern learners’ minds are almost set or jam-packed with social media, emails and texts. As a result, the teachers of English are now struggling a lot to make the learners to concentrate on listening while they teach English. When the learners struggle to listen to their teacher, they automatically miss some important information which may be helpful for them socially and academically.

In most of the earlier English classrooms, speaking skill was neglected by the English teachers. It was entirely overlooked when grammar-translation method was adopted by the teachers. Later, the importance of listening skills was touched upon by the introduction of Direct Approach, In this regard, Flowerdew and Miller (1995) say, “Learners were immersed in the target language, with the L2 being the language of instruction”. Listening played a major role in Direct Method, but it was not taught actively and learners picked up listening skills in an inductive way, through repetition and usage. So, using inductive technique by following the Direct Method, the teachers did not implement active listening strategies in the classroom. Then in Grammar Approach, listening comprehension was a component of it and learners were continuously tested on the ability of their listening which was primarily related to read and listen to a particular recorded discourse and the learners had to find out answers related to both lexical as well as grammatical rules of the English language. But the listening activities done through this method were not at all useful for the learners in their daily listening activities that happen out of the classroom. Since the learners are asked to fill in the missing gaps, it proves unnatural and the learners also do not get any real meaning or the given discourse.

Then, with the advent of the Audio-lingual Approach in the 1960s and 1970s, the learners had to recognise and practice the utterances and later they were asked to create similar utterances that they had heard before. The teachers used a tape-recorder and an audio cassette for this purpose in the language labs. As the aim of the teachers is to advance the learners’ language pattern through drill and practice, the students developed their grammatical structures and lexical patterns. It ignores the natural process of learning listening skills and concentrates more on mugging up the rules of new grammatical and lexical structures. Moreover, it merely makes the learners to interact with machines rather than with other fellow beings. Then, the main focus of teaching listening skills shifted towards learner interaction in authentic language situations. As a result, the learners could have more exposure to both comprehensible input and practice using the target language in real-life situations. Now-a-days, most of the cassette language laboratories have been with the latest technology such as computer and digital language laboratories and the learners put their emphasis on authentic projects and tasks while using the internet technology. Let us discuss the advantages of listening.

### **The Advantages of Listening:**

- Effective listening ensures understanding the language thoroughly.
- It helps improve accuracy while speaking.
- It enhances learners’ comprehension skills.
- It affects the development of the other language skills.
- It helps the learners respond to the speaker.
- It helps learners gain more understanding of the content.

- It benefits the good listeners to know the new content and concepts.
- It helps the learners recall and build upon their prior knowledge when needed.
- It helps the learners earn the respect and confidence from the speaker.
- It enables the learners to understand the fundamental concepts of the topic taught.
- It helps the learners understand that eye contact is an integral part of listening skills.
- It enables the learners to develop strong listening skills that carry over to all facets of life.

Teaching listening skills to the second or foreign language learners is a challenging task for the teachers of English. The teachers can implement innumerable classroom activities to engage the lessons to improve the learners' listening skills. According to Richards (1983), "The process of listening is more complex for second language learners who have limited memory capacity of the target language". So, there is a need to teach the second or foreign language learners utilizing various strategies for teaching listening skills. The following activities help children build their listening skills.

Teachers can incorporate listening activities and prompts in their classrooms. While teaching aggressive listening skills, the teachers can use rhythm games. To gain the complete attention of the learners, the teachers can repeat some phrases like "All eyes on me" and so on. The learners also understand that eye contact is the integral part of listening skills. The teachers can encourage the learners to pay attention to the lyrics when they play music in the classroom. Moreover, the teachers can encourage the learners to watch several English movies, news channels, TV shows, entertainment programmes and listen to the radio regularly so that the learners can grasp some important vocabulary and intonation patterns. The teachers should tell the students to pay more attention to the articulation of sounds while watching movies to help the learners to acquire the spoken language. Also, the teacher should advise the learners to attend talks, exhibitions, plays and so on that are organized in English in and outside the classrooms. The teachers should also take the learners to the language laboratories to improve their listening skills. Even in the classrooms, the teachers should tell them some stories before they begin the class and make the students more attention in the classroom. Learners' learning entirely depends on teachers how they implement various strategies of teaching listening skills in their classrooms. Therefore, the teachers should try to adopt all the possible strategies in their classrooms not only to grab the attention of the learner but also to improve their listening skills enormously.

### **Speaking**

Speaking is considered the productive skill and learners need a lot of practice to speak. In the case of second or foreign language learners, speaking is the most difficult skills as they have to give an instantaneous response to the queries. Really, speaking needs a lot of practice since the speaker has to give impulsive response to the audience. Most of the second or foreign language learners are scared of speaking in English because of many reasons. Speaking skill is the most difficult skills to acquire for a second or foreign language learner. According to Brown and Yuke (1983), "Speaking is the skill that the students will be judged upon most in real life situations". Even today, most of the English teachers follow the method of repetition of drills or memorization of dialogues. However, there is a huge demand in the present job market for oral communication skills and the job aspirants have to showcase their skills at the time of their interviews. As there are several rounds in the modern interviews, the teachers should prepare their learners for those interviews by training them in all the required skills. Furthermore, the

teachers should also teach them all the required skills so that the learners will perform these skills whenever they are demanded. Furthermore, the employers are prioritizing the speaking skills along with employability skills since they help in developing the growth of their organizations. Most of the language teachers have given more preference to reading and writing and ignored speaking. However, they have realized the importance of speaking skills and started teaching the skills to the second or foreign learners in order to raise their standards of oral communication skills.

Bueno, Madrid and McLaren (2006: 321), "Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a L2 because grammar has a long written tradition". The second or foreign learners face various problems when they are asked to speak in English. They are more scared of the stage and they form a phobia and try to avoid the situation. At this juncture, the teachers of English should motivate the learners by choosing the topics of their own interest and encourage them to speak in English even if they commit errors. Moreover, the teachers should also boost up their confidence levels by telling them some morals or proverbs such as "Failures are the stepping stones of success" and so on. They should also tell them some success stories of great people who achieved their goals with a strong determination and dedication by putting more efforts on their work. Therefore, the teachers should motivate the learners and encourage them to participate in the classroom activities so that the learners will develop their skills speaking skills. While teaching speaking skills to the second or foreign language learners, there are many advantages for the learners.

#### The Advantage of Speaking Skills

The second or foreign language learners are benefitted enormously by teaching them speaking skills. The following are some among them.

- To build up confidence among the learners.
- To develop critical thinking and reasoning among the learners.
- To express their views freely and independently.
- To give short speeches on several occasions.
- To attend job interviews without any hesitation.
- To present papers in conferences and seminars.
- To participate in group discussions and debates.
- To motivate and inspire their colleagues to perform well in their jobs.
- To convince the customers to buy their products.
- To deliver impromptu speeches.
- To share ideas in collaborative learning.
- To continue their further studies in international universities.
- To visit all the countries around the globe.
- To participate in international business meetings and seminars.
- To summarize the lesson that is taught in the classroom.
- To give a speech without any phobia.
- To develop their both vocabulary items and grammatical structures.
- To understand various traditions and cultures of the people around the globe.

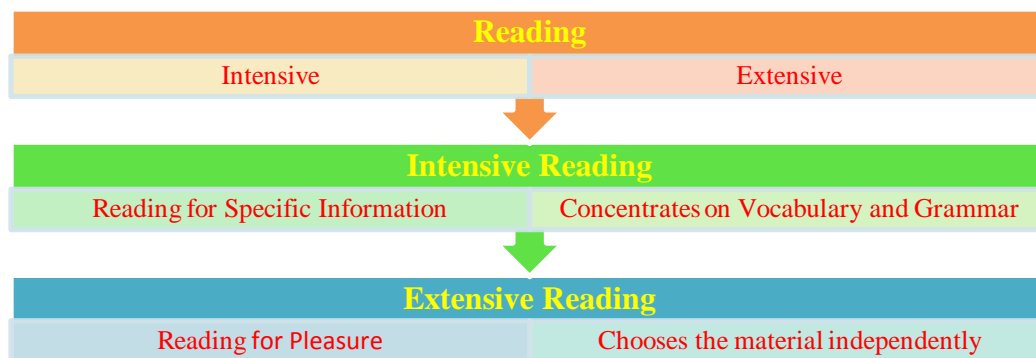
- To inspire the audience with their eloquent speeches.
- To hold the attention of the listeners till the end of their speech.

The teachers of English, therefore, should recognize the significance of speaking skills and put more efforts to develop speaking skills of the second or foreign language learners since they develop a positive approach to learn all the techniques involved in speaking skills.

The first and foremost thing that the teachers have to implement in their classrooms to develop a positive approach towards speaking skills is to adopt various strategies in their classrooms. To do so, the teachers should think of the innovative techniques such as collaborative learning and cooperative learning where the learners interact with their peers and share information among them independently. The teachers should also adopt some other activities such as small talks, short speeches, story-telling, and so on. Moreover, the teachers should also conduct pair work, group work, discussions and debates in the classrooms by forming groups. Ultimately, the focus should be on developing the learners' self-confidence, critical thinking and oral communication skills. Since the role of the teachers is very crucial in developing the speaking skills of the second or foreign language learners, there is a need to implement game-based activities in their classrooms so that the learners will improve their speaking skills and able to deliver speeches using adequate vocabulary and different grammatical structures.

### **Reading**

In most of the languages, listening and speaking skills appeared first in the history of human beings and later, after a long gap, the two other skills reading and writing appeared on the scene. It is quite general for new born children to listen to people's conversation or talk and then starts speaking. Later they come across these reading and writing skills. This process takes place while learning their mother tongue. When we take a foreign language such as English into consideration, children start learning all the four skills at a time. In fact, reading is one of the essential elements of the second language acquisition. Reading exposes foreign language learners gradually to many more vocabulary items, grammatical structure, simple, compound and complex sentences day by day. Students who read books can develop their not only vocabulary but also a variety of grammatical structures, idioms and phrases, figures of speeches and so on. Learners develop a wide range of vocabulary and grammar through reading skills. Reading also makes the learners to fix the accurate grammatical structures of the language. Learners cultivate rich learning experience through reading. Since reading promotes the learners to enhance their word power and grammar, teachers should encourage the learners to read more and more in the classrooms in the form of jokes, moral stories and stories of successful people. A wide reader certainly can become a good writer and few of them also become good speakers since they get a lot of knowledge and vocabulary. Learners get more knowledge from books and they develop creativity also. Furthermore, their language becomes more refined and use apt and adequate vocabulary while they use the language either in their speech or in their writing.



**Fig: Types of Reading**

According to Hornby (2005), a person reads when he or she looks at and understands “the meaning of written or printed words or symbols”. According to Harmer (2007), “There are two types of reading: extensive and intensive reading”. Extensive reading is the reading that the learners read the text for pleasure. This practice of extensive reading is more suitable for the learners who want to choose and read on their own will and wish. Through extensive reading, the learners improve their reading skills massively. Since extensive reading seems more useful for the second or foreign language learners to develop their vocabulary and grammar, the teachers of English should prepare special materials for the students to involve the learners in reading. Moreover, the main responsibility of the teachers is to suggest the learners the suitable materials, assign relevant tasks, give proper guidance and advice the available libraries. On contrary, intensive reading is aimed at a particular text that focuses on a particular reading which involves the learners to do some tasks and activities in the form of vocabulary and grammar. Here, the learners read the text for detailed study and they read between the lines. In extensive reading, teachers should motivate the learners to read the texts intensively by involving more in the given tasks and topics. While the learners read the given text intensively, the role of the teachers should be limited to be an observer, organizer and feedback organizer. In intensive reading, some learners want to just grasp the central idea of the given topic and they don’t go beyond it, whereas, there are some other learners who always go into detail about each and every word or sentence and read with more interest. Even though there are two different kinds of learners, the teacher should concentrate on both in order to make the text understandable for the readers. Let us examine the benefits of reading.

#### The benefits of Reading

Whether the learners read the given text intensively or extensively, reading benefits the learners in the following ways.

- To grasp the overall summary of the given topic.
- To understand the meanings and sentences thoroughly.
- To comprehend the given passage or topic.
- To reinforce the given vocabulary and grammatical items.
- To develop the learners’ reading skills.
- To develop the learners’ skimming and scanning skills.
- To help the learners read the text with a greater speed.

- To enable the learners to use a variety of vocabulary and grammatical structure in their speech and writing.
- To prepare the learners to answer the questions accurately.
- To help the learners improve their critical thinking skills.
- To assist the learners in writing imaginative stories.
- To develop writing summaries and paraphrasing.
- To make the person smarter.
- To pass time while travelling.
- To keep people busy whenever they have leisure time.
- To learn more synonyms, antonyms, idioms and phrases.
- To reinforce the vocabulary and grammatical items.

As there are many advantages of reading, the learners should pay more attention on reading and enhance their vocabulary and grammatical structures so that they can perform well both in speaking and writing. Therefore, the teachers of English should encourage their students by asking their learners to read a story in groups by giving equal chance for all the participants in the group. Also, the teachers should give the learners more comics and moral stories as the learners usually show interest in reading such type of books. Therefore, the teachers should implement the most possible techniques in the classrooms to motivate the second or foreign language learners towards reading the selected texts.

### **Writing**

Writing is the most difficult skill among all the four skills of English since it involves many things. Teaching writing is one of the most crucial tasks of the teachers since it tests spelling, grammar, lexical meaning and so on. As English language is quite different from the learners' mother tongue in several ways such as the grammatical structure, meaning, spelling, silent words, pronunciation, etc., the second language learners surely find it difficult to learn it. Even the alphabet of the English language has twenty-six letters, the spelling system is quite complex. There is no correspondence between spelling and pronunciation of words in English. Moreover, it follows strict grammatical rules in writing and this depends on the context.

Broadly speaking, writing is the graphic representation of symbols that are called letters. In almost all the languages, writing is the most complex skill and the learners must need a good training in it if they want to get mastery of it. According to Widdowson (2001: 62), "Writing is the use of visual medium to manifest the graphological and grammatical system of the language". In this context, learners must have adequate knowledge on the selection of grammatical structure and vocabulary and the graphic system. Olshtain (1991: 235) says, "Writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study". Richards and Schmidt (2002) assert, "Writing is viewed as a result of complex processes of planning, drafting, reviewing and revising". Richards and Renandya (2002) say, "Writing is the most difficult skill for L<sub>2</sub> learners, since they need to generate ideas, organize them and translate these ideas into readable text which can be very difficult for students". In the modern world, almost all the writing is done electronically. Even then, the learners take their written exams of their languages in writing mode, i.e. writing by using their hands.

A French writer, Voltair says, "Writing is the painting of the voice". It means that the learners are drawing and painting the voice through writing. When we speak about writing in the context of second language acquisition, writing is defined as putting words down on paper. Writing is known as speaking in slow motion. As writing is more important for the learner to acquire mastery of the language, we shall discuss the advantages of it.

### **The Advantages of Writing**

Though writing is a difficult skill to learn, the second or foreign language learners get more advantages from it. The following are the advantages of writing.

- To learn the grammatical structure of English in a systematic way.
- To enable the learners to write short paragraphs in English.
- To learn the correct spelling of English words.
- To learn the grammatical structures in a systematic way.
- To replace the vocabulary with new and appropriate words.
- To provide the opportunity to rewrite the previous writing task.
- To give ample time for the writer to think and insert suitable vocabulary.
- To help the learners work on their own.
- To develop the learners to write essays and letters.
- To enhance the skills of summarizing.
- To retain new words in the learners' memory.
- To enable learners to write short stories.
- To make use of wide range of vocabulary.
- To give an opportunity to look up the words in the dictionary while writing.
- To edit the changes in the written text.
- To think and write in a grammatical language.
- To develop learners to write short stories.
- To enhance the learners to learn spelling as well as grammatical structure.
- To enable the learners to write short paragraphs and précis writing.

As there are many advantages of writing, the teachers of English should take paramount attention on teaching writing skills to the learners of English as a second or foreign language. In order to attain grander results, the teachers have to follow the cutting-edge strategies of teaching writing skills. The teachers can embolden the learners to write stories in groups. For this purpose, the teacher should form groups and each group should consist of four to five students so that there are more possibilities for the novices to contribute in the given tasks. Also, the learners can express their opinions and thoughts among the group members in a relaxed and pleasant ambiance. Here, the teachers can give pictures in a random order to the learners and ask them to develop stories by forming groups. Then the groups arrange pictures in a sequence and develop a meaningful story. There are many more techniques that teachers can implement in their classrooms, but these techniques should be suitable for the level of the learners. Since developing writing skills among the second or foreign language learners is quite a pain-taking process, the teachers should apply all the possible strategies in their teaching to develop the learners' writing skills.

Teaching language skills to the second or foreign language learners is a process of teaching all the four skills so that the teachers have to adopt various strategies and techniques in their

classrooms to imbibe these skills into their minds and develop their English language skills enormously. Furthermore, the teachers should give equal importance to all the skills and utilize the state-of-the-art technology to embroil the learners more in the progression of learning English as a second or foreign language.

## **CONCLUSION**

In this paper, an attempt has been made to bring out the importance of language skills in English classrooms. First of all, the importance of English and its language skills has been discussed. Furthermore, the importance of teaching language skills to the second or foreign language learners of English has been elaborated in detail. Moreover, it has also enlightened the advantages of each of the four skills comprehensively. Finally, this paper has given some valuable suggestions to the English language teachers and learners to improve their teaching-learning process to attain fruitful results.

Teaching language skills to the second or foreign language learners is a challenging task for the teachers. The teachers have to understand the psychology of the learners well and implement various teaching strategies to develop all the four language skills among the learners. The teachers should attend orientation classes to update their knowledge and teaching skills so that they can implement novel techniques, methods and approaches in their classrooms. Thus, there is a chance for the learners to concentrate more on learning the language skills and develop them by taking part in group work and pair work which take place in the form of collaborative learning. The teachers also should teach the language skills in a learner-friendly environment and also adopt the materials that create interest among the learners. Furthermore, the second or foreign language learners should implement all the suggestions given by the teachers and work in an independent and friendly atmosphere to attain far greater achievement in learning the language skills of English.

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### ABOUT THE AUTHOR

The author, Parupalli Srinivas Rao, has a vast experience of teaching English at various levels. He has been specialized in ELT and has authored 10 books and published several research papers related to ELT in various international journals. He has attended several national and international ELT conferences and also presented some papers in them. He has also attended many webinars organized by renowned British based international ELT training institutions such as *Cambridge English, Oxford University Press, Macmillan English, Pearson ELT, English First, IATEFL, British Council* and *American based Ed Web (USA)*.

He has been on the Editorial board for *twenty* well-reputed international journals including *American Research Journal of English and Literature, Literary Endeavour, Research Journal of English (RJOE), ELT Vibes, International Journal for Technological Research in Engineering (IJTRE), South Asian Academic Research Journals (SAARJ): ACADEMICIA, Gyanmay Pravah: International E-Journal for Research in Multidisciplinary Subject, Alford Council of International English and Literature Journal (ACIELJ), Trans Asian Research Journal (TARJ), Research Guru, International Journal of English and Studies (IJOES), Shanlax International Journal of English, Journal of Medical Science and Clinical Research (JMSCR), Journal of English Language and Literature (JOELL), International Research Journal of Innovations in Engineering and Technology (IRJIET), International Journal of English and Education (IJEE), The Creative Launcher, Shanlax International Journal of Arts, Science and Humanities, SCIREA Journal of Education* and *Shanlax International Journal of Education*. He has also done several prestigious projects including a project done for the *National Council for Teacher*

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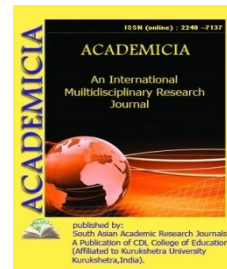
The author did his M. A. (English) from Osmania University in 1991. He also completed his PG Diploma in Teaching English (PGDTE) from CIEFL / EFL University and later he did B. Ed., M. Ed. and M. Phil. from Osmania University, Hyderabad. In 1999, he did PG Diploma in Functional English from Andhra University. He did *Cambridge CELTA* in London, UK, in the year 2008. He also completed two regular onsite ELT courses, namely, *Pronunciation for Language Teachers* and *Teaching Grammar in Context* from University of Edinburgh in Scotland in 2008. At present, he is pursuing his Ph. D. in ELT.



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## CHANGES IN MICRO FLORA AND NON-SPECIFIC FACTORS PROTECTION OF THE ORAL CAVITY IN CHILDREN WITH INFLAMMATORY DISEASES MAXILLOFACIAL AREA

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### ABSTRACT

*At present, it is proved that various types of microorganisms play a role in the etiology and pathogenesis of inflammatory diseases of the oral cavity. This can be explained by a number of factors endogenous infection, microbes, located in the oral cavity of a healthy person and, in addition, in the Association of microbes can stimulate or inhibit certain properties of each other. Along with this, a sharp decrease in the factors of protection of the oral cavity was established. These changes were a prerequisite for exacerbation of focal odontogenic infection. After opening the purulent foci in the oral fluid revealed a large number of grams "+", gram " - " cocci and e coli. Analyzing the work devoted to the study of microflora of odontogenic foci of inflammation in the oral fluid, we noted that this issue is devoted to many studies. However, works reflecting the microbiological picture of purulent processes in children are isolated. In dynamics, the level of lysozyme by the end of traditional treatment, although it had a tendency to increase, however, did not reach the level of healthy children, which undoubtedly affected the recovery of children. After destruction of enamel and dentin of a healthy pulp has been the biological barrier, preventing the penetration of microbes in the periodontium*

**KEYWORDS:** *Microorganisms, Undoubtedly, Increase, Endogenous, Stimulate*

## INTRODUCTION

The human oral cavity is an ecological system in which autochthonous micro flora is formed. Optimal for microbes, pH, temperature, constant humidity and an abundance of nutrients are a factor in this. Through the mouth from the external environment comes a lot of germs. It is known that a person swallows 1 billion microorganisms with saliva during the days, which are washed off the surface of the oral cavity.

According to various researchers, the share of obligate-aerobic and micro aerophilic flora of the oral cavity accounts for 80-90 % of the microbial landscape. The bulk of the facultative anaerobic species of Staphylococcus, streptococci, some enter bacteria, and the anaerobic gram negative declaraci. These microbes make up the resident micro flora of the oral cavity and form a rather complex and stable ecosystem. As you know, odontogenic inflammatory diseases develop as a complication of caries. To date, it is established that in the development of dental caries necessary, if not decisive, participate microorganisms, in particular Str. mutants. In the carious cavity are found in a large number of lactobacilli, streptococci.

After destruction of enamel and dentin of a healthy pulp has been the biological barrier, preventing the penetration of microbes in the periodontium.

According to some authors, the microbiological study of purulent discharge of patients with odontogenic phlegmon in all (105 patients) obtained bacterial growth. Monocultures were found in 11.4%, associations of bacteria in 88.6%, in 88.6% obligate anaerobes were isolated, in 6.4% in pure culture. Analyzing the work devoted to the study of microflora of odontogenic foci of inflammation in the oral fluid, we noted that this issue is devoted to many studies. However, works reflecting the microbiological picture of purulent processes in children are isolated.

To date, it is known that the protection of the body from the pathogenic effects of microorganisms is primarily carried out by the oral mucosa due to the secretion of immunoglobulins. Expressed bactericidal properties of oral fluid are provided by lysozymes, leukocytes and other enzymes.

The aim of the study was to study the changes in humoral level of local immunity in odontogenic inflammatory diseases.

Objective: to Study the state of microbiocenosis of the wound and oral fluid in children with odontogenic inflammatory diseases. To give a clinical and immunological assessment of the factors of nonspecific protection of the oral cavity in children.

Materials and methods: all examined children were divided into 3 age groups: children from 2 to 5 years, from 6 to 9 years and 10-13 years. To assess the characteristics of the clinical course of the disease, all signs of the disease are divided into General and local. Each of the signs was expressed in points. Clinical, microbiological and immunological studies were conducted in detail in 74 of 105 patients.

In the analysis of complaints of patients 2-5 years, admitted to the clinic (Multiprofile medical Children's Center of Bukhara) with different phlegmons of the maxillofacial region, found: the younger the child, the more pronounced the General signs of the disease.

To account for anamnestic clinical and laboratory studies of the course of the disease, we have developed a map of examination of a patient with various phlegmons, in which anamnestic data,

General and local signs of the disease were entered, laboratory data, all on the day of admission when collecting anamnesis, carefully studied complaints, took into account local signs of the inflammatory process, the overall reaction of the body, transferred and concomitant diseases, previous treatment.

Along with clinical and dental methods, microbiological and immunological studies were performed in 74 patients with maxillofacial phlegmons. Before carrying out emergency surgical care in children were taken into the sterile vial oral liquid. During the operation, immediately after opening, a smear was taken from the wound, which was introduced into a sterile tube.

Analysis of the results of pus microflora in different phlegmon in children showed that bacteria were sown from pus as monoinfection (*Str. rooda*, *St. epidermidis*), and in the Association of several microorganisms. The Association was most often attended by *St. aureus*, *Str. epidermidis* *E. coli* LN. *Str.gemoliticus*, *Ps. egoda*, *Pr. vulgaris* ... Like *St. aureus* was sown in 20 cases (14.8%), *St. epidermidis* in 19.3% (26 patients). A characteristic feature is the decrease in the number of anaerobic bacteria, among which the most significant is the decrease in the number peptostreptokokkov by 25.5% compared to healthy. Along with this, the number of facultative flora sharply increases, the number of staphylococci significantly increases to  $8.78\% + 0.18$  lg CFU/ml, hemolytic streptococci to  $4.31 + 0.83$  lg CFU/ml.

In the study of the microbial landscape of saliva of patients with phlegmons, we have revealed the fact: in the oral cavity before surgery are not typical for this biotope microorganisms strains of *E. coli*. Thus, the number of lactopositive *E. coli* was  $4.17 \pm 0.42$  lg CFU / ml and LN *E. coli*  $2.15 \pm 0.21$  lg CFU / ml.

These data indicate that not only dysbiotic changes occur in the oral cavity, but also there is a decrease in its resistance, barrier-protective functions are violated.

As mentioned above, lysozyme lyses gram-negative bacteria, inhibits the growth of pathogenic staphylococci and streptococci. In its absence, it is impossible to implement an immune response through SIDA. According to the literature, it is known that lysozyme deficiency is accompanied by the activation of the entire normoflora of the oral cavity. This was confirmed by our research. Our data shows that in healthy children, it was  $17.8 \pm 0.54$  mg %, and in children with abscesses phlegmons of the maxillofacial region were significantly reduced to  $7.08 \pm 0.18$  mg %. There was a decrease in the level of lysozyme by more than 60% relatively healthy, can be explained by the fact that the oral fluid increased the number of aerobes and fungi of the genus *Candida*. In dynamics, the level of lysozyme by the end of traditional treatment, although it had a tendency to increase, however, did not reach the level of healthy children, which undoubtedly affected the recovery of children.

Phagocytic activity of neutrophils-the ability to capture and "digest" foreign complexes, in particular microbes, is an objective criterion for assessing not only the pathological but also the physiological state of immune reactivity. The study of leukocyte phagocytic activity allowed us to identify the relationship between the severity of the disease and the effectiveness of the treatment. In healthy children, FANG was  $54.3 \pm 1.24$ , and in patients with phlegmon  $31.3 \pm 0.31$ .

## CONCLUSION

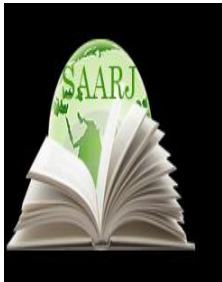
after carrying out in full emergency surgical care (opening purulent foci and tooth extraction) and medical treatment, the studied indicators tended to increase but these changes were

insignificant. Clinically, this was manifested in the preservation of signs of inflammation, such as weakness, malaise, long-lasting purulent discharge.

In the oral fluid of patients with admission revealed disbiotic changes characterized by a decrease in the number of anaerobic microorganisms with a sharp increase in the optional flora, not typical for this biotype strains of *E. coli*. Along with this, a sharp decrease in the factors of protection of the oral cavity was established. These changes were a prerequisite for exacerbation of focal odontogenic infection. After opening the purulent foci in the oral fluid revealed a large number of grams "+", gram " - " cocci and *e. coli*. Indicators of non-specific protection factors tend to increase, but do not reach the indicators of healthy children.

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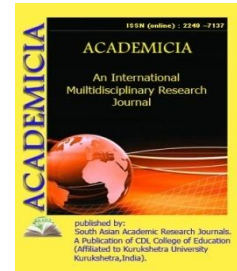
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## USE OF MULTIMEDIA BASED ON IPP FOR ENHANCING ACADEMIC ACHIEVMENT OF B. Ed. STUDENTS

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### ABSTRACT

*We are living in the click of the world, and the whole world is in one box. The present day students are in a digital era of learning. During their course of study they acquire a wide range of information from various sources like Internet, books and journals. They basically come into contact with worldwide friends using different means in communication such as Twitter, face book, whatsapp and Google Group etc. Hence using the elements of the Ignatian Pedagogy paradigm (IPP) is to remained curriculum in the enhancing academic achievement of B. Ed. students: Context, Experience, Reflection, Action and Evaluation. The researcher observed that the students face many problems on learning the subjects; because B. Ed. is a vocational course in which different field of study come to take the training and more especially because of its vague and critical nature. Majority of the content in the said subject are arts and pedagogical. If it is taught with the help of software package and the elements of IPP the teacher educators as well as teachers can explain the learning more interesting and meaningful.*

**KEYWORDS:** *Context, Experience, Reflection, Interesting,*



## **I. INTRODUCTION**

The college of education, through its commitment to Jesuit ideals, prepares teachers to become educational leaders who improve and transform society. The elements of Ignatian pedagogy paradigm (IPP) emphasize teachers as consumers of knowledge to producers of knowledge in service of others. On the other hand Multimedia is computer – controlled integration of text, graphics, drawings, and still and moving image(video) animation, audio, and other media where every type of information can be represented stored conveyed and administered digitally. The existing organized methods for teaching B. Ed. course involves chalk and talk method. Hence, there is a felt need among the present teachers make use of newer technique (IPP) for the better understanding and better presentation of knowledge in the B.Ed. course. This paper presents a comprehensive study of use of multimedia based on IPP for enhancing academic achievement of B. Ed. students.

## **II. SIGNIFICANCE OF THE STUDY**

In this paper, a study of most commonly used methods and issues related to the use of multimedia as a new education technology tool has been carried out and reported. It also presents Ignatian pedagogical paradigm (IPP) in modern education system.

## **III. STATEMENT OF THE PROBLEM**

Use of Multimedia Based on IPP for Enhancing Academic Achievement of B. Ed. Students.

## **IV. OPERATIONAL DEFINATIONS**

**Multimedia:** Using more than one medium of expression or communication such as art, education, text, graphics, audio and video etc.

**I.P.P.:** Ignatian pedagogical paradigm is a way of learning and a method of teaching taken from the Spiritual exercises of Ignatius of Loyola.

**Enhancing:** To improve the quality, value, amount and strength of something.

**Academic:** Relating to education for a teacher or scholar in schools, colleges, and universities especially of higher learning.

**Achievement:** A thing done successfully with effort, skill or courage.

**B. Ed. :** A Bachelor of Education is 2 years Vocational Course.

**B. Ed. Students:** A Bachelor of Education is a graduate professional degree which prepares students for work as a teacher in schools.

## **V. OBJECTIVES OF THE STUDY**

- 1.** To find the significant difference between the mean scores of use of multimedia based on IPP for enhancing academic achievement on the basis of gender.
- 2.** To find the significant difference between the mean scores of use of multimedia based on IPP for enhancing academic achievement on the basis of type of college.
- 3.** To find the significant difference between the mean scores of use of multimedia based on IPP for enhancing academic achievement on the basis of area of College.

4. To find the significant difference between the mean scores of use of multimedia based on IPP for enhancing academic achievement on the basis of medium of College.

#### **VI. TOOL USED**

Self constructed and validated tool on value education.

#### **VII. METHOD USED**

The investigator adapted survey method for the present study.

#### **VIII. POPULATION FOR THE STUDY**

For the present study, colleges from 2 districts Ranchi and East Singhbhum in Jharkhand State.

#### **IX. SAMPLE**

There were 100 B. Ed. college students from both the district of Jharkhand State.

#### **X. STATISTICAL TECHNIQUES USED**

1. Mean
2. Standard deviation
3. t-test.

#### **XI. DELIMITATIONS OF THE STUDY**

1. The researcher has taken the sample from the state of Jharkhand.
2. The researcher has taken only 2 districts Ranchi and East Singhbhum.
3. The researcher has taken 100 students for the study.
4. The samples are from B.Ed. college students situated at the urban from the Jharkhand State.
5. The population is B. Ed. trainees.

#### **XII. NULL HYPOTHESIS**

1. There is no significant difference between the mean scores of use of multimedia based on IPP for enhancing academic achievement on the basis of gender.
2. There is no significant difference between the mean scores of use of multimedia based on IPP for enhancing academic achievement on the basis of type of college.
3. There is no significant difference between the mean scores of use of multimedia based on IPP for enhancing academic achievement on the basis of area of college.
4. There is no significant difference between the mean scores of use of multimedia based on IPP for enhancing academic achievement on the basis of medium of college.

##### **XII.1. Null Hypothesis - 1**

There is no significant difference between the mean scores of use of multimedia based on IPP for enhancing academic achievement on the basis of gender.

**TABLE - 1**

Gender	N	Mean	STD	t-value	Remarks
Male	50	79.85	8.95	0.94	NS
Female	50	81.62	9.89		

(At. 5% Level of significance the table value of 't' is 1.96)

It is inferred from the **table 1** that the t-value is 0.94 which is less than the table value 1.96 at 5% level of significance. Therefore, the null hypothesis is accepted. It means that there is no significant difference between the mean scores of use of multimedia based on IPP for enhancing academic achievement on the basis of gender.

### **XII.2. Null Hypothesis - 2**

There is no significant difference between the mean scores of use of multimedia based on IPP for enhancing academic achievement on the basis of type of college.

**TABLE - 2**

Gender	N	Mean	STD	t-value	Remarks
Govt. College	50	77.72	9.92	2.82	S
Jesuit College	50	83.02	8.79		

(At. 5% Level of significance the table value of 't' is 1.96)

It is inferred from the **table 2** that the t-value is 2.82 which is more than the table value 1.96 at 5% level of significance. Therefore, the null hypothesis is rejected. It means that there is a significant difference between the mean scores of use of multimedia based on IPP for enhancing academic achievement on the basis of type of college.

### **XII.3. Null Hypothesis - 3**

There is no significant difference between the mean scores of use of multimedia based on IPP for enhancing academic achievement on the basis of area of college.

**TABLE - 3**

Gender	N	Mean	STD	t-value	Remarks
Urban	50	81.57	10.71	1.20	NS
Rural	50	79.17	9.23		

(At. 5% Level of significance the table value of 't' is 1.96)

It is inferred from the **table 3** that the t-value is 1.20 which is less than the table value 1.96 at 5% level of significance. Therefore, the null hypothesis is accepted. It means that there is no significant difference between the mean scores of use of multimedia based on IPP for enhancing academic achievement on the basis of area of college.

### **XII.4. Null Hypothesis - 4**

There is no significant difference between the mean scores of use of multimedia based on IPP for enhancing academic achievement on the basis of medium of college.

**TABLE – 4**

Gender	N	Mean	STD	t-value	Remarks
English	50	81.62	10.24	1.33	NS
Hindi	50	79.85	8.92		

(At. 5% Level of significance the table value of 't' is 1.96)

It is inferred from the **table 4** that the t-value is 1.33 which is less than the table value 1.96 at 5% level of significance. Therefore, the null hypothesis is accepted. It means that there is no significant difference between the mean scores of use of multimedia based on IPP for enhancing academic achievement on the basis of medium of college.

## CONCLUSION

It is to be inferred from the above table that there is a significant difference between the mean scores of Use of Multimedia Based on IPP for Enhancing Academic Achievement of B. Ed. Students on the basis of gender, on the basis of area of college and the type of college where as there is a no significance difference between the mean scores of Use of Multimedia Based on IPP for Enhancing Academic Achievement of B. Ed. Students on the basis of type of college.

The Application of the Ignatian Pedagogy Paradigm (IPP) to B. Ed. training curriculum develops opportunity to answer the question from the guiding vision of the college of education – How ought we live and lead as educator? The elements of IPP provide practical tools that make a difference in the way we prepare teachers. The use of a reaction journal as one way to leverage the IPP elements context, experience, reflection, action, and evaluation provides a shared learning experience that can reinforce, challenge, encourage and then give assurance for the better teaching – learning experience.

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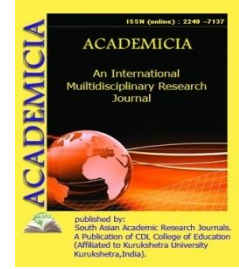
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## URBANIZATION AND HOUSING IN DEVELOPING COUNTRIES: BANGLADESH PERSPECTIVE

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### ABSTRACT

*Bangladesh is a heavily populated country of the world. This developing country bearing 163 million people in her territory. Population density of Bangladesh is 1125 people per kilometer. Bangladesh bearing the identity of 8<sup>th</sup> populous country of the world. Most of the industry and educational institution are situated in the urban area. Migration rate of urban area is comparatively high in Bangladesh. The urban population in Bangladesh raised at nearly 57.3 million people. The Bangladeshi urban people face miserable housing problems because of rapid urbanization and industrialization. The overall environment of urban housing is underprivileged. The vital reason of urban migration is compelled by for better education, better life, rural poverty and natural disasters. The massive urban people lives in informal housing where all facilities are not adequate. We must reinforcement housing policies for better livelihood and solving large scale housing problems in Bangladesh. This research addresses to find the solutions concluded the demonstration of data based analysis of Bangladesh (Chittagong City) surveyed by individual conversations. This study attempts to articulate recommendations for improving housing problems in several group of people in the urban city area of Bangladesh.*

**KEYWORDS:** *Housing, Housing Policy, Socio economic factors, Urbanization, Urban Population, Urban Migration.*

## **INTRODUCTION**

People around the world facing several changes only the reason for urbanization. Over the past two centuries around 5% to 50% of the world's inhabitants living in big municipalities it is guess that two-thirds of the people will live in enormous municipalities by (Brennan, 1999). There are several reasons for urbanization like industrialization, searching for better opportunity, insecurity of food in rural areas and for political shelter which we call political refugee. These massive portion of resident not only pressure on environment but also strike a huge impact on the overall condition of housing. Because of rapid urbanization the overall conveniences of housing are reducing. The Government of Bangladesh have to take necessity steps to tackle the speed of urbanization otherwise there will be chance of joblessness and mainly city in sufficiency and degradation of housing and situation (Syed, 2004). All best prospects and services are located in the urban area and its springs those better confidence and hopefulness rather than in the rural area people (CDE, 2014). According to Van der Heijden, 2017, "Cities are considered unsustainable sources of resource consumption and waste production, greenhouse gas emission, and are a key contributor to climate change." Mowla addressed that "Urban poor live mostly in informal areas creating unhealthy living conditions and none of the planning frameworks adopted so far for Chittagong directly addressed itself to dealing with the priority needs and problems of the housing of urban poor" (Mowla, 2007). Because of the bad impact of urbanization it's really impossible for policy formulators and policy implications to plan for or bring about any facilities for the housing of the urban poor that's why most of the urban people have to live in slum and squatter settlement. This segment of people don't receive none of the assistances as long as to well-off residents such as water supply, better transportation, health facility etc. (CUS, 2006). We have to provide the excellence of the living standards and housing of the metropolitan underprivileged peoples like adequate shelter and housing, basic services, housing policies and social amenities and need to be well implemented (Jahan and Kalam, 2010). That's why it is really important to include this poor segment of people to the agenda and implementation of proper plan and policies to solve the housing problem of them.

## **OBJECTIVE OF THE STUDY**

The primary purpose of this research paper are:

1. Identify facts of the housing problems of urban areas of Chittagong City, Bangladesh because of rapid urbanization and industrialization.
2. Reviewing of National Housing Policy, 1993 and its implications.
3. Analysis of the urban formal and informal housing settlement and their overall current situations in Chittagong city, Bangladesh.
4. Make some clear and realistic solution addressing the housing condition of the urban housing quality in Bangladesh.

## **METHODOLOGY**

The main and only purpose of this research and bring together all data was to accomplish a research on the cause and effect of housing and urbanization in urban area. To conduct this research a structured form of questions was managed to assemble data. For the collection of overall information and relevant data various primary and secondary source of data were administered. For collection of primary data which was face to face and focus group discussion we used interview method to the all respondents. Our target population was the residents of

urban area. Our primary respondents were from the Chittagong City, which is the only port city of the country. The city of Chittagong is the second prime city of the country where most of the industries were flourished. According to the report of BBS, 2011 the city bearing 2.5 million people and the average population density is 1500 per square kilometer (BBS, 2011). Where I include the data of the residents of slum dwellers, house owners, government servant quarters and tenants.

The total number of questionnaires administered were 100. I used both interview and focus group discussion method to collect quantitative and qualitative data. All data I have entered manually on computer and uses special statistical tool called SPSS to generate all data. To conduct the research perfectly I put additional linked questions which were enhanced the potentiality of the research. These questions concentrated on the exists of residents and the sensitivity of their livelihood. For example, ‘Which source of water do you use for drinking?’ and ‘What’s the main reason for coming in the City?’ Also at the end of the questionnaire, we asked one open question about ‘If you are not satisfied with present housing facilities state three major issues.’ The participants were casually selected however of gender or educational level. These questions linked to their lives and housing.

## **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

### **URBANIZATION**

Urbanization can be defined as the process of shifting of people from rural or village area to urban area for better livelihood and career. Only for urbanization the amount of urban population are slowly increasing and the society have to accept all the new coming people and upcoming challenges (NLM, 2014). It is predominantly the process by which towns and cities are formed and become larger as more people begin living and working in central areas (Demographic Partition, 2013). According to UNFPA, “Urbanization is applicable to a range of alterations including urban development, geography, sociology, economics, and public health. The occurrence has been closely related to modernization, industrialization, and the sociological development of justification. Urbanization can be seen as a detailed condition at a set time or as an escalation in that condition over period. So urbanization can be measured either in terms of the near of urban growth relative to the general inhabitants. Urbanization generates enormous social, economic and environmental variations which deliver an chance for sustainability with the possible to use assets more professionally to create more workable land use and to defend the biodiversity of regular systems” (UNFPA, 2014).

### **HOUSING**

In every individual and national context housing is the most important and promising issue. It’s a countless status is consequently recognized to the part it plays in stimulating human wellbeing by both nature and society (Amao, 2012). This is why Eldredge (1967) concludes housing is the combination of some factors which enhance and facilitate the need and demand of respectable living and a fundamental to community quality and protection. Likewise, Agbola (1998) notes that housing is characterized with all facilities without it’s not possible to live with proper way. The term housing includes and influences all economic and social phenomena. Housing can be defined as an overall platform of properties and amenities covering elsewhere that one.

## **HOUSING QUALITY**

Housing quality depends upon country by country. But the living conditions and overall facilities are have to be perfect. Otherwise people unable to live properly. Okoko E (2001) stated that the term housing quality includes many major issues like structured condition of houses and overall facilities and services which are available. It's not always necessary to provide all facilities and services with high volume of money. There have to think all segment of people and have to provide affordable price range for the low and middle income people. Because of urbanization most of the rural people are gradually shifting to urban area and making pressure on existing housing settlement. That's why many low income people are staying at poor quality of housing infrastructure. In the developing countries 90% of slum residents are with struggling with housing issues. Cities are struggling with this housing shortage. That's why most of the people of urban area are forced to live in slums and various informal housing settlement. (UN Habitat, 2006).

## **HISTORY: A PANORAMA OF BANGLADESH**

Bangladesh is the land of beauty covering demographic territory of 1, 47,570 square km. The economy of Bangladesh is agriculture based. But only agriculture can increase country's GDP. There are enormous industries and factories. Bangladesh is considered as 8<sup>th</sup> populous country of the world. According to Bangladesh Key Economic Indicator (2002) Bangladesh is considered as one of the world's poorest and most densely populated country. The rate of urban poverty is wider than rural area. From the report we found that 80%-85% poor people live in the rural areas and 15%-20% poor people living in the urban areas. Among them the percentage hardcore poor is 40.2%. The families which monthly income is around 3500 TK were measured as poor people and families with monthly income around 2500 TK is considered as hardcore poor. The most of the urban people are unable to pay their house rent properly or face difficulties to pay the house rent (Syed, 2004).

## **HOUSING SCENARIO OF CHITTAGONG CITY**

In Bangladesh Chittagong is considered as the second prime metropolis. This port city is situated near of Bay of Bengal and Karnufuli River. The port of Chittagong is the largest and most important port of Bangladesh. Only for this principal sea port enormous industries and import-export businesses are located in Chittagong city. This city belongs a great impact on the country's economic and industrial activities. That's why recently most people from the rural area are shifting to this city and creating pressure to the existing housing equilibrium (Nasir, 2018). According to the report of BBS in prompt lessening in urban poverty were knowledgeable which is assessed at 13.7% in 2016 (BBS, 2017). In the city of Chittagong around one fourth of the city population are living in slums where all services and facilities are scarce (Ashraf, 1995). Residents are still facing various types of environmental problems for example toxic air, extra decibel noise, overcrowding traffic and water pollution (Rahman, 2001).

## **NATIONAL HOUSING POLICY**

The chief purpose of the National Housing Policy, 1993 is to certify the expansion of the excellence of livelihood of urban underprivileged group of people. The main purpose of revising the National Housing Policy is to find out its strength and weakness of the policy and find out the vital issues which needed to be focused. National Housing Policy is revised from the



comprehensive advance viewpoint for the overall implications of city development and change the life conditions of urban poor (Islam, 2000).

### GOALS AND OBJECTIVES NATIONAL HOUSING POLICY

The National Housing Policy of Bangladesh 1993 states that: "Housing is one of the three basic primary needs of man (and woman), and is as important as food and clothing. It provides shelter, safety and a sense of belonging to the owner". The main and vital objectives of the Housing Policy 1993 is to provide housing for all with particular residents emphasis on the poor, deprived and the low and middle-income groups of people.

### STRENGTH

The prominent strength of the policy is that through this policy the government make legal authorities to upgrade the housing sector. Through this policy the government become key fascinators for overall development. It will procure the land and offer to the housing contractor groups at a minimal price. It will make some provisions through which the interest of lower and middle range income people are well satisfied. (National Housing Policy, 1993)

### WEAKNESS

The government of Bangladesh promise to eradicate the poverty from the country and committed to establish healthy housing facilities to all the residents through National Housing Policy, 1993. But it's really matter of sorrow that all the commitment and promise of the government are not well executed properly and large scale of people are out of healthy housing facilities. There is no financial support from the government to establish a healthy housing and satisfactory living. There we don't find any policy which directly focus the lower segment of urban people.

### PROJECTED GROWTH IN URBAN AND RURAL POPULATION, 1950-2030

Bangladesh belongs the metropolitan population fewer than 5 million but in 1990s the population had amplified to 22.4 million. A decade later the urban population mounted at 42.5 million. In Bangladesh the yearly urban population rate is 3.7% and this rate is the highest of all other south Asian countries (Hossain, 2014). From the census 2011 the current urban population is 23% and the population compactness per sq. km and it's increased to 964 in 2011. Calculations display the urban population of almost 100 million by 2030 (Table.1).

**TABLE.1: PROJECTED GROWTH IN URBAN AND RURAL POPULATION, 1950-2030**

Year	Population (Million)		Share of incremental population (Million)		Percentage of total population	
	Rural	Urban	Rural	Urban	Rural	Urban
1950	40.0	1.8	-	-	95.7	4.3
1960	48.8	2.7	8.9	0.9	98.4	52
1970	61.4	5.1	12.5	2.4	92.3	7.7
1980	72.7	12.7	11.3	7.6	85.1	14.9
1990	88.3	21.8	10.6	9.1	80.3	19.8
2000	103.1	34.4	14.8	12.6	75.0	25.0
2010	115.7	52.2	12.6	17.8	68.9	31.1
2020	1232	74.4	7.5	22.2	62.3	37.7
2030	124.1	98.6	0.9	24.2	55.8	44.3

Source: UN 2002: Table No 3 and Table No 4.

According to Rahman (2014) it's really tough duty to outline the definition what is urban. Because of rural-urban division the two most populous and large metropolis Dhaka and Chittagong has become developed villages. In Table 2 appearing the consolidating of rural-urban continuum.

**TABLE.2: RURAL-URBAN DIVIDE: CONVERGENCE AND DIVERGENCE**

Location	Average Monthly House-hold Income (Taka)	Trend
Metropolitan: Chittagong	22658	Metropolitan-Village income difference: 86.8% Metropolitan-Secondary Town income difference: 69.3%
Secondary Towns	13387	
Villages	12129	Secondary Town-Village income difference: 10.3%

Source: PPRC Recession Survey, 2009

### **SPECIFICATIONS OF URBANIZATION IN BANGLADESH**

The main and key features of urbanization are those indicators which not only give brief descriptions of the reasons and factors but also addresses the issues which essential to be reserved in perception. Such specifications are described below with main issues.

#### **FROM RURAL-URBAN DIVIDE TO RURAL-URBAN CONTINUUM**

According to Bangladesh Population Census, 2011 the average population density of Bangladesh is currently position at 1016 and is predictable to double by 2050. Because of continuous urbanization rural-urban divide is the reason for a rural-urban continuum. There belongs several factors for this issue. But the matter of distress is there have no specified policies for overall housing development for urban and rural territory.

#### **TRANSPORT CORRIDOR-CENTRIC URBAN GROWTH**

Another vital feature for the urbanization is transport corridor centric urban growth. Both population and economic maps denotes that the only reason for the urban growth is located on river side banks and central places where communication system is well established.

#### **POLICY-INDUCED PRIMATE CITY DEVELOPMENT**

Another feature is primate city development. In Bangladesh all policies are mainly created for rapid growing mega and important cities. All amenities and facilities are administered on large cities like Dhaka and Chittagong. Small cities belongs limited portion of all facilities which sometimes not continuously sufficient. That's why for entering in new life style and accepting fast lifecycle most people from rural and small city comes to prime metropolis to change their life.

#### **URBAN ENVIRONMENT- LIVING CONDITIONS: CHITTAGONG CITY**

Like other countries of South East Asia, Bangladesh facing terrific discrepancies in the possessions of rapid development and housing problems by dint of the town controlling administration. But because of rapid population growth the resources which needed to satisfy the

need and demand of urban population are not well fulfilled and there remain insufficiency (Syed, 2004). The followings are the core anxieties of the urban planners and decision makers for viable metropolitan housing development.

### **HOUSING PROBLEMS**

In narrow sense we can define housing problem by housing shortage, contradictions in facility of housing for diverse earning groups and resident settlements. But in wide sense housing problem is not housing shortage its more than providing all people residential facilities, security and rent settlement. Where all electricity, supply of water and gas supply will be adequate.

### **WATER SUPPLY AND SANITATION PROBLEMS**

Now a days the urban residents facing poor experience of water supply both drinking and household activities. Water supply and sewerage authority in this regard doing their duty well but the city housing is constructing at a high growth. That's why it's becoming impossible to provide city people safe and pure water.

### **OTHER SERVICES PROBLEMS**

We can classify other housing glitches because of massive urbanizations like unreliable electric supply system, load shedding and insufficient supply of gas.

### **URBAN FORMAL AND INFORMAL HOUSING**

Urban formal housing are defined as structured form of residential which have to constructed based on planned building codes by the national infrastructure and housing experts. But there belongs no structured planning and rules for the informal housing. These informal housing don't follow any structural way to build properly. Poor segment of urban people usually lives in these houses and these informal houses are spreading rapidly. According to UN-Habitat, 2007, "the over-all urban inhabitants in the world spoiled the rural population, specifying that we have settled a significant edge into an urban age and the future growth of the urban population rests to be largely located in emerging countries." The world urban population is continuously increasing and its assuming that between 2020 the amount of urban slum population will be reach to 1.4 million (UN Habitat, 2006). Its assuming that between 2020 the urban households will be more than 20% -40% whom are living in the lands which don't belongs to them or living without the legal permission of the landlords (Malpezzi, 1990). In Asian capitals above 200 million people alive in poverty and many more are helpless to financial and environmental astonishments (Lind field, 2010). According to Pugh (2000) there belongs three types of housing enhancement systems, first one is formal, second one informal and last one is organic. In formal housing development systems there belongs some structured agency which implement all housing planning's. All these authorities are mainly based on government rules and regulations. But unfortunately there have no structured authority for informal housings. These housing are randomly build without any proper planning or government rules.

### **RESULT AND FINDINGS**

Bangladesh is considered as the maximum overcrowded country of the world. Chittagong is the only port city of the country bearing enormous industries and job opportunities. Chittagong is the second position populous city of the country. According to The Chittagong Chamber of Commerce and Industries (CCCI) Annual Report, 2015, there consist two largest Export

Processing Zone (EPZ) in Chittagong. There are 108 garments. Among them 67 are foreign, 17 are joint venture and 24 are local. There are 73,000 people working there. The industries are mainly garments, textile, electronic goods, footwear & leather goods etc. There are enormous chance of garments industries in Chittagong. The population is more than 6.5 million (Male 3.4 Million and Female 3.1 Million). The literacy rate is 60% in Chittagong city. Over the last decade the city of Chittagong experiencing rapid growth of urbanizations and migration of people for better life and occupation. Chittagong city is expanding rapidly. Because of this mighty urbanization process the Chittagong City people is facing massive need of healthy housing facilities.

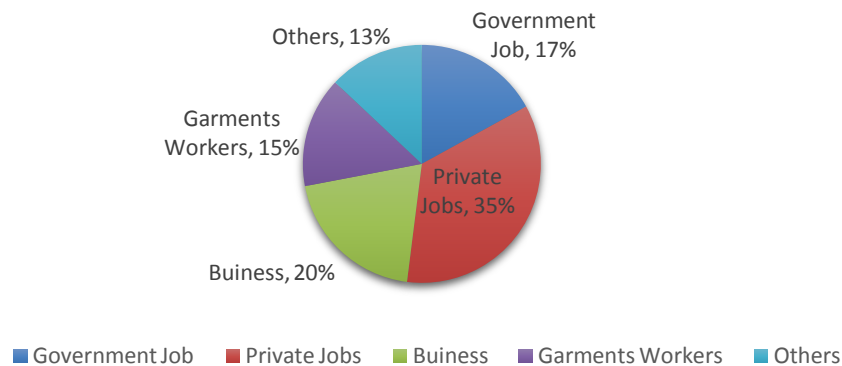
Table No 3 shows the estimate number of industries and factories in Chittagong city. These industries open doors for the employment of people. Many people come from rural are for better livelihood and opportunities in these industries. Figure1 shows the number and percentage of occupations in Chittagong city.

**TABLE 3: NUMBER OF INDUSTRIES IN CHITTAGONG**

Types	Number
No. of big Garments factory	510
No. of Tea Garden	22
No. Rubber Garden	8
Fertilizer Factory	03
Oil Refinery	1 (only one in the country)
Jute Mills	24
Textile Mills	33
Tannery	19
No. of Cement factory	8 (some more are under construction)

Source: The Chittagong Chamber of Commerce and Industries annual Report, 2015

**Figure1: Percentage of Occupation in Chittagong City**



Source: Based on field Survey

The earning range of these segment of people are limited. They have to complete and fulfill their needs between these salaries. They have to manage a nominal place for living where all housing and healthy living conditions are not get satisfied. Table 4 shows the salary range of people in Chittagong city

**TABLE 4: RANGES OF SALARIES**

Ranges of Salaries	Frequencies	Percentage
4000-7000	15	15%
8000-14000	28	28%
15000-25000	26	26%
26000-40000	20	20%
40000-80000	10	10%
Total	100	100%

Source: Based on Field Survey

People who work in any government and reputed private company the get a home allowance regularly. The amount sometimes satisfactory or not satisfactory varies from company rules. Among the study we found that 62% people of the Chittagong city get home allowance bill from their perspective job. 75% people stated that the amount is not satisfactory. That means the amount which they get for home allowance 75% people unable to pay their housing rent properly and have to live in unhealthy housing settlement.

Urban area is considered as a place where everyone can manage their food and lives at any cost. But the scenario is not same in rural area. The people of rural area mainly dependent on agriculture. If any problem occurs in the field of agriculture like floods, droughts and natural calamities it's really hard to live their regular life in sound position. That's why the migration rate of urban area is increasing. Figure 2 state the ratio of permanent residents of the Chittagong city.

Figure 2: Ratio of Permanent Residents

**RATIO OF PERMANENT RESIDENTS**



Source: Based on Field Survey

There are several reasons for the overall urban migration. People from rural area comes to city for changing their lifestyle and better future. The job opportunity rate is high in urban area. Table 5 indicates the percentage of the reasons why people come in urban area.

**TABLE 5: MAIN REASON FOR COMING IN THE CITY**

Main Reasons	Frequency	Percentage
Higher Education (Self/Child)	18	18%
Better job/ livelihood	56	56%
Natural calamities/disasters	11	11%
Poverty	14	14%
Political refugee	1	1%
Total	100	100%

Source: Based on Field Survey

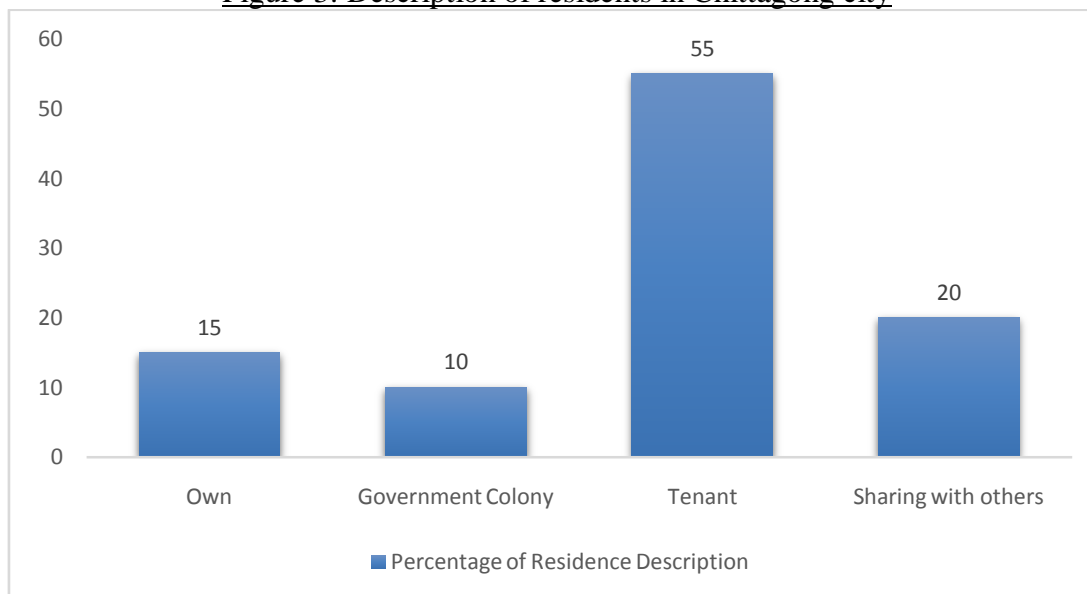
Most of these urban population lives in informal settlement where all housing facilities are not present. House rent are much higher in Chittagong. Low segment of people unable to pay high housing rent, that’s why most of them stay at poor infrastructure houses. Table 6 shows the scenario of housing infrastructure and Figure 3 shows description housing of Chittagong city.

**TABLE 6: HOUSING INFRASTRUCTURE OF CHITTAGONG CITY**

Housing Condition	Frequency	Percentage
Building	55	55%
Semi Pucca/ Tin shed	23	23%
Jhupri/ mud	12	12%
Dilapidated house	10	10%
Total	100	100%

Source: Based on Field Survey

**Figure 3: Description of residents in Chittagong city**



Source: Based on Field Survey

Because of rapid urbanization and high rent of housing most of the people have to choose poor and bad housing structure. Where lack of all optimum housing facilities. 33% residents are satisfy with their housing rent but 67% residents are not satisfied. 85% people stated that there is

no fixed housing rent system in Chittagong city. It’s a culture of land or house owners to increase the rent of house regular basis. There always a chance to increase the rent after every year. 97% residents argue that at the beginning of every year house owner increases the house rent without any legal notice. It’s an oral notice from house owner how much extra money have to pay as house rent. People are staying in a congested environment where 4-5 people live one room and 65% people share toilet with others. Table 7 showing the amounts of people living per room.

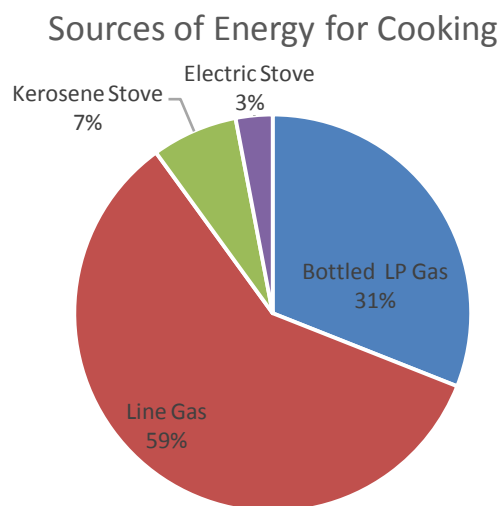
**TABLE 7: PERCENTAGE OF PERSONS LIVING PER ROOM**

Amount of Persons	Frequencies	Percentage
0-2	29	29%
3-4	55	55%
5-7	13	13%
7-10	3	3%
Total	100	100%

Source: Based on Field Survey

Gas, electricity and supply of water are considered as vital resources for any housing. Without such facilities we can’t consider any house as sound position. It is the major duty of government to provide all these facilities to residents. From the field survey 33% residents are not satisfied with present housing conditions. 37% residents stated that they face electricity disruption. Load shedding is acute at the time of summer. More than 60% houses remain without electricity most of the day. Residents of these houses also demand for the price of per unit bill of electricity should be reduced. Some house owner complained that the price of electricity bill is increasing day by day. 78% people don’t agree with the price range of electricity bill.

Figure 4: Energy source for cooking in the household of Chittagong city

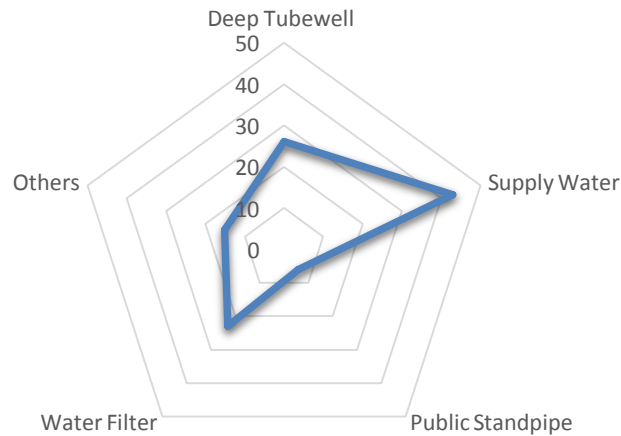


Source: Based on Field Survey

In any urban area there always find scarcity of the supply of water. Chittagong Water Supply and Sewerage Authority (CWASA) in this regard doing their job. But with the amount of people and household it’s really tough to provide service to satisfactory level. In Chittagong city 65%

household are directly depend on CWASA and 35% are depend on deep tube well. Figure 5 showing the source of drinking water in Chittagong City.

Figure 5: Sources of Drinking Water



Source: Based on Field Survey

From field survey we found that for disposal of wastage or garbage there 24% people get help from Government volunteer, 69% people use dustbin and remain 7% dispose wastage on road or open space. Most of the houses are not get any security guards facilities, only 21% houses belongs security guards facilities.

### **RECOMMENDATIONS**

Because of rapid urbanization the country can able gain some economic standards and fulfillment of targets but there belongs some defects or glitches which are responsible for urbanizations. The major issue is housing difficulties. To solve the housing problem the need some measures to mitigate it. Some recommendations are described below.

### **OVERCOMING THE URBAN INFRASTRUCTURE DEFICIT**

To solve the need of housing demand firstly I need to make clear that most of the houses and residents are established without maintaining proper structure and plan. These rapid growth of housing unable to maintain proper housing quality. To overcome this problem there need to be help of local representatives to figure out the problem and take necessary steps to solve the problem. In Chittagong city there we don't find any positive support from local representatives to solve infrastructure deficit. Local representatives have to talk with housing authorities and make well established plan with civil engineers and architects to solve housing problems.

### **REFINING URBAN GOVERNANCE**

It's always the vital election manifesto to solve all urban problems as soon as possible by the ruling political parties after the election. One of them stands for solving the overall housing problems in urban areas. But concentrating other primary functions this segment always aloof from improvement. That's why there need well planned policies that's not only formulated but



also properly implemented to solve the housing problem in urban areas. Urban government is a long term procedure to update or make proper development that's need to be upgrade by improving urban government bodies.

### **BETTERING COLONIAL PLANNING PARADIGM**

The housing problem of present megacities and metropolises can't solve with the help of traditional or colonial ideas. There need some upgraded and standards theme of planning to figure out the problems and to solve the problem there need deep insight thoughts. The city is a combined genuineness and needs a new style of administration that arranges combination, supervision and public participation.

### **SERVICES WITH STANDARDS**

It's the basic rights of every residents to access with electricity, gas, water supply and sanitation. All these services have to provide with maintaining optimum quality. According to Sayed (2004) for creating a healthy urban city we have to provide and emphasis on low and middle income people, handicaps and shelter less people. We have to give them suitable housing at an affordable price range.

### **CONCLUSION**

Owing to unplanned urbanization in developing countries, especially in Bangladesh most of the people coming from rural or small cities to major metropolises for better opportunity. The housing quantity is not well sufficient. That's why most of the people have to live in the informal settlement where housing quality and services are available in deprived quality (Hoeven, 2000). Urbanization has concentrating to growing housing demand and housing scarcity in the city that's not only pressure on existing residents of the city but also make a challenge to establish new housing settlement for the new comers in the city. In Bangladesh, the speedy urbanization and deprived enactment of the economy take assisted the development of poor structure of housing areas in Chittagong with bigger need for housing. To change the overall scenario of the housing condition of Bangladesh this research try to figure out some recommendations. If all of these recommendations are well implemented the urban people can able to live in a standard way. These processes desired check underprivileged housing feature, protect every environmental factors and recover the life expectancy of the ordinary Bangladeshi urban individuals.

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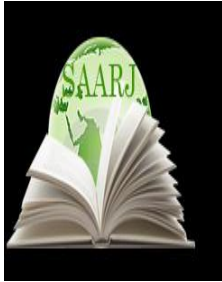
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## TARE ZAMEEN PAR ---BOLLYWOOD MOVIE, PERFECT -CASE FOR EMOTIONAL

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### ABSTRACT

*Films are considered as very valuable tool in classroom learning among several courses on various management aspects as they communicate through their characters, story, context, dialogues and audio-effects at several levels to students. Feature films, documentaries are now widely used by management instructors, as means of illustrating topics and concepts, and as a source of pedagogical material which is more entertaining and motivating than the conventional teaching methods. This article discusses about the movie Tare Zameen par, a 2007 Indian Bollywood movie. The film explores the life and imagination of Ishaan, an 8-year-old dyslexic child. Although he excels in art, his poor academic performance leads his parents to send him to a boarding school. Ishaan's new art teacher suspects that he is dyslexic and helps him to overcome his disability. This paper attempts to draw similarities in method used by teacher on a dyslexic child to emotional intelligence competencies.*

**KEYWORDS:** *Movies, Bollywood, Management education, Emotional Intelligence*

## **INTRODUCTION**

### **Intelligence: ----**

Tare Zameen Par boasts of a story that strikes a chord, but most importantly, it has been treated with such sensitivity and maturity that every one is left shell-shocked in amazement by the sheer impact it leaves at the end of 18 reels.

This is a beautiful movie sensibly made to appeal to all sorts of audience across all strata of society. It touches strings in every individual's heart and connects with everybody. No one is left out. It does not matter if one is a parent, uncle, aunt, teacher, brother or sister. It's sure to move every one.

Tare Zameen Par drives home a strong message, making every one empathize with the kid, compels to draw parallels with their life, making one realize that some of the renowned geniuses were once scoffed at, but the world had to bow down to their intellect later. The movie was just amazing and flawless... In a nutshell, Tare Zameen Par serves as a wakeup call for every parent or parent-to-be.

Tare Zameen Par looks like a children's film, but as the story unfolds, one realizes that the story peeps into the mind and heart of a kid Ishaan Awasthi, his interests, his hobbies, his strengths and weaknesses. The director opens the cards at the very outset, and then one can realize that the kid is just not interested in books/studies. And his interaction with his stern father, doting mother and lovable brother is straight out of life.

However on the Organization Behavior perspective the movie is a typical case study of Emotional Intelligence. The character of Mr. Nikumbh was shown as Emotionally Intelligent person who could able to identify the potentialities and weaknesses of the main protagonist of the story Ishaan and turns around him from a failure child to successful boy.

### **Story in nut shell: ---**

Ostensibly, the film is about children with special needs and the story revolves around the efforts of a dyslexic child to fit in, adjust and perform in a 'normal' world where competition is the norm and regimentation the principle.

A world where it is natural and 'normal' to rap eight-year-old knuckles and discipline with verbal abuse and physical battering, if a child gets his spellings wrong, forgets to do his homework or fails to give a copy book answer. But the canvas of the film is so sensitive, so vast, and so meaningful; it includes any and every child in its ambit. So much so, Tare Zameen Par becomes the story of Emotionally Intelligent teacher who could able to relate to the suffering of a child understand his problem and coaches , guides , influences and boost the confidence which no one did with the child.

Ishaan Awasthi, an eight-year old dyslexic child has difficulties in reading, and spelling. His world is filled with wonders that no one else seems to appreciate; He is a simple happy-go-lucky child with a fertile imagination that can see fish flying but fails to grasp the difference between B and D. Ishaan has spent two years in the third standard.

Colors, fish, dogs and kites are just not important in the world of adults, who are much more interested in things like homework, marks and neatness. When asked by his teacher to solve how

much 3X3 comes to, he confidently picks up his pencil and sees a war of planets on the firmament of his mind where planet 3 smashes into planet 6 and beats it into smithereens. Naturally, the answer of  $3 \times 6$  is 3 for our little genius. And Ishaan just cannot seem to get anything right in class. For this, he gets punished time and again. In contrast to this, Ishaan's elder brother, Yohaana is always at the top, be it in sports or studies. However, Yohaana is supportive of his brother. He is mischievous. His altercation with the neighboring kid over a cricket ball leads to severe punishment from his father.

When Ishaan's academic report sinks to a level too low for his parents (specifically his father) to bear, he is packed off to a boarding school to be 'disciplined'. Ishaan's father decides to put him in a hostel. Ishaan's constant pleas fall on deaf ears.

He is close to his mother. His mother quit her job and became a dedicated house wife and devoting mother only to take care of this child. There is a special bonding between the mother and son. Ishaan feels that mother's mere touch can act like a soothing balm on a troubled soul. He feels he is sent to boarding school as process of punishment.

Things turn out no different at his new school though, and Ishaan has to contend with the added trauma of separation from his family.

The child could not able to digest the fact that he was in a boarding school. Ishaan the very first day in the hostel misses his mother a lot and cries all alone in the bathroom. He could not come out of the impression that children for punishment are sent to boarding school. He expresses this with one of his friends Rajan Damodaran.

Ishaan could never able to focus on studies and unable to concentrate what is being taught in school with this absent mind. His first day in the Hindi classroom where he explains the actual meaning of the poetry but the teacher could not understand. Teacher chides him. He has such bitter experiences with almost all teachers. His mathematics teacher beats Ishaan hard on the hands and same with the art teacher punishing him for his inattentive behavior makes him a laughing stock among his friends. These instances one by one, drives Ishaan into a shell in the boarding school. All these instances like separation from family, punishments and humiliations at the boarding school make him disinterested in life.

The boarding school becomes a living hell for him, where he faces ridicule and begins to lose all self-esteem in his effort to fit in.

If earlier he would paint the canvass bright with colours, now he does nothing of the sort. In school, he has gone from bad to worse, but no one seems to know the reason for his dilemma.

One day a new temporary art teacher Ram Shankar Nikumbh joins Ishaan's boarding school. Nikumbh, with his characteristic teaching style that is markedly different than his strict predecessor, soon becomes popular among the students.

Apart from teaching at this convent school on a temporary part time role, he also teaches at Tulips—School for special children who has mental imbalances.

Nikumbh soon spots the indolent Ishaan. He notices that Ishaan is unhappy, and a non-contributor to activities in the class despite the atmosphere in the class that actively seeks contribution from the students.

He sets out to discover why Ishaan behaves in differently by enquiring from Ishaan's bench mate—

Nikumbh travels all the way to Mumbai to meet Ishaan's parents. Nikumbh meets Ishaan's parents. Introduces himself.

He tries hard to underscore that Ishaan is a perfectly normal child who needs only a helping hand from parents and some patience to improve his grades.

He tries to convince them about Ishaan's condition. He discovers the truth that the child is dyslexic. In short, Ishaan has a learning disorder marked by impairment of the ability to recognize and comprehend written words.

He cites examples of several extra-ordinary men who were ridiculed by their contemporaries/peers and tries to convince parents and make them understand the problem. To support this argument, Nikumbh highlights Ishaan's artistic ability as demonstrated by his many paintings and creative works-of-art. Ishaan's mother responds positively and gives attention. However, Ishaan's father ridicules Nikumbh.

Ishaan's father remains skeptical and continues to brood over how Ishaan might not do well in the outside world where earning money is considered important for faring well in life, and not "useless" artistic skills.

In spite of negative response from Ishaan's father, Nikumbh goes back to school with conviction and confidence that he can change Ishaan and bring success to him.

Nikumbh understands the Childs plight thoroughly. He observed that Ishaan is suffering with Dyslexia on one side and separation from parents on other side making Ishaan unattentive.

He starts his work by lending moral support and becoming friend to Ishaan. Only Nikumbh could see the suffering of the child because he too was once dyslexic and now teaches in Tulips, a special school for the differently-abled.

Nikumbh brings the confidence in Ishaan giving an example of Albert Einstein, Leonardo da Vinci and Thomas Alva Edison, all great men, who suffered from the same malaise, gives moral confidence to Ishaan and he starts identifying him self with him. At one moment, Ishaan in class feels that Nikumbh is going to cite him but after knowing the names of great personalities who too underwent same plight like him gives required moral support to the child in trauma.

**Why Nikumbh so passionate of this child:** -- Nikumbh too in his child hood was once dyslexic and could able to relate very well and understand the trauma what Ishaan is undergoing.

Nikumbh meets the principal of boarding school and explains thoroughly of the mental condition of Ishaan. Principal laughs at Nikumbh and clarifies Nikumbh that this school is not to be treated like "Tulips" school of mentally retarded where Nikumbh is working as permanent staff.

However Nikumbh explains patiently to principal about what Dyslexia is and shows principal the paintings made by Ishaan and the creativity skills exhibited by the boy. Nikumbh pleads him for some additional time and effort from school staff for boosting Ishaan's development. The principal by seeing the determinism of Nikumbh gives him required time with a condition that these efforts must bear fruit by the end of the semester, otherwise he will have no choice but to expel Ishaan.

With the Principal's assent thus secured, Nikumbh takes it upon himself to develop and improve Ishaan's reading and writing abilities. With Nikumbh's unique style of teaching, Ishaan soon develops interest in language and mathematical skills to the point of mastering these skills. To jumpstart an interest in painting and art in general, Nikumbh organizes an art fair for staff and students alike. Ishaan, with his strikingly creative style is declared the winner, while his teacher, Nikumbh (who paints Ishaan's portrait) is declared the runner up.

At the end of the year, when Ishaan's parents meet the teachers, they are speechless to see the change in Ishaan. Ishaan has an above average grades in all of the subjects and has a commendable grade in painting. Ishaan's father is in tears upon seeing this change, and realizes his mistake. Before leaving for the holidays, Ishaan runs to hug his teacher who tosses him in the air.

### **What is Emotional Intelligence all about? And how it is applicable to the case:--**

It all began about 2,000 years ago when Plato wrote, "All learning has an emotional base." Since then, scientists, educators, and philosophers have worked to prove or disprove the importance of feelings. Unfortunately, for a large part of those two millennia, common thought was, "Emotions are in the way. They keep us from making good decisions, and they keep us from focusing." In the last three decades, a growing body of research is proving just the opposite.

However the lime light to Emotional Intelligence came in 1990 when John Mayer coined the term Emotional Intelligence and he published an article along with Salovey.

Goleman gave wider publicity when he first published his article in Harvard Business Review on Emotional Intelligence in 1995.

There are three different schools of thoughts which have given their own understanding of the subject.

According to Salovey and Mayer—"Emotional Intelligence is the ability to perceive emotions; to access and generate emotions so as to assist thought; to understand emotions and emotional knowledge; and to reflectively regulate emotions so as to promote emotional and intellectual growth."

In other words, there are four parts:

1. Perceive or sense emotions,
2. Use emotions to assist thought,
3. Understand emotions,
4. Manage emotions.

Daniel Goleman drew on the research of Salovey and Mayer, as well as several other key researchers and practitioners, for his bestselling book, Emotional Intelligence.

The EI model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive managerial performance. In *Working with Emotional Intelligence* (1998), Goleman explored the function of EI on the job, and claimed EI to be the strongest predictor of success in the workplace. Goleman's model outlines four main EI constructs

1. Self-awareness - the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions



2. Self-management - involves controlling one's emotions and impulses and adapting to changing circumstances.
3. Social awareness - the ability to sense, understand, and react to other's emotions while comprehending social networks
4. Relationship management - the ability to inspire, influence, and develop others while managing competencies conflict. Goleman includes a set of emotional competencies within each construct of EI.

The third school of thought is Bar-on's.

Bar-On's definition is: "Emotional intelligence is an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures."

The Bar-on's EQ-i assesses five areas: Intrapersonal (awareness), Interpersonal (relationships), Stress Management (problem solving), and Adaptability (stress tolerance), and General Mood (happiness).

Though the three different schools of thought differ in their interpretations, worldwide recognition of Emotional Intelligence was attributed to Goleman. He said. Emotional Intelligence is a set of competencies which an Individual possess either few or to the fullest and become successful.

#### **Identification of EI--competencies in Mr. Nikumbh who has turned around the child: ---**

According to Daniel Goleman a group of competencies which make an individual Feel, think and act and drives him towards success. These set of competencies are possessed by every individual with varied walks of life. Professor, Scholar, Child, Parent, Manager, CEO, Politician, any individual can possess.

Mr. Nikumbh has shown the following set of competencies and driven Ishaan towards success:--

**Self-Awareness:--** Nikumbh is fully aware of his strengths and weakness. He has not forgotten his past. Once in his child hood he was also dyslexic and it has made him to easily relate with suffering of Ishaan. Nikumbh while giving the examples of several people once Dyslexic and later became renowned individuals and the end takes his name in class and says he was also Dyslexic. This understanding of himself very well had made him to attach himself with another special school Tulips meant for dis--abled children.

**Self—Control. : --** He has shown lot of maturity and never lost his cool in convincing Ishaan's parents about the plight of Ishaan. When Ishaan's father ridiculed Nikumbh, he was firm and stick to his belief that he can change Ishaan. He did not give up.

**Self-Confidence:--** After understanding everything about the child Ishaan, his confidence boosted up. In spite of non cooperation from faculty, principal and even parents, based on his calculations and data, he was bent that by proper care and attention he can do wonders with Ishaan.

**Transparency: --** He was himself when he interacted with students. He was open and interacted with students freely without any hesitation. The method and means he adapted to become closer

with children made him to understand more about Ishaan. The way Rajan Damodaran-Ishaan's bench mate openly discussed the plight of Ishaan clearly links to the open nature of Nikumbh.

**Adaptability:** -- His free and fair nature made him to mingle with children. He was flexible too with staff. He was very well accepted by them and even principal.

**Achievement Drive:** -- He could not able to take the fact that Ishaan is Indolent in class. When all others are with normal behavior, how long this child? Was always the question in his mind that has made him drive towards turnaround of Ishaan. The passion to contribute something to the child has made him to travel to Mumbai to meet parents of Ishaan.

**Initiative:** -- Prior to Nikumbh, there were several teachers who associated and interacted with Ishaan, but none of them took initiative to find out what the suffering of Ishaan is. Even Ishaan's own parents have not shown the initiative to identify the problem.

**Empathy:** -- Why only Nikumbh? Why not others? Yes. He once suffered with Dyslexia. Hence he knows how it is and made him to easily empathise with suffering of Ishaan.

**Organisational Awareness:** -- Nikumbh is very well aware of the limitations of school. He knows the boarding school different from Tulips, the special school. In a normal school, If a child is declared failed, he will be thrown. No special care will be taken. So he has worked hard. In the time limits sanctioned for him, he put his efforts and succeeded.

**Service Orientation:** -- He dedicated his life to the special children. His feel is every child is special. Every child requires special care and attention. That orientation of him made him passionate.

**Inspirational Leadership:** -- He has inspired Ishaan. He led Ishaan towards success by inspiring Ishaan by telling him about great personalities. At one point when Ishaan never uttered any word in class became so responsive towards a query and replies Nikumbh. Nikumbh in class talks about Davinci, Picasso and asks Ishaan to switch on light. When Ishaan goes to switch on light, he asks who discovered Bulb. Ishaan replies back by naming Edison. He has infused that all great people were once suffered and underwent the same plight what he was undergoing. That point clicked with Ishaan and he was responsive.

**Developing Others:** -- His adaptability, Empathy and service orientation made Nikumbh to be determined to develop special people. AT Tulips too he makes the special children participate in the annual cultural programs.

**Influence:**-- With his passion and determinism, he influences the faculty, parents and even principal to respond positively towards child.

**Change Catalyst:** -- He has acted as catalyst and driven the change in the school famous for its rules and regulations. The way every member of the school from Principal to children participated in drawing competition shows how Nikumbh has brought a positive change in school.

**Conflict Management:**--His Initiative in discussing the facts about Ishaan would have led to conflict. Mr. Nandkishore Awasthi-Ishaan's Father did not like the way Nikumbh is talking about his child. However the convincing nature and influencing style of Nikumbh has led to a version of the conflict. He was also successful in overcoming the conflict within himself whether

to do fight for or not and sorted out all the feelings and stayed focus in achieving his mission to change around Ishaan.

**Building bonds:** -- He has bonded well with Ishaan. The Guy who was alone to himself, while leaving to his house for vacation, rushes back to Nikumbh. It shows the bonding he developed with children.

**Team work and collaboration:** -- He could able to build relationship with every one whether and took along with him in changing around Ishaan. Every one whether faculty, principal, parents or even the judge-Lalitha Lajmi, who had to decide on winner in competition too responded positively. Everyone understood him very well.

The teacher character Nikumbh has shown optimism that the child can be successful. It was his hope which has driven him towards turning around the child. The service orientation drive with in him has made him patient all through and he also has equally suffered the trauma the child was undergoing because has related himself with Ishaan.

The adaptability shown by the teacher to fit in to the role of teacher in a normal school is highly commendable. This adaptability nature had made him to take initiative with respect to Ishaan problem and probe him further. He has shown an inspirational leadership, where he had taught the things difficult for the child in a highly sensible manner. He had influenced people like the principal of the college the father of the child and other teachers towards the cause and brought changes in their thinking and led them towards success. But the best part is reserved for the finale — the art competition organized for every one The emotions reach an all-time high as the kid regains his confidence. The finale would melt even the stone-hearted!

The Entire journey the teacher, Nikumbh had adopted in achieving his mission has shown the competencies what an Emotional Intelligent person possesses.

On the whole, Tare Zameen Par is an outstanding work of cinema that is a perfect case of Emotional Intelligence.

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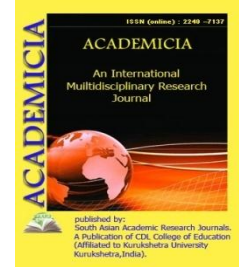
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## ROLE OF WOMEN FOR MAKING HOUSEHOLD DECISION IN NEPALESE SOCIETIES

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### ABSTRACT

*Every woman's life has strongly influenced by her father, husband and son. Such patriarchal practices are further reinforced by the legal system. The early marriage generally depreciates her life. Women's relative status, however, varied from one ethnic group to another. The economic contribution of women is substantial, but largely unnoticed because their traditional role was taken as for granted. Her present situation are guided to health condition, education, social participation, income generation, self-confidence, decision-making, access to policymaking, and human rights has making important role. The high birth rates, low life expectancy, high infant and maternal mortality rates indicate the poor health status of women. People brought in for emotional reasons interrupt and halt the democratic process, and at times have easily undermined democratic institutions. The women leaders need to change of political playing and they have to be more visionary by being involved in political participation. The education, leadership and resource can change the situation on decision making process of the women.*

**KEYWORDS:** Income, Expenditure, Family Composition, Leadership

## **INTRODUCTION:**

In America and western countries women are free and equal to men. Their social status is very high and strong. In undeveloped and developing countries like Nepal, socio-economic status of women is very low and they are treated as a second class citizen. Women account for 50% of total population of Nepal. Women represent approximately 45% of total labor force in the country and 40% of economically active population. Moreover about 91% of economically active women are involved in agriculture (UNDP).

The socio-cultural ideological, political, and legal factor prevailing in the country have forced women to remain in a low status and seriously restricted their participation in a economic activity and in decision making (Acharya, Nabin 1997). Nepalese women in general haven't been active participate in the overall development of grinding poverty, mass illiteracy, poor health and traditional conservative attitude towards them and lack of access to control over productive resource technology and informant.

Even in 21<sup>st</sup> century, women are heavily engaged in domestic chores along with the socio-economic activities. They have major role in household management and they have to do more than 50% of household work but have low decision making power. Women are not enjoying equal decision making power with their male counterpart. They are discriminated since their childhood. In childhood, they have to live under their parents, in adulthood they should follow their husband and in old age, they are under their children. They have no liberty to decide freely even their own.

The majority of women in Nepal live in rural areas where the choice for livelihood is limited to agriculture work on the farms which are owned in most cases either by father, husband, landlord or brothers. Most of female are economically dependent. They have to ask their male partner to spend their own income also. Very few women are economically independent and they have little bit higher decision making power (NPC, Nepal 2043).

Socio-economic status of female affects the role of women in society however they are capable and potential. Their capabilities and potentialities do not respect if they have low status. As females are less educated they have low decision making power. These women have higher education and sound economic background, have higher chance on decision making. Female are not considered to participate in decision making process in most of socio-economic religion and other activities. They are very few household which are headed by female. According to census 2001 only 17.18% household are headed by women. The economic, demographic and social factors have the strong role in terms of decision making power. Women are not leading roles; they are considering as a second grade citizen and play subordinate role in the society. They are less comfortable in decision making field. They have low access to resource which makes them dependent and it affect their role in household as well as in society.

The Socio-economic status of women's in Nepal generally low. Due to the poverty, gender bias distribution of power and resources in the family and society. Nature of women status visualized in terms of backwardness socio-cultural and traditional norms. Lack of health facilities, high burden of household and fieldwork less input even the important area of family decision making, low employment opportunities, wealth and legal right. Unequal rank and power in decision making and benefit are legitimizing by traditional norms. Women suffer from discrepancy and have to face unequal social and economic condition. Their status in economic, social and legal

aspect is much low in the society. Their low status is mainly because of their involvement in the economic activities. As they work mostly inside the house chore and confine themselves to such task as cooking, washing, taking care of children. Their contribution remains invisible. Women have less access to income; wealth and employment are the main cause to their low social status. Which affect directly in their decision making process.

Since the daughter of Nepal are deprived from inheritance of property right which is the means of owning land. In the rural area women have to work in men's land from dawn to dusk for supporting themselves and their family members. These clearly show how dependent they made their livelihood or in other words we can say that the right for survival for women is laid on heart of men. The problems faced by urban women are also encountering the different kinds of problem. Now a day, in urban area unwanted female fetuses are destroyed with the help of modern technology. Hence the discrimination of female starts from womb and continue to the tomb. The famous Nepali saying; let it be later but let it be son, still exist in our society.

Women's relatives' status varies from one ethnic group to another. The status of women in Tibet-Nepalese communities is generally better than of Hindu or Newari women. Women from low caste group also enjoyed relatively more autonomy and freedom than that of Hindu and Newari women (acharaya, 1997). Urban women are getting more opportunities in education, health as well as economic and political sphere. Nepal has tribal groups apart from its Hindu caste system. Brahmins rank top then other caste group. Women in each of these caste group varying position and power accorded to them by traditional culture and religious sanctions of the society. Women in high caste group Brahmins hold perhaps the most critical and miserable position, which is determined by the so called rites and ritual sanctioned from time to time ("women in Development", Samira Luitel). The Brahmin pattern of life style rules brought by Manu and his contemporaries made the life of women typically miserable. In these caste system women usually not authorized to take major decision and they are bound to obey the instruction of male members of family i.e. father, husband, son and even brother and nephew. In the traditional Hindu family hierarchy the male is accorded superiority over the female and the elder over the younger. According to custom, the eldest male has authority and control over all other members of the family. Among Tibet-Burma communities such as Sherpa and the Gurung women are accorded more decision making power. They have more access to resource and property and more likely to conduct business on their families behalf (UNICEF, 1996).

The senior female member played a commanding role within the family by controlling resources. Making crucial planting and harvesting decision and determining the expense and budget allocations. Yet women's lives remain centered on their traditional role –like taking care of most household chores, fetching water and fodder and doing farm work. Females usually work harder and longer than the men do. The work load of women is very high as compared to men. The economic contribution of women is substantial but largely unnoticed because their traditional roles are taken for granted. In contrast, women from high class families had made to take care of most of household chores and other menial work and thus work men and women in lower socio-economic group. Therefore, the facts that women as the oppressed and suppressed lot still persist. This is reflected in almost all aspects of their power lives including their power of decision making in the household. Decision making is also important aspects which measure the relative status of household member. Although women have access to decision making in less important matter, they still remain excluded from important decision making.



### **Rationale and Research Question:**

The socio-economic status of women's in Nepal generally low. Due to the poverty, gender bias distribution of power and resources in the family and society. Nature of women status visualized in terms of backwardness socio-cultural and traditional norms. Lack of health facilities, high burden of household and fieldwork less input even the important area of family decision making, low employment opportunities, wealth and legal right.

The senior female member played a commanding role within the family by controlling resources. Making crucial planting and harvesting decision and determining the expense and budget allocations. Yet women's lives remain centered on their traditional role –like taking care of most household chores, fetching water and fodder and doing farm work. Females usually work harder and longer than the men do. The work load of women is very high as compared to men. The economic contribution of women is substantial but larger unnoticed because their traditional roles are taken for granted. In contrast, women from high class families had made to take care of most of household chores and other menial work and thus work men and women in lower socio-economic group. Therefore, the facts that women as the oppressed and suppressed lot still persist. This is reflected in almost all aspects of their power lives including their power of decision making in the household.

The important fact is women are oppressed and suppressed a lot in our Nepalese society. They are discriminated in all the sectors of decision making and are not considered as main parts of development activities. Though men and women have equal right to live but there is social injustice due to which women have weak decision making power. The status of women is low which reflects the weak power for making decision either in household or in society. Decision making is an important factor which measures the relative status of the household's members and social activities. Women have access in important sectors but they are still excluded from active and important role of decision making. Men have major role of decision making inside the household as well as outside. Men ask women for decision only for formality. The opinion of women in important household matter is hardly considered and their freedom is restricted within the household spheres and society. Only very few women get opportunity to be leading decision maker.

Though women's role in decision making process is an essential prerequisite for establishment of equality, development, education, peace, they are still disadvantaged and underprivileged in terms of their socio-economic status as compared to their male counterparts. The deeply rooted and long standing impression of women is that they are weak, passive, home-oriented, less intelligent and less capable than men. It is vastly internalized in Nepalese society. So those Women mostly are engaged in their household activities by the lack of opportunity for making decision and engaging of social activities on their societies.

Discrimination towards women still exists in society and in whole country. The rural women in Nepal could not have the access of decision making roles. In such case women can't be its exception. No past study had been conducted regarding women's role in household decision making process in the rural area. So it is important and these studies have addressed the following research questions:

- What is the socio-economic condition of the women in the study area?

- What are the problems faced by women in access of decision making role?
- What is the role of women in household level decision making process?

### **Objective of the Study:**

This study has to analyze women's role in household decision making process and level of social status of women participation in Social activities of the study area. The objectives of this study are:

- To explore the role of women in household resources procurement and their use.
- To analyze the roles of women in household decision making process.
- To identify the problems faced by women in the process of decision making.

### **REVIEW OF LITERATURE:**

Women oppressed and suppressed reflect all aspect of their lives including decision making in the household. Decision making is also an important aspect which measures the relative status of household members. Although they are still exclude from important decision making. Decision making process also associated with family. A decision making process follows inter related steps in participation, planning, decision making, implementation, evaluation. These steps also occur in the family but in their own way because of smallness and intimacy of group involved. In the family, too the key step in participation is decision making itself, together with the planning process that precedes it.

A major difference, which puts family decision making into an entirely different category from large assembly decision: the active presence of women. In large assemblies, none women take part. They left their male follow the job of participating in the public decision making process. But a family level woman is certainly presents. In families where the man has gone to other place, women herself is acknowledge acting head of the household and thus the decision-maker .In families where husband is present as the functioning head of household, he often initiates the decision making process. The woman will know about the patriarchal structure of the family and village society requires that she remain discreetly in the background when it is a question of family's and husband public image (Pradhan, Ritu).

Almost half population of Nepal is consisted of female but this portion of population is in miserable condition society has minimal women access to resource, information and service both within and outside sphere. Society has relegated women to the lowest rank and to a submissive role ,confined to the home and farm and their responsibility there due to their maternal function they are discouraged and prevented take part in public life("Nepali women raising", ktm Nepal, Subedi,1993) .Women's economic dependence men , mainly stemming from fact that men on cash income ,contribution so their social status .The few women who earn sales are often held higher esteem than women who do not .

Nepal is a rigidly patriarchal society. This has directly impact in politics, which created a number of barrier in citizen's right especially women right. They had limited access to markets, productive services, education, health and local government. When employed their wage normally were 25%less than those paid to men (acharaya,1995).In most of rural area, their employment outside the house generally was limited to planting, weeding and harvesting. In

urban area they are employed in domestic and traditional jobs as well as in government sector mostly in low level position.

Decision making roles of women vary rural and urban. Although the problem faced by rural women as high degree. The women in urban area also have encounter the different kinds of problems, but the majority of women live in rural areas and has to play multiple roles in the domestic sphere. They are household managers. Mother and wives: in the community. They maintain social and cultural services predominately as a voluntary basic and in economy. They are not formally as employment or entrepreneurs and also active in family business and farms.

According to Acharaya a “confinement to the inside domestic sphere does reduce women’s status measured by her input into the most important category of decision while access to the outside increase it”. It is noticed that women who are only housewives have low power in decision making concern to the expenditure aspects. On contrary working women seem to have more said in this matter; this may be because the housewives have less knowledge of existing market price than the working women. Decision making is also influenced by ethnicity. We find variation in different communities. Women decision making power relatively high in rai ,gurun and matuwali communities than in Brahmin decision (Acharaya and Bennet, 1983).Women in high caste groups Brahmin hold perhaps the most critical and miserable position which is determined by the so called rites and ritual sanctioned from time to time. The women from high caste group have been victim of male suppression from time to time. The position of daughter and daughter –in- law is also different in family. Sister and daughter is always worship able to parents and brother where as daughter –in-law is also considered to be in the lowest position in the family.(Luitel,1992)

Among Tibeto-Burman communities such as Sherpa and the gurung,the kinship pattern are more flexible. In these societies women are accorded more decision making power have more access to resource and property are more likely to conduct business on their families behalf (UNICEF, 1996).

Women’s public life is culturally restricted to the degree that it is casually related to the patriarchal social system that confines them to subordinate position. Religion, ethnicity, culture law tradition, history and social attitudes place severe limits on women’s participation in public and also control in their private life. These factors have both shape the culture world view and governed individual self-image subsequently affecting the understanding and practice of development. This fact is largely evidence by the reality that a negligible number of Nepalese woman are involved in professional management and decision making position (Shtri shakti, 1995).

Acharaya, (1997) states that conventional social custom is one of major reason obstructing women from participation fully in economy development ,which result low decision making power in the woman’s hand. Higher the participation of women for economic development, higher will be the decision making power of women. on other hand, the social conception that only women are responsible for the reproduction of human being, conception, delivery and upbringing of the child has made extremely difficult for women to participate in the development process as equal member of society. Due to all these reason their status compared to male is very low. Even political, social, and cultural development follows economic development of a country.

Unequal rank and power in decision making and benefits are legitimating by traditional norms. Owing to this there is a belief that females should confine themselves to such task as cooking, washing, taking care of children and should not involved in traditional male activities (Ghimire, 1996). From this it is clear those women's primary roles as wife and mother require their attention 24 hours a day and thus, for working women, must be carried out simultaneously with the work role. Most men do not face such role conflict because society regards their family and personal roles as discretionary, meaning that they are subsidiary to and have to be fitted in with the primary work role. Thus, although men play important roles as husband and father, these generally do not interfere with their primary work roles as family breadwinner.

The bound by tradition, many women expressed that they have lack knowledge, skills and confidence to speak out or make decision (Earth consult, 1995).from this study shows that there is little or no economic independence and awareness of their rights. So that women may be able to exercise rights. One such traditional male activity involve decision making. Decision making is understood to be mainly men's domain and women's role or involvements have simply gone unnoticed because of the societal norms has defined this activity as a male task.

#### **METHODS:**

The literature survey has on gender focusing mainly on women decision making and one month survey of Dhading. The both of primary and secondary sources data have been collected for the purpose of study. Using an active fieldwork to obtain the primary source of information collected the data and information. The primary information has found on substantiated through comparative analysis with secondary data and information available elsewhere such as previous literature, records, unpublished and secondary data were collect from published and unpublished literature.

The methodology has used in regarding appropriateness of the selection of the study area, research designed, the sampling applied, tools of data collection, modes of data analysis and limitation of the entire studies are major methods of this research work. The research was conducted out of located in Dhading and having sampling of 75 household. The small area of Brahmin whom have used in discuss about the research work. The overall purpose of this study is to describe the present condition of Brahmin women (socially, culturally, economically). Because no single method is sufficient or effective enough to collect all the relevant data and information, various method were used and combined for data collection in this study. This chapter describes the rationale for the selection of the study area, research design, nature of data, data collection technique etc.

Primary and secondary data were utilized for this research. Primary data were collected during field visit through interview, participant observation and case studies. Secondary data were retrieved from document, relevant literature etc, as a whole, a combination of data collection instruments were used. Quantitative and qualitative data were developed by anthropologist. These include direct/participant observation, personal and group interview, case studies and structured questionnaires. Both primary and secondary data will analysis on the finding and recommendation. Secondary data are collected from different publish and unpublished source.

Most of the women are not in group and they didn't share their feeling each other. They have same type of feeling and thought but it is not come out. With the help of the focus group discussion they share their feeling and desire to others. At the time of discussion they find same

type of other women and they started to talk about their weakness. One focus group discussion we found that most of the women can't make any decision without help of their husband or other male. Most of the women want to participate on politics and other social work but they have some kind of fear from male. Not only that lack of the education they don't want to talk and interact with other people. Some of the women are participated at their community meeting and celebration of festival along with their husband. Group formation and involve them to the social work is the important for their participation of social activates.

### **ANALYSIS AND DISCUSSION:**

The Structure of family plays an important role in the women's socio-economic status. These are mainly two types of families in the study area. Therefore respondent families were categorized into nuclear and joint family. These women's economic condition has found much poorer than nuclear family. However workload of the women in joint family is less than of nuclear family. The following table shows the family type of the respondent. There were 83% of nuclear families and remaining 17% was joint family of them has nuclear.

**Family Size:** The Size of family determines the workload and time spent by housewife in household activities. The Study shows 70% of family size have less than five persons member. This proves that women have full responsibility to care her family and having opportunity to the women involve in different activities are minor. There are 30% respondent have from less than ten of family members. The work burden has high due to the small family size and the burden has low due to large family size.

**Age of Marriage and Education:** The marriage of woman has major different for the women. The study shows that 83% of women are married in between 15-20 years and 14% of them got married at the age of 21-25. But the 3% of woman have marriage before 15 years old. Their views were change towards the age of marriage for present context society.

Education has the strongest variable affection the status of the women. Education provides some of the basic skills and confidence to taking control of their lives. Women literacy in Nepal has not sufficient. Here, illiterate define the women who can no read and write, literate indicates those women who can simply read and write. From the total, 73% of respondent are illiterate. Only 27% of them are literate. Here the literate means the women who can simply able to read and write. 10% are below SLC and 3% completed SLC. Only 3% have studies up to campus and of them are in the higher studies.

**Working hours and husband support:** Women have to involve in the household activities as well as other activities. Even in the normal days, they have to look after all household activities and agricultural works. It has shows that 50% of women have to work for 10 hours a day, which means they have very less time to spend in other activities besides household and agricultural activities. Less leisure time affect in their exposure. The 47% of the women have only 2 hours of free time, 30% of them have 3hours and 10% have 4 hours time for free. This indicates that women are mostly busy in household and agricultural activities. Thus, they have high contribution in household and agricultural activities. They have very less time to spend in productive activities or other learning opportunities. They spend for free time watching television and meeting friends.

The Nepalese society, there are clear division of work between men, women and children. In general, there exists prevalent patriarchal in the society where women have take care of the entire house hold chores. Women are also equally involved in the agriculture together with their male counterparts. Male members of the family also help to perform some particular types of household work.

Support of husband plays a vital role in the status of women. Women can change her status by the support of husband and other male members of the family. From the studies period of time, 70% of the husbands support to their wife in cooking food, clean house pay water and electricity Bill, Go for shopping. The second categories for support is Caring Children, Prepare children for school which have 17%, the third category is fetching water and washing only with 13% husband supported for woman. The respondent get much support from their men counterparts or the men members of the family. The support from the husband has increased as compared to the previous situation. Now even the men become more aware to upgrade the situation of women and to support in their work.

### **DECISION MAKING PROCESS:**

Involvement in family decision making process indicates one's higher in Nepal, especially in the higher caste Hindus families. But it is only in the theory or it can be said that it is true so some extent when they are in the status of daughter. When they enter in the status role of daughter-in-law, their status is very low. In their role of daughter if daughter-in-law, women are not accepted a decision maker. When particularly at their old age, performing mother or mother-in-law, she can take part in decision making processes. Women have been assigned a subordinate status to men in our society. They are not allowed to act as a decision- maker in the family. The role of women in the household decision making and allocation of household resources depends upon a number of factors these include type composition of household and women's decision has limited only on the certain part.

Now from the studies, out of 33% women make decision on the agriculture work but this do not relate to the selling of agriculture products.26% of them make decision on buying utensils and daily necessities, 23% of them decide for saving money, 13% on buying clothes and 3% on repairing the house and only 3% in selecting the school for the children. It clears that, women make decision only on the household matters. They have only less opportunity in huge decision like repairing the house. They have no decision on the financial or the economic matter of the house. They regarded that those matter are responsible to the men. But women are more ahead on saving the money for they are more conscious on the future of the children and family as well. Besides, they are more bounded by the tradition and culture so they usually save for the rituals and celebrations and some religious works.

Supportive attitude of husband or the other family members is very important while making decision by the women. If the family members are more supportive to them they can easily take a role of decision-making. Thus, it is important that, they discuss while making decision. There is again the question if they discuss with their daughter or daughter-in-law. While discussing on this matter the respondent are asked to mention two persons whom they give priority to discuss when they make decision.

**Control on making decision:** The results of above study shows that the men members of the family make major decision and some of the decisions are just upon the women or it can be said

that there is control upon off on some of the decision on the daily activities. But even the decision are made by the men member of the family they are the women who have to participate more to perform the decided works. Along with this children in the family also have role in decision and participation on some of the activities of the family.

The access and control matrix on the decision making has participation work on the following table show that, men have higher percentage on decision making on most of the activities as compared to the women. Women have higher percentage of decision making only on some of the activities like buy utensils 77%, buying clothes 63%, religious work 73%, agricultural work 53%, monthly saving 53% and utilization of saving 53% have included. In total men have 50% of control on the decision making process while 36% on the participation of work. In case of women, they have 46% control upon decision making process while 47% on the participation of work. So the case of the children is 5% control on the decision making process and 17% participation on the work.

Even it seems that the men have dominant role or the higher percentage of control upon the decision making process on comparison, the difference on two are not much. While studying percentage of the both men and women in all of the activities the difference is not much except on the utilization of alcohol. This indicate that men give opportunity to the women to participate in the decision making process. Besides, Women are also more confident to put views and contribute to make decisions.

Even the literacy rate of the women seemed low; gender consciousness and awareness on the contribution of women in the family or in the society seem to be increasing to the different information through media and participation of women, men and children in social organization and community development activities. However, women have higher percentage in participation of work in all of the activities except paying school fees, repairing house and buying seeds, sell agricultural products and utilization alcohols. Thus this indicates that men have higher percentage of participation mainly on the economic or financial matters.

**Involvement in social organization:** Involvement of women in social organization has also important to change the status of women and values. Involvement in such types of organization helped them to expose to different social aspects, different organizations and people as well. Thus help to generate more information. Information may be help to change economic condition, education level, and socio-cultural structures. Thus, this has direct relation with the status of women.

For the study, out of the total respondent 70% of women has involved in women community group and 30% of the women do not involve in any kind of organizations. 10% of women have advisory decision making role in the group where as other have of participation. 30% does not have any role in the group, as they are not involved in the group. Never the less, women have different role in the group they gain lots of things from the group. Involvement in the group help them to enhance their capacity and get opportunity to expose so that they learn many things and get more information that are use to change their life. They remarked that they gain more confidences and are able to put their views to all. This affects the status in the family. As they are becoming more informative and learn many things the family members listen to their voices and become more supportive.

**Involvement in politics:** Political awareness and empowerment has the major factors to change the status of women. In our society, only new people keep interest in the political affairs and do not want to bother on that. More than those women keep less interest. One of the cause is that they are busier in their household activities do not have much time to pay interest in the political affairs. In this section it attempts to knowledge they have in politics as they say they are not interested in the issue.

The analysis of result shows that 27% of women said they do not need to pay interest in politics. Only 17% said they need and 57% said they do not know about politics. Since they have less concern in the political matter, they don't see any importance to involve in the politics. The 47% of respondent don't have known about the election of parliament and 43% of them said that it has on 5 years duration of time. But 7% said 3years and 3% said in one year. So this means only 43% of them know the right answer. Thus they have very few knowledge in politics and less interest on this matter. However, the Women are more aware on having women candidate in the election and 67% of said candidate has very necessary since only the women know the problem and representative of women can put voices or lunch the programmed on the women rights and problem.

**Occupation:** Occupation is one of the key factor indicators in determining the socio-economic status of women. In Nepalese society the main occupation of women is household activities. But their contribution is not confined within household activities alone; they perform agricultural work equal to their male counterparts. Women are mainly confined in the four wall of the house and most of their time is spend in the household activities. Even they have to spend more time in different activities their works are not counted in the economic level. Their works are not regarded as the productive one.

The study shows that 84% of the respondents are involving in agriculture. Besides their works in the households they are involving in the agricultural works.7%of them are labors. 3% of them are office holders.3% is in Business and 3% run small shops. Thus, this indicate only few percentage of women are involving in the income generating or economic activities. Higher percentages of women have no direct link with the income generating aspect of the family; even they have much indirect support to their husband or family.

#### **Income source of family:**

As traditionally, women belong to the agriculture, the main source of earnings for their livelihood had from agriculture. Even the agriculture is the main source of income they do not have sufficient production in comparison to the manpower involved in this occupation and cost of land is increased so people are engaged in non agriculture occupation. There are also other sources to earn livelihood.

The study shows the main source of income of the family of respondent. This shows 43% of them have agricultural as major source of income, 23% have office as income source (service in different Government and Private Organizations) 7% are in business 3% are labors (carpenters, mesons, and other laborious works) and 23% are in other temporary works. As 83% of the women are involved in agriculture works besides household activities and agriculture is the major source of income in majority of the family the women have high contribution in economic status of the family.



The women 37% have taken the loan for their household expenses, repairing of house, treatment and education of the children. But 63% of them have not taken the loan because they are quite afraid of repaying the loan. This indicates that even women attempt to save some amount, it is not sufficient for them to fulfill the basic needs also for instance treatment, education of children and other daily necessities. Since 37% of them take loan a study was made to know the sources of these respondents who take the loan. Similarly, 55% of the loaners take the loan from the women group. The group money has the saving of their own money and has easy process and rules. 18% of them take from different individual and 27% from other sources. All of the loaners or 100% of them discuss or take suggestions with their husband to take loan or to do the major decision.

Furthermore, husbands and male counterparts of the family found very much supportive to them in repayment of loan. This shows that women group in the community made them very easy access in saving and credits. As respondent have less access to outside financial organization, organizing a group gave them a good opportunity to make decision and control upon the saving and credits.

### **CONCLUSION:**

The government of Nepal has to take action to improve the role women play in the social, political and economic life of the country. They already have drafted a Constitution and other bills that give women equal legal status to men. The government has signed international agreements promising to implement policies that help women. Unfortunately, the government can't change anything alone it does not have the resources or ability to do so. We, as citizens of our country, can take an active role in improving women's lives. Already, women throughout Nepal have shown remarkable bravery and amazing capacity to identify problems in their communities and work towards solving these problems.

The local government officials have meeting with individuals from all the households in their constituencies to identify the needs of their community members. This type of activity can help officials make better decisions about the right policies to implement in their villages.

Other representatives women began participating in Ward Committee and Village Council meetings and taking part in the discussions. At the meetings, some women demanded more literacy programs for women be conducted in their villages and that address by budget allocation process. The women representatives involve themselves in community development projects by helping to plan the time line of the projects, supervising the implementation of the projects by visiting the sites and talking to the people involved and evaluating the projects' effectiveness. The projects women representatives have involved themselves in include water supply, road construction, child/adult literacy, school construction and electricity projects. Gender inequality constrains women's access to skilled health care in Nepal. Interventions to improve communication and strengthen women's influence deserve continued support. The strong association of women's education with health care use highlights the need for efforts to increase girls' schooling and alter perceptions of the value of skilled maternal health care.

The Studies shows that if women were more involved in household decision making and had more control over financial resources, they would be more likely to use health services and, hence, to have better health outcomes. However, results from this study reveal a more complex picture, showing diverse relationships between the outcomes of interest and the four indicators of

women's household position. Our findings help identify both the changes in women's position needed to improve health care use and the usefulness of various empirical measures of their position. These results also identify the most important current barriers to the uptake of maternal health care services in Nepal.

The gender relations in any particular setting will affect these factors. Other elements, largely unrelated to gender relations, may also exert a critical influence on demand and the ability to act. Furthermore, increases in the uptake of reproductive health services may occur in the absence of any significant change in women's position. So they don't have any control over the earnings. We expected that working women with influence over earnings would have greater influence over their health care than would non workers. They would also be exposed to knowledge and attitudes about modern health care at their workplaces, thus leading to higher use of skilled services via both increased demand and an increased ability.

The relationship between women's education and their role on decision making process had more important and illiterate women have poor role on decision making process. Most of the women are illiterate and they don't have access on the decision making process. Education may impart feelings of self-worth and self-confidence, which some have argued are more important in bringing about changes in different type of behavior and exposure. The process of globalization has direct and indirect effects on the empowerment of women. Benefits have included increased opportunities for off-farm activities, including wage employment in non-agricultural sectors, and enhanced opportunities for participation in local decision-making and networking, including through information and communication technologies. Social protection and the privatization of productive assets, such as land and public goods, can exacerbate the socio-economic marginalization of women. Rural women also experience the effects of unequal household divisions of labor, lack of access to education and health services and discriminatory.

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## THE ENGLISH LANGUAGE IS THE ONE THAT UNITES DIFFERENT CULTURES

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### ABSTRACT

*This article discusses English as a language that unites different cultures. The article discusses the features of the English language and its distribution throughout the world, the reasons for the widespread use of English in the world. Culture is mainly transmitted through written and oral speech. Inside the language is the skeleton of the history of society and most of its cultural identity. In the theories of culture, language has always been an important place. In America, there are literally one thousand and one varieties of English. In addition, social groups are distinguished from each other by the peculiarities of gestures, style of dress and cultural values. All this can cause conflicts between groups. The group that uses this language considers everyone who speaks it as its own, and people who speak other languages or dialects consider it to be strangers. In the course of our work, we were convinced that, although many countries are united by the English language, they have completely different cultures, customs, traditions and even a national character.*

**KEYWORDS:** *Language, English, State Language, Culture, Traditions, Language, Grammar, Lexicon*

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## **INTRODUCTION**

The word “culture” has different meanings. It often refers to music, literature, art, and higher education. Also, culture means the customs of society and the ways in which people interact with each other. Each culture has certain basic ideas that each accepts in its own way. These are the fundamental things that everyone “knows” from childhood, and which are automatic for people who live in that culture. They include everything from general marks of attention and details of daily life to deeper problems of a person’s place in society, family, life and death.

When a person enters a new culture, the basic customs and ideas that he or she automatically accepted may not be true anymore. A person faces a new set of customs and attitudes to try to understand it. Language is the deepest all-defining structure in any national culture. According to Wilhelm von Humboldt, "... the language is connected with the spirit of the people by all the thinnest fibers of its roots", this is its inner poetic energy. Language is the universal repository of national identity, character traits in grammatical categories.

Culture is mainly transmitted through written and oral speech. Inside the language is the skeleton of the history of society and most of its cultural identity. In the theories of culture, language has always been an important place. A language can be defined as a communication system, implemented with the help of sounds and symbols, the meanings of which are conditional, but have a certain structure.

Culture - a set of values and norms inherent in a large social group, community, people or nation. She is the cement of the building of public life. And not only because it is transmitted from one person to another in the process of socialization and contacts with other cultures, but also because it forms in people a sense of belonging to a particular group. In all likelihood, members of one cultural group are more likely to have mutual understanding, trust and sympathize with each other than with outsiders. Their common feelings are reflected in slang and jargon, in their favorite dishes, fashion and other aspects of culture.

Culture not only strengthens solidarity among people, but also causes conflicts within and between groups. This can be illustrated by the example of language, the main element of culture. On the one hand, the possibility of communication contributes to the unity of the members of the social group. A common language unites people. On the other hand, a common language excludes those who do not speak this language or speak it somewhat differently. In the UK, representatives of various social classes use slightly different forms of English. Although everyone speaks English, some groups use more correct English than others. In America, there are literally one thousand and one varieties of English. In addition, social groups are distinguished from each other by the peculiarities of gestures, style of dress and cultural values. All this can cause conflicts between groups.

Culture is an integral part of human life. Culture organizes human life. In the life of people, culture largely performs the same function that genetically programmed behavior performs in the life of animals.

Language is a mirror of culture, which reflects not only the real, surrounding human world, but also the mentality of the people. Thus, we can note the fact of the inseparable connection between language and culture and their mutual influence on each other.

In many countries, English is the dominant language, but does not have an official status. English is the language of the Anglo-Frisian subgroup of the western group of the German branch of the Indo-European language family. English is the most important international language, which is a consequence of the colonial policy of the British Empire in the 19th century and the US global influence in the 20th and 21st centuries. There is a significant variety of dialects and dialects of the English language.

English language has a long history of formation, development and territorial distribution, which is inextricably linked with the change of language that occurs over time, as well as geographical and social diversity of its use. Different dialects took part in its formation within England, and with the expansion of the mass distribution zone of native speakers outside of England and Great Britain, over time, it became possible to talk about national versions of English (British or American English, etc.).

Lexical, pronunciation and grammatical peculiarities of speech are masses of English speakers in those countries where it has the status of a state (official) language, combined into the concept of national variants of English. First of all, we are talking about countries where, for the majority of the population, it is native. Accordingly, British, American (US), Canadian, Australian and New Zealand English stand out. Within these countries (national variants), the speech of the speakers is actually also heterogeneous, subdivided into regional and local variants, dialects, territorial and social dialects, but often has common differences from the national variants of other countries.

In Australia, English is spoken by most of the population, and English is the only language used in government institutions. However, there is no official language in Australia. The situation is the same with the United Kingdom and the United States of America, although in many American states English is the official language. English is the dominant language in New Zealand and the official language of Canada (along with French), India (along with Hindi and some other languages), Ireland (along with Irish), Philippines (along with Tagalog). English is the only official language of the Commonwealth of Nations and the Commonwealth Games. English is one of the official languages of the UN, EU and IOC (International Olympic Committee).

Many of the countries listed below are either British colonies, or were or are in various kinds of dependencies on the United Kingdom (British Empire), or depend on the United States - the former British colony. The exceptions are Rwanda, a former Belgian colony, and Eritrea, which was an Italian colony, and where the power of the British Empire spread only during World War II. The language situation in India is rather complicated. According to the Indian constitution "Hindi in Devanagari writing" is the official language, and English is the "auxiliary official language." However, English is the language of state laws, as well as decisions of the High Court and, along with Hindi, one of the two languages of the Indian parliament. English in India is essentially the only language used in higher education, business and science. Lessons in most schools are conducted in English. It is also widely used for administrative purposes.

Thus, India is the second English-speaking country in the world in terms of the number of English-speaking people after the United States. Therefore, many consider English de facto the official language of India. The linguistic picture in Pakistan is also complex. Urdu is the national language, while English is the official language used in business, law and public administration. English is a must-have language for studying in Pakistani schools. All classes are held on it. Pakistan is the 9th English-speaking country in the world by population. It is hardly possible to say exactly how many people in the world speak English. For some, it is the native language and the official language of their country, for others it is a second or foreign language. If we combine all those who speak English, then we can safely talk about the most common spoken language in the world.

The countries with the largest population for which English is the native language are the United States of America (215 million), United Kingdom (61 million), Canada (18.2 million), Australia (15.5 million), South Africa (3.7 million) and New Zealand (3.6 million). Consider the culture and language of each country separately.

Language is a social phenomenon. They cannot be mastered outside of social interaction, i.e. without communicating with other people. Although the process of socialization is largely based on the imitation of gestures — nods, manners of smiling and frowning — language is the main means of transmitting culture. Another important feature is that it is almost impossible to forget how to speak a native language if its basic vocabulary, rules of speech and structures are learned at the age of eight or ten years, although many other aspects of a person's experience can be completely forgotten. Although language is a powerful unifying force, at the same time it is able to divide people. The group that uses this language considers everyone who speaks it as its own, and people who speak other languages or dialects consider it to be strangers. In the course of our work, we were convinced that, although many countries are united by the English language, they have completely different cultures, customs, traditions and even a national character.

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## LAYERS OF MEANING IN CLASSICAL ORIENTAL POETRY

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### ABSTRACT

*The article observes peculiarities and ways of creating meaningful levels in the East poetry, in particular the Uzbek classic poetry. It provides guidelines for analysis classical poems with multilayered meaning. However, it is advisable that one should analyze these works as an integrated system in order to view their whole magnificence, deeply understand the literary and ideological significance of the works, and perceive their unique creative world. Such words as “flower”, “beauty”, “obstinacy” and “cypress” are used to describe the beloved, whereas the words “fallen leaf” and “to beg” depict the lover. The meanings of the beits clearly show that the parting took place because of the obstinacy of the beloved. If one looks at “obstinacy” from a religious and mystical angle, he may see that it is possible to interpret this notion as “a trial” sent to the slave by Allah. Having the faith of a strongly believing Muslim, Babur clearly realized that all the difficulties, calamities and ordeals in his life are nothing but trials sent to him by God. For instance, a flower, the moon and cypress surround the Beloved; the Lover is accompanied with a butterfly, a nightingale and Mejnun. Usually such images and elements as a dog and thorns group around the Rival. Nonetheless, the image of the Beloved holds the primary status among the archetypes as the firmly established relations, images, lexical and poetical expressions are mainly related to her.*

**KEYWORDS:** *Oriental Classic poetry, apparent meaning, inner meaning, multilayered meaning, beloved, lover, sufistic literature, ruboiy, ghazal, symbolic image.*



## **INTRODUCTION**

The ancient Orient is the birthplace of numerous poets of genius, whose contribution to world literature is invaluable. There has been great interest in their literary works both at home and abroad and these works have been subject to intensive investigation (reference).

The works of classical poets have been studied mainly in accordance with certain literary types, genres and in the example of a certain work. These forms of literary investigation are certainly important on preliminary stages. However, it is advisable that one should analyze these works as an integrated system in order to view their whole magnificence, deeply understand the literary and ideological significance of the works, and perceive their unique creative world. Examining the works by classical oriental poets from this standpoint is difficult as well as particularly interesting. The reason is that multilayer meaning, which has not been sufficiently investigated by scholars, is peculiar to oriental poetry and every layer of meaning in each systematically analyzed work requires rediscovery of its own significance. Before going any further, one will have to find answers to such questions as: “How are these layers of meaning created?” and “How can one identify its boundaries?”

### **Theoretical background**

Currently, external and internal analysis of classical poetry mainly employs uniform standards, which sometimes lack scientific basis, and the poetry is interpreted in a uniform manner as well. (reference). Most articles and research papers interpret poetical images as follows: the Beloved is a human (a woman) according to its external meaning and is God (Allah) according to its internal meaning. The Lover is a human (a man) externally and is a Sufi internally. But why should the image of the Beloved be perceived as the image of Allah in this particular poem? Are there any specific signs pointing to this? What if the poet implies only a human – the external meaning? Unfortunately the questions of this kind are hardly ever answered. In some works one reads that the external meaning in the former beits (couplets) changes into the internal meaning in the latter ones, and this opinion lacks a theoretical basis too (reference).

### **Data analyses**

There are three archetypes in classical oriental poetry: the Beloved, the Lover and the Rival. Other images group around these three archetypes and define them. For instance, a flower, the moon and cypress surround the Beloved; the Lover is accompanied with a butterfly, a nightingale and Mejnun. Usually such images and elements as a dog and thorns group around the Rival. Nonetheless, the image of the Beloved holds the primary status among the archetypes as the firmly established relations, images, lexical and poetical expressions are mainly related to her. We believe that main attention should be paid to the image of the Beloved in identifying the layers of meaning in classical oriental poems. It is noteworthy that not all classical poems have a multilayered meaning. Some poems have only one layer of meaning and they can be divided into the following groups on the basis of samples from Uzbek classical poetry:

- a) Poems celebrating human (feminine) beauty and declaring love. E.g. “*Kel ey dilbar, bo’ston vaqti bo’ldi*” (“*Come, oh beauty, ‘tis time to wander about gardens*”). This poem sings the amorous mood during springtime.
- b) Poems promoting religious enlightenment. E.g. Religious didactic poems by Ahmad Yassawi, poems praising Allah (hamd) and those praising the Prophet (na’t) by Alisher Navoiy.
- c) Poems depicting a landscape. E.g. “*Navro ‘z*”<sup>1</sup>, “*Qish*” (“*Winter*”) by Ogahiy.
- d) Socio-political poems. E.g. the ode “*Tuhfatul afkor*” (“*The gift of thoughts*”) by Navoiy.
- e) Autobiographical poems. E.g. poems by Babur and masnavis (rhymed couplets) by Mujrim Obid.

## RESEARCH DISCUSSIONS

The works whose internal meanings contain religious, social, political and others meanings besides these external ones are considered to have multiple layers of meaning. So, how can one identify their internal meanings? It is advisable that one should take into consideration the following features of works:

- a) Literary traditions which existed during the poet’s lifetime, i.e. the circumstances in which the creative imagination of the poet developed;
- b) Personal life and fate of the poet, i.e. the poet’s subjective influence on his creative world;
- c) Existing ideological environment, i.e. the ideologies which influenced the creative imagination of the poet.

On the basis of these assumptions, we shall share our observations concerning the multilayered meaning in the works of classical poets in the example of some beits from a gazel (poem) by Babur.

Babur lived and created during the period when the traditions of classical Arab poetry predominated in the oriental poetry in general and in Uzbek poetry in particular. Babur mastered *Aruz* metrics in oriental poetry, rhyming, system of images and literary description perfectly well. Using strictly balanced metrics, rhymes, images and the interrelations between them, forms and styles distinguish the works of the oriental poets from others [2:23]. This factor creates the first external layer of meaning, a layer whose imagery meanings, details and literary style can be perceived differently by different readers from various backgrounds. Here, images are understood in their direct meanings i.e. the Lover, Beloved and Rival are human beings, the literary details related to them are also perceived as ordinary objects in everyday life. For instance, the flower symbolizes the beauty of the beloved, the cypress symbolizes the beautiful body of hers, the nightingale shares the destiny of the lover, etc. [3:100-103] The following gazel of four lines could be a good illustration of the above mentioned<sup>2</sup>.

“Xazon yafrog‘i yanglig‘ gul yuzung hajrida sarg‘ardim,  
Ko‘rub rahm aylagil, ey lolarux, bu chehrai zardim.  
Sen, ey gul, qo‘ymading sarkashligingni sarvdek hargiz,  
Ayog‘ingga tushib bargi xazondek muncha yobordim.” [1:70]

*(I have turned yellow like a fallen leaf longing for your beautiful image,  
Take pity upon me on seeing my pale countenance, oh beauty.  
Oh flower, you never give up your obstinacy like a cypress,  
Though I have begged you for pity so many times falling onto your feet like a rotten leaf.)*

One sees two images in the beits: the image of the beloved and that of the lover. According to the external meaning, as stated earlier, the beits reflect the condition of a person (the lover) who is describing his intimate feelings to the second person (the beloved). The traditional description consists of the following: The countenance of the lover has turned yellow because of his parting from his beloved. He begs his beloved to take pity upon him. The third line continues describing the beauty of the beloved and the condition of the lover. Such words as “flower”, “beauty”, “obstinacy” and “cypress” are used to describe the beloved, whereas the words “fallen leaf” and “to beg” depict the lover. The meanings of the beits clearly show that the parting took place because of the obstinacy of the beloved. According to the traditional description the lover does not blame the beloved for the pains she causes, instead he shows loyalty. He is ready to humbly kneel in front of her.

The personal life and biography of Babur are widely known. He lived longing for his motherland until the end of his life. This longing and desire gave birth to pain and contradictions in his heart and these feelings radiate through each line of his poetry. This, in turn, generates the layers of internal meaning. This is the second layer of meaning. Regarding the mentioned beits, the Beloved in the poem is Motherland, the Lover is the person who has parted from and is longing for his land. Thus the details complementing the images can be seen in a completely different light. Nevertheless, they cannot be separated from the external meaning either. Only the details with descriptive features can possess semantic difference.

The poet’s countenance turns pale like a fallen leaf because of his longing for his motherland. The words “beauty” and “flower” describe the beauty of the poet’s land. The word “obstinacy” does not harmonize with this context. Here, the word is not used in its direct meaning, but given a new shade of meaning. The “obstinacy of the beauty” how helpless Babur is, i.e. even if he tried, he would not be able to return to his motherland. Though clearly realizing this helpless condition, the lover in the poem does not cease to beg the Beloved (Motherland).

The qualities, characterising the lover coincide with the expressions used in the gazel: the Beloved (Motherland) is a cypress and the lover (the poet) is a leaf, which has fallen off the tree. This characterisation is used but on purpose. The leaf which falls off the tree will never join the tree again similarly the poet will never be able to return to his motherland. Though not clearly indicated in the gazel, the forces (mainly political) which prevented Babur from returning to Motherland are hinted at as the Rival.

From early childhood Babur was brought up in accordance with Islamic faith and his creative worldview was considerably influenced by Islamic Mysticism. As the faith of the person formulates the core of personality and spiritual world, it is not correct to investigate the works of Babur beyond these frameworks. Islamic and mystic reflections of Babur open the way to the third layer of meanings in the works of the poet. This layer is also considered an internal one because of its certain peculiarities. Here the images and details are full of Islamic meaning: the Beloved – Allah; the Lover – the servant of God, who strives for Him; the Rival – the symbol of the ego, which distracts the servant of God from his way. The literary details, words and expressions used in the gazel may lose their original meanings and obtain completely new ones.

For example, the beauty of the flower may be related to the infinite beauty of the Creator. The Lover can be interpreted as a servant, who acknowledges his God and desires to reach Him.

### **CONCLUSION**

The worldly life for him is but a reason, which parted him from his Master and therefore he has turned yellow as a fallen leaf. "Obstinacy" and "helplessness" mentioned earlier are not appropriate in this context. If one looks at "obstinacy" from a religious and mystical angle, he may see that it is possible to interpret this notion as "a trial" sent to the slave by Allah. Having the faith of a strongly believing Muslim, Babur clearly realized that all the difficulties, calamities and ordeals in his life are nothing but trials sent to him by God. Unlike other images, the lover acquires a new shade of meaning on each newly discovered layer. At the same time, the image of the lover unites all the layers, being the central image of the gazel.

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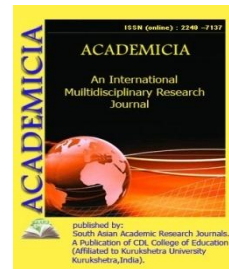
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## EVALUATING ECOLOGICAL RISKS OF POLLUTANTS ON SEFIDROOD RIVER

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### ABSTRACT

*Ecological risk assessment was performed on phosphor and nitrogen concentration of Sefidrood River and its tributaries to respond to concerns that swages entrances may be damaging aquatic ecosystems. Tier model were used to evaluate hazard quotient and risk classification to aquatic biota from pollutants and toxicity values were compiled for LC50 of 5 indicators. Results have shown while distance has increased from the discharge of untreated wastewater into the river, phosphorous concentration and risk factor also decreased. The amount of dissolved oxygen is inversely proportional to the concentration of phosphorus. Nitrogen has less linear relationship and it would be declined in distance, and then remain constant and then it gives ascending trend.*

**KEYWORDS:** Screening Level, TIER, Discharge, Relationship, Risk Classification.

## 1. INTRODUCTION

Initial attempts to regulate non-point sources have typically used the regulatory tools designed for point sources (Brix, K. V., et al. 2010). The releases of wastewater impose different types of compounds with different concentrations to the components of the environment. Concentrations of these chemicals, especially in the collections of water and some organisms such as fish tissues or aquatic plants can be studied (Xu, X., 2004). Sampling for compliance in these scenarios conducted directly from discharges with no consideration of environmental fate. Similarly, a number of environmental investigations on the impact from storm water runoff have also used ambient water quality criteria (AWQC) and standard whole effluent toxicity (WET) tests to assess impacts (Brix, K.V., et al. 2010).

The chemical elements including BOD, COD, Nitrogen, Carbon and Phosphor are often set of substances should be evaluated based on environmental behavior and potential risks, while often measured levels of the substance are not available (Galloway, J. N., et al. 2004 and Yu, Y., et al. 2003). In some cases it is required that a predetermined material values must be-evaluated and measured during monitoring programs, re-measured and well used in the evaluation (Wang, X., et al. 2007). In order to evaluate these substances, a variety of data records are available which are suitable for estimating the potential environmental concentrations of pollutants (Galloway, J. N., 2004). The data that are required for such estimate includes water quality, flow rate, flow characteristics and river bed (Mohebbi. N. et al 2015). In addition, environmental fate of original material parameters should be record that includes the rate of decomposition and release of water in the body (Fairchild, J. F., et al. 2009). It should be noted that these data alone are not efficient to estimate the concentrations in the environment. In addition, the acceptance rate of water collection must be defined (USEP, 1998). Ecological risk assessment term that relates to methods for determining the risk posed by a stimulus for survival or eco system health (Kelli, B., 2005). Based on these procedures, risk is defined as a probability of hazards arising from a certain concentration of the stimulus and creating a detrimental effect for the eco system (USEPA, 1998). Ecological risk assessment is determined by measuring the two concepts (Thompson, M., et al. 2011):

- 1) Consequences or effects of an adverse event;
- 2) Probability or likelihood of the event happening (risk exposure)

## 2. MATERIAL AND METHODS

### 2.1. Case study

In this research, we did ecological risk assessment studies in a section of the Sefidrood River, which is situated in Southern coastline of the Caspian Sea, in north of Iran, and Gilan province. The delta of this river and its connection to the Caspian Sea has been formed in the Bojagh wetland, which provides a sensitive ecosystem in terms of international law (Gilan DOE, 2015).

The main branches of the Sefidrood are outside the province of Gilan, one of its branches as named GhezelOzan originated from the mountains of Kurdistan, the highlands around Hamedan, Zanjan, and its other branch, Shahrood, runs from Taleghan and Alamut of Qazvin which are jointed on Manjil site. Although after the construction of the Manjil dam in 1962, the inflow of flood and sediments from the Sefidrood River flood has been largely controlled, but other factors can alter the shape and form of the river, the edges of the bed and the river's maze,

and eventually change its paths Such as the adjoining rivers around the Sefidrood valley (RoodbarSyahrood, Dysam, Zilki), carrying out river construction work, agriculture on the Rostam Abad alluvial terraces, gravel harvesting from Rudbar to Emamzadeh Hashem and the operation of the Sefidrood margin path faults.

Sefidrood River as an aquatic ecosystem is so sensitive which includes environment for vulnerable fauna and flora, such as Rainbow trout (*Oncorhynchusmykiss*), Salmon (*Salmotrutta*), *Carassiusaurathus*, *Nemacheilusbergianus*, *Rutilusfrisiikutum*, *Leuciscuscephalus*, *Alburnoidesbipunctatus*, *Barbuscapito*, *Barbuslacerta*, *Barbusmursa*, *Capoetacapoeta*, *Leuciscuscephalus*(DOE, Gilan, Iran, 2015).

In this research have founded 312 sample of invertebrates as belong to Chironomidea, Simulidae and Tabanidae families and Diptera, Tricoptera and Ephemeroptera orders and Oligochaeta class. The most frequent is Simulidae family. Ephemeroptera is a clean water index and Chironomidea is a lower quality water index (DOE, Gilan, Iran, 2015).

Regarding environmental sensitivities in the Gilan province and part of the Sefidrood River in this province as one of the southern provinces on the coastline of the Caspian Sea, studies of this part of the river were carried out using an ecological risk assessment approach. The river eventually flows into the international wetland pond, which is considered as an ecologically sensitive and important conservation area under the Ramsar Convention (Fazlzadehdavil, M. et al, 2013).

The average monthly discharge of SefidRud in the AstanehAshrafieh Station is presented in table (1). As it is seen, the maximum flow rate of discharge and runoff is from April to July and at least until July. The difference in sediment density in spring and autumn and summer season causes some of the sediments in the low rainfall season (summer) in terms of The low water volume will result in an obstacle in the waterway and cause achange in the previous waterway route (DOE, Gilan, Iran, 2015).

**TABLE 1.GENERALCONDITIONS AND LOW RIVER WATER (THE MEAN OF CURRENT 40 YEARS)**

parameter	Measures		
	Minimum	Maximum	Yearly Mean
<b>Flow rate</b>	28.6 m3/s in July	756.6 m3/s in March	124.4 m3/s
<b>Sedimentation</b>	222.1 m3/s in August (3.2%)	1958.7 m3/s in March (28.43%)	578.26 m3/s

Ref.:[http://sarzamin.srbiau.ac.ir/article\\_5391\\_31718144ded6f6d7365e4097b22a3c61.pdf](http://sarzamin.srbiau.ac.ir/article_5391_31718144ded6f6d7365e4097b22a3c61.pdf)

## 2.2. Problem formulation

Ecologicalriskassessmenthasanimportantroleinnaturalresourcemanagementbasedontheprinciples ofadaptivemanagement especially aquatic ecosystems (Mohebbi, N. et al., 2015).This method is further applied at the levels of individuals, communities and even whole ecosystems (Zhao, Y. Z., et al, 2006).So, ecological risk assessment to determine risks in this river can provide a useful environmental management tool in the area. Because the pollution load and sediments of this river are transferred to the ecosystem through runoff and stream flow (Wolt, J., et al, 2003). As it turns out, it cannot always be monitored by measuring the amount of pollutant sin the environment (Xu, X.

L., et al. 2004).

Also in the upstream are interred some flows of domestic wastewater or agricultural drainages which have high levels of nitrogen and phosphorus. Increasing the concentrations of these elements in river water leads to nitrification phenomenon in river water quality (Xu, X., et al. 2004) and would increase organic matter in its sediments, which by flowing to the Boujagh wetland and exacerbates pollution in this ecosystem complex.

Discharge of thousands of cubic meters of wastewater, industrial wastewater, domestic and also drainage of agricultural land into surface and underground water resources has led to increased pollution and destruction of these resources and caused many environmental hazards, yearly (Xu, X., et al. 2004). Since rivers play a role as natural drainage in the basins, a significant proportion of the contaminations occurring at the surface of each basin are introduced into the surface streams (Mohebbi, N. et al, 2015).

In these studies, in order to determine and analyze the contamination situation in the Sefidrood River, determination of its relationship with the basin conditions and determining the concentration of pollutants and their hazards for the inhabitants of this river have been sampled from parts of the river. Result of the sampling has been summarized in table (2).

**TABLE2.QUALIFICATION OF SEFIDROOD RIVER**

parameter	Measures		
	Minimum	Maximum	Mean
<b>COD</b>	18 mg/l in fall	137mg/l in summer	51.55mg/l
<b>BOD</b>	9 mg/l in fall and winter	98 mg/l in summer	52.9 mg/l
<b>DO</b>	3.36 mg/l in summer	9.2 mg/l in winter	7.28 mg/l
<b>pH</b>	7.05 in fall	8.55 in summer	8.19
<b>TS</b>	25.2mg/l in summer	3366 mg/l in spring	917 mg/l
<b>EC</b>	279 $\mu$ mhos/cm	5842 $\mu$ mhos/cm	1666 $\mu$ mhos/cm
<b>Turbidity</b>	2 NTU	356 NTU	49.15 NTU
<b>Total Phosphor</b>	0.05 mg/l	1.34 mg/l in fall	0.16 mg/l
<b>Total Nitrogen</b>	0.22 mg/l in winter	2.2 mg/l in summer	0.91 mg/l
<b>NH4</b>	<0.1 mg/l	2.98 mg/l	0.8 mg/l
<b>Nitrate</b>	0.14 mg/l in fall	2.5 mg/l in spring	0.94 mg/l
<b>Nitrite</b>	0.01 mg/l	0.57 mg/l	<0.5 mg/l
<b>E-coli</b>	3 NTU/100ml	1100000 NTU/100ml	60000 NTU/100ml
<b>T-coli</b>	30 NTU/100ml	5300000 NTU/100ml	39000 NTU/100ml

Ref.: DOE, Gilan, Iran, 2015.

### 2.3. ERA process and TIER method

The ERA process can be as complex, intensive and data oriented as the situation demands (Canadian council of ministers of environment, 1997). In depth or detailed ERAs will require sufficient lead time and resources (USEPA, 2007). At the opposite extreme sufficient lead time and resources. At the opposite extreme, there are situations the ERA approach provides a framework for the specialist to apply expert opinion (Zhao, Y., et al. 2006). Following the ERA steps ensures that risk information is timely, systematically compiled and appropriately qualified (British Colombia, 2000).

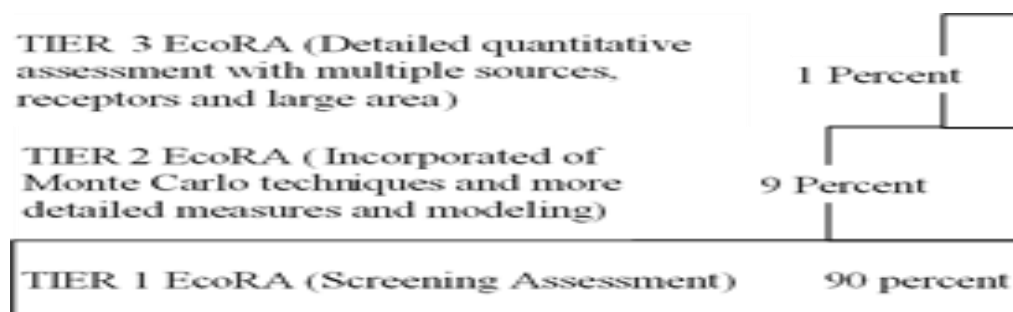


Tier ecological risk assessment model divided at three levels (Tier 1, Tier 2 and Tier 3), each of them has five key tasks:

- 1) Identify the problem
- 2) Acceptor properties
- 3) Assessment of exposure
- 4) To evaluate the toxicity
- 5) A description and classification of risk.

The above steps are performed to obtain data and information, because risk management decisions taken by them or decide he the rit is necessary to go into more detail elsewhere (Gentile, J. H. et al, 2001).

In this paper, a conceptual model of ecological risk assessment has been selected, including a screening section (TIER 1), a quantitative risk assessment (TIER 2), and a detailed risk assessment (TIER 3) as follows (Mohebbi, N. et al, 2015). Briefly, the degree of detail and quality data at any level can be described in 3 levels as shown on fig 1 (Landis, W. G., 1998 and USEPA, 1998).



**Fig. (1): The tiered approach to EcoRA**

(Landis, W. G., 1998)

Screening level ecological risk assessments are often divided into an ecological risk assessment (Tier 1) and a basic level (Tier 2) ecological risk assessment. Tier 1 is composed of both qualitative and quantitative elements, but the overall process is very straightforward (Knights, D. C. and ambrose, R. B., 2006). The Tier 2 EcoRA involves more detailed analysis using techniques such as Monte Carlo analysis and extensive sampling of the site and the resident organisms. Tier 3 addressed less than 1 percent of contaminated sites, but will typically involve an extensive analysis which can entail a series of unrelated chemical stressors, a wide variety of habitat and terrain types (Zeeman, M., 1996).

The first approach (Tier 1) is to make conservative simplifying approximations and often many scenarios can be seen as posing very little risk. Further assessment is required for those cases that do not pass the Tier 1 assessment and they would require to be considered in the second Tier which needs more complete information. In this paper Tier 2 assessment will be presented merely (Fazlzadehdavil, M. et al, 2013).

Screening level ecological risk assessment is a simple risk assessment, which can be

implemented with limited data and conservative assumptions to minimize the chances like that when there isn't a risk in fact, the risk is used. In an ecological risk assessment basis, conservative assumptions were removed and replaced with the best estimates to assess the risk more accurately. When the ecological risk assessment carried out in phases RI and RFI, there is the screening level ecological risk assessment (Landlis, W. G., 1998).

Approach Tier, provides a systematic method for determining the required level in the study, which is suitable for site problems, reduce sun certainty and leads to better use of resources. The model performed well in New Zealand, Canada and Australia (Muschal, M., 2006). TIER model in this research is based on a research conducted at the University of British Columbia (Landis, W. et al, 1998) and then improved by bioavailability. The basic framework for ecological risk assessment (EcoRA) has been provided by environmental Canada (1993) and elaborated upon in numerous books (Suter 1993, Landlis and Yu 1950). The classical definition of ecological risk assessment is the determination of the probability of an effect occurring the hazard resulting from exposure to a chemical stressor (Landis, W. et al, 1998). Stressor, for the purposes of this document, is a chemical that causes impacts, either positive or negative, upon a biological system. Stressor could be as wide ranging as chemical effects, ionizing radiation, or rapid changes in temperature (Hargave, B. T., et al. 2003).

Exposure is the interaction of an organism with a chemical. Exposure often involves measuring the concentration and persistence of a chemical within the defined ecosystem. In Eco RA it is usual to measure the concentration of the chemical in a particular medium (e.g., water, soil, air) (Yu, Y., et al. 2003). A particular effect resulting from exposure can be estimated based on the environmental concentration (i.e., the concentration of the chemical in medium) or by the dose of chemical received by the receptor of concern (Landis, W. et al, 1998).

Accurate evaluation of bioavailability is even more critical in cases where no viable option is available for remediation, or where remediation itself may harm the environment. For example, some sites are so vast in size that soil removal from the entire affected area is not feasible. If remediation is not feasible it is critical that bioavailability and exposure estimate be accurate so that the need for alternative risk management strategies can be accurately assessed (Schoof, R., 2003).

It is important to mention that from Tier1 to Tier2 and Tier3 is going to reduce the conservatism and the level of certainty that the obtained values are approximately correct values (US.EPA, 2002).

Method developed and modified by the British Columbia Ministry of environment and environment Canada are recommended. Bioassays may be conducted after completing the entire risk assessment, to confirm results or to understanding the extent of cleanup that will be required. However, Bioassays also may be done during the effects assessment phase as part of the development of the weight-of-evidence of environmental risk (Chen, G. Q. et al, 2010).

#### **2.4. Risk characterization**

To evaluate the level of risk, the hazard quotient approach (HQ) which is the ratio of estimated site-specified period to the estimated daily exposure level, at which no adverse health effects are likely to occur, has been chosen (Mohebbi, N. et al, 2015).

The effect of exposure on receptors is defined by two ways. The better documented EC50, LD50 and LC50s; or by the more sensitive and probably more realistic measures of NOAEC (or NOAEL) which are more difficult to be obtained than the first way (Yamamoto, J., et al. 2009).

Both approaches are used in this study. Due to sensitivity of this study and to be on safe side, NOAEC, NOAEL, EC50 and LC50 of the most sensitive receptors in each class have been collected from various literature and used in this assessment (Fazlzadehdavil, M. et al, 2013).

The maximum application rate is assumed in each case where the herbicide is applied to a channel or drain (Wang, Y., et al. 2011). The given application rates of herbicides will be multiplied by the fraction of active ingredient (a.i.) and converted to the active rate of application (British Columbia, 2000). The predicted environmental concentration (PEC) will be calculated for each herbicide using different assumptions involving channel depth or the drain depth together with the application rates for each scenario (Fazlzadehdavil, M. et al, 2013).

The objective of this study was to characterize the risks of pollutants on aquatic ecosystem in a first order adjacent to the Boujagh wetland. The risk assessment described in this paper was conducted in two tiers. The first tier screened potential pollutants risks in water and sediments by location using deterministic estimates of pollutants exposure and effects (Chen, G. Q. et al, 2010). Those location where potential risks from pollutants were clearly negligible were excluded from further evaluation. Locations retained for further evaluation were assessed probabilistically and included a more rigorous estimation of bio available BOD, COD, Nitrogen and Phosphor using biotic ligand models for fish and invertebrates (Brix, K.V. et al., 2010).

## **2.5. Stressors and exposure**

Information about the characteristics of the potential ecological pollutants, in addition to any other stressful collected at the site, and if the ecological components (such as plants, mammals and fish) determines or may be at risk be stressful (Erikson, C. E., 2010).

Exposure and effects probability distributions were used to quantify the potential risk to biota from nitrogen, phosphorous concentration and oxygen dissolved reduction (Holmer, M. et al, 2008). Both the acute and chronic toxicity data, and the environmental pollutant concentrations, were separately sorted into ascending order and ranked (Chowdhury, S. et al, 2009).

Identify indicators that show he their thee valuation of the final results occurs or might occur (Ismael, A. A and Dorgham, M. M., 2003). These indicators may measure exposure or size be fully sufficient for evaluation by risk managers in determining any necessary remedial action for the site. Risk classification is composed of two parts: risk assessment, and explain the risks (Wang, X. L. and Zhang, J., 2007).

This phase is based on information collected and includes consumption and evaluation of technical data to calculate the exposure of existing and potential ecological impact site (Brix, K. V. et al., 2010). To classify the exposure and ecological effects, the uncertainty associated with field measurements and the assumptions that there are no specific data are not available and must be documented (Wang, X. L. and Zhang, J., 2007).

## **Nitrogen**

The trend of increasing nitrogen levels in water due to anthropogenic sources is a concern worldwide, especially because it may contribute to algal blooms and eutrophication (Cloern, J.E., 2001, Galloway, J. N., et al. 2004, Anderson, D. M., et al. 2008, Holmer, M., et al. 2008, Tett, P., 2008).

Research and modeling have determined the amounts of nitrogen released from official resources and the potential water quality and environmental effects of dissolved nitrogen (Hargrave, B.T., et al. 2003).

### **Phosphorus**

Increased phosphorus may contribute to algal blooms and eutrophication (Anderson, D. M., 2008). Agriculture and aquaculture activities increase the Phosphor and nitrogen in river.

The release of phosphorus into river waters and the potential for deleterious nitrification effects continues to be monitored, researched and modeled in this ecosystem (Wang, Y., et al. 2011). In general, phosphorous concentration is thought to be an indicator of the enrichment level of water and is selected as a parameter for monitoring purpose (Holmer, M. et al, 2008). Average phosphorous potential was 1.34mg/l compared to 1.58 mg/l at reference sites. Abandoned swage discharge sites were identifiable on the images by lower backscatter. Monitoring of water quality demonstrated that high levels of phosphor (>6 mg/l) and decreased oxygen dissolved potential were ubiquitously measurable at the perimeter (DOE of Gilan, 2015).

So, results are shown measurable increases in dissolved phosphorus, but these were statistically insignificant or were not thought to have significant environmental implications (Holmer, M. et al, 2008).

### **Dissolved Oxygen**

Oxygen concentrations in the river length are lowered primarily through animals and fishes respiration, but also due to microbial metabolism (Efroymsen, R. A., et al, 2001).

The decreased oxygen levels were due to fish respiration and current velocity was sufficient to avoid severe oxygen depletion. Change of DO concentration is depended to several items including water turbulence, river bed, biomedical density and pollutant discharge rate (Holmer, M. P., et al, 2008).

### **2.6. Risk classification**

In classification phase of risk assessment likelihood, severity and uncertainties are described which are related to the final results of the evaluation of the ecological risk assessment. This stage describes the environmental impacts and should be directed towards the decision-making process (Chowdhury, S., 2009).

Risk assessment is determining the like lyad verse effects on the evaluation of the final results. This was accompanied by complete in formation on risk exposure and summarize the effects of risk is calculated uncertainties. For example, the screening level ecological risks assessment, risk ratios are most commonly used to show the corresponding risks. Two related approaches are discussed in more detail in this section: PEC estimates have been developed in accordance with US Environmental Protection Agency and the processes through which the Europe Union (EEC).

PEC approaches using mathematical models to estimate the original classification is based on the laws of conservation of mass and the continuity equation (Lindas, W. G., et al, 1998).

HQ= PEC or EEC / Threshold or NOEC or NOEL Where:

HQ= Hazard Quotients

NOEC= No Observed Effect Concentration

NOEL= No Observed Effect Level

PEC= Predicted Environmental Concentrations

EEC= Estimated Environmental Concentrations

### 2.7. Effects characterization

Effects characterization involved assessment of the acute or chronic toxicity to local freshwater species including fishes, invertebrates and plants, and comparison of the results with toxicity data derived for northern hemisphere species (Chowdhury, S. et al, 2009 and Zeeman, M., 1996).

### 3. RESULTS

To determine the likelihood of the biota of the Sefidrood River system being exposed to high contaminated swage, an exposure dataset was compiled from Nitrogen, Phosphorous and Oxygen Dissolved data from river monitoring at the study area.

The environmental consequence, harm or damage caused by exposure to excessive concentration of living organisms, was described by a second data distribution, the effects dataset. This distribution contains toxicity values that describe the concentrations at which different aquatic organisms are affected by phosphor and nitrogen.

Results of the toxicity of pollutants tests have been summarized in table (3). Freshwater plant species were about 2 to 3 orders of magnitude more sensitive to pollutants than the animal species. Rainbow trout was the most sensitive species tested, with a 96-hour LC50 of 5,300 µg/l (Dabrowski, J.M. et al, 2006). The most sensitive chronic endpoint in fish was for total egg production in the japanessedmedaka (*Oryziaslatipes*) in 38 day study (Cole, R., 2002). Fish were exposed to toxic pollutants concentrations of 0.5, 5 and 50 µg/l. Total egg production was lower (36-42%) in all pollutants exposed groups compared to the controls (Dabrowski, J.M. et al, 2006). Based on EPA's review of the study, the NOEC for freshwater fish was established at 5 µg/L and the corresponding LOAEC at 50 µg/l based on statistically significant reductions in cumulative egg production (Davis, R. S. et al, 2007).

**TABLE 3. SUMMARY OF POLLUTANTS TOXICITY TO FIVE INDICATOR SPECIES**

Test organism	Test duration (acute/chronic; endpoint)	LC50 (mg/l)	NOEC (mg/l)	LOEC (mg/l)
Rainbow trout	96 h	5300 mg/l	5 mg/l	50 mg/l
Aquatic invertebrates	48 h	48 mg/l	6.2 mg/l	52 mg/l
Chironomustentans	48 h	720 mg/l	3.3 mg/l	48 mg/l
Gammarusfasciatus	48 h	60 mg/l	3.8 mg/l	48 mg/l
Aquatic plants (Chlorophycean, Oscillatorialutea, Elodea Canadensis)	48 h	4.6 mg/l	1 mg/l	68.7 mg/l

Ref.: Fairchild, J. F., et al. 2009 and Farrggia, F., et al. 2016.

The risk assessment carried out at the Tier 1 level for each of the phosphorous, nitrogen and dissolved oxygen, based on concentration changes during river path, and their risks on aquatic organisms.

Results of TIER 1 stage have shown DO level is higher and there is a better condition in the river. According to table 4, the distance is about 100 m from wastewater entering the river environment, had been reduced rate of DO until to 10 km; and then increased gradually. Some factors are affected on these changes including fish breathing, alga respiration, river water turbulence and water self-purification. Also, nitrogen and phosphor elements have affected on DO.

In these conditions, the relative risk compared to the constant DO indicates reduced contamination of the environment and it is risky. Rate of nitrogen and phosphor rises from discharge of wastewater into the environment and then decreased over the distance from the polluted site after 6.5 km from the evacuation to be an appropriate level of risk will be too late to life. Hazard ratio (HQ) of each of the parameters nitrogen, phosphor and DO in different distances were calculated 4.596305, 1.57189807 and 1.24117 respectively 100 m from discharge, then those will decreased 6.5 to 7 Km, almost average 2.595059, 0.910851 and 0.958994.

**TABLE 4. HQ CALCULATION FOR NITROGEN, PHOSPHOROUS AND OXYGEN DISSOLVED AT VARIOUS DISTANCES FROM THE SWAGE DISCHARGE INTO THE RIVER**

X (m)	HQ -Nitrogen	HQ - Phosphorous	HQ - DO
100	4.596305	1.57189807	1.24117
200	4.54394	1.55479912	1.22973
300	4.486455	1.53601834	1.217372
400	4.429698	1.51746442	1.205378
500	4.373659	1.49913461	1.193744
1000	4.318329	1.48102622	1.182463
1500	4.263699	1.46313656	1.171528
2000	4.209759	1.445463	1.160934
2500	4.156503	1.42800292	1.150674
3000	4.10392	1.41075374	1.140743
3500	4.052002	1.39371292	1.131135
4000	3.8021	1.31154714	1.087741
4500	3.567611	1.23422541	1.051597
5000	3.347584	1.16146215	1.022068
5500	3.141126	1.092989	0.998569
6000	2.947402	1.028552	0.980553
6500	2.765625	0.967914	0.967517
7000	2.595059	0.910851	0.958994
7500	2.435012	0.857152	0.954553
8000	2.284836	0.806619	0.953794
8500	2.143922	0.759065	0.956349
9000	1.88763	0.672203	0.970066
9500	1.661976	0.59528	0.993287
10000	1.463298	0.52716	1.023962

11000	1.28837	0.466835	1.060356
12000	1.134354	0.413414	1.101011
13000	0.998749	0.366105	1.144702
14000	0.879355	0.324211	1.144702

As seen in the table 4, with increasing distance from the discharge of untreated wastewater into the river, phosphorous concentration and risk factor also decreased. It is also necessary to mention, there is especial condition, the water turbulence is high in Sefidrood river, while oxygen has increased phosphorous decreased, so that within 100 meters of its risk calculations 1.57, of course real rate is more that, about triple.

Away from the discharge, risk of nitrogen deteriorated until it is at a distance of 13 km to less than one. In this case, there isn't any risk to the environment. Because nitrogen is reacted in water and converted to nitrite and nitrate compounds, it is used by aquatic plants.

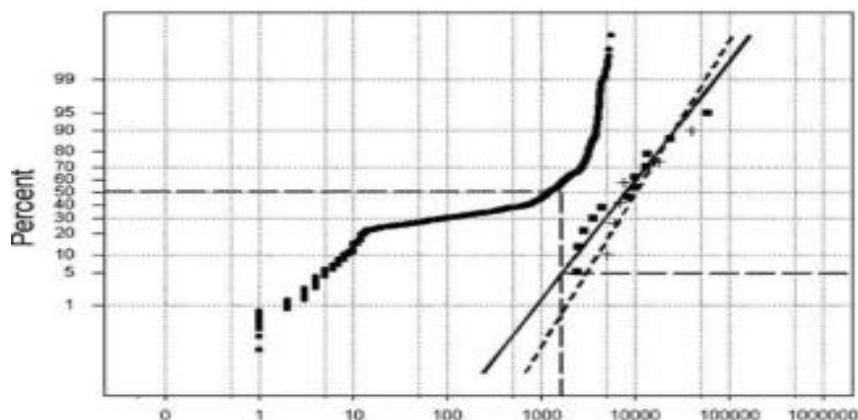
Phosphorus also precipitates more deeply into the water, by alga and other aquatic plant. Calculation of HQ is summarized on table 4. In overall, HQ more than 1 is indicated risk is high to aquatic organisms.

Exposure and effects probability distributions were used to quantify the potential risk to biota from nitrogen, phosphorous and oxygen dissolved concentration. Both the acute and chronic toxicity data, and the environmental pollutant concentrations, were separately sorted into ascending order and ranked.

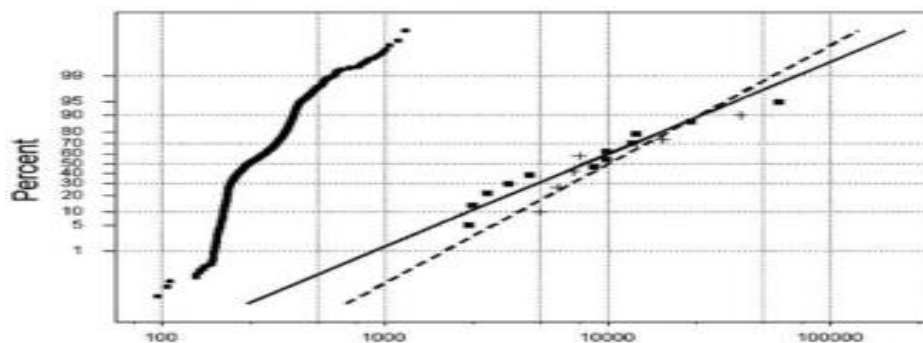
Phosphor and nitrogen thresholds of 1100 mgL<sup>-1</sup> was derived from the exposure and effects probability distributions (Fig. 3) as the concentration that would protect 95% of biota by oxygen reduction. The risk to these is expressed as follows:

- 1) To protect 95% of the biota from the toxicity of phosphor and nitrogen concentrations should not exceed approximately 1100 mgL<sup>-1</sup>.
- 2) This pollution was exceeded in 50% of samples from the Sefidrood River delta at Boujagh wetland. The derivations of these risk statements are shown by the dashed lines in Fig. 3.

The protection of 95% of biota from the toxicity of nitrogen and phosphor in the Sefidrood River system was determined by the probabilistic risk assessment to occur at a threshold of approximately 1100 mgL<sup>-1</sup>.



a. Phosphorous concentration (mg/l)



b. Nitrogen concentration (mg/l)

**Fig. 3. Exposure and effects probability distributions for the Sefidrood River and tributaries**

Where the x axis is elements ( $\text{mg L}^{-1}$ ) on a log scale and the y axis is cumulative percentage of the distributions on a probability scale. & Z acute toxicity data and solid line Z acute toxicity line-of-best-fit, C Z chronic toxicity data and dashed line Z acute toxicity line-of-best-fit; C Z concentration distribution. Horizontal and vertical dashed lines on charts a and b, indicate the concentration that protects 95% of biota ( $1100 \text{ mgL}^{-1}$ ) and the percentage of samples exceeding this concentration.

#### 4. CONCLUSION

Using modeling methods for parameters Phosphor, Nitrogen and DO Tier ecological risk assessment was carried out along Sefidrood River. Basically, ecological risk assessment on river systems and evaluate parameter assimilative river to determine the rate of decline, is not easy. Tier model due to its flexibility and computational capabilities can answer these questions. The innovation of this study compared to other previous studies regarding the risk of phosphor and nitrogen concentration increasing and oxygen reduction arising from wastewater discharges to the river and HQs have evaluated in different distances.

This approach for assessing the effects of phosphor and nitrogen pollution and oxygen dissolved reduction on aquatic biota gave a clear and useful outcome for natural resource management. However, the probabilistic risk assessment was not without its problems, particularly the uncertainties surrounding the limited toxicity data available for local species and the lake of information on multiple stressors and indirect effects. Probabilistic ecological risk assessment can be a useful tool in natural resource management if adequate effects and exposure data are available.

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## THE ROLE OF INNOVATIVE ACTIVITY IN THE SOCIO-ECONOMIC DEVELOPMENT OF SOCIETY

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### ABSTRACT

*This article discusses the economic nature and importance of innovation in the economy. Analyzes the role of innovation in socio-economic development. The transformation of ideas into goods goes through the stages of fundamental, applied research, design development, marketing, production and marketing. Or a simplified scheme: science-technology-production-consumption. Such features of innovative activity, such as high social and economic potential, individuality of innovations and a high degree of risk, necessitate a comprehensive study of this field of activity. For Uzbekistan, the questions of the transition of the economy to the innovative path are especially relevant today. Financial innovation is the creation of new financial instruments and financial technologies in order to generate profit and reduce the level of risks. Organizational innovation is an innovation associated with the creation or improvement of the organization and management of production, processes, labor resources.*

**KEYWORDS** *Investment, Innovation, Capital, Technology, Currency, Market Reforms, Market Economy, Manager, Risk*

## INTRODUCTION

Qualitative changes in the modern economy are demonstrated by the fact that there has been a significant regrouping of factors and sources that determine economic development. The decreasing opportunities of traditional resources for economic growth are related both to the approaching of the physical limits of their use, and to the decreasing efficiency and increase in the costs of environmental protection measures. This means that a system of innovative processes, scientific knowledge, new technologies, products and services should become the dominant in the development of the model of economic growth in the XXI century.

Innovation becomes an integral characteristic of the modern economy. This applies equally to both states and their societies, as well as to individual companies. An innovative orientation is an imperative not only of today, but also of the near future of human activity in any sphere.

Innovative activity of the economy is determined by the ability to distribute new products and technologies to all spheres, to win the corresponding markets. It depends on the economic structure, the level of scientific and technical and production potential, the organizational structure in which the innovation activity is carried out.

The innovation process is a complex, multilevel and multifaceted phenomenon represents the main driving force of the economy, materializing the advanced achievements of scientific and technological progress. To do this, it is necessary to create conditions conducive to the continuous improvement of technologies through innovations based on the latest scientific knowledge.

The last decades of the problem of innovation, the transition to innovative economic growth have become the focus of attention of both foreign and domestic economists. Such features of innovative activity, such as high social and economic potential, individuality of innovations and a high degree of risk, necessitate a comprehensive study of this field of activity. For Uzbekistan, the questions of the transition of the economy to the innovative path are especially relevant today. The relevance, theoretical and practical significance of the solution of problems connected with the transition to a sustainable type of development of industrial production in the new conditions of management of the Republic of Uzbekistan.

Innovative activity is the activity aimed at the use and commercialization of research and development results for the expansion and renewal of the nomenclature and improvement of the quality of the products (goods, services), the improvement of the technology for their production with subsequent introduction and effective implementation in the domestic and foreign markets. Innovative activity related to capital investments in innovation is called innovation-investment activity.

Innovative activity involves a whole range of scientific, technological, organizational, financial and commercial activities, which together lead to innovation.

The general definition of innovation is the process of realizing a new idea in any sphere of human life, contributing to meeting the existing need in the market and bringing economic benefits.

Innovative products are the result of the introduction of product innovations, new (newly introduced) or improved products, as well as products that are based on new or significantly improved methods (other innovative products).

Other innovative products are the result of the introduction of process innovations. It includes products made on the basis of best practices when introducing new or improved methods of production, previously implemented in the production practice of other countries or enterprises and distributed through technological exchange (non-patent licenses, know-how, engineering).

Investments - long-term investment in an enterprise with a view to making a profit;

Engineering is one of the forms of international commercial relations in the field of science and technology, the main direction of which is the provision of services to bring research and development work to the stage of production

Commercialization is the process of bringing innovation to the market;

The innovation process is the process of transforming scientific knowledge into innovation, which can be presented as a succession of events, during which innovation ripens from idea to product (a particular product, technology or service). The transformation of ideas into goods goes through the stages of fundamental, applied research, design development, marketing, production and marketing. Or a simplified scheme: science-technology-production-consumption.

Innovative entrepreneurship is understood as a special kind of commercial activity, aimed at making profit by creating and actively spreading innovations in all spheres of the national economy.

Unlike classical entrepreneurship innovation is based on the search for new ways to develop an operating enterprise (new products, technologies, markets, materials, forms of management) or to create a new, innovative enterprise.

Technological innovation is an innovation associated with the development and development of new or improved technological processes.

Innovation in the organization and management of production, social or information technology does not apply to technological innovation.

Personnel innovations - targeted activities to introduce personnel innovations, aimed at improving the level and ability of personnel to solve the tasks of effective functioning and development of the socio-economic structures of the organization and its units.

Financial innovation is the creation of new financial instruments and financial technologies in order to generate profit and reduce the level of risks.

Organizational innovation is an innovation associated with the creation or improvement of the organization and management of production, processes, labor resources.

Economic innovation is an innovation related to improvement in the financial, payment, accounting spheres of activity.

Social innovation is an innovation connected with the improvement of social and living conditions of life, ecology, hygiene and safety of work, culture and leisure.

The life cycle of innovation is a period of time from the birth of a new idea, its practical embodiment in new products to the moral aging of these products and their removal from production. The life cycle of innovation can be represented as follows:

- Fundamental research;
- applied research;
- design development;
- Technological development;
- Marketing;
- Production;
- Exploitation;
- Modernization;
- Recycling.

Scientific and technical activities are activities that include carrying out applied research and development with the aim of creating new or improving existing methods and means for implementing specific processes.

Scientific and technical activities also include work on scientific and methodological, patent-licensing, program, organizational, methodological and technical support for the direct conduct of scientific research and development, as well as their dissemination and application of results.

Scientific research (research work) is a creative activity aimed at obtaining new knowledge and methods of their application.

Scientific research can be fundamental and applied.

Experimental design work is a set of works performed during the creation or modernization of products: the development of design and technological documentation for prototypes (test batch), production and testing of prototypes.

Experimental and technological work - a set of works on the creation of new substances, materials and technological processes and the production of technical documentation for them.

Development - activities aimed at creating or improving the ways and means of implementing processes in a specific field of practice, in particular, the creation of new products and technologies.

The development of new products, technologies includes the development of experimental-design (when creating products) and experimental-technological work (when creating materials, substances, technologies).

An innovative project is a project whose content is the application of applied scientific research or development, their practical use in production and implementation.

For an innovative project, for example, include a comprehensive plan of action aimed at creating or changing a particular system through the transformation of innovation into innovation and



providing for its implementation certain conditions (timing, finance, equipment, methods of organization, etc.).

Innovation is a complex and multifaceted category. There are dozens of its definitions, which boil down to the fact that innovations are innovations in the field of production resources, products, technology, the organization of production and marketing of products, labor and management with a view to obtaining additional profit or other effect (social, ecological, scientific and technical). Their importance lies in ensuring the growth of economic indicators and the long-term stable development of the enterprise, industry and the national economy as a whole.

Innovative activity is the activity aimed at using and commercializing the results of scientific research and development to expand and update the nomenclature and improve the quality of products (goods and services), improve the technology of their production with subsequent implementation and effective implementation in the domestic and foreign markets.

There are different types of innovation strategies: innovation, simulation and venture. The choice of this or that strategy depends on the goals, objectives of enterprises, resource opportunities. Innovative activity involves risks: innovative, technological, commercial and financial.

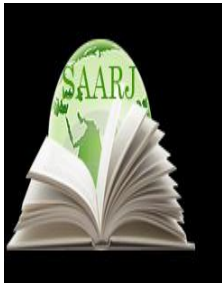
Innovative activity on a global scale is developing wave-shaped with cycles of about 50 years. In accordance with this, six technological structures are distinguished.

Innovative activity in the Republic of Uzbekistan is not focused on the priority development of high-tech industries related to promising technological structures, since the branches of industry whose enterprises show the greatest innovative activity in the country today are, as a rule, the third and fourth technological orders.

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## THE DOCTRINE OF MUHAMMAD HAKIM TIRMIDHI

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### ABSTRACT

*Hakim Tirmidhi is well-known Sunni jurist (faqih), traditionist (muhaddith) and Sufi master in the world. When discussing the problems associated with sufism, Hakim Tirmidhi had written various opinions that have been argued upon by numerous researchers while elaborating on their various thoughts over time until this present day [25]. These various opinions and views found in the heritages of Hakim Tirmidhi were compiled to discuss the problems associated with "sainthood", "gnoseology", "awliya", "hukama" (sages), "ulama" (scholars), aql (intellect), "Hikmah", "qalb" (heart), "Stations of the Heart" and etc. Thus, there is a need among researchers to examine and understand the methods used by the Hakim Tirmidhi in explaining these words in opinion [24]. This article analyzes the heritage of Mohammed Hakim Termizi, one of the most influential thinkers in the history of intellectual development. Evidence is given that the development of integrity and systematics in his reasoning has reached to the point of doctrine.*

**KEYWORDS:** *Qur'an, Sunnah, Islam, religion, secular, current, doctrine, holy (wali), wisdom (hikma), sage (hakim).*

## 1. INTRODUCTION

When we analyze some scientists' works, it is possible to observe that the depth and scrutiny of analyzes and conclusions will be deepened during research. As a result, they are related to various aspects of science. In some cases, the effectiveness of the output is even higher, and the generalization of these aspects is also demonstrated. This way of transition from privatization to generality, generates common laws or formulas that are compatible with the majority. One of the influential thinkers is Abu Abdullah Muhammad ibn Ali ibn Hasan ibn Bishr Hakim al-Tirmidhi (about 205-320 / 820-932).

## 2. LITERATURE REVIEW

In this research, "Khatm al-Awliya", "Tahsiylu naza'ir al-Qur'an", "Adab al-muriddin va bayan al-kasb", "Ma'rifatu-l-asrar", "al-Masail al-maknuna", "al-Manhiyat", "al-Akyos and-l-mugtarrin", "Isbat al-ilal", "Ghavr al-umur", "Nawadir al-usul fi ma'rifati ahadis ar-rasul" by Hakim Tirmidhi, "Kitab al-fihrist li-n-Nadim" by Abdulfaraj Muhammad ibn Abi Ya'qub Ishaq al-ma'ruf bi-l-varraq, "Ar-Risalatu-l-qushayriya" and overall about thirty books are used as main sources.

## 3. RESEARCH METHODOLOGY

This is a qualitative research using the content analysis approach. About thirty scientific works are used to explain the doctrine of Hakim Tirmidhi based on valuable manuscripts. Besides that, the researcher had used journals and articles to collect data related to the research.

## 4. FINDINGS AND DISCUSSION

First of all, it should be noted that Hakim Termizi's views and teachings are based on Islamic sources - the Qur'an and Sunnah. But in the understanding and research of these sources, of course, most of the scientists have gained momentum. Numerous works have been inherited from Hakim Termizi. Many of them have reached us. The researchers also say that this is because they are constantly being copied because of the necessity of these works. Different opinions are expressed on the number of these works. The number of his works are also counted 60, 80, 200, 400. It should be borne in mind that these numbers are based on the researchers' point of view. Some people only count large volumes of works, while some view it as a small, one sheet, two pages, and the surrounding manuscripts. The first type of artifacts are a lot, but the second type is larger than 50 and 80. We are also supporters of his small volume manuscripts as his own works. Because it can be seen in the process of their studying, in the smaller manuscripts of the scholar, which have given a clear message of spiritual matters. This is one of the reasons why he is called a "hakim". Because Hakim is the ability to express deeper meanings in short words. In particular, he said that man is the ruler of the world. The heart is human ruler. Ma'rifat is the ruler of the heart. Body organs move only through the heart. The world depends on your body organs. For you will receive from the world, but the world will take nothing from you. And whoever has justice in this emirate, his reward is virtuous (*wilâya*). The effect of the *wilâya* is that of worldly possessions. Because you will be able to do that. If you are not fair, you will go to the jail, and you will be expelled from the emirate [5, p.57].

About Hakim Tirmidhi Muhammad Usman Al-Khusht says, "This great scientist, in fact, has reached a level that can not be lightly enriched with a vast knowledge, deep thought, and a livelier, even though the modern researcher, who wants to finish his biography, he finds himself

in the face of the person who possesses knowledge, stops in front of these things and says: "What should he leave in his research? It will return to many factors that play an important role in the formation of the scientific personality of this scientist and the continuity of his message" [6, p.7]. That is why the researchers learn Tirmidhi's views as certain sectors.

Research shows that Muhammad Hakim Tirmidhi is the most prominent person in the history of Islam, who developed the view of the *walî*. It is also said that after this, whoever speaks of *wilâya*, even if he is of some degree, [16, p.109]. Of course, in the verses of the Qur'an, the Prophetic hadiths, and the subsequent statements can be found in the works of the late Companions, the Tabi'een. This is a separate topic of research. It also applies to mystic views. However, the role of this person in history is inherent in a systematic conception of *wilâya*, its "drawing" and its definitive lines.

Hakim Tirmidhi's views on *wilâya* are described in the famous book *Kashful Mahjub* by Khujwiri. He counted the 12 most famous Sufi schools of the time, and noted the distinctive features of each of them. While referring to Hakimiyya among them, he says: "But Hakimis are often referred to Abu Abdullah Muhammad Ali Hakim al-Termiziy. He appeared in the Imams of his time and he was the only one in the knowledge of the botin. Its classifications and nuclei are fragile. The rule and the manner of his word were about valuables, and his truths as well as the level of the saints and the order of their order. At the same time, he owns a sea of ships and many wonderful things according to his own boundaries. The first point of his Madhhab is that Allahu ta'âlâ knows that there are servants of Allah whom he has chosen. They deprived their grief of what the fears were related to, and abandoned the claims of their nafs and ambitions. Each one of them has reached a certain level [11, II, p.442].

This small text identifies much more about Tirmidhi and his *wilâya* beliefs.

First of all, Tirmidhi is a person who studies his research on human and religion, in other words, the relationship between God and man. An important issue in this area is, of course, *wilâya*. While the relationship between God and man appears to be in the other Sufis, in the case of Tirmidhi it is quite different from his objectivity and research style. One of the contemporary researchers of Hakim Tirmidhi, Usman Yahya, says: "It seems that the nickname "Hakim" is attributed to Tirmidhi, because, of course, Sufism doctrine is unstable in his consistency. This is because this is not just a personality that Sufis can be influenced by his Sufis, or Sufism is not just a sentimental emotion that he loves. Perhaps, according to him, there are objective truths on this subject, and it has its own independent nature and originality. The wisdom of Tirmidhi is expressed in a marvelous description of the delicate bright analysis of the nature, character, human nature, the ability and skill of natural character, and the methods of spiritual lusts. Finally, it is evident in the strict differentiation between the methods, the scale, the basic principles of wisdom and the levels of enlightenment. These meanings are given by Hakim Tirmidhi in various books such as "Ilm al-Awliyâ", "Kitabal-Hikmah", "Isbatilal ash-Shari'ah", and "Khatm al-Awliyâ" [1, p.3].

The fact that the Al-Khujwiri research on Termez has rather narrow meaning. This is because we must understand the words of Al-Khujwiri with modern view. This is as follows: "Tidmidhi raised the issue of *wilâya*". This is a scientifically understandable method that covers issues ranging from *wilâya*. This is reflected in the works of Tirmidhi. As it is mentioned in the above text of Al-Khujwiri: "They deprived their grief of what these troubles had tied up, and abandoned the claims of their nafs and ambitions". It can be seen from the works of Tirmidhi that he was a person who tried to explain these meanings in a scientific manner. He practically studied and

wrote on this path: from human psychology and his narrative analysis (the soul, the mind, the heart and the spirit - the most important psychological bases for all aspects of human activity), different parts of religion (Quran, Sunnah, knowledge, its apparent and subtle aspects, and their interdependency, and so on). At the same time, Tirmidhi tried to give his the original and clear arguments, and this was one of the reasons he was called a "hakim". According to our opinion,, we conclude that Hakim Tirmidhi had a level of doctrine. We have already seen that the word "madhhab" is used both by al-Khujwiri and Tirmidhi. In general, Hakim Tirmidhi has a leading role in the characterization of the subject from beginning to end and the identification and separation of the original and the far-off. These ideas which also allow you to observe the signs of doctrine in his views. Tirmidhi also understands the concept of religion in a comprehensive manner. The three major sections in him are the rare and comprehensive analysis of the concepts of fiqh and spiritual education[15]. "We have found that the religion of Allah Almighty and Glory be built on three pillars: true, righteous, and sidq"[7, P.21]. In the analytical method, the comparative and critical aspect was widely used.

At the same time, Tirmidhi described in his research of the hierarchy of the Wilaya - the different stages and levels. Al-Khujwiri who also states: "He was the best scholar who wrote about level of Awliyâ and the order of their orders".

The views of Hakim Tirmidhi on his wilaya are displayed in almost all his works. But special research dedicated to this industry is the work of Khatm al-Awliya. This book has consistently caused many controversy, even though it has been stated in the sources that Tirmidhi was expelled from Tirmidh because of this work, but its usefulness would undoubtedly bring huge benefits. Because the meanings in the book are based on a deep analysis of human psychology in Tirmidh, and it is associated with the "human barrier" and the degree of its overcoming, and on the other hand, the length of divine revenues and their degrees and benefits. In the Tirmidhi's book, the questionnaire which is to be answered by the rightful wali, is also questioned about the saint. It can be interpreted as the supreme point of the wali in terms of taking advantage of it, though it is also referred to as a particular person in other parts of this work. If you look closely at the work, it means that in the knowledge, action and enlightenment level, the level of knowledge, action, enlightenment (the "passage" of ninety-nine names of Allah, to get the most benefit from them and the lower levels in it, the deep analysis of human psychology and its aspects related to time and space, etc.) are of superior nature. Moreover, in other works of Tirmidhi, the passage is not mentioned as saint and was not mentioned in terms of consciousness. In his other works, his views on the wali of Tirmidhi can be clearly understood without any doubt. According to Tirmidhi, "Khatm al-Awliya" is the one who had the greatest share in the Prophethood among those who are among the saints who are distinctive in their hierarchy. The share of the prophethood and some of them are the meanings in the hadiths are taken by the author. Al-Tirmidhi states that Muhammad (pbuh) is last Prophet who can not be compared with any other people. He believes "Khatm al-Anbiya". He also mentions about "Khatm al-Awliya". "Khatm al-Awliya" is a treasury of good deeds. The last destination is the gourmet treasure.

The question was, "Is it possible that the Wali knows whether he is a wali or whether he knows or not?" Imam al-Nawawi gives various opinions on this subject. Among them is the opinion of Qushairi (376-465 / 986-1072), and his teacher- Abu Ali Daqqoq, that the Walî may know he is a wali, and the author himself agrees with that[13, p.437-438, 14, p. 331-332]. This idea was previously mentioned in Tirmidhi, and he also described this thing in details. According to Tirmidhi, they know that they are walis. According to Tirmidhi, the "Hidden Walîs" are also the

walis. However, he is in hiding because he has not been in danger of betraying his nafs or Allah has not given him his wali. However, the clearest walis are safe from these illusions and dangers, and therefore they know that they are Walis, and this is also reported to them. Then they will be examples and examples for the people. Their abilities are manifested in religious and worldly affairs. For example, according to Tirmidhi, ten companions in the history of Islam are reported about their life in paradise. In this sense, his "wali" has a wider and deeper scope than a Sufi believer. Another proof of this is that the spiritual-nafs-u riyazat itself and the purification of it are not just the main purpose behind Tirmidhi, but when it comes to achieve it, it is only after the Wali, to understand and interpret the whole religion. This includes the understanding of the world at Tirmidhi, in turn. This is because knowledge is more important than Sufism, which is the basis of Sufism. According to Hakim Tirmidhi, the beginning of the God's Prayer is knowledge. If you learn, you know. If you know, you pray. All sciences are in knowledge. Knowledge is a sign of meaning. In the meanings, the essence of the intended purpose is the essence. Science refers to those hidden meanings through speech and writing through the Light of knowledge in His Light [5, p.124]. The Meanings are divided into visible and divine ones. At-Tirmidhi asked 157 questions for a candidate in the book "Khatm al-Awliyâ", and if he can not answer, he should advise them not to smash clean water [1]. The concept of education from this science is even wider in Tirmidhi. Therefore, it is not surprising that Termezi was recognized as a founder of the scientific direction of the Sharia laws [19, p.62-63, 20, 8, p.42, 23, p.149-156].

It can be seen that secular knowledge had also played an important role in the study of the scientific views of Termez. For example, Egyptian scientist Abdurahim Sayih, who defended a doctoral dissertation about this thinker, says: "It is well known that Hakim Tirmidhi was a scholar on nafs and knew its illnesses, its illusions and its hidden aspects. That is why for students, he unlocked all of nafs's diseases and disasters. In fact, we must say that Hakim Tirmidhi can be regarded as the founder of the Islamic nafs [17, p.172].

In short, "this methodology and method are knowledge that almost all we know, and its difference that is an ethical idea" [18, p.154]. Similar views are also found in other Tirmidhi's researchers. One of them believes that Hakim Tirmidhi's role in modern psychological knowledge is an important task for the future researchers [22].

From some of the hadith's commentaries, it can be seen that Hakim Tirmidhi was well-aware of human anatomy. For example, he said the following: "The Messenger of Allaah (peace and blessings of Allaah be upon him) forbade wearing shoes on his feet". (Narrated by Abu Dawood, At-Tirmidhi, Ibn Majah) Then he says:

"Your body had right. So if you load something that is not worth it, then it will have a trouble. It is very bad for your body. Of course, the body stands up only stands with two feet. If you wear a slipper, you will not find it because you have to ride a foot to wear shoes. At this point, it occurs that the weight of the body falls to one foot. As a result, vasodilation occurs in the arteries, disorders happen. If this happens in the veins, then it becomes a health problem (ie perfect conditions for the disease). Because the veins are the place where the blood and the air are present. If the vessels suffer from pain, aggression, disorder, the blood will come to an aggression. When you are sick because of it, it is impossible to get rid of it. When the blood falls out of the vessels, the veins are tightened by their narrow space. Then it becomes clogged. If it becomes a clot, it does not leak and its blood becomes fasid (really bad). If the rotating air gets flooded, the stormy airs come to a standstill. This is a great thing" [6, p.27-28].

In other works by Hakim Tirmidhi, there are many other things that can be called psychological medicine, along with many of the features of physical medicine. For example, the nature of human nature and its dependence on intrinsic temperatures also suggests that the desires are characterized by hot temperatures, and the divine mercy is characterized by coldness and their effects on human behavior. It is analyzed in Tirmidhi's "Navodir al-usul" and in many other books.

In general, Hakim Tirmidhi, in the field of human analysis, grew up within the "city" and even more so as to "study" the country as part of his analysis and analysis, and the researchers consider these analyzes as the first ring of the chain in maintaining Islamic political views. In particular, he refers to his work "Ghavr al-umur", which was not merely a work of spiritual education. Perhaps it is the oldest and deepest analysis of Islamic political thought, and its philosophy. Tirmidhi was liberated from the influence of Greek philosophy, as was observed in Forobi and others, and analyzed by Islamic principles [9, 21].

Hakim Tirmidhi says, in his book "Buduvvu sha'n", one of his autobiographical works, he is busy with gathering grass and weeds. "Then one of these years, I was busy studying these calculations from the work of the zodiac" [1, p.25, p.27]. We do not know who constructed this usturlab (a tool to observe the sky) and where it came from. However, according to the given facts that the author, this event happened at the beginning of author's life. As we know usturlab was an important tool of medieval astronomy if we guess the period that this was at least the second quarter of the ninth century. According to the sources, the first usturlab in the Muslim world was used during the period of Abbas ruler Mansur (95-158 / 714-775, caliphate 136/753 years). It is made by Muhammad ibn Ibrahim al-Fadhari (about 180/796) [12, VII, p.332]. Therefore, it was also used in Termez after 70 years its first creation in the Islamic world.

Hakim Tirmidhi drew attention to the professionalism of one of the most important socio-economic features of society in his "Bayan al-Kasb", that is, emphasizes the critical role of the problem of honest and clean human life and analyzes it. He pointed out and reasoned the short, He used the following motto: "The requirement of living is a mercy to mankind" [3, p.151]. That is to say, God gives this opportunity to men is a great divine grace. It should be noted that this is not the case in Sufism and other sources. In Sufistic analysis, the issue of supply has been taken and analyzed as a matter of debate about people's financial life. When they tried to open its benefits, particular emphasis was placed on the profits of the profession, which are not material and non-dependent. In the works of Tirmidhi, in addition to this, we can observe a comprehensive analysis of the subject of occupation, from various angles, to human or heavenly and aristocratic wisdom. The following are the findings of his knowledge about the role of these sciences: "The Hakim is the one who recites the affairs of the world and the Hereafter, and who is the one who outlines his heart for the world" [7, p.30]. Or there are the following types of wisdom:

1. The wisdom derived from the abundance of experience is the lowest level of wisdom (that is, the wisdom of secular knowledge), indicating that this person is correcting the world in which they live.
2. Wisdom from the purity of the attitude indicates the Hereafter.
3. Wisdom from birth and death is a sign of truth and Allah [4, p.84-85].

It seems that this conclusion involves three stages that move naturally from top to bottom, instead of one another denying or separating from each other in three separate species. In this way, the concept of Wilaya in Tirmidhi is transmitted to a broad front, encompassing science, enlightenment, man's role and function, external and internal structure, wisdom and parts,



religion and the world, and ascended to the level of teaching. This companion wisdom is referred to as “the wisdom” (hikmat al-ulya) or “the wisdom of wisdom” (hikmat al-hikma) [2, p.104, p.148] and it is in the heart, and in language, in science and in every aspect, it is a major feature of the Walis.

## 5. CONCLUDING REMARKS

The aforementioned factors give rise to the fact that the heritage of Hakim Tirmidhi is not “doctrine”, which may have a narrower meaning, but rather from a broader sense of “Madhab”.

It is possible to conclude that Hakim Tirmidhi’s thinking is the result of a comprehensive study and analysis of Islamic sources. This aspect of the day requires not only studying in different directions, but also the necessity of making conclusions about the general aspects of these directions. One of the primary conclusions is that Hakim Tirmidhi states that human mind, spirit, soul and heart and their relationship are the origin of all things. Heart and mind have the ability to coincide with divine doctrine. Nafs and soul find their potential only in it. The key point of the problem lies in the relationship between man and God, and the rest of the matter depends on the solution of the problem. Therefore, its research and analysis should be based on a broad and high scientific and spiritual potential. Religion does not consist of religion itself. It is the world order. It is everything and is studied through everything

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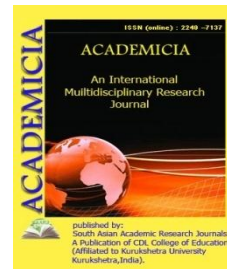
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## STYLISTIC FEATURES OF THE TRANSLATION OF MILITARY TEXTS

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### ABSTRACT

*This article is devoted to the urgent problem of the stylistic features of the translation of military materials of the English language. Teaching English to military personnel is established as a major priority in the academic curricula of the Military Training Institutions. The given article considers the importance of achieving the adequacy of translation of the original style. In this article examined the theory of the text, the theoretical foundations of translation, the stylistic and lexical-grammatical features of the translation of military texts. In all cases, the translator should strive to transmit the original material using the Russian military style of presentation of the relevant materials, neutralizing in Russian the excessive figurativeness and the familiar and colloquial and jargon elements in the original, as they are not typical of Russian military materials. Usually in such texts the personal point of view is not expressed, and the entire message becomes purely objective. The parameter of business characteristics is especially typical for the styles of military-scientific, military-technical, military-informational literature. For further detailed consideration of the methods and techniques of translation, which is the subject of our study, it is necessary to analyze and consider the classification of existing methods and techniques that are used in the translation of military texts.*

**KEYWORDS:** *Stylistic Features, Military Materials, Translation, Military Training, Lexical-Grammatical Features, Linguistic Elements.*

## **INTRODUCTION**

Speaking about the stylistic features of the translation of military materials of the English language, it can be noted that one of the important problems of achieving the adequacy of translation is the transfer of the original style. The stylistic aspect of the translation consists in the correct selection of lexical and grammatical means in accordance with the general functional and communicative orientation of the original and taking into account the existing literary norms of the language in which the translation is made.

The style of war materials is not homogeneous. In English military materials there are two tendencies of presentation of the material: either in a dry official-clerical language using cumbersome, often archaic revolutions and structures, or in simple, colloquial, sometimes familiar language.

The latter trend is noted mainly in military and military-technical materials, designed for private and noncommissioned officers. This trend is primarily associated with a low level of general and technical training for draftees, and, consequently, with the desire to make dry official authorized materials and difficult technical manuals more popular and accessible to the majority of military personnel. Because of this, many British military materials are replete with explanatory illustrations, tables, diagrams and diagrams that help bring to the reader the essence of the question. In all cases, the translator should strive to transmit the original material using the Russian military style of presentation of the relevant materials, neutralizing in Russian the excessive figurativeness and the familiar and colloquial and jargon elements in the original, as they are not typical of Russian military materials. The style of presentation in Russian must comply with the norms of the Russian military language adopted for the relevant type of material.

### **Theoretical Background**

The concept of style in military translation, we will consider in relation to military texts; The main difference of one style from another is not in its linguistic features, although each style is characterized by the predominance or, on the contrary, the absence of certain linguistic elements, but by the content orientation of the military text and its functional purpose. It is the content and purpose of the text that determine the choice of specific language tools, which in turn begin to characterize one or another style. The isolation of styles in military translation is important for the practice of translation, since it orients the military translator in the choice of certain language means specific to this style and indicates the purpose of the text to a specific addressee. Considering the totality of military texts, one can clearly identify the historically established varieties of these texts, which are distinguished by their content orientation and functional purpose.

The functional purpose of the text becomes the most important criterion for the classification of the style of military texts, which significantly distinguishes military genres from genres in fiction, where functional purpose does not play a significant role. The fact is that it is the functional purpose of a text that dictates its meaningful orientation and all its linguistic characteristics. By functional purpose, you can distinguish, firstly, the texts of informational content, the main purpose of which is to inform readers of something new in a particular area of military affairs. However, it would not be entirely appropriate to talk about a general military information style, since the task of informing can take place in various spheres of military reality

and military communication: in the field of military research, in military equipment, military journalism and in various military references, literature.

### **Main part**

According to the functional purpose and content orientation, two separate groups of texts can be distinguished to texts of informational content and texts regulating the life and activities of the troops.

There are four styles in the first group:

- Military-scientific texts;
- Military-technical texts;
- Military information texts and
- Military-publicistic texts.

The second group includes the following genres

- Statutes and instructions;
- Military business texts.

Thus, on the basis of a functional and meaningful approach to the entire totality of military texts, the following styles can be distinguished:

- Military-scientific texts;
- Military-technical texts;
- Military information texts;
- Military-publicistic texts;
- Statutes and instructions;
- Military business texts; military memoirs.

As mentioned above, the functional purpose and meaningful orientation are the most important parameters by which the selection of military styles themselves. But it is also important to know what distinguishes each style, what characteristics must be taken into account in order to be able to analyze the language means used in this particular style.

To answer this question, it is necessary to turn to functional and stylistic analysis. In this case, we will focus on how the author expresses his personality in the message, what is the purpose of this message and what is the role of the recipients of this message. In other words, the most important parameters that characterize a particular style of military texts are three interrelated parameters:

- Person of the message sender;
- The substantive essence of the message (business characteristic);
- The identity of the recipient of the message (incentive characteristic).

Thus, we see that the parameters characterizing military styles are considered from the standpoint of the general theory of language communication. Studies show that all the above parameters are always present in each text, but the degree of their presence is very different. In the texts of one style, the identity of the sender of the message may prevail; in the texts of another style, the content essence of the message comes first; based on the predominant prevalence of one or another parameter in the text, one can speak of personal characteristics, business characteristics or an incentive characteristic of a particular text.

About the personal characteristics of the text speak in cases where the main purpose of the text is the transfer of internal experiences of the sender of the message or his desire to talk about their actions and motives. In military texts, this parameter is easily detected only in memoirs. In the rest of military styles, personal characteristics, as a rule, are absent, since their functional purpose completely excludes this characteristic. In the following, we will not dwell on the description of the ways of expressing personal characteristics, since we have excluded the memoir literature from our research.

The business characteristic comes to the fore in all those cases when the main purpose of the text is to communicate some new information from a certain area of knowledge. The identity of the sender of the message in the texts of this kind does not play a role, he is completely hidden behind the essence of the stated material, and although his personal style of presentation is still visible, he only characterizes the sender's letter style, not his personality. Usually in such texts the personal point of view is not expressed, and the entire message becomes purely objective. The parameter of business characteristics is especially typical for the styles of military-scientific, military-technical, military-informational literature. In other military styles, this parameter recedes into the background, although it does not completely disappear, as is the case with the parameter of personal characteristics. Means of expression of business characteristics, we consider when describing specific styles.

The motivating characteristic of the text is that the sender of the message focuses the main attention on the recipient in order to induce him to take specific actions. The concept of "action" includes not only the physical, but also the mental actions of the recipient: his emotions, the awakening of attention, participation, mutual understanding, etc

## **CONCLUSION**

In this article, we examined the theory of the text, the theoretical foundations of translation, and the stylistic and lexical-grammatical features of the translation of military texts. For further detailed consideration of the methods and techniques of translation, which is the subject of our study, it is necessary to analyze and consider the classification of existing methods and techniques that are used in the translation of military texts.

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## THEORETICAL FOUNDATIONS OF THE TRANSLATION OF SCIENTIFIC LITERATURE FROM RUSSIAN INTO ENGLISH

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### ABSTRACT

*In this scientific paper some problems of translation of scientific texts from Russian into English have been developed. Translation of scientific texts is a challenge, because it is not enough to translate the scientific text into only the rules of language. This article provides advice on scientific translation. Such texts, for the most part, are aimed at specialists who, as they say, “in the subject line”. Almost always, the author does not burden himself with explaining specific terms, reasonably believing that this will only clutter the text, since the target audience is also well-versed in all the intricacies of the terminology used. In the case of the actual scientific texts, one of the main tasks of the translator is the greatest possible informational accuracy of the translation: he cannot afford an error in interpreting one or another term or an ordinary word used in its specific meaning. The above example with the “American Township and Range Surveying System” very clearly illustrates what is being said. The translator must take care of the accessibility of the text to the simple reader, because otherwise the text and its translation loses meaning. So, the main goal of scientific texts of this kind is to convey essential scientific information to scientists who are experts in the subject matter. The first task is that information should be significant and interesting for the relevant scientific community: in other words, it should be either new or represent the old in a new capacity, from a new angle.*

**KEYWORDS** English, Russian, Grammar, Translation, Scientific Text, Scientific Translation, Scientific Error



## INTRODUCTION

The study of the problems of the translation of scientific literature is an important direction in modern philology. The fact is that for decades the subject of philological research remained almost exclusively the style of fiction. However, in the era of industrialization of society, in conditions of the ever-increasing flow of information and the ever-expanding international scientific exchange, the translation of scientific literature is crucial for the progress of mankind, and therefore it is not surprising that the linguistics of our millennium is paying more attention to the functional style of scientific literature Artistic style.

Scientific texts are divided into two large groups, the goals and objectives of which differ significantly from each other: these are scientific texts intended for a more or less narrow circle of specialists, and popular science texts targeted at a wide audience. As a rule, the purpose of the first group of scientific texts is to review and analyze some essential scientific information, for example, the results of research, experiments, new theories, hypotheses, their justification with the use of factual material. Such texts, for the most part, are aimed at specialists who, as they say, “in the subject line”. Almost always, the author does not burden himself with explaining specific terms, reasonably believing that this will only clutter the text, since the target audience is also well-versed in all the intricacies of the terminology used. The language of such research is often very specific and complex: it uses lengthy, complex sentences with a lot of participial and extra-participative turns, introductory sentences, and other grammatical constructions that make the text more informative.

So, the main goal of scientific texts of this kind is to convey essential scientific information to scientists who are experts in the subject matter. The first task is that information should be significant and interesting for the relevant scientific community: in other words, it should be either new or represent the old in a new capacity, from a new angle. The second task is to use common industry terminology in a scientific text: if a scientist avoids its use, the article will be perceived as popular science and may not be completely correctly perceived by the target audience. Using specific terminology is not posturing, as a man in the street often thinks, it is necessary, firstly, to save language means (very often an object or phenomenon is defined by one term that cannot be described in less than a few words), secondly, for more accurate semantic identification of concepts (the term, as a rule, does not allow for discrepancies).

The third task, related mostly to the style of the text, is to observe the specific design of thoughts characteristic of this type of text. Again, the philistine is again perceived as posturing, but for the scientific community this form of presentation of the material is the most productive and informative. The fourth task is to comply with a rigorous and logically based sequence of material submission: problem statement, proof of its relevance; a review of sources of information reported (literature, research); formulation of the thesis (for analytical articles), its proof with the involvement of various materials and the use of logical constructions; competent wording of the final part with a synthesis of the material presented and summing up.

The goals and objectives of a different type of scientific text – popular science – differ substantially from the goals and objectives of the actual scientific texts discussed above. What is the difference? First of all, in that they are addressed to a completely different audience - to a wide circle of readers who are not experts in this field. The main purpose of these texts is not simply to communicate something new or a well-processed old, their goal is to give the reader an

idea of a particular field of scientific knowledge in an accessible form. In other words, based on the name of this type of text, their purpose is to popularize science in general and scientific information of one kind or another in particular. Texts of this type can be devoted both to new discoveries and to the consideration of something well-known in scientific circles, but not known to a wide audience.

The author of a popular science text has the following tasks. First, the material should have some practical value for the reader: for example, it would hardly be interesting to read about the electromagnetic properties of the Dirac and Majorana neutrinos, but almost every summer resident reads about the mechanism of the influence of chemical and mineral fertilizers on yield. Secondly, a popular science text should be written in simple and understandable language without unnecessary use of special terms; if they are used, each of them should be explained in the form of a footnote.

Thirdly, as well as in a different type of texts (actually scientific), in popular science texts it is necessary to use the structure of the presentation of the material, which will be understandable to the reader and will help him to easily understand the material. As we see, in this type of texts the main emphasis is placed on the availability of material to a wide circle of readers. The specifics of the translation of each of the two types of scientific texts under consideration. Having defined the goals and objectives of the two above-mentioned types of scientific texts, we can proceed to consider the features of their translation. The goals and objectives of the translator largely coincide with the goals and objectives of the author of the translated text, but something else is added.

In the case of the actual scientific texts, one of the main tasks of the translator is the greatest possible informational accuracy of the translation: he cannot afford an error in interpreting one or another term or an ordinary word used in its specific meaning. In this regard, almost always one of the main requirements for the translator of such texts is his knowledge in the issues under consideration, a thorough knowledge of the industry terminology and features of its use. As a rule, due to the large labor costs for the study of scientific subjects by a simple translator, certain scientific circles have a long-term cooperation with translators-specialists who have deep knowledge in their scientific segment.

As for popular science texts, an additional task here is to preserve the clarity of the text for the simple reader. Of course, here too there is a task of exact semantic text, however, since all terms have explanations, and the text language is not very specific, not only a specialist, but also a general translator can take up a popular science translation. What difficulties can a translator expect when working on their own scientific texts? One of the most tricky moments here is the interpretation of the meaning of certain specific words. The situation is simpler with terms that, as a rule, have one meaning: the main thing here is to find this term in a dictionary. The greatest difficulty arises when the usual, widely used word is used in a narrow terminological quality: for example, the German word “Gewächs” in the general vocabulary means “растение”, but if it is used as a term in a scientific text related to the field of botany, this word will be to matter “напост”. However, there are options. It is necessary to grasp the meaning and find out whether this word is really used here as a term: this is not at all necessary - it can also be used in its general meaning in a scientific text. Moreover, it can be used in one paragraph in the general meaning, and, literally, in the next - already in the terminological. Understanding this “porridge”

is the main difficulty. Another variation of the same kind of difficulty is a more complex one. These are the so-called compound terms. It often happens that a few common words of general vocabulary in combination with each other form a very specific term that is used in a scientific text.

For example, the word “false” (ложь, ложный), the word “color” (цвет, цветной) and the word “image” (картинка, изображение, образ) do not constitute anything particularly specific, but in combination with each other they form a rather rare and the highly specialized term “pseudo-color image”, referring to such a field of science as hyper spectral remote sensing of the Earth and to some other scientific areas. Linking these three words into one term while working on the text is rather difficult: a translation sense and a good vocabulary, preferably electronic, are needed here with dictionary databases in various scientific fields. Another difficulty, which, by the way, can be found not only in scientific texts, is the untranslatability or inconvenience of some compound terms. The fact is that in some cases the translation of certain expressions is very far from literal, or difficult due to the specificity of the term for the country of the source language. For example, the term “American Township and Range Surveying System” can hardly be literally translated into Russian. The fact is that in the Russian language there are no concepts corresponding to the terms “township”(параллели) and “range” (меридианы) due to their specificity for America. The townships and range are closest in meaning here, but the only thing in common between them is that they have the same orientation (from west to east and from north to south). The most appropriate translation of this compound term may be “The American Land Survey System”, but, as you see, the words “township” and “range” do not appear at all in translation.

We have discussed above the main difficulties that a translator may encounter when working with the scientific texts of the first of the types under consideration (the actual scientific one); when working on popular science texts, somewhat different difficulties come to the fore (although these also do not disappear anywhere, if there are no footnotes to the corresponding terms). These difficulties are stylistic and psychological. The translator is faced with the task of not simply conveying the meaning of the text, but conveying it so that it is understandable to the reader of this particular country with its national characteristics and customs. The above example with the “American Township and Range Surveying System” very clearly illustrates what is being said. The translator must take care of the accessibility of the text to the simple reader, because otherwise the text and its translation loses meaning. Here it is necessary to pay special attention to possible discrepancies of words and terms, differences in their semantic shades in the language of the original and the translation, possible slang and negative readings of these words.

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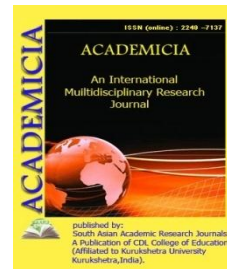
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## FEATURES OF THE ENGLISH TRANSLATION OF RUSSIAN-SPEAKING REALITIES IN THE TEXTS OF FICTION NOVELS

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### ABSTRACT

*This article discusses some of the issues that may arise in the translation process. The article discusses the many ways in which English is translated. Here are some suggestions and comments on the topic. When translating this vocabulary, as well as to achieve equivalence, the translator must always take into account not only individual cultural elements, but also culturally specific situations, as well as ways of presenting them in communication acts, since the translation process considers the interaction of two cultures and their names. There are also units that can be simultaneously called a term and a reality. It is worth noting that when naming "realia" as a term, it is necessary to remember some discrepancies in the characteristics of these concepts, namely, the non-equivalence of reality and the general use of the term...Realities are an integral part of any language. It is worth emphasizing that scientists note the tremendous importance of this language unit. After analyzing all the above material, we had the opportunity to draw the following conclusions, which, we believe, have practical significance. In this paper, an attempt was made to analyze the main ways of conveying Russian-speaking realities when translated into English.*

**KEYWORDS:** Language, English, Translation, Grammar, Lexicon, Phonetics, Theoretical, Background Knowledge, Foreign Languages

## INTRODUCTION

Unique national-specific vocabulary, which reflects concepts important to society, continues to gain the attention of domestic and foreign scientists. For many years, this vocabulary has been constantly analyzed in works in various fields. This can be explained by the fact that it plays an important role in presenting cultural ideas, artifacts of a nation, as well as its ability to trace their connection with a certain culture. The term “equivalent vocabulary” can be found in many authors (E.M. Vereshchagin, G.D. Tomakhin, S. Vlahov, S. Florin, L.S.Barkhudarov, and others), who devoted their works to the problems of language and translation. Each of the authors in their own way interprets this term.

According to the Explanatory Translation Dictionary of L.L. Nelyubina, non-equivalent vocabulary is defined as:- Lexical units that do not have full or partial equivalents among the lexical units of another language.- The words of the source text, which indicate the realities that have no correspondence in the language of translation. Non-equivalent vocabulary has been studied quite well by the theory and practice of translation and is an extreme case of language deficiency. And, according to S.G. Ter-Minasova, such an extreme case will be the absence of the equivalent of any concept due to the absence of the concept itself.

Non-equivalent vocabulary can be defined as words that cannot be compared with any lexical concepts or phenomena of a foreign language. The concepts that are indicated by these words are unique and exist only in one culture and one language. According to the linguist, this vocabulary most vividly, most vividly illustrates reality. As noted by EM. Kolomeitseva and M.N. Makeeva, the term "non-equivalent vocabulary" is used only in the case of the lack of correspondence of one or another lexical unit, and not in the case of the impossibility of its translation. Translation of non-equivalent vocabulary causes some difficulties due to the lack of equivalents in the language to which the vocabulary belongs. When translating this vocabulary, as well as to achieve equivalence, the translator must always take into account not only individual cultural elements, but also culturally specific situations, as well as ways of presenting them in communication acts, since the translation process considers the interaction of two cultures and their names. Identification and analysis of non-equivalent vocabulary, which can relate to completely different areas of life, is a prerequisite for successful communication. Of course, the translation of non-equivalent vocabulary causes a particular difficulty, but this difficulty seems quite surmountable, since there are many means and ways by which its content can be conveyed in speech. And it should be noted that as of today, not all the ways and methods of transmitting non-equivalent vocabulary are translated into another language by linguists. Linguists distinguish the following groups of words in non-equivalent vocabulary:- Proper names, toponyms, names of organizations and institutions, names of newspapers, etc., which do not have correspondences in the vocabulary of another language.- Realities denoting objects, concepts, as well as situations that are absent in the culture of people who speak a different language.- Random lacunae, which are vocabulary units of one language that have no equivalents in the lexical dictionary of another. As already mentioned, one of the groups of words related to non-equivalent vocabulary can be attributed to reality.

The theoretical basis for the study of realities was laid in the middle of the 20th century by the outstanding Russian scientist A.V. Fedorov, who in his writings used the term “reality” to designate a national-specific object or phenomenon. Also, Fedorov used such a concept as

“realia-word”, denoting the name of a unique phenomenon or object. In the second half of the twentieth century, the term “realia” began to denote both the denotate and the word that means it. Representing the objects of material and spiritual culture, the realities reflect the way of life and thinking of a particular society, and also have no analogues in another culture, respectively, indicating their lexical units, are also absent. The word : “reality” comes from the Latin word realia, meaning “real”, “real”. This word meant a materially existing object or object that existed earlier, quite often associating it in meaning with the concept of “life”.

In many works of linguistic scholars, the term “reality” has become widely used precisely in the sense of the reality-word, the reality-subject. The reality word is a sign that allows words to get a linguistic appearance. The reality-object, as an element of non-linguistic reality, has a rather broad meaning, but at the same time, this value cannot always fit into the framework of the reality-word.

In linguistics, the term “realia” became widespread in the 50s of the twentieth century, when, in connection with the problems encountered in translational studies, realities were spoken of as “carriers of color, specific, visible elements of national diversity”. In the Russian translation, in addition to “non-equivalent vocabulary”, there are several other concepts for defining words-realities:- the lacuna, which is such an element of culture, which has been found to match in another language and culture, or an element that is partially or completely not understood by a representative of another culture in the process of communication;- exotic vocabulary, representing words and phrases borrowed from obscure languages, used to make a speech a special color;- barbarism, which is a word built on the model of another language or a turn of speech, violating the purity of the speech of a native-language speaker;- ethno-lexeme, which characterizes the system of knowledge about a certain culture as a historical and ethnic community of people;- Alienism, which is a word borrowed from another language, indicating a different culture. Also, many linguists define realities as words that have no equivalent (zero equivalents), connotative words, or background words.

The realities of research are devoted to a huge number of scientific works of such scientists as N.K. Garbovsky, E.M. Vereshchagin, V.G. Kostomarov, G.D. Tomakhin and many others. Despite the fact that the theory has come a long way in its formation, controversial issues regarding this concept still exist, because almost every linguist has his own point of view on what should be called “reality”. According to the explanatory dictionary L.L. Nelyubina, reality is a word or expression denoting a concept, object, situation, which is absent in the practical experience of people speaking a different language. Linguist N.K. Garbovsky in his writings defines realities as objects of reality that exist in the culture of the source language, but have exact analogues in the culture of the translating language. The term “realia” was widely adopted after the publication of the works of the Bulgarian researchers S. Florin and S. Vlahov “Untranslatable in Translation”. By this term, S. Vlahov and S. Florin understand the objects that call the words or phrases that are characteristic of the life of one people and have no equivalents in other languages, and therefore cannot be translated.

It is this definition of the concept of “reality” that is considered to be the most complete, since it reflects all the main characteristics and properties of a given language unit. M.L. Alekseeva in his work notes such characterizing signs of realities as:- national cultural marks;- uniqueness;- Belonging to the appeal vocabulary, to common nouns. Based on these characteristics, Alekseeva

gives the following definition of the term “reality”. Realities are common nouns that call unique objects and phenomena. Linguist GD Tomakhin considers realities as the names of objects of material culture, which are inherent only in certain nations and peoples. Also, the realities can be called historical facts, the names of public institutions, names, etc. According to To makhin, a distinctive feature of reality is the close connection of the concept denoted by the reality with the people or the country, as well as the historical period of time. It follows that reality has a national or historical color. Also another important feature of reality can be called their “general use” and “widespread entry into the common language”.

Since these lexical units react fairly quickly to changes occurring in society, it can be argued that they are characterized by temporary coloring. Among the realities can be identified as the realities of the neologisms, and the realism and the realities of the archaisms. You can notice the similarity between reality and the term. The terms designate precisely defined concepts, phenomena or objects and are unambiguous, deprived of synonyms, words of often foreign language origin. Also, their value may be limited historically. The same can be said about reality. Moreover, there are a number of units that are difficult to define as realia or as a term. There are also units that can be simultaneously called a term and a reality. It is worth noting that when naming “realia” as a term, it is necessary to remember some discrepancies in the characteristics of these concepts, namely, the non-equivalence of reality and the general use of the term..Realities are an integral part of any language. It is worth emphasizing that scientists note the tremendous importance of this language unit. It can also be said that the question of the role of realities is not sufficiently fully considered and requires detailed study.

Translation of vocabulary that does not have a match in the language of translation presents a certain difficulty, but the difficulty is completely surmountable, because despite the absence of this sign in the language system, there are many ways and means by which its content can be conveyed in speech. As we pointed out in the work, one of the groups of words relating to non-equivalent vocabulary can be attributed to reality.

Translation of words-realialia is a creative process, and the translator must convey the language images to a foreign reader in the maximum possible amount, as much as possible to extract information from the content of the original text. To do this, it must have the background knowledge available to the “speakers” of the source language. After analyzing all the above material, we had the opportunity to draw the following conclusions, which, we believe, have practical significance. In this paper, an attempt was made to analyze the main ways of conveying Russian-speaking realities when translated into English. Before proceeding with the translation and analysis of its main approaches and strategies, we studied the relevant theoretical material. We also examined and studied such a concept as “adaptation”, studied the attitude of well-known linguists to this concept, as a result of which it can be said that many philologists and translators oppose the use of adaptation, while some, on the contrary, believe that such a technique as adaptation facilitates the perception of the translated text.

The analysis of the translation of Russian-speaking realities revealed the following:• The main ways of translating the realities of life are transcription / transliteration (when translating inventions), tracing (some items of clothing, currency), generalization, searching for analogue and descriptive translation. In many cases, when the translator used the transliteration technique, he also gave a short commentary in which he explained the meaning of one or another reality. •



When translating ethnographic and mythological realities, various techniques were used: transliteration, tracing, descriptive translation, and also the lexical substitution technique. • Most of the realities of public administration and public life were translated using a technique like tracing. • During the study of this subspecies of reality, we found out that the majority of anthroponomy, toponyms, as well as the names of characters and the names of newspapers are translated using transcription and transliteration. Names when translated into English have been adapted. • Vocabulary reflecting associative realities, namely, folklore, historical, and literary-book allusions were translated into English using tracing.

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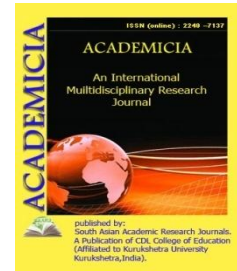
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## THEORETICAL PROBLEMS OF THE USE OF INNOVATIVE EDUCATIONAL TECHNOLOGIES

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### ABSTRACT

*This article discusses the theoretical problems of the use of innovative educational technologies. New innovative training methods are being discussed. The article discusses the role of the teacher in the innovation practice. One of the means of such development is innovative technologies, i.e. these are fundamentally new ways, methods of interaction between teachers and students, ensuring the effective achievement of the result of pedagogical activity. As pseudo-innovations that only imitate innovation, the following examples can be cited: the formal change of signs of educational institutions; presenting the renewed old as fundamentally new; transformation into an absolute and copying the creative method of any teacher-innovator without his creative processing, etc. Otherwise, reckless innovation can lead to a crisis in the educational system. And yet it is important to understand that pedagogical innovations are an integral part of the development of pedagogy and they are necessary for the improvement of the education system. The classification is based on the sign of recreating (imitating) the context of professional activity, its model representation in training. Non-imitation technologies do not involve building models of the phenomenon or activity under study.*

**KEYWORDS:** *Human Activity, Methods, Pedagogical Activity, Innovations, External*

## INTRODUCTION

Development is an integral part of any human activity. Accumulating experience, improving ways, methods of action, expanding his mental abilities, a person is constantly evolving. The same process is applicable to any human activity, including teaching. At different stages of its development, the society imposed more and more new standards and labor requirements. This necessitated the development of the education system.

One of the means of such development is innovative technologies, i.e. these are fundamentally new ways, methods of interaction between teachers and students, ensuring the effective achievement of the result of pedagogical activity. Scientific innovations pushing forward progress encompass all areas of human knowledge. There are socio-economic, organizational, managerial, technical and technological innovations. One of the varieties of social innovation are pedagogical innovations.

Pedagogical innovation is an innovation in the field of pedagogy, purposeful progressive change that introduces stable elements (innovations) in the educational environment, improving the characteristics of both its individual components and the educational system as a whole. Pedagogical innovations can be carried out both from the own resources of the educational system (intensive development path) and through the attraction of additional capacities (investments) - new means, equipment, technologies, capital investments, etc. (extensive development path).

## METHODOLOGY

The combination of intensive and extensive ways of development of pedagogical systems allows the implementation of the so-called «integrated innovations», which are built at the junction of diverse, multi-level pedagogical subsystems and their components. Integrated innovations, as a rule, do not look frivolous, purely «external» events, but are conscious transformations originating from the deep needs and knowledge of the system. By supporting the bottlenecks with the latest technologies, it is possible to increase the overall efficiency of the pedagogical system.

The main directions and objects of innovative transformations in pedagogy are:

- Development of concepts and strategies for the development of education and educational institutions;
- updating educational content; change and development of new technologies of training and education;
- improving the management of educational institutions and the educational system as a whole;
- improving the training of teachers and their skills;
- designing new models of the educational process;
- ensuring the psychological and environmental safety of students, developing health-saving learning technologies;
- ensuring the success of training and education, monitoring of the educational process and development of students;

- Development of textbooks and teaching aids of a new generation, etc. Innovation can be carried out at various levels.

Innovations affecting the whole pedagogical system belong to the highest level. Progressive innovations arise on a scientific basis and contribute to the advancement of practice forward. In pedagogical science, a fundamentally new and important area emerged - the theory of innovations and innovation processes. Reforms in education represent a system of innovations aimed at a radical transformation and improvement of the functioning, development and self-development of educational institutions and their management system. Pedagogical innovations are carried out according to a specific algorithm. P.I. Pidkasisty identifies ten stages in the development and implementation of pedagogical innovations:

1. Development of a criterion apparatus and gauges of the state of the pedagogical system to be reformed. At this stage, you need to identify the need for innovations.
2. Comprehensive verification and assessment of the quality of the pedagogical system to determine the need for its reform with the help of special tools. All components of the pedagogical system should be examined. As a result, it must be precisely established that it is necessary to reform as obsolete, inefficient, irrational.
3. Searches for models of pedagogical solutions that are of a leading nature and can be used to model innovations. Based on the analysis of the bank of advanced pedagogical technologies, it is necessary to find material from which to create new pedagogical structures.
4. Comprehensive analysis of scientific developments containing a creative solution to current pedagogical problems (information from the Internet may be useful).
5. Designing an innovative model of the pedagogical system as a whole or its individual parts. An innovation project is being created with specific specified properties that differ from traditional options.
6. Performing integration reform. At this stage, it is necessary to personalize the tasks, identify those responsible, the means of solving the problems, establish forms of control.
7. Elaboration of the practical implementation of the famous law of labor change. Before introducing innovations into practice, it is necessary to accurately calculate its practical significance and effectiveness.
8. Building an algorithm for introducing innovations into practice. In pedagogy, similar generalized algorithms have been developed. They include such actions as analyzing the practice for finding areas to be updated or replaced, modeling innovations based on analyzing the experience and data of science, developing an experiment program, monitoring its results, introducing necessary corrections, final control.
9. Introduction to the professional vocabulary of new concepts or rethinking of the former professional vocabulary. When working out the terminology for its implementation in practice, they are guided by the principles of dialectical logic, the theory of reflection, etc.
10. Protection of pedagogical innovation from pseudo-advocates. At the same time it is necessary to adhere to the principle of expediency and justification of innovations. History shows that sometimes enormous efforts, material means, social and intellectual forces are spent on

unnecessary and even harmful transformations. The damage from this is irrecoverable, therefore, false pedagogical innovation should not be allowed. As pseudo-innovations that only imitate innovation, the following examples can be cited: the formal change of signs of educational institutions; presenting the renewed old as fundamentally new; transformation into an absolute and copying the creative method of any teacher-innovator without his creative processing, etc.

### **THEORETICAL BACKGROUND**

In the context of educational reforms, innovative activities aimed at introducing various pedagogical innovations acquired special importance in vocational education. They covered all aspects of the didactic process: the forms of its organization, the content and technology of training, learning and cognitive activity.

Innovative learning technologies include: interactive learning technologies, project learning technology and computer technologies. In the psychological theory of learning interactive is called learning, based on the psychology of human relationships. Interactive learning technologies are considered as ways of learning, the formation of skills and abilities in the process of relationships and interactions of the teacher and the student as subjects of educational activities. Their essence is that they rely not only on the processes of perception, memory, attention, but, above all, on creative, productive thinking, behavior, communication. At the same time, the learning process is organized in such a way that students learn to communicate, interact with each other and other people, learn to think critically, solve complex problems based on the analysis of production situations, situational professional tasks and relevant information.

In interactive learning technologies, the roles of the student (instead of the informer, the role of the manager) and the students (instead of the object of influence, the subject of interaction), and the role of information (information is not the goal, but a means for mastering actions and operations) change significantly. All interactive learning technologies are divided into non-imitation and imitation. The classification is based on the sign of recreating (imitating) the context of professional activity, its model representation in training. Non-imitation technologies do not involve building models of the phenomenon or activity under study. The basis of imitation technologies is imitation or imitation-gaming simulation, i.e., reproduction in terms of training with a certain measure of the adequacy of the processes occurring in a real system. Consider some of the forms and methods of interactive learning technologies. Problem lecture involves the formulation of the problem, the problem situation and their subsequent resolution. In the problem lecture the contradictions of real life are modeled through their expression in theoretical concepts.

### **Main part**

The main purpose of such a lecture is the acquisition of knowledge by students with their direct and effective participation. Modeled problems may include scientific, social, professional, related to the specific content of educational material. The statement of the problem encourages students to active mental activity, to try to independently answer the question posed, arouses interest in the stated material, activates the attention of students. Seminar-dispute involves the collective discussion of any problem in order to establish ways to reliably solve it. The seminar-dispute is held in the form of dialogic communication of its participants. He assumes high mental activity, instills the ability to debate, to discuss the problem, to defend their views and beliefs,

concisely and clearly express thoughts. The functions of the actors in the seminar-dispute may be different.

Educational discussion is one of the methods of problem-based learning. It is used in the analysis of problem situations, when it is necessary to give a simple and unambiguous answer to a question, with alternative answers being assumed. In order to engage all those present in the discussion, it is advisable to use the methodology of cooperative learning (educational cooperation). This methodology is based on mutual learning in the joint work of students in small groups. The basic idea of academic cooperation is simple: students combine their intellectual efforts and energy in order to fulfill a common task or achieve a common goal (for example, to find solutions to a problem). The technology of the study group for educational cooperation may be as follows:

- Formulation of the problem;
- Formation of small groups (micro groups of 5-7 people), distribution of roles in them, explanations of the teacher about the expected participation in the discussion;
- Discussion of the problem in microgroups;
- Presentation of the discussion results in front of the whole study group;
- Continuing discussion and debriefing. «Brainstorming» aims to collect as many ideas as possible, freeing students from the inertia of thinking, activating creative thinking, overcoming the usual way of thinking when solving a problem posed. «Brainstorming» can significantly increase the efficiency of generating new ideas in the training group. The basic principles and rules of this method are the absolute prohibition of criticism of the ideas proposed by the participants, as well as the encouragement of all kinds of replicas and even jokes.

The didactic game is an important pedagogical means of enhancing the learning process in a vocational school. In the process of a didactic game, the student must perform actions similar to those that may occur in his professional activity. As a result, the accumulation, actualization and transformation of knowledge into skills and abilities, the accumulation of personal experience and its development. The technology of the didactic game consists of three stages. The involvement in the didactic game, the game development of professional activity on its model contributes to a systematic, holistic mastery of the profession. Internship with the fulfillment of an official role is an active method of training, in which the “model” is the sphere of professional activity, reality itself, and imitation mainly affects the performance of the role (position). The main condition for an internship is the performance of certain actions under real work conditions under the supervision of a training master (teacher). Imitation training involves the refinement of certain skills and abilities to work with various technical means and devices. The situation, the situation of professional activity is simulated, and the technical tool itself (simulators, instruments, etc.) acts as a “model”.

Game design is a practical exercise, during which engineering, design, technological, social and other types of projects are developed in game conditions that recreate the reality as much as possible. This method has a high degree of combination of individual and teamwork of students. Creating a common project for a group requires, on the one hand, each knowledge of the technology of the design process, and on the other, the ability to enter into communication and maintain interpersonal relations in order to resolve professional issues.

Pedagogy, like any other science, is subject to numerous changes and development. This is primarily due to the fact that society has more and more new requirements for specialists. The result of the constant development and improvement of pedagogy methods are innovative technologies, that is, technologies that enable the integrative process of new ideas to education.

However, the introduction of such technologies is associated with a number of difficulties (financial means, conservatism of some officials in the educational sphere, insufficient development of technologies). In addition, despite the obvious need for innovation, they should be implemented with caution. Otherwise, reckless innovation can lead to a crisis in the educational system. And yet it is important to understand that pedagogical innovations are an integral part of the development of pedagogy and they are necessary for the improvement of the education system.

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## THE IMPACT OF THE COMMUNICATIVE GAME ON LEARNING ENGLISH

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### ABSTRACT

*This article discusses the use of communicative game, role-playing in English language learning. The article describes the types of role-playing and how to use them. It is scientifically justified that the role-playing models are very effective in language learning. In this situation there are no spectators. In a situation there is no risk of communication and behavior of the real world. Activities are fun and do not threaten the identity of the child, the student. Such a game of role will strengthen rather than destroy self-confidence. Even the teacher has to step into the background, because his presence can interfere with his readiness to pounce on the student every time mistakes are made. Learning is most effective in a stress free atmosphere. Role play can be shown to others or recorded on film, but this is not necessary. Communicative games are played in pairs or in small groups with all members of the group usually have certain information. Guessing Games: The principle of the game is that players with information intentionally hold it, while other participants try to guess. Successful completion of a communicative game consists in performing a specific task (plotting a route on a map, filling in a diagram, diagram, or finding two matching pictures) rather than building the sentence structure correctly (using the language). Today, the English language is one of the oldest languages in the world. so our country is also paying great attention to teaching English. The method of role-playing English is very effective. When students take a role, they play it in a certain situation.*

**KEYWORDS** Languages, English, Role-Playing, Methodology, Methodology, Communicative Games, Effects,



## INTRODUCTION

Today, the English language is one of the oldest languages in the world. so our country is also paying great attention to teaching English. The method of role-playing English is very effective. When students take a role, they play it in a certain situation. A group of pupils playing a role in a class is likened to a group of children playing school, hospital, star wars, etc. Both those and others unconsciously create, create their own reality and by doing this, operate with their knowledge of the real world, developing their abilities to interact with other people. In this situation there are no spectators. In a situation there is no risk of communication and behavior of the real world. Activities are fun and do not threaten the identity of the child, the student. Such a game of role will strengthen rather than destroy self-confidence.

The second advantage of the role-playing game is that it allows you to use unprepared speech. The main goal of any role-playing game is training unprepared speech. What are the benefits of using role-playing in the auditory?

1. Through the role-playing game in the auditory can be brought a variety of a) forms of experience; b) various functions, structures, a large amount of lexical material can be used. Role-playing game can exceed the capabilities of any pair and group activities, train students in the ability to speak in any situation on any topic.
2. Role-playing game puts students in situations in which they need to use and develop such language forms that are necessary as a lubricant in the work of social relationships that our teachers so often neglect.
3. Some people often learn English in order to prepare for a certain role in life (work abroad, travel). The language material they will need during their trip will be very useful for them and it is very important that for the first time they can try their strength in the friendly environment of the auditory. For them, role-playing becomes a very important dress rehearsal for real life.
4. Role-playing game provides shy, insecure students with a “mask” for which they can hide. Students have great difficulty when the main focus of the training is on the personality of the students, on their direct experience. And in a role-playing game, such students usually receive a release, since their personality is not affected, they need not be revealed.
5. The advantage of using the role-playing game is that it gives pleasure to playing it. As soon as students begin to understand what exactly is required of him, they gladly give vent to their imagination. And since they like this activity, the learning material is absorbed much more efficiently.
6. Role-playing game has a whole range of technologies (communicative technology that develops students' language fluency, promotes auditory interaction and increases motivation).

The learning process consists of several phases:

- Presentation phase;
- Phase of half-knowledge;
- fixing phase. Role-playing belongs to the category of language learning technology, which belongs to the technology of learning with low input and high output. This means that the presentation phase centered around the teacher is very short. After a short introduction, students

are immersed in an activity in which the task is much more important than the use of exact words; an activity in which fluency prevails over accuracy.

Naturally, the language that students use in a role-playing game, or rather language material, must be introduced at earlier stages of learning. Role-playing is suitable for each type of work with a language (working out structures, vocabulary, learning functions, intonation models); this is also the use of the right word in the right place and at the right time. Role-playing games that are processed, memorized and played for other students are no longer role-playing games, but are called drama performances. Role-playing relates mainly to the process of the game, not the finished product. This should be understood from the very beginning, since many students are very shy and they are timid when they are forced to participate in the play. And besides, they are often convinced that they do not possess the talent of the game. In the role-playing game, they do not participate in the play, there is no public there. Even the teacher has to step into the background, because his presence can interfere with his readiness to pounce on the student every time mistakes are made. Learning is most effective in a stress free atmosphere. Role play can be shown to others or recorded on film, but this is not necessary. Role playing is language learning.

The main points to pay attention to when organizing a role-playing game:

- When organizing a role-playing game, you should always start with a steam room, and not with group work (it is much easier to arrange a conversation with someone one near you or in front of you without disturbing the planning). There is also a psychological justification.
- At the initial stages, short activities should be organized: which gradually accustom students to the role-playing game.
- Role play should be designed for a variety of student types.- Students should understand the situation and what is written in the role card before the game begins.
- It should be very tactful, do not be upset if one or two couples do not take part in the activity. Remember that when you conducted the usual lessons, they could also remain completely indifferent, to think or dream about something, but you did not notice it.
- Do not use role-playing game too difficult and requiring emotional overload, until your students get used to this type of activity. If you do not take this into account, students can switch to their native language. Try to tolerate small language invasions in your own language if this helps to promote the role-playing game.
- If your students still switch to their native language, then set the tasks more fully, starting with working in pairs and an easy role-playing game with information tasks. If this does not work, then this means that your audience is too enslaved and preliminary training is necessary (communication exercises) so that the students relax.
- Always think of subsequent activities for those groups or couples who finish ahead of others.- Set the exact time limit and try to ensure that each stage corresponds to it. The role card should be short. If any linguistic structures are to be used, students should be well acquainted with them. When students read their role card, they must either return it to the teacher or turn it over and only contact it when they need it.

The problem of student error. Mistakes are an integral part of the language learning process, and the ability to freely make mistakes in a lesson promotes learning rather than holding it back.

They gradually disappear as students become more competent and self-confident. Students at this level usually make mistakes of the same type, both in a role-playing game, and when working with any other studied material. And therefore you can foresee the most typical mistakes and preempt them by thinking through preliminary exercises on the use of certain structures, lexical units, which will then be used in a role-playing game. During the game, the teacher should go from group to group noticing mistakes so that after the role-playing game or at the next lesson, start working on the bugs. It is very important to force the students themselves to give the correct version of the phrase or word in which errors were made, write them on the board and accompany them with some type of remedial exercises that could best help the students to work out the correct version.

A game is a specific activity with rules, goals, and entertainment elements. There are 2 main types of games:

1. Competitive games - in which players or teams compete, compete in order to reach the goal by the first.
2. Cooperative games - in which players and teams go together towards a common goal.

Communicative games are a type of cooperative games, because competitive elements or games that focus on speed of execution violate the correct use of language. Communicative games should be distinguished from linguistic games, since the main goal of communicative games is not to solve linguistic problems, but to organize unprepared communication. Successful completion of a communicative game consists in performing a specific task (plotting a route on a map, filling in a diagram, diagram, or finding two matching pictures) rather than building the sentence structure correctly (using the language).

The main focus of the communicative game is on successful communication, and not on the right speech. A communicative game should be used at a relatively advanced stage of training or at a language material worked out in advance and brought to automatism. Games should be attributed to a substantial part of the language program, and not to the entertainment activities used in the last week of classes or at the end of the quarter. With the help of games at an advanced level of training, an opportunity for real communication appears. The game is a diagnostic tool for the teacher, allowing to determine the most difficult moments, the degree of assimilation of the material, and therefore to take all measures to eliminate them.

Communication technologies are based on various technologies, such as filling in gaps, guessing, searching, matching the same pair, exchanging, accumulating or collecting, combinations and card games, problems and riddles, role-playing and reproduction. The simplest activities are based on the principle of an information gap.

In this in their games, students of group A have such information that is not available to students of group B. Students of group B should receive this information. Moreover, this type of game can be one-sided or mutual (mutual), when both players have only a part of the information that they must combine together to solve a common problem. Communicative games are played in pairs or in small groups with all members of the group usually have certain information. Guessing Games: The principle of the game is that players with information intentionally hold it, while other participants try to guess.

Search games: Each participant in the game usually has one of the pieces of information that is needed to fill out a questionnaire or solve a problem. The main task is to collect all available information. Thus, each player is both an informant and a data collector. Pairs Selection Games: These are games to involve participants in the selection of similar pairs, cards or pictures and can be played by a whole class, with each game participant having to circulate around the class until they find a partner with the same card or picture. Match Games: Games are based on the mosaic principle, where each player in the group has a list of opinions, preferences or suggestions. Only one of them is shared by everyone in the group. Through discussion, the group determines which is more preferable in this situation. Games for the exchange or collection of information: Players have certain items or cards that they willingly exchange in order to fill the set. This can be played out by the whole class, where players freely circulate, exchanging articles or maps or as an intergroup activity.

Combined activity: Players must beat certain information in order to organize into groups such as families or people living in the same apartment. All of these activities may include elements of problem solving, elements of a role-playing game or an imagination game. Communicative games provide for work in pairs, groups of large and small, and the whole class, while participants should be able to move freely around the room. The role of the teacher in the game: monitoring, resource center, the teacher must move from group to group, listen, provide the necessary information (ie, provide language assistance) notice errors, but not interrupt and correct. Make notes on paper. A communicative game contributes to intensive language practice, creates a contact on the basis of which the language is assimilated more meaningfully, and besides, it is a diagnostic tool for the teacher (as already mentioned).

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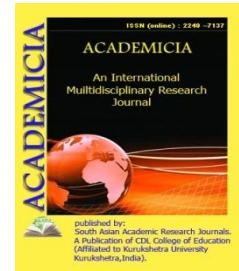
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## EXTRALINGVISTIC FACULTIES AND SITUATIVE ELLIPSIS

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### ABSTRACT

*In the article, communicators can contribute to the ability to communicate effectively, concisely, concisely and in a fluid way, without affecting the full understanding of the idea of communication in the communication process, and, consequently, the reduction of language units associated with situational and speech delivery or their filling with nonverbal means. saving energy, saving energy from the brain, physiological energy, memory capacity, saving time situation ellipsis live in the form of speech and artistic works include the analysis of the samples taken. In determining the form, content, methods and means of communication, each of the components, such as the purpose, status, position, communication type, gender, age, level, nature, national ethnicity, has a specific expression value, one explanation for the action. It also shows that all forms of speech have a subjective ellipsis of subjectivity or emotionality.*

**KEYWORDS:** Verbal Motor, Nonverbal Motor, Extralinguistic Factor, Situational Speech, Speech Condition, Situative Ellipse, Speech Effectiveness.

## INTRODUCTION

Reducing language speeches and narrating speech to maximize speech; transmission of information through loading of considerable semantic burden, sublimability, emotionality to extorting factors, is a communication aspect of communication, since any "speech takes on all the communicative qualities, but in every respect it does not go to the target's target unless it is in its place" [1, 13]. In this context, the desire to get rid of the excess elements in the language, to put their function on the required elements, dismantle the missing parts, or replace them with nonverbal means, combine, or use speeches to make the speech impressive, compact, concise. In a speeches, the expression of a part of an unsupported verbal means in a listening statement or a reduction in the context of a particular part of the construct is a characteristic feature of the situational ellipse, which is based on the savings. Usually, reducing some of the words without affecting the content of the story often increases the meaning and effect, and is therefore used as a rhetorical figure in the art of engraving [2, Material Torture].

### The main part

All the circumstances surrounding the conversation participants are: the proximity or the proximity of the audience, various movements, and extorting factors. Predictable situations for the speaker and the listener allow for speech comfort. In such cases, the use of nonverbal means may also be helpful in situation. In conversations, if the uncertainty arises from the verbal expression, in such cases, it can provide a nonverbal expression, and the speaker, in spite of the fact that he is "See", can not understand the audience, knowing which party or who or what it is talking about, or the speaker itself. However, when a speaker performs a hand or eyelid, the listener understands the sentence and receives a statement that has this situational elliptic structure, which usually means "communication + subjective" or "communication + emotionality". You see, look at this gateway, look at this building, look at the dog coming behind you, look at the birds flying in the sky, look something back in your bag, and so on. In this case, the speaker wants to focus the attention of the listener on a specific subject or subject, but only when the object is mentioned - the content is determined. Or, as the speaker points out to the listener himself, "Starting", the listener understands that it's like "Snow started", "Rain started" or "Fighting". In such cases, an undefined part is a specific event, which occurs in the context of a complete situation.

Or we are looking for artifacts to prove our ideas. In a work of art, when a hero asks a second hero to read "Have you read it?", You need to be aware of the content of the art work to be aware of this situation. The reader who is not aware of the text can not understand what he is talking about, for example: "Did you read the email?", "Have you read the newspaper?", "Have you read the magazine?" And "Have you read the book?" In this case, the object, which is the basis of the movement, has not been expressed.

## RESEARCH DATABASE

Here's an example from the art work:

We'll take Ali. We turn our backs on his arm, tightly with his lap belt, beat us and hit him in school.

- No, I'm not going! "Said Ali in his arms. (Oybek).

In the text, the word is given in the preface, which is expressed in situational speech, so in Ali's speech, the word "school" has not been formulated, resulting in a situational ellipsis. The missing part indicates where the movement moves.

Let's look at another example from the art work:

Everything in this house was taken out of sight and then out.

"At the hotel," Safarov said.

When Ramazan left Safarova's hometown, Mirhomiddin Khan stepped slowly. (A. Qahhor).

It is known that the search is conducted at home, and the host's property is being registered. Then, when he came out, the manager's eyes fell into the hut and realized that he had to search for the othanah and called out to the "Othanoza". Because of the situational awareness, there is no room for the word "we go" which means cutting action.

It should be noted, however, that there may be an outline of the situation, pointing to a finger, a fracture, a cut or a condition, or multiple spacing (the non-expression of the segment is not so active), and it is closely related to the situation. Such statements are out of the question. In such cases, the main factor determining the sentence is the situation, and the reference is a secondary factor. The role of situation and signaling is so great that the situational situation allows to point to an event that is supplemented by the story, allowing the speaker to restrict only a certain subject, pointing to a phenomenon. According to A.Rurmanov, R. Diksen states that all the situational complex fragments that it represents a complete and true meaning [3, 6]. It is understood that one of the causes of extreme Australopithecus factor in human speech is the ability to express a concise, laconic idea of the point of view of the moment in which the gestures are expressed. They are the compensation of an unspecified part [4, 90]. Generally speaking, in live speech, there is a tendency to drop everything that is absolutely unnecessary for expression. One of the characteristic features of a live talk is the existence of a speaker. Each speaker's idea must have a listener and his attitude should be noted in the listener's replica, but there are no live conversations available. Usually, lively communication is based on interlocutors' mutual thoughts, gestures, situational, gesture, and speech, and they are structurally and semantically related.

*- I got you! The young man gave the red roses in his hand to the girl.*

*The phrase "I bought for you" does not indicate the object of action. As it is known from the Situation: the unidentified object is the phrase "red rose".*

*Speaking in a live speech plays a leading role because "interlocutors communicate their conversation content and conversation situation" [5, 58]. Vocal expressions, expressed in motion in live speech, are expressed in literary works, in general, in verbal expressions in written speeches. Situational elliptic designs are often used in verbal speech rather than in writing, because the speaker's ability to rely on the situation or interlocutor, and in the written speech, he needs to create a particular sphere [6, 176]. In the artistic work, the author's speech is described, interpreted, interpreted and supplemented by the author's speech:*

*"I'll drown," he said, with a gesture of grace and gesture to his husband's face.*

*-This side also ...*

- *Where's Zainab?* (A. Kadiry, "The Last Days" novel)

*The situationality of the speech has a strong effect on its structure, and in this text, the superintendent provides an effective exit of the situation, that is, the mood of the silver man with emotional and emotional state, such as pain, sorrow, anguish, and mood. In addition, her husband's feelings of guilt, his willingness to forgive, and the expression of his exclamation are further emphasized by ellipsis. The story of a Spoken Offense The fact that the silver groaned off the face of her husband slipped into the face of her husband gave her a chance to come to the situational ellipse of a "skin" cut off from her husband, "here and there".*

*In some cases, the expression that is not expressed by the verbal means in the speeches is not expressed by the nonverbal means, which is dependent on the nature of the situation. For example, a questionnaire interviewed by a speaker who has been known for many years has been asked, "Is it true that he is studying in the 2nd course?", The question "Is the child entering the institute?" Is answered, "He is studying in the 2nd grade of the institute." If a child has graduated from the institute but is unemployed, he / she will respond differently to this inquiry based on the situation. But in both cases, communications are aware of the situational situation.*

## **DISCUSSIONS**

In determining the form, content, methods and means of communication, each of the components, such as the purpose, status, position, communication type, gender, age, level, nature, national ethnicity, has its own specific expression value, one of which is determined by many factors. For example, even though in the modern dress and appearance of the latest brand, when the Uzbek girl was in front of the elderly, in the official circles, in a different country, she was given a chance to the audience in accordance with Uzbek patterns (with her right hand on his chest, He greets him with the words "Assalamu alaykum" and, of course, greetings are welcomed as "Waalaykum Assalom". In analyzing this scene, the audience will appreciate the positive, Uzbek-style labels, admiration for morals, and respect. Let's say hello, let's say hello to his girlfriend, shake his right hand or write his finger and hit the fingers of the right hand of the listener and say "hello", but the friendly attitude is obvious.

Of course, situational communication, which is a part of the dialogue, plays a special role in selecting and defining the form and means of communication. Van Dyke emphasizes the importance of time and space for a communicative situation, saying: "I would not welcome a stranger on a busy street, but if I meet a stranger in an uninhabited mountain or island, I would greet him peacefully" [7, 24]. Or, by focusing on the first visit of the bride-governing wife in the "Past Days" of A. Kadyri: "Silver was embarrassed and greeted with dignity, and Yusufbek came to the hoji and fell down. Hadji nodded to Silver's shoulder and kissed his hand, touched by the silver coin. " This is a sign that the external components of communication are linked to national (ethnic) and cultural (ethical) characteristics.

The tongue information has two internal and external features, the inner side of which is the language structure and the outer side of speech. Consistency is dependent on this speech situation and is understood by means of a speech, a missed, unspoken expression. And every proposition is compounded by subjectivity. All of the texts were based on dialogue, and the interviewees were convinced that their speech had been completed. It has also been established that conversational communication is simply a combination of speaking and linguistic abilities - a distinctive feature of the complexity of speaking communication - the combination of linguistic



(verbal and nonverbal) and non-ethyl (ethical, aesthetic, ethnographic, etc.) components is a situational pragmatic system.

Speech is related not only to the occurrence of man's mental capabilities, but also to physiological and social possibilities, and it can not be denied that it is implicitly expressed by extorting factors: speech, situational, gesture, and mimic, and these factors are caused by the reduction of verbal expression. While the information in the speech process is related to brain activity, physiological energy, and memory capacity, extralinguistic factors in both types of information can lead to speech savings. Therefore, the denial of the role of the principle of conservation in speech emphasizes the denial of all the protective functions of the human body [8,220], whereas human beings are biologically viable and, in all their activities, the ability to receive and maintain various information, Balance preserves the human organism's power, striving for quantitative saving in speech protects speech devices from tension, prevents early memory loss, facilitates the work of the transmitting and receiving brain.

It is also important to look at speech activities as labor activity [9,57], communicative process and work processes (almost interconnected with the work process), so the desire to reduce information that is needed for speech needs is a speeches, , which leads to newer means, which reduces the time and cost of the workflow, and, most importantly, it saves time because both processes are related to physical energy and time spent Most importantly, a quick, brief, clear, enriched with subjective and emotional Otter delivered in the case. Being busy in the study process leads to extensive practice of extorting factors in the reality of speech. Or the language always strives to be free from superfluous information - words, syllabic and grammatical forms that do not help to convey information or explain it [10,31]. Extralinguistic factors let go of the pleonasm, for example: He pointed to his foot and said, "The shoes I wear on my leg are very ody." There is also a pleonal hand in the speech (both pointing to the foot) and the copying (my legs). Or it is not important to use egg cooking. The phrase can be summarized as follows: For example, he pointed to his foot and said, "very ody" or "very thin". While the speech process is also a product of work, it is natural that the tendency to "earn a lot of money by using less" is practically applicable.

## RESULTS

Note that in both live and speech speeches, the use of extracurricular phrases is not as exaggerated, but as expressive as possible, as extrasustinguistic factors as an adjunct component: speech content, situational, mimic, gesture, general information on the subject of conversation, it also serves as an opportunity for the ellipsis to be processed in certain structures [6,176], while the live speech plays a leading role in the live speech, "the interviewer and connects the speech moment with one another "[5,58]. In addition, intonation plays an important role in understanding comprehension of situational ellipses. Changing the intent can lead to a variety of conflicting, even contradictory perceptions, which are manifested in actuarial speech. In some cases, some aspects of the uncertainty associated with the situational situation become actual. Boka Shakirov is investigating my case. It is a semantic meaning of a plaintext about suspicion of Shakirov. The suspicion in the verge is that the assumption will be realized if the agent does not know Shakirov in advance. If a search engineer has previously recognized Shakirov, then the meaning of speech and the content would be different. Shokirov is a relative of ignorance, ignorance, discrimination, self-esteem, self-esteem. In order to understand the true meaning of this story, listeners will have to know Shakirov as a speaker. The situation is an extralinguistic-

objective phenomenon [11,72]. Of course, any fragment of the spatial structure can have a situational ellipse.

## CONCLUSION

In the general development of the language, the principle of economics is dominant, though two principles, including the principle of savings and linguistic excess, take place. The language tries to save its language as it acts as a direct spoken communication tool, as we have already seen, as extrasublinguistic factors have been replaced by the supplemental components, as a case study of one of the occurrences of a situational ellipse.

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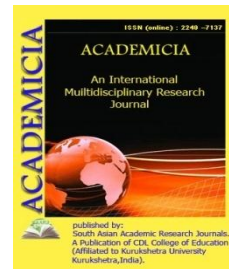
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## LINGUO CULTURE LOGICAL FEATURES OF METAPHORS IN CHILDREN'S LITERATURE (ON THE EXAMPLE OF KHUDAYBERDI TOKHTABAYEV'S CREATIVE WORK)

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### ABSTRACT

*It is well known that the system of concepts of culture, the image of the life of a particular nation, national character, as a national mentality, is of a broad ethnographic nature. The interrelationships and interrelationships of language and culture have enabled them to study on a single methodological basis. Metaphors are also one of the main linguistic units of the language. Metaphor is an important methodological tool for the idea and purpose of the artistic work, the creation of the interior of the characters, the juicy and sensual language of the work, emotionality and musicality. The creators are trying to create metaphors to make clearer and clearer the experiences of the lyrical hero. Hudoyberdi Tukhtabayev's works can also be seen in portable words, and in most places, the best examples of linguoculturological metaphors. Through this, the creator was able to explain the linguistic features of metaphors.*

**KEYWORDS:** *Meaningful Meaning, Connotative Meaning, Intertextuality, Precedent Units, Linguopathic Units, Linguoculturological Metaphor.*

## INTRODUCTION

### **Kirish qismi**

When it comes to the phenomenon of migration, it has two distinct goals. Firstly, denotative, that is to say, secondly, it is a connotative, that is, additional meaning. The linguistic metaphor shows the sensitivity of the art metaphor if it serves the meaning of linguistic meaning. For this reason, today's world and Uzbek linguists have acknowledged the problem of linguoculturological study of metaphor for one of the tools to enhance the emotional-expressiveness of literary texts in linguoculturologic analysis of the language. We know that metaphora has been analyzed linguopoietically until now. S.Makhumova, in the words, metaphor "... serves for a certain stylistic purpose in speech. The main task of metaphorical use of words is to increase the imagery and visual appeal of the speech, and the emotional-expressiveness that is expressed in the text is convocative. "[1,94] Thus, one of the means of creating metaphorical constellation has been described as significant.

### **Asosiy qism**

The ability to use the language of our mother tongue, to create unique artistic images, first of all, depends on the ability of the artist to speak, and secondly, the artist can properly understand the lexical and genuine meanings of this chosen word and it also has to know differentiates. As the lexical meaning develops, a typical thing, character, or movement can be developed by moving the name of the movement to another subject, character, motion. The nature and position of such transfer is determined by the semantic laws in each language. The metaphor is the meaning of the meaning, based on the similarity between things, events and events [2, 78]. In this case the subject takes the name of a substance with the same character as its color, shape, movement, and the like. According to Aristotle, "Metaphor is to move this unusual name from one species to another, or to the same type, or to the same or similar one" [3, 39]. M.Mirtojiyev believes that "the appearance of a spell is a metaphor" [4, 95].

Azim Hojiyev believes that such phenomena as metaphora and metonymia will emerge as a result of nomadic movements, rather than as a result of changes or shifts in the meaning of words, and interpret them in the form of a zoological process [5, 142-152].

It is a metaphorical process. Also metaphor performs various poetic functions in artistic works. In addition, his role in creating an artistic image is worthy of note. More precisely, this kind of sense of motion has the same function in the text, regardless of its semantic nature. That is, it is an illustrative tool for fiction literature. Therefore metaphor represents the main cultural values, because the metaphor is based on the cultural-national outlook.

Later on, the ontological features of the metaphor are being studied by world linguists V.A Maslova, N.D. Arutyunova, V.N.Teliya, B.Blek, J.Lakoff, M.Johnson and others.

Due to the plan of the phrazalological units and metaphoric contents and the attached cultural connotations, they became exhibitors of cultural symbols. [6, 88]

By the end of the 20th century, the problem of metaphorical study was studied. In particular, Maslova pointed out that the origin of metaphor was related to human genesis and human culture and that the ancient language, the ancient primitive bonds metaphorical. M. Mueller noted that the metaphor was created because of the lack of ancient language lexicon.

According to A.Afanasev, metaphors emerged as a result of the closeness of the subjects that are similar to imagination. Metaphor was entirely free, from a rich source, without necessity, necessity, or the poverty of language [7, 35].

Meanwhile, metaphors are also one of the main linguistic units of the language. Intertextuality is intended to give aesthetic pleasure to the reader through the use of other elements in the context of a specific artistic text, and the metaphor reflects intertextuality when entering into an artistic text. Metaphor is an important methodological tool for the idea and purpose of the artistic work, the creation of the interior of the characters, the juicy and sensual language of the work, emotionality and musicality. As well as in the languages of different peoples, such figurative expressions are also important in Uzbek.

It is well known that the system of concepts of culture, the image of the life of a particular nation, national character, as a national mentality, is of a broad ethnographic nature. N.Trubetsky writes: "There can be no word without cultural connotations, that is, there must be some common elements in comparison." Such interrelationships and interrelationships with language and culture have enabled them to study on a single methodological basis. In the study of the problem of "language and culture" one can define several approaches: the first approach involves the idea that the change in the existence of one-sided language of culture will result in the change of national-cultural character and language. In particular, N. Mahmudov writes about the language and culture, which is one of the main concepts of the industry: "When language and culture are often referred to as" speech culture, "the problem is called an associative, but it is the culture of these two places will never show. Language and culture are usually defined by language (or, in the same way), through language, or vice versa, to explain one or another language, in other words, the meaning of culture in linguoculturology "The level of achievement achieved in the production, social, spiritual and educational life of a personality, not a level of achievement achieved in mental or economic activity" (history of culture, Uzbek culture "). Consequently, the problem of learning speech culture is quite different, and object of learning linguoculturology is quite different "[8, 10].

Linguist, D.Hudoyberganova has also created his own monograph "Anthropocentric Anthology" [9]. He disclosed their features on the basis of the linguoculturological features of the Uzbek texts. Particular attention was paid to the role of precedent units and linguistic units in the creation of text, the meaningful meaning of texts, the role of metaphors in the creation of text, and the linguoculturological characteristics of the texts on the basis of animation.

Linguoculturologic research has emerged in the Uzbek language in recent decades. For example, Z. Solieva's candidate's dissertation is devoted to the study of the sentence in the Uzbek and French languages, the study of national and cultural features of ethical and educational texts.

The creators are trying to create specific metaphors to make the lighthouse experiences more clear and clear. In the works of Khudayberdi Tukhtabaev, there are also portraits, in particular, the best examples of private poetic metaphors. Through this, the creator was able to explain the linguistic features of metaphors.

L.I.Timofeyev writes: "Metaphora ... has the basic and additional meanings that do not have real (event) links and dependence on similarity or contradiction" [10, 34-35]. Accordingly, metaphors occur in the following forms: 1. Normal metaphor. 2. Identification. 3. Synopsis [11, 96-97]. R.Suvonova in her research has a personalized metaphor (a living object expressing a lexical

sense of a particular word, referring to a lifeless object similar to it) [12, 6], while emphasizing that such metaphors are also called diagnostics or living metaphors.

As you know, the metaphor is formed as a linguopoetic medium. In our language, "... is the metaphor of the conveyance of meaning based on the similarity between things, events, and phenomena." [13, 67] Metaphors, in their essence, covered. The use of metaphor in the artistic text provides emotional-expressiveness, enhances the artistic-aesthetic effectiveness of the work. Metaphors in the artistic text provide a visualization, a comprehension of ideas in a compact manner. "Metaphora," says G. Kabuljanova, "is the use of the name of something else in the name of something, on the basis of proportional scales, which is a linguistic contradiction of objective or subjective existence" [14, 53]. These kinds of metaphora thoughts can be counted too. But how did the writer Khudayberdi Tuhtaboev use his creative work to accomplish this unit? We have to focus on such things. The writer uses metaphors in his writings, so that every reader can not recognize his skill.

Hudoyberdi Tokhtaboev used the lexemes of the verb, horse, and quality to create the most effective individual metaphors in his work. For example, using the metaphors to increase the intensity of the event, as an effective factor in the characteristic characteristic of the heroes character, the artistic and aesthetic power of the works has increased:

My dear, he reads it and says that it is up to him. ("The death of the yellow giant" on page 4)

By utilizing metaphors, he has used abusive formulas to convey hidden hidden meanings in his views as well as in creating impressive, figurative expressions:

Hamdamboy seemed to be an overwhelming figure in his backyard. She was dressed in human cloth and dressed as a man. Thieves like a stalk, a thin head, a stiff face, a big nose, and a jackpot, are like a snakebite that is attacked. ("The Golden Head of the Savior" on page 82)

Especially in his works, he has used a quality metaphor for his characteristic features, describing the characters, characters and characters of the heroic characters, creating a knot pointing to abstract concepts in the development of events in the composition of the composition and artistic-ideological used to achieve:

Crocken timber goes through the lessons and writes bad words on the doorstep of others. (See "The Yellow Giant Ride" on page 222)

I would like to describe the depths of my migrant's heart. (See Mungli Eyes, p. 212)

Among the artistic imagery, metaphors vary from creativity to creativity. Creating a metaphor requires a broader worldview of the creator, a deeper insight into the world and the person, the well-being of the soul and the nature. Metaphor is the basis for displaying or expressing the image on the basis of extraordinary artistic judgments that are not only the outward appearance, but also the phenomenon of its spiritual state.

In Metaphor, important features of the heroic heroes are taken into account. In most cases, the fact that the non-essential features of the referents are not in the memory of those who speak the same language, and the need to search for additional memory can hinder the smooth and smooth communication process.

The cognitive value of metaphors is determined by their ability to be reorganized or imported into a new context. This process leads to a re-analysis of the semantic field, which in turn leads to a sense of meaning.

Formal similarity is of great importance in the creation of metaphorical fragments. This creates the prototype of the nature of what is being created, and the name of the person created by the human being with that name. For example:

*It was a shame for something small, and I could not stay here. I went to the children's canteen, poured it on the pot's head, and ate some delicious meals. (SDM, p. 38)*

*Here's another:*

*My father had thrown money three or four times, if you had to use it, or else you would have a black day. (See "Mungli eyes" on page 137)*

*Khudoyberdi Tokhtaboev is a widely respected thinker with a wide spectrum of perceptions, an unusual sense of creativity and artistry. At the same time, the writer did not justify the mental state of the writer, but also made a beautiful metaphor for the use of agendas.*

The scientist B.Sarimakov, in his book "Fundamentals of Art and Measurements," dwells on the nature and character of metaphorical and metaphorical images, "increasing the intensity of the artistic experience is metaphorical ... The metaphorical creator has a negative influence on the event "It also serves to express its attitude directly." Studying the metaphorical evaluation of the value of human beings must be taken into account. Because the subject of the assessment (the appraiser) always reflects on a person belonging to a particular social group and its object in the positive, negative, neutral relationships between things and events. Consequently, a person can assess himself and the environment in the light of his own perceptions and perceptions, and this kind of appraisal on the basis of metaphors is interpreted in the pragmatic aspect. The assessment is particularly effective in the semantics of linguoculturological metaphors. The existence of positive or negative assessments in linguoculturological metaphors indicates that they always have an emotional component. In the semantics of linguoculturological metaphors, not only the figurative representation of the assessment, but also emotional-emotional relationships, that is, hatred, anger, ignorance, ignorance, dishonesty, indifference, laziness, or contrary respect, pity, admiration, and stylistic dullness. Integration of assessment and emotivity components make linguoculturological metaphors an expressive tool. After all, our investigator Hudoyberdi Tukhtaboev not only shows a positive or negative attitude to the creation of creative images, but also expresses an honest and open-minded attitude.

Linguoculturological metaphors are characterized by national character. The positive, negative, and neutral evaluation of them is used in the heart of the nation as precedent phrases, as well as popular units that are repeatedly referred to in the speech or composition of the nation. In particular, note the positive, negative and neutral assessment criteria for metaphors used by children in communication situations:

Metaphors with positive evaluation connotation: hand open - generous and generous to any human: generous, open-minded, charitable. Look, there are plenty of gardens, lots of grapes. (See "People of the Garden" on page 32) Negative estimating concentration metaphors: a hand-thief, a thief, a stranger, and we're just a bucket of cheesy cooks, sidy. (See "The Yellow Giant Ride" on page 244)

Handcuffs - thirst for doing something, need: - Fists with bad people. - Why fractured? - My hand was stingy. ("The Golden Head of the Savior", 69)

Linguoculturological metaphors reflect the positive image of universal character even when made by the name of metals. For example, when it comes to "gold", first of all, its meaning is the chemical element of Group I of the Mendeleev periodic system; rare metal with yellowish-red color; If the dice: gold, it is clear that there are also "precious", "unique" components. Hudoyberdi Tokhtaboev, while creating the metaphor by means of the word "golden," is "a well-understood, well-functioning, head-wise mind; such a head, a so-called mind, "is a conceptual positive attitude:

*... the other side tried to save the golden head of the dehkant, who was filled with love and affection, and tried to escape it. (See "The Golden Head of the Truth", p. 236)*

In this example, the conceptual meaning, which is a nominal unit, is not the same as that of an attribute of quality that it expresses. When it comes to expressing a meaningful point of view, the man and the environment surrounding him, as well as the names of things, are the main points of his work.

#### **SUMMARY.**

Through the use of language abilities, artists use different artistic means to enhance the sense of the art work and to make their language appealing. He searches for the language materials that he serves for the expression of the language and adds it to the works.

In short, the poetic sensitivity of the writer's works is that the theme raised by the linguoculturological metaphors reflects the heart of the reader, not only the person, but also the national mentality of the nation, , in this context, forces the thinking to be made.

Hudoyberdi Tokhtaboev utilizes linguoculturological metaphors in the examples given in his works, as a result of which the reader will be able to find out more about the national character of the heroes in the work. This information finds its poetic expression through the linguoculturological metaphors, which are the most effective means of expressing their experiences and experiences. If the creator can use the language unmatched, the work created by him will be readily accepted by the reader. Properly selected language tools are used as an artistic-aesthetic effect on the reader, and the event described in the game reflects the characteristic features of the people in their artistic way. This is the basis for making certain conclusions about the language and style of the art worker.

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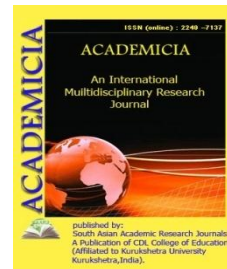
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## FERULA ASSAFOETIDA HERBACEOUS HERB MORPHOLOGICAL PARAMETERS OF BLOOD OF KARAKUL SHEEP

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### ABSTRACT

*In experiments conducted to investigate the effect of yeast fertility on karakul sheep's sheepfold, they were given 50 to 100 grams of peppermint per day for 30 days, but they did not show any significant changes in their clinical and physiological data, but were fed daily with 100 grams of peppercorns the number of erythrocytes in the morphological parameters of the group's blood group was 22.3% at the end of the experiment, the rate of hemoglobin by 5.6%, erythrocyte sedimentation rate by 14.7%, lymphocytes, decreased by 10.8%, and leucocytes increased by 20.6% compared to the initial levels. Additionally, blood was taken twice a year before and during the experiment to investigate the morphological, biochemical and immunobiological features of the blood. Experimental experiments with the aim of studying the effects of scorching cereal on the sterility of Karakul sheep sheep continued for 30 days. Many researchers have an interest in terpenoids, which have a characteristic effect on humans, animals, and microorganisms, as well as other natural compounds. Moreover, it has a feature of estrogen effect with many features, with the use of panopherol and thefestrol estrogens [1,2] The rate of sedimentation of the erythrocyte decreased in the second group of animals by 16% in the 10th day of the experiments and diminished during the experiment and decreased by 14.7% in the experimental results (Table 2).*

**KEYWORDS:** *Experimental, Immunobiological, Peppercorns*

## **INTRODUCTION**

### **Tadqiqotning dolzarbligi**

Livestock, especially sheep, goats, camels and other animals, are satisfied with the nutritional requirements of their organisms for the consumption of pasture plants. In the spring months, as well as all pastures, the fertile pasture, which begins the growth, contributes to the growth of pasture yields [7].

It has a biologically active substance and high pharmacological and chemical-active activity. Therefore, the use of this plant is broad and promising [7].

Many of the authors point out that the sting-hauling plant is an essential oil-bearing plant, first of all, a foodstuff for medicinal and agricultural animals. It is also an industrial plant that has aromatic nutritional value that preserves starch and sugar content.

Based on the biologically active compounds found in the cannabis plant, in recent years, the Chemistry Institute of the Academy of Sciences of Uzbekistan and Tashkent Pharmaceutical Plant have produced fourteen therapeutic, panaferol, kufestrol and zofarol drugs, which are widely used in the field of livestock and poultry, and the veterinarian is widely used in veterinary practice to strengthen reproductive activity in chicken farms and prevent infertility in sheep and cows [6,9].

Thus, the *Ferulla* L species are of great interest to the field scientists, as well as reserve and medicinal plants that protect the terpenoid and its analogs as well as preserving the above mentioned natural biologically active ingredients. Therefore, the study of the distribution, ontogenesis and biomorphological properties of terpenoidal plants that conserve biologically active substances within this category is of great theoretical and practical significance.

*Ferulla* solves the theoretical and practical problems of the botanical, complex, morphological and natural resources of its herbs, and the pharmaceutical industry (medication and preparation) and identifies the natural resources of these plants, while also promoting the widest use of the population [ 8].

Taking into account the multifaceted use of the rash plant in the national economy, a scientifically sound criterion for rational use of them has been developed in our country.

The analysis of literature shows that 96 species of *Ferulla* L species [7] were identified within the flora of our region. It should be noted that 28 of the flora of the *Ferulla* L species growing in Central Asia are endemic, especially in the fragile and red book, and the identification and reproduction of natural resources of Bukhara, which has disappeared, is of great practical importance in the national economy.

Many researchers have an interest in terpenoids, which have a characteristic effect on humans, animals, and microorganisms, as well as other natural compounds. Moreover, it has a feature of estrogen effect with many features, with the use of panaferol and thefestrol estrogens [1,2]

Panaferol, kufestrol and zafarol are widely used in veterinary practice to increase the ovaries' hens, prevent sheep and cattle fatigue. The drug Tefestrol is used for sexual diseases, that is dysmenorrhoea, hypofunction of ovaries, sexual infertility, infertility, and dysfunctional blood flow in the uterus. [3,4,6]

S. Yu. Research by Yunusov [10] shows that the quality and quantity of alcohol in a number of plants have changed in them according to their vegetative period, and also influences the region and the environment in which the plant is growing.

The chemical composition of the plant, in particular the amount of complex air, changes significantly over the age of the plant and the seasons. Therefore, the collection of raw materials is treated with substances containing alkaline content in the structure of the terpenoids from the biologically active substance, which is the most susceptible part of the amount of these substances [5].

#### **Research and uslublari object.**

The study of the effects of rash cannabis on the fermentation of karakul sheep was carried out on the basis of similar groups of 15 heads of karakul sheep, divided into groups from 5 to 3, with the study of the effects of biological active substances in the stubborn weed plant on the reproductive organs and fertility of animals, The second stage was chronic for experiments. To the animals of the first experimental group, 50 g of the seeds of conjugate squash, 100 g per second group of experimental animals. The group of animals of the third group served as a control group.

All experimental and control group animals and clinical trials during their experiments were tested for their general condition, body temperature, pulse and respiration, nutritional and water contact, weight, mucous membranes and skin condition. Additionally, blood was taken twice a year before and during the experiment to examine the morphological parameters of the blood.

All experimental and control group animals and clinical trials during their experiments were tested for their general condition, body temperature, pulse and respiration, nutritional and water contact, weight, mucous membranes and skin condition. Additionally, blood was taken twice a year before and during the experiment to investigate the morphological, biochemical and immunobiological features of the blood. Experimental experiments with the aim of studying the effects of scorching cereal on the sterility of Karakul sheep sheep continued for 30 days.

#### **Research Natizalari**

The first group of carcool sheep showed morphological parameters in the blood: 7.5 kg of mixed feed on the diet and 50 grams of 1.5kg of scalding kernels per head. Erythrocytes increased by 5.4% on the 10th day of the experiment, and by the end of the experiment they increased by 13.5% ( $p < 0.05$ ) compared to the initial level (Table 1). The percentage of erythrocyte in the second group of animals decreased by 5.6% on the 10th day and dropped during the experiments and decreased by 22.3% compared to the initial levels (Table 2). The percentage of erythrocytes in the third control group was increased during the experiments and showed a 8.8% increase over the experiment at the end of the experiment (Table 3).

**THE FIRST GROUP MORPHOLOGICAL PARAMETERS OF BLOOD OF KARAKUL SHEEP (1-TABLE)**

Index	Static indexes	Till experience	Experiment days		
			10-day	20-days	30-days
Erythrocytes (10 <sup>12</sup> /l)	M ± m %	3,7±0,1 100	3,9 ±0,08 105,4	3,8 ±0,11 102,7	4,2 ±0,1 113,5
Leucocytes(10 <sup>9</sup> /l)	M ± m %	7,6 ±0,11 100	7,8 ±0,08 102,6	7,9 ±0,14 103,9	8,2 ±0,1 107,8
Thehemoglobin(g/l)	M ± m %	109,4 ±1,03 100	119 ±0,61 108,7	125,4 ±1,44 114,6	129±0,79 117,9
ЭЧТ/ ECHT мм (time / min)	M ± m %	5,4 ±0,1 100	5,8±0,07 107,4	5,0 ±0,07 92,6	5,8 ±0,08 107,4
Lymphocytes ( % )	M ± m %	26 ±0,83 100	29±0,56 111,5	32 ±0,78 123,1	34 ±0,48 130,7

Biometric difference compared with the previous experimental data (r <0.05)

**THE MORPHOLOGICAL PARAMETERS OF THE SECOND GROUP OF KARAKUL SHEEP (2-TABLE)**

Index	Static index	Till experience	Experiment days		
			10-days	20-days	30-days
Erythrocytes(10 <sup>12</sup> /л)	M ± m %	3,6 ±0,08 100	3,4 ±0,08 94,4	3,2±0,1 88,8	2,8 ±0,08 77,7
Leucocytes (10 <sup>9</sup> /л)	M ± m %	6,3 ±0,08 100	7,0 ±0,08 111,1	7,4 ±0,13 117,4	7,6 ±0,08 120,6
Thehemoglobin (г/л)	M ± m %	108,0±0,08 100	106±1,45 98,1	102 ±0,79 94,4	102 ±1,0 94,4
ECHT/ЭЧТ mm (time / minute)	M ± m %	7,5 ±0,08 100	6,3 ±0,14 84	6,7±0,1 89,3	6,4 ±0,08 85,3
Lymphocytes ( % )	M ± m %	28±0,83 100	25,2 ±0,5 90	26,0 ±0,47 92,3	25,0 ±0,53 89,2

Biometric difference compared with the previous experimental data (r <0.05)

**THE THIRD GROUP MORPHOLOGICAL PARAMETERS OF THE BLOOD OF KARAKUL SHEEP (2-TABLE)**

Index	Static indexes	Till experience	Experiment days		
			10-days	20-days	30-days
Erythrocytes (10 <sup>12</sup> /л)	M ± m %	3,4±0,08 100	3,5±0,08 102,9	3,6±0,08 105,8	3,7 ±0,08 108,8
Leucocytes(10 <sup>9</sup> /л)	M ± m %	6,9 ±0,08 100	7,0 ±0,1 101,4	7,4±0,1 107,2	7,2 ±0,08 104,3
Thehemoglobin (г/л)	M ± m %	110 ±1,27 100	112±1,17 101,8	114 ±1,83 103,6	116 ±1,22 105,4
ЭЧТ/ECHT	M ± m	6,0 ±0,1	5,8 ±0,1	5,2 ±0,17	6,7 ±0,08

mm (time / minute)	%	100	96,6	86,6	111,6
Lymphocytes	M ± m	27 ±0,64	28 ±0,7	31 ±0,64	30±0,5
( % )	%	100	103,7	114,8	111,1

Biometric difference compared with the previous experimental data ( $r < 0.05$ )

The percentage of leukocytes in the first group of animals also increased during the experiments and was found to be 7.8% higher than the initial one at the end of the experiment (Table 1). In the second group of animals, there was an increase in the number of leukocytes and increased by 20.6% in the end of the experiment (Table 2). In the third control group, leukocytes did not show any significant changes compared to the initial levels until the end of the experiment (Table 3).

The hemoglobin content in the bloodstream was significantly higher in the first group of animals than in the erythrocyte in the bloodstream and increased by 17.9% compared to the initial levels (Table 1). The amount of hemoglobin in the blood of the second group of animals dropped to the end of the experiment and it was found that the experiment reduced by 5.6% (Table 2). In the third control group, the amount of hemoglobin in the blood of the animals increased slightly during the experiments, and increased at the end of the experiment by 5.4% (Table 3).

In the first experimental group, the beginning of the morphological changes in the blood in the Karakul sheep showed that at the end of the experiment, the rate of sedimentation of the erythrocyte increased by 7.4% compared with the experiment (Table 1)

The rate of sedimentation of the erythrocyte decreased in the second group of animals by 16% in the 10th day of the experiments and diminished during the experiment and decreased by 14.7% in the experimental results (Table 2). In the third control group, the rate of sedation of the erythrocyte in animal blood decreased slightly during the experiments and showed an increase by 11.6% compared with the initial levels (Table 3).

The rate of sedimentation of the erythrocyte decreased in the second group of animals by 16% in the 10th day of the experiments and diminished during the experiment and decreased by 14.7% in the experimental results (Table 2). In the third control group, the rate of sedation of the erythrocyte in animal blood decreased slightly during the experiments and showed an increase by 11.6% compared with the initial levels (Table 3).

The relative value of leukocyte lymphocytes in the first group of animals increased during the experiments, and in the 10th and 20th days, respectively, 11.5% and 23.1% ( $r < 0.05$ ), and 30.7% ( $r < 0.05$ ) (Table 1). The percentage of lymphocytes in the second group of animals was reported to decline, with 10- and 20-days, respectively, by 10% and 7.7% ( $r < 0.05$ ) and 10.8% at the end of the experiment ( $r < 0.05$ ) (Table 2). In the third control group, the relative value of lymphocytes in animal blood was also increased during the experiments and increased by 3.7% and 14.8% ( $p < 0.05$ ) and 10.1% ( $p < 0.05$ ) (Table 3).

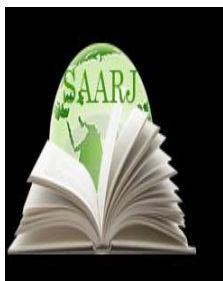
## CONCLUSION

1. Every day 50 grams of Karakul sheep ration were added to the Karakalpak stomach for 30 days without any changes in clinical and physiological morphological parameters.
2. In the case of addition of 100 grams of strawberry rye to the Karakul sheep ration for 30 days during their 30-day period, they did not show any significant changes in clinical and physiological parameters, but their blood morphological indicators showed a 22.3% reduction in

hemoglobin, 5.6% , the rate of susceptibility of erythrocytes decreased by 14.7%, lymphocytes by 10.8%, and leukocyte content by 20.6%.

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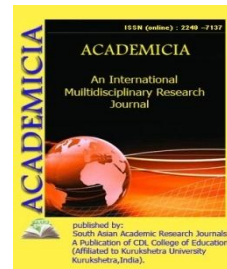
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## EPIZOOTOLOGICAL FEATURES OF PYROPLASMIDOSIS IN CATTLE IN DIFFERENT CLIMATIC GEOGRAPHICAL REGIONS OF SAMARKAND REGION

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### ABSTRACT

*The dry and warm climates in the Samarkand Region's Nurabad, Pakhtachi and Narpay districts were diagnosed with Tetheriosis and hypersensitivity and piroplasmosis in the Pastdargom, Ishtixon and Payariq districts where relatively normal and cool. The results of these studies will serve as the basis for the application of programs for the development of measures to combat cathezoventemia, piroplasmosis and babesiosis in various geographical climates of the Samarkand Region in the coming years. Thus, in the dry and relatively hot climates of Samarkand region Pakhtachi, Narpay, Nurabod districts were found to have reached up to 10 to 14% of Teyerioz, and up to 14% in Pastdargom, Ishtixon and Payariq districts and up to 6-10% of pyroplasmosis. Studying the epizootic status of blood-parasitic diseases of cattle, studying the biological and morphological features of the strains, and the study of crioboxes for cryopreservation of the strains, the assistant to Narpay, Pakhtachi, Pastdargom, Nurabad and Ishtihan districts farms.*

**KEYWORDS:** *Pyoplasmosis, Thyeriosis, Babaziosis, Irritant, Hyalomma Anatolicum, Hyalomma Detritum, Boophilus Calcareus Tins*



## INTRODUCTION

**The relevance of the topic.** Livestock development is primarily focused on livestock breeding in livestock breeding farms, strict adherence to livestock breeding and feeding technologies, and simultaneously breeding livestock cattle with piroplasmidosis (thyesterosis, pyroplasmosis and babesiosis) on a full-scale analysis of epizootic status on the basis of analysis and elaborate measures to meet modern requirements, Implementation is an urgent task.

**Materials and Methods of Study.** Samarkand Province is located in the central region of the Republic and consists of mountainous terrain, irrigated plain and irrigated lowlands. White and river rivers, Dargom and other canals provide water for irrigated lands in the region. Studying the epizootic status of blood-parasitic diseases of cattle, studying the biological and morphological features of the strains, and the study of crioboxes for cryopreservation of the strains, the assistant to Narpay, Pakhtachi, Pastdargom, Nurabad and Ishtihan districts farms.

Clinical signs of piroplasmosis revealed a parasitic reaction in 1.5 to 4.0% and peripheral blood vessels. At the same time, blood mortar from each head 50 of conditional healthy animals was detected by 12 to 14% tees and 6-10% of the pyroplasms (Table 1).

**TABLE 1.** Study of the epizootic status of livestock piroplasmidosis in different climatic geographical regions of Samarkand region

Regions	Climate conditions	Quantity	Veterinary information 2016	Parasitological examination
			Veterinary information 2016	2017
Pakhtachi district Rayimkul		228	24 head malnutrition caseserii (10.5%)	50 copies of blood 7 (14%) were infected with teeth.
Zoovet point "	Hot and dry climatic zones	56	5 heads were diagnosed with teyeriosis (9.8%)	50 blood transfusions 5 (10%) were infected with teeth.
Narpay district	The warm climate zone is irrigated	170	13 general maliceis (7.6%) was ill	50 blood transfusions 6 of them are teeth (12%).
"White Gold"	The dry and warm climatic zone is dry	400	13 patients (3.2%) were diagnosed with TB, 6 patients (1.5%) had pyroplasmosis,	Seventy-six (50%) of the 50 copies of the erythrocytes were exposed to the vein, and 3 (6%) were infected with pyrolysis.
Products of "Mekhnatkash" rural population of	The area with high temperatures and relatively soft climate	350	There were 15 head (4.2%) teethiosis and 12 (3.4%) pyroplasmosis	Of the 50 copies of the duodenum, 6 (12%) were affected by thyroid and 4

Nurabad district				(8.0%) were infected with pyrolysis.
Pastdargom district	Zarafshan river valley with relatively soft and cool pasture with high humidity and climate	150	5 head (3.3%) of the tachyeraosis and 6 head (4.0%) were infected with iroplasmosis.	Seventy-five (50%) of the 50 copies of the duodenum were contaminated by the perioplasma (14%) and 5 (10.0%).

Thus, in the dry and relatively hot climates of Samarkand region Pakhtachi, Narpay, Nurabad districts were found to have reached up to 10 to 14% of Teyerioz, and up to 14% in Pastdargom, Ishtixon and Payariq districts and up to 6-10% of pyroplasmosis.

Research on livestock fauna and distribution of cattle piroplasmidosis in different geographical regions of the Samarkand Region is conducted in the Pastdargom district, where irrigation of the Zarafshan River columns is relatively high, and in the humid climate of Payariq and Ishtikhan districts, as well as in the Dargum canal, The hot climates were carried out in the districts of Nurabad, Pakhtachi and Narpay districts.

As a result of scientific research, up to 40% in Pastdargom, Payariq and Ishtixon districts with relatively soft climates, cool and moisture, *B.Calcaratus* and up to 60% *H.anatolicum*; The relative dry and warm climates were found to be present in *H.anatolicum* up to 80% in the Nurabad district and up to 20% in the *H.detrutum* and Pakhtachi and Narpay regions up to 100% *H.anatolumum* (Table 2).

**TABLE 2** The fauna of the disease-spreading canal and its spread

T.p	Farm	Number of inspected items	Number of wanted canals (copy)	From this		
				B. cal-caratus %	H.anatolicum %	H.detrutum %
1	Narpay district	56	120	-	100	-
2	"White Gold" f / x	228	140	-	100	-
3	Paxtachi district Raimkul f / x	150	140	-	80	20
4	The goods of the population of "Mehnatkash" of Nurabad district	400	50	30	70	-
5	Pastdargom district Jura f / x	350	70	40	60	-
6	Payariq district Husni bobo f / x	150	40	46	54	-

Thus, according to the results of the research, the distribution of *B. Calcaratus* and *H. anaticum* worms in the Pastdargom, Ishtixon and Payariq districts resulted in theisation of the teyeriosis and pyroplasmosis, the emergence of Teynerosis due to the spread of *H. anaticum* ducts in the Pakhtachi districts, and *H. anaticum* and *H. detritum* ducts were spread, resulting in the appearance of theemicosis.

The results of these studies will serve as the basis for the application of programs for the development of measures to combat cathezovidemia, piroplasmosis and babesiosis in various geographical climates of the Samarkand Region in the coming years.

## CONCLUSIONS

1. In the dry and warm climates of the Samarkand region, the cattle were found in the territory of Nurabad, Pakhtachi and Narpay districts, with only Techieiose and Techieriosis and pyroplasmosis in the Pastdargom, Ishtixon and Payariq districts where relatively normal and cool.
2. In the region of Samarkand region in different geographical climates, the first epidemiological epidemiological well-known TB mortality rate fell in July and the peak of pyroplasmosis was April, the highest peak in August.
3. In all districts of Samarkand region, the distribution of *H.anaticum* wires spreading the teyeriosis, as well as the distribution of the *H.detritum* canals in the Nurabad district, and the *H.anaticum* and *B.Calcaratus* canals in the Pastdargom, Payariq and Ishtixon districts have been identified.
4. It has been found that the teyerioz strains separated from different geographical regions of Samarkand region have the same virulence trait.
5. It has been observed that the hemopoietic process in the organism of the organism, which was infected with hypnotic strains, separated from different geographic climatic zones of Samarkand region as a result of the research.

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## INSURANCE AGENTS DEVELOPMENT PROSPECTS Case of INSURANCE MARKET OF UZBEKISTAN

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### ABSTRACT

*This paper investigates major points of the insurance services in the case of Uzbekistan. On this way, it is considered as a major point of modernization of economy. Moreover, demand and interest on these services were seen as a major one in the research. Finally, suggested author suggestions to tackle the issues of the research. Theoretical and practical significance of the topic. Experience in the implementation of insurance agents in our country and abroad, as well as developments in them a indirections of its improvement, is the legal and normative-legal act sof the Republic of Uzbekistan. Insurance agent is a legal or natural person, in whose interests and in the interests of the insurer, in the interests of the insurer and in the scope of the authority granted to him the right to store (creation, change, renewal) of the insurance contract. However, there are also negative aspects of the insurance agent. The insurance agent is responsible for the correctness and completeness of the insurance contract, and has to deal with cash, which can lead to the risk of fraudulent counterfeiting from the client, until the client base is formed, the client must be personally searched and at that time the commission fee is low. From the point of view above, we can say that the insurance agent is the physical and legal persons working on behalf of the insurer and within the powers assigned to him. Persons, who have the business skills and relevant professional knowledge, shall be admitted to the position of the insurance agent*

**KEYWORDS:** *Modernization, Economy, Insurance Services, Insurance Market, Uzbekistan*

## **INTRODUCTION**

In the conditions of modernization of the economy, there is an increasing demand for insurance services, which means that the total volume of insurance premiums collected by insurance companies in the insurance market for the period 2017 amounted to 927.5 billion soums, which is by 34.0% more than last year.

The insurance system plays an important role in protecting the country from the risks of sustainable development of the economy and its possible financial activity.

The "Strategy for Action" in five priority areas of development of the Republic of Uzbekistan for 2017-2021 has been developed and identified the priority areas for the development and liberalization of the economy: the development of insurance in the priority areas of insurance, leasing and other financial services, as an alternative source of attracting capital and allocating resources for businesses, financial institutions and the free resources of the population stock market development.

### **Main part**

As a result of measures taken by the Government of Uzbekistan to create favorable conditions for the further development of the market of insurance services, the volume of insurance operations has been growing steadily, and the insurers are becoming increasingly important in the country's economy, as well as increasing the interest of legal and physical entities in insurance products (Markowitz, 2011; Melvin, 2000; Spechler, 2008).

Insurance agents play an important role in providing reliable protection of a wide range of legal and physical persons from various risks by insurance organizations. Today, both insurance companies and legal entities and individuals who are consumers of their products are increasingly in need of insurance agents.

The main objective of insurance agents is to provide services to customers through the organization and execution of insurance coverage on behalf and on behalf of the insurer. In addition, insurance agents have a great role in the growth of the insurance culture of the population, the establishment of confidence in insurance institutions, and in particular the insurer.

Payment of insurance in demnity by providing fast and quality service to Insured: on the one hand it is necessary to increase there putation of the insurance company and attract new customers, on the other hand, for example, it is necessary to resume production quickly, especially in the event of major accidents, which inturn has a macroeconomic implication .

Taking in to account the above mentioned, the study of the problems and solutions of insurance agents in Uzbekistan, as well a sim provement of this activity in the conditions of Uzbekistan, as well as the study of the formation, development and characteristic sof insurance agents in foreign countries, in our opinion, contribute to the further development of the country's insurance system. This is the subject of graduating qualification work.

Currently, the scientifically-practical and insufficient study methods of the insurance agents in Uzbekistan has given the basis for the choice of this topic.

### **Research background and significance**

Theoretical and practical significance of the topic. Experience in the implementation of insurance agents in our country and abroad, as well as developments in them a indirections of its improvement, is the legal and normative-legal act sof the Republic of Uzbekistan. The studyalsoemployedtheresultsofthesurveysandstatisticaldatapresentedin a number of works by the President of the Republic of Uzbekistan, as well as there sults of observations and practical developments of domestic and foreign economists(Kuralbayev, Myrzaliev, & Sevim, 2016; Muhammad et al., 2012; Turtureanu et al., 2012).

The practical significance of there search is that the theoretical conclusions and practical ecommendations developed in the graduation qualification work can be used in the implementation and improvemen to finsuranceagent sin the Republic.

A brief description of the composition of graduation qualification. The graduation qualification work consists of a structured approach, three chapters, conclusions and recommendations, a list of literature used. The first part of there search paper provides the oretical and practical basis for the implementation of insurance agents and the analys is of the features of insurance agents in Uzbekistan. The analys is of the state of affairs of insurance agents in Uzbekistan and foreign countriesis discussed accordingly

### **Data analyses**

After Uzbekistan gained independence, insurance activity became the most important component of market relations. One of the most important institutes of the market infrastructure - insurance of businessmen and the population against possible losses is developing consistently.

The activity of insurance companies associated with the service of consumers of insurance services requires certain processes, cycles. In addition to the general economic activity of the insurer as an economic subject, it includes the following steps:

- a) Measures of information collection, risk assessment, preparation for decision-making on risk taking into insurance;
- b) Conclusion of insurance agreement;
- c) Accompanying insurance agreements (making and annulment of insurance contracts, etc.);
- d) Execution of insurance agreements, execution - regulation of the claims arising out of the terms of the insurance contract (the process connected with payment or refusal of insurance compensation (benefit)).

All of this requires involvement by various industry and specialist specialists who are not in the insurance companies for objective reasons (activities required to obtain a license, such as auditing activities) and subjective (non-economic) reasons, reflecting various stages of insurance contracts(Schulze, 2009; World Business - Economics and Finance Conference, 2011).

It is well known that in the insurance market, the insurer (manufacturer) is an important participant of the insurance market - a special, special service - insurance service. It is important that there are two main participants in the insurance market (buyer-insurer, insurer, and insurer-seller). The remaining participants of the insurance market (insurance intermediaries (insurance agent, insurance and reinsurance brokerage, adjacent, actuarial, insurance syrup, assistant, etc.)

are functioning effectively and efficiently with the sale, purchase and insurance of insurance services in the insurance market provides. The procedures for implementing insurance interventions are shown in Figure 1.



**Figure 1. The procedures for implementing insurance interventions**

There are two main participants of the insurance market (intermediaries between the insurer and the insured - the insurer and the insured - the seller (the manufacturer), the mediator between the insurer and the insured - the insurance agent and the insurance and reinsurance brokers.

Insurance intermediaries are an important constituent element in the formation of an advanced insurance market. Insurance broker, reinsurance broker and insurance agent are insurance intermediaries.

It is competitive, both in the insurance market and in the insurance market, ensuring that the quality of the services is high quality, as well as the availability of high and wallets. The competitive environment in the insurance market is largely formed by insurance agents - insurance agents. In addition, insurance agents are an important component of the insurance market infrastructure, providing a range of activities that provide and support the insurance business.

Insurance agent is a legal or natural person, in whose interests and in the interests of the insurer, in the interests of the insurer and in the scope of the authority granted to him the right to store (creation, change, renewal) of the insurance contract. The insurance agent carries out his activity mainly on the terms of the agency agreement concluded between him and the insurer. Agency agreement is a civil law agreement that defines the relations, responsibilities and powers between the insurance agent and the insurer. By default, the insurance agent deals with the sale of insurance services provided by the insurer and is interested in selling as many insurance services

as possible. As a result of the insurance premiums received by the insurance agent, insurance premium receives a commission from the insurer in a certain percentage. The Agent Agreement may also set forth the performance of other services and duties by the insurance agent. The insurance agent is a representative of the insurer, who sells insurance products of a particular insurer. The insurance agent may be represented by several insurers at once. During the sale of insurance products, the insurance agent must submit to the insurer a document certifying that the insurer has given him the authority to conclude an insurance contract, that he is the official representative of the insurer. Key features of insurance agents are given in Table 1.

At the present time, the formation and development of the level of demand insurance agents in our country, and its study on the scientific basis are of practical importance. It is desirable to study the approaches to this issue in scientific literature in order to fully disclose the essence of insurance activities.

Insurance companies jointly with insurance agents use a variety of methods to increase the competitiveness of insurance services and increase their share in the insurance market. Insurance companies use a systematic approach to the sale of insurance products (ie, they need to be careful before developing the insurance product at each stage) to check the insurance of their agents, and place serious requirements on their qualifications.

The success of the insurance contract, the satisfaction of customers with the quality of services provided by the insurance agents, as well as the increase or decrease in their loyalty to the company depends on the skill of the agent receiving the following items: introducing the company to the client; identifying customer needs; customer satisfaction; explanation and calculation of insurance terms; fast and qualitative execution of the contract; approaching client relationships and maintaining customer relationships, the relationships between the customer and the company, as well as the information provided by the insurance agent to the client.

**2-TABLE.MAJOR FEATURES OF THE INSURANCE AGENTS<sup>1</sup>**

<b>Features</b>	<b>Meaning</b>
Whoisactingonbehalfof?	Onbehalfoftheinsurer
The sourceofthelabortypeandthesource	The Commissionpaysthecaretaker
Connectionwiththeinsurer	Mainlyworkswithoneinsurer
Licenserequirements	Activitiesofinsuranceagentsarenotlicensed
Operationalrestrictions	Hemayengageinanyotheractivityoftheinsurancebusiness

*Source: Authors construction*

The task of the insurance agent is more complicated - in many cases it itself determines the needs of potential customers, and assures the client about the necessity of the insurance. In order to communicate effectively with the client, the insurance agent must take into account the following six important factors:

- **mutual goodness.** This quality is a prerequisite for good business relationships. The generosity, the generality of interests increases the visibility;
- **Respect for each other.** Another important prerequisite for good business relations is their respect for each other;



- **mutual trust between the parties.** The success of sales technology is known in the mutual trust of partners in the consciousness of one's conscience, the "clear" behavior, the orderliness and credibility of the behavior;

- **mutual diligence.** As a seller of insurance products, the agent must concentrate all his efforts on good dealing with the client. Indeed, without the customer's interest, the agent can not make any changes in the way it is set. In doing so, the insurance agent should be a friend of the client, and should help solve the problem and try to fulfill any of his wishes. It is the basis of the success of being vigilant and inexperienced trade. It is also important to note that the insurance agent's ability to communicate with clients is one of the necessary conditions for achieving a positive outcome in the sales process such as flexibility, competence and independence of each other's business activities.

- **intensity of relationships between insurance organization and client.** It should be kept in mind that relations between the two sides will only improve if they are constantly communicating with each other. If the dealer does not have the opportunity to stay in touch with customers regularly and in good standing, then all the attention and efforts will be made to clients

should focus on According to the specialists, the insurance agent will be in good and strong relationship with at least five clients at the same time;

- **to be well informed.** The insurance agent will tell the company about the company's achievements and benefits during its acquaintance with its client. If the agent is unable to prove himself / herself a well-informed owner, all good relations with the customer will be lost.

## DISCUSSIONS

The activities of insurance agents shall be regulated by the laws of that State, whichever country they are. In accordance with the legislation of some countries, insurance agents can act as state insurers and non-staff insurers. In contrast to non-state insurance agents, the insurance agents, which are in the state of the insurer, operate at the expense of the defined salary (salary) rather than the fee. A labor contract with a state-owned insurance agent is required.

The advantages of the insurance agent; the freedom of the workbook, the ability to work as much as possible, the opportunity to work with the agency, to work professionally, and to teach new professions and more. However, there are also negative aspects of the insurance agent. The insurance agent is responsible for the correctness and completeness of the insurance contract, and has to deal with cash, which can lead to the risk of fraudulent counterfeiting from the client, until the client base is formed, the client must be personally searched and at that time the commission fee is low. negative aspects can be seen in the fact that they do not provide sufficient information about the characteristics of the insurance service being sold by them. As insurance agents are more interested in the sale of insurance products, the features of insurance services are of little interest to them. In addition, the main goal of the insurance agent is to sell the insurance service to the client, the insurance agent should know the many aspects of the insurance product he sells himself, it is necessary to be convinced of his competence.

## CONCLUSIONS

We have discussed the theoretical and practical basis for the implementation of insurance agents in the paragraph above. From the point of view above, we can say that the insurance agent is the physical and legal persons working on behalf of the insurer and within the powers assigned to him. Persons, who have the business skills and relevant professional knowledge, shall be admitted to the position of the insurance agent. The insurance agent should have the ability to deal with the citizens and must know the basics of the insurance case.

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