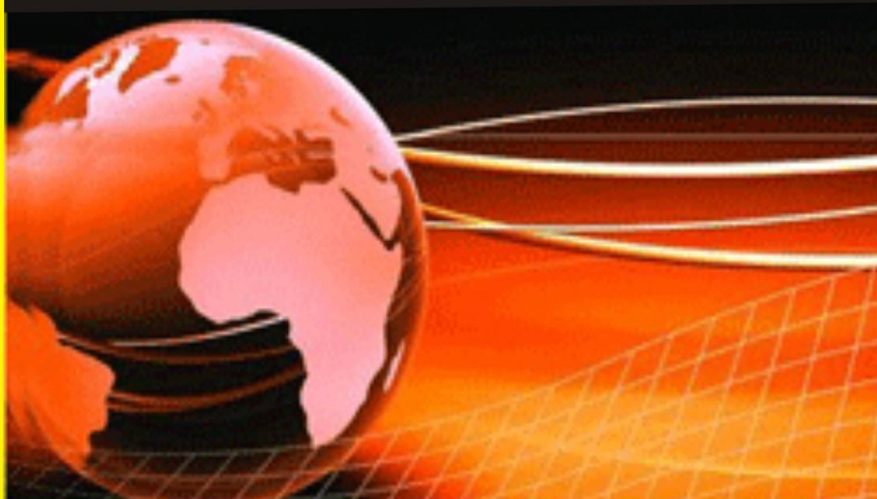


ACADEMICIA

ISSN (online) : 2249-7137

ACADEMICIA

An International
Multidisciplinary Research
Journal



Published by

South Asian Academic Research Journals

A Publication of CDL College of Education, Jagadhri

(Affiliated to Kurukshetra University, Kurukshetra, India)

ACADEMICIA

An International Multidisciplinary Research Journal

ISSN (online) : 2249 –7137

Editor-in-Chief : Dr. B.S. Rai

Impact Factor : SJIF 2020 = 7.13

Frequency : Monthly

Country : India

Language : English

Start Year : 2011

Indexed/ Abstracted : Ulrich's Periodicals Directory, ProQuest, U.S.A.
EBSCO Discovery, Summon(ProQuest),
Google Scholar, CNKI Scholar, ISRA-JIF, GIF, IJIF

E-mail id: academicia@saarj.com

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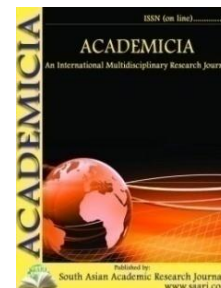
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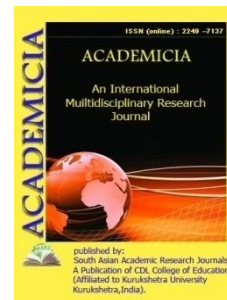
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DOI NUMBER: 10.5958/2249-7137.2020.00094.4

TEACHING ENGLISH GRAMMAR THROUGH WRITING SKILLS AT INTERMEDIATE LEVEL IN THE STATE OF ANDHRA PRADESH: A COMMUNICATIVE APPROACH



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ABSTRACT

This examination intends to explore the utilization of Eclectic approach in teaching English for building students and to know how it is valuable in improving their relational abilities. Along these lines, it utilizes the Eclectic approach in improving an understudy's language aptitudes. On the off chance that a teacher follows the Eclectic approach, it will be valuable to students to improve their relational abilities. Eclectic approach is a strategy that utilizes the fluctuated language learning approaches rather than limit to one approach. It is a gifted based approach as the teacher can put together his technique or approach with respect to the premise of the student's age, information and points and targets of the exercise. This investigation was done in two gatherings controlled and test gatherings. Each gathering comprised of sixty students of first year B.Tech with country background.

KEYWORDS: *Second Language, Residential Institutions, Need-Based Language Skills, Skills Of Listening And Speaking, Skills Of Reading And Writing.*

INTRODUCTION

In India, English is never again considered as a foreign language, rather as a subsequent language. English language has profoundly infiltrated inside the different strata of the general public. It is never again considered as a language learnt for speaking with its local speakers. Or maybe, it has gotten a key for proficient achievement (Day off, and Pron, 1998). The significance and status of English language can't be over stressed further today. As Rao, P. S. (2019b) says, "English has become the fastest increasing language in this modern world and it occupies the status of a commercial language by connecting the East and the West and the North and the South. English language is spread all over the world into almost all the fields such as

science, engineering and technology, medicine, trade and commerce, scientific research, education, tourism, internet, banking, business, advertising, film industry, transportation, pharmacy and to name a few. Undoubtedly, English occupies a unique place as it is the language that is so extensively used and so firmly established as a dominant global language in the above mentioned fields and the dominance of English has become like a snowball that is too big to prevent."Moreover, Rao, P. S> (2019a) further states, "As globalization expands, it needs a common language to communicate with all the people living around the world to make international business, to travel or to study, to get employment and so on. Since English is the only language that is spoken by many people of various regions all around the world, it has got the recognition of a global language. Moreover, to get the global status, there should be a single language that is spoken all over the world. It is evident that English is the only language that is spoken or used for various purposes across the world. English has crossed the national borders and now it is the language spoken not only by the native speakers but also by most of the non-native speakers. As many international students are studying in most of the foreign universities, the medium of instruction, in general, is English. One needs to understand the language of his/her colleagues to settle down in a chosen profession in a multi-national company and English is required here. If the colleagues are from various regions and speak different languages, then there will be a problem in communicating with them. At this juncture, learning a global language is an essential one to exist in this contemporary and competitive world." In the Indian setting one would expect that no Indian language could be an option in contrast to the English language as far as significance and wide worthiness. One of the principle reasons is that the English language is found out for learning the language as such as well as its information is utilized as a vehicle for other learning's. In the contemporary time of high expert necessities, for example, fantastic communicative abilities, the weight on the students to build up their communicative aptitudes of English is somewhat basic. The requirement for fruitful learning of communicative aptitudes of English language recommends communicative capacity to be the objective of language teaching. As it were, to teach English language utilizing communicative approach gets fundamental.

Communicative approach is considered as the best hypothetical model in English language teaching since mid 1970s. The basic idea of this approach is that language conveys not just useful importance; it conveys social significance also. In this way, it isn't just imperative to gain proficiency with the phonetic structures yet additionally to comprehend their potential communicative capacities and social implications. In other words, the students ought to have the option to relate the phonetic structures to fitting non-semantic information so as to decipher the particular utilitarian importance expected by the speaker (Littlewoods, 1981). One of the most trademark highlights of communicative language teaching is that it gives methodical consideration to utilitarian just as auxiliary parts of language, consolidating these units into an all the more completely communicative view (Littlewoods, 1981).

Communicative Language Teaching (CLT) emerged in the West during the 1960s and has stretched out toward the Eastern nations in the course of the most recent 20 years. From that point forward, CLT standards have formed the establishment of English language schedules for nations, for example, Malaysia and Taiwan. In Malaysia, CLT was received as ahead of schedule as the 1970s however in Taiwan, the change from the basic to communicative approach just began during the 1990s. Before CLT was presented, the auxiliary prospectus was the standard

approach in most Asian settings including Malaysia and Taiwan. Yalden (1987:61) condensed the quintessence of CLT along these lines: It depends on the idea of the students as communicators, normally invested with the capacity to learn languages. It tries to furnish students with the objective language framework. It is accepted that students should plan to utilize the objective language (orally and in composed form) in numerous anticipated and flighty demonstrations of correspondence which emerge both in study hall communication and in genuine circumstances, regardless of whether simultaneous with language preparing or resulting to it. In this context, Rao, P. S. (2019c) asserts, "The role of grammar in communicative language Teaching (CLT) is never central. Grammar teaching/learning takes place unconsciously while using language in communicative context".

The utilization of EFL distributed materials is more far reaching than any other time in recent memory since course readings give EFL teachers rules concerning schedule, teaching techniques and the materials to be educated. They are viewed as a fundamental segment of any EFL course and in this way the determination of the best appropriate book for a specific setting requests cautious examination. This paper centers around the examination and assessment of an as of late created course reading routed to local speakers of AP learning English as a Foreign Language at the sixth class of upper essential/optional school. Note that the book was distributed by the APBSE and its utilization was obligatory to all state elementary schools. The need to investigations and assess the course reading was forced by the way that it was utilized on an enormous national scale, it was as of late created and its qualities or shortcomings would highly affect AP students learning of English. The examination of the reading material would yield bits of knowledge as to its appropriateness; regardless of whether it really did what it professed to do and whether it achieved its set objectives.

Andhra Pradesh is one of the states in India that was sorted out on etymological premise and again it was bifurcated as Andhra Pradesh and Telangana in 2013. Be that as it may, Telugu is the state's legitimate language, Urdu, Hindi, Marathi, Kannada, Tamil, and numerous different discourses are tended to here. These days, with the exercitation of innovation and globalization, the nation has become a center for worldwide organizations, corporate arrangements, Training, and Business. Individuals show up here from different states as well as also from different countries for different purposes like to seek after teaching, business, visit, and so forth. In summation, it has become a place where there is fortuity. With every one of these adjustments, this state has become a multilingual nation. Nonetheless, Telugu is the official phrasing of the standards; all the official requests are distributed in English. Correspondence between services/branches of the administration and the lower chain of importance is generally drilled in English. English is utilized for the procurement of information. Papers, magazines, and so forth are utilized for this function.

LITERATURE REVIEW

V. Ramesh Naidu (2019) states that the idea of teaching English or whatever another language relies upon the condition given to that unconventional language; first language, second language or foreign language. In relating to the status of English, as it is examined in any case, English appreciates as a second language status in India. English is a language of training, science, and designing, and it is an expert language, and an outflow of style and specialized advancement of urban local locations; the speakers of English distinguish themselves as complex individuals in

the organization. The urban picture of English additionally guarantees a second language status to English.

Anjaneyulu (2014) asserts that English Language Teaching is important as a result of the global status of English. English Language Teaching is a procedure that requires incredible endeavors with respect to all the members. Reading material are the most important components of teaching process for the points and goals of a course. In perspective on the significance of English as a foreign language in Andhra Pradesh, the specialist has inspected the current course books and arrangement of teaching English so as to call attention to the inadequacies which have been ruining the Andhra Pradesh students from acing the English language. The teachers of English ought to likewise be outfitted with upto-date information on ELT. The primary information assortment instrument was the survey for class sixth of state. The understudy's poll was orchestrated on multi-choice inquiries example and open-finished inquiries.

Siaw-Fong Chung (2006) assumes that since the presentation of Communicative Language Teaching (CLT), numerous course readings have been composed to consolidate communicative exercises, valid materials and customized settings. Be that as it may, where the teaching and learning of language structure is concerned, most reading material don't reflect CLT standards. As exhibited right now, exercises in some Malaysian and Taiwanese reading material hold the basic technique for teaching language structure. This paper recommends five strategies with the goal that language exercises can be made progressively communicative by holding a few acts of the auxiliary schedule.

Shazi Shah Jabeen (2014) states that in the contemporary time of high expert necessities, for example, phenomenal communicative aptitudes, the requirement for fruitful learning of communicative aptitudes of English language proposes communicative capacity to be the objective of language teaching. As such, to teach English language utilizing communicative approach gets fundamental. Concentrates to quantify teachers' study hall conduct demonstrate that the execution of communicative approach in the homeroom is uncommon. In spite of the fact that teachers guarantee to be following a communicative approach, practically speaking they appear to be following conventional approaches. The proposed investigation was embraced to evaluate the current circumstance as to the utilization of communicative approach in the teaching of English language at the optional level in various schools of Delhi following the educational program of Central Board of School Examination (CBSE), New Delhi.

Manjulatha Devi Gudepu (2013) asserts that having worked in a few Junior Colleges for a long time and showed the students of both First and Second Year of Intermediate, the scientist was inspired to examine into the unsafe issues of the two educators and students in teaching and learning, so as to find prudent solutions for their light. A prime spotlight on students and teaching strategies have given a comprehension to the scientist that a lot of obstruction of provincial language, absence of understanding propensities and complete nonappearance of learning exercises are the significant reasons for the poor communicative capacity of students. The specialist's tests with students of various learning limits and the introduction of information investigation in the paper affirm the versatility of communicative approach in understanding classes. The paper complements the requirement for advancing learning feel in English classrooms through mandatory cooperation of each understudy in different methods of associations.

RESEARCH METHODOLOGY**METHODOLOGICAL FRAMEWORK OF CLT CURRICULUM**

The communicative commonness of English and its worldwide usefulness necessitate changes in the approaches of English teaching. Second-language educational program advancement has gotten progressively perplexing since the appearance of communicative language teaching during the 1980s. The pattern of language teaching has progressively moved away from customary syntax based approaches, for example, the sentence structure interpretation and the sound lingual techniques to the communicative ones. Communicative language teaching prompted a reconsideration of language learning and teaching objectives, prospectuses, materials, and homeroom exercises and has been a significant reason for changes in language teaching worldwide. In fact, the impact of the communicative approach has penetrated each part of ELT, from schedule plan to teaching material determination, from teaching technique to learning evaluation. In different nations, school educational plans progressively consider students' present or anticipated correspondence prerequisites, the sorts of things they are probably going to need to state, read, or write in the objective language. Communicative aims supplant syntactic forms, and communicative ability is the superseding target of guidance. The basic standard of a capability based program is spoken to by the functional trisection, a model for coordinating the goals of function, setting (substance), and formal precision at any level. For instance, Omaggio's curricular arranging guides offer details for content, (for example, transportation), function (for instance, "can" take an interest in short discussions), and precision (for example, extremely essential jargon identified with content zones recorded). In the perspective on its types, the significance of capability as a sorting out standard of arranging and assessment gets from its graphic and prescient force for contrasting various projects and procedures. Capability based projects have created in colleges and in schools on the conviction that programs in a mindfully designed system originate from knowing ahead of time the why (objectives), the what (functions, content, setting), the how well (understudy results). Capability course portrayals indicate: the reasons why we teach language (our way of thinking or method of reasoning), what our students will get from the investigation of language (our objectives), the particular abilities the students will create because of guidance (our goals, or understudy result proclamations), the degree and succession of our projects; and the explanation of substance and aptitudes inside our projects.

THE CRITICISM OF THE COMMUNICATIVE APPROACH

The idea of communicative ability has been the premise of the communicative approach since the 1970s. What has been scrutinized in late writing is the local speaker model in the philosophy of communicative skill, which is portrayed by the conviction that the obtaining of L1 involves linguistic capability as well as the capacity to utilize the language as local speakers. The experts of the CLT revering the local speaker and their disappointment in recognizing the contrasts between the segregated English's around the globe just as the association somewhere in the range of L1 and L2 permit students of this language to experience the ill effects of as-close-as conceivable propagation of purported local speaker standards. These practices are not common method for taking in and as a rule result from the accompanying components:

PERCEPTION OF ENGLISH

In the communicative language teaching, the main language and social contrasts are dismissed and the objective language and its way of life are viewed as imperceptible substances. Conversely, the contrasts between the as of now Englishes as either a first or second language or even as a foreign language uncover the sensible and common language obtaining reality. The mix-ups made by the former professionals made a parrot-like student model and an imitator of a local speaker, attempting to articulate the words as credible as could reasonably be expected and speak as familiar and precise as a local, bringing about an exceptionally significant stretch of teaching and learning process. Right now replicating the local speaker standard, the genuine estimation of communicative language teaching and the personality of the students and teachers are reduced by a demonstration of mimicry.

The objective of language teaching and learning in Nigeria is to build up students' communicative capability in English as a subsequent language. This objective help the fourth objective of the 2030 Motivation of the assembled countries for Maintainable Advancement which centers around quality instruction and deep rooted learning for all, to empower each lady and man to secure aptitudes, information, and qualities to become all that they wish and take part completely in their social orders. Streams (1978) in Hong Thi Nguyen, Wendy Warren and Heather Fehring (2014) prescribe that "when choosing learning exercises, we should consistently recall that our objective is for the students to have the option to connect openly with others: to comprehend what others wish to impart in the broadest sense, and to have the option to pass on to others what they themselves wish to share" (Waterways, 1978). As it were, until the student arrive at comprehension of what is said (the message) and he is seen plainly when he speaks, the objective of language procurement is inadequate. The language learning aptitudes or relational abilities (tuning in, speaking, perusing and composing) are indispensable to the teaching and learning of language. Taking a gander at what language teaching and realizing in Nigeria is around, one thing rings a bell, that is the requirement for Nigerian students to effectively learn English as a subsequent language.

THE UNREALISTIC REPRESENTATION OF ENGLISH

It is generally recognized that English is never again the property of any individual cultural group. Foreign and second English speakers on the planet have enhanced and will keep on adding to the quantity of provincial assortments and utilizations of the English language. In the event that these assortments are ignored and just those local ones are exaggerated, at that point an unreasonable observation and portrayal of English will meander in ELT rehearses on the planet just as the present practice in Turkey. English ought to be spoken to as methods for correspondence instead of a language having a place with England or other English speaking societies. The model speaker ought to be reset and the materials ought to be intercultural. Anticipating that the foreign language student should speak just as the perfect local speaker of English is just a ridiculous desire and hence showing the objective language as indicated by those perfect purposes will bring about disillusionment.

Implication for the Study

Suggestion for language educational program organizers is that communicative language teaching and learning approach in Nigerian schools has been a conventional technique for teaching English language which offered need to linguistic capability, since it is accepted that

sentence structure could be learned through direct guidance and through a strategy. These approaches to the teaching of language structure as per Richards were deductive and inductive. In deductive approach, students are encouraged language rules and afterward offered chances to work on utilizing them, while in inductive approach students are given models which contained sentence structure manages and are approached to work out the standard themselves. It was expected that language learning implied assembling huge quantities of linguistic sentences and examples to create when circumstance requests. In any case, in communicative language teaching and learning (CLT) classes, sentence structure isn't the beginning stage. Teachers are relied upon to teach syntax through materials in the environment, for example, pictures and other visual guides to impart effectively.

RESULTS AND DISCUSSION

This area shows and examines the discoveries acquired right now to the exercises, techniques, materials, and sorts of criticism and the level of language utilized in the classrooms which is viewed as when utilizing the communicative language teaching approach.

TABLE: 1. COMMUNICATIVE LANGUAGE TEACHING ASPECTS

N		YES	%	NO	%
	Task-Based Activities				
1	Find a friend who	0	0%	6	100%
2	Making plans	1	17%	5	83%
3	Games	5	83%	1	17%
4	Drawing activities	3	50%	3	50%
5	Role-Plays	6	100%	0	0%
6	Dramatizations	3	50%	3	50%
	Hands-on Activities				
7	Vocabulary practice (word cards)	6	100%	0	0%
8	Sentence strips	4	67%	2	33%
9	Graphic organizers	4	67%	2	33%
10	Manipulatives	2	33%	4	67%
11	Projects	4	67%	2	33%
	Authentic Materials				
12	Videos	2	33	4	67
13	Photos	6	100%	0	0%
14	Conversations	6	100%	0	0%
15	Audiovisuals	3	50%	3	50%
16	Visuals	3	50%	3	50%
17	Realia	4	67%	2	33%
	Strategies to provide meaningful input				
18	Body language	6	100%	0	0%
19	Modeling	6	100%	0	0%

As it tends to be seen in the Table, as indicated by the reviewed teachers, the finding a companion who movement isn't utilized in the homeroom since 100% of the teachers addressed NO to this inquiry. With respect to making arrangements movement, 83% of the teachers don't utilize it while just 17% referenced they do utilize it. Games are one of the exercises that are utilized by most of teachers which compares to 83%; just 17% don't utilize them in the homeroom. Another errand based action is drawing which is utilized by half of the teachers. A similar level of teachers utilizes sensations while the other half abstains from utilizing them. The last undertaking based action remembered for the rundown is pretends which is utilized by all the overviewed teachers. As this table shows task-based exercises are being utilized by teachers and it speaks to a bit of leeway for students since as Richards (2016) makes reference to task-based exercises give students chances to be associated with meaningful tasks.

CONCLUSION

The results of this investigation give proof that the main errand based action utilized during the classes was performances while hands-on exercises were not normally utilized. With respect to create English students' communicative capability; displaying, redundancy, pair and group work were the most utilized ones. Despite the fact that these methodologies are utilized, their application in the English study hall isn't giving the ideal results since they were not utilized as successive as they were important to give students more chances to utilize the language to orally cooperate; in this way, it is important to utilize them all the more frequently and consolidate more techniques to assist students with creating communicative skill and improve their dynamic interest in oral exercises. Considering the examination addresses we focused on the start of the investigation whereupon our examination is based, we reason that Communicative Language Teaching will be teaching of a language for communicative purposes. The strategies utilized for language teaching, in this way, depend on communicative and credible methods. The objective language, or L2, is viewed as the perfect and last reason for the strategy, which has been set as flawless as local language. It presents numerous favorable circumstances for foreign students to procure L2 by utilizing the language itself and being presented to real language however much as could be expected. This prompts increasingly precise elocution and bigger jargon memory for foreign language students during its long teaching period.

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DOI NUMBER: **10.5958/2249-7137.2020.00095.6**

ANALYSIS OF EPIDEMIC SAFETY OF DRINKING WATER OF THE BUKHARA REGION

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ABSTRACT

The article presents the results of a study of the quality of drinking water in the central water supply of the Bukhara region according to sensory, toxicological, microbiological and parasitological indicators. The dominant pollutants of drinking water were identified and their possible negative impact on the health of consumers of water from this source was determined. It was established that the studied water samples comply with national and international requirements, including those on epidemic safety. In the aspect of the foregoing, water quality assessment of the central water supply in the Bukhara region was carried out according to sensory, toxicological, microbiological and parasitological indicators for the compliance of their values with current national and international requirements. The closest connection of many parasitoses with the hydroecological factor is also determined by the fact that the life cycles of their pathogens proceed with the obligatory participation of various animals that act as intermediate hosts and carriers of parasites (fish, mollusks, crustaceans, mosquitoes, etc.), which are massive aquatic organisms. The stages of development of pathogens that enter the external environment, in turn, are closely related to the hydroecological factor.

KEYWORDS: *Drinking Water, Quality, Epidemic Safety, Chemicals, Hygiene Requirements, Sanitary and Epidemiological Standards.*

INTRODUCTION

Water is one of the most amazing substances on our planet. The shortage of fresh drinking water is currently considered as one of the global problems of our time. At the same time, with the growth of the planet's population, the scale of water consumption and, accordingly, the water shortage also increased significantly, which subsequently contributed to the deterioration of

living conditions and a slowdown in the economic development of countries experiencing water shortages. [1,2].

The lack of clean water forces people to use water for drinking, which is often simply hazardous to health. Of course, all components of the ecological environment affect human health: air, soil and water pollution, but the quality of the latter is especially important. There is evidence that most human diseases are caused by the quality of drinking water. Considering that a large number of the population has a metabolic disorder, the processes of accumulation of harmful compounds began to accelerate, and often at 30 years old young people have kidney stones and gall bladder, oncological diseases and other types of diseases associated with water quality (Table 1) [3].

TABLE 1. THE EFFECT OF INDIVIDUAL POLLUTANTS IN WATER ON HUMAN HEALTH

Name of substances	Effects on the body
Aluminum	Neurotoxic effect, Alzheimer's disease
Barium	Effects on the cardiovascular system
Boron	Decreased reproductive function in men; violation of the menstrual cycle, carbohydrate metabolism and enzyme activity in women
Cadmium	An increase in cardiovascular morbidity, cancer, menstrual irregularities, stillbirth, osteoporosis
Nickel	Damage to the heart, liver; cancer, keratitis
Nitrates	Methemoglobinemia, gastric cancer
Mercury	Impaired renal function, nervous system
Lead	Damage to the kidneys, nervous system, blood formation organs, increase in cardiovascular morbidity, vitamin C and B deficiency diseases
Strontium	Strontium rickets
Salts of calcium and magnesium, bromine	Urinary and salivary stone disease, sclerosis, hypertension

Infectious diseases occupy a special place, which we can become infected through food. The relevance of the problem of tight quality control of drinking water is due at present to the intensity of the development of the viral, bacteriological and parasitic etiology of the world's population, including that caused by the use of infected drinking water [4].

In the aspect of the foregoing, water quality assessment of the central water supply in the Bukhara region was carried out according to sensory, toxicological, microbiological and parasitological indicators for the compliance of their values with current national and international requirements.

The studies were carried out in the Accredited complex of the testing laboratory of the Bukhara Center for Sanitary and Epidemiological Well-Being. The quality indicators of drinking water were determined for compliance with the requirements of O`zDSt 950: 2011 [5] according to standard methods described in MU 0211-06 [6] and the manual [7]. Microbiological and parasitological assessment of water was carried out in accordance with the requirements of

SanPiN No. 0366-19 [8], WHO Recommendation [9] and Directive 98/83 / EEC [10]. The quality level was determined by the formula [11]:

$$Y_i = P_i / P_{i_{\text{баз.}}},$$

where P_i - actual production rate; $P_{i_{\text{баз.}}}$ - indicator of the base sample.

The results of sensory assessment of the quality of drinking water are given in table 2.

TABLE 2. SENSORY INDICATORS OF THE QUALITY OF DRINKING WATER SUPPLIED TO CONSUMERS OF THE BUKHARA REGION

Name of parameters (requirements)	The value of the baseline indicators for O`zDSt 950: 2011	Value actual indicators	Level of quality
Color, hail	20,0	9,50	0,47
Turbidity, mg / dm ³	1,5	0,83	0,55
Residual chlorine, mg / dm ³	Not standardized	0,94	0,94
Odor at 20 ° C, score	2,0	1,50	0,75
Smell at 60 ° C, score	2,0	1,50	0,75
pH - hydrogen indicator, units pH	6,5-8,5	7,50	0,88
Total hardness, mEq / dm ³	7,0-10,0	15,20	1,52
Dry residue, mg / dm ³	1000-1500	893,0	0,59

As follows from the experimental data presented in Table 2, the analyzed water samples practically correspond to the normative sensory indicators (the quality level is less than 1). However, the rigidity of these samples was almost 1.5 times higher than the upper value of the base standard indicator. The dynamics of the presence of solids in the studied water samples was similar to hardness, but did not exceed the baseline.

The toxicological properties of the individual inorganic components shown in Table 3 were further investigated.

TABLE 3. TOXICOLOGICAL INDICATORS OF WATER QUALITY

Name of parameters (requirements)	Значение базовых показателей, в мг/дм ³			Значение фактических показателей	Уровень качества
	СанПиН №0366-19	Рекомендация WHO	Директива 98/83/ЕЕС		
Ammonia (NH ₃)	не доп.*	-	-	следы	-
Nitrite (NO ₂) ³	не доп.	3,0	0,5	2,8	0,93-5,60
Nitrate (NO ₃)	45,0	50,0	50,0	46,7	1,04-0,93
Sulphates (SO ₄)	400 (500)	250,0	250,0	361,0	0,90-1,44
Chlorides	250-350	200,0	250,0	158,0	0,45-0,79
Iron (Fe)	0,3	0,3	0,2	0,38	1,27-1,90
Copper (Cu)	1,0	1,0	2,0	0,01	0,01-0,00
Zinc (Zn)	5,0	4,0	-	0,00	0,00
Arsenic (As),	0,05	0,01	0,01	0,00	0,00

Lead (Pb)	0,03	0,01	0,01	0,00	0,00
Cadmium (Cd)	0,01	0,003	0,005	0,00	0,00
Mercury (Hg)	0,005	0,006	0,001	0,00	0,00
Fluorine (F)	0,7	1,50	1,50	0,22	0,31-0,15

* Not allowed.

It was established that, according to the nitrate content, the studied water samples did not significantly exceed the norms established by SanPiN No. 0366-19 (quality level 1.04), iron - 1.27-1.90 higher than the national and international norms (Table 3). The values of the indicators of the nitrogen triad (ammonia, nitrites, and nitrates), as indicators of water source pollution by household wastewater, animal products and agriculture, and chlorides, as indirect indicators of household pollution, practically did not exceed the MPC in all studied water samples.

Many intestinal infections are associated with the water factor, which belong to the group of infectious diseases caused by pathogenic microorganisms. Intestinal infections, the causative agents of which are transmitted through water, include typhoid fever, paratyphoid fever, dysentery, cholera, salmonellosis, viral hepatitis, and other, less common, diseases. Contamination of water bodies with infected domestic wastewater is an established cause of many outbreaks of infections. The possibility of a waterway for the spread of these infections is now fully proven.

Many parasitoses caused by pathogenic intestinal protozoa (giardiasis, amoebiasis, etc.) are also closely associated with the hydroecological factor; protozoan blood parasites (malaria); helminths (opisthorchiasis, diphylobothriasis, etc.). The closest connection of many parasitoses with the hydroecological factor is also determined by the fact that the life cycles of their pathogens proceed with the obligatory participation of various animals that act as intermediate hosts and carriers of parasites (fish, mollusks, crustaceans, mosquitoes, etc.), which are massive aquatic organisms. The stages of development of pathogens that enter the external environment, in turn, are closely related to the hydroecological factor. Among parasitic diseases, giardiasis occupies a special place - a disease caused by a pathogen such as protozoa that can cause a person to have intestinal and liver damage. Current epidemiological data classify drinking water as the main pathway for transmission of the pathogen [3, 10].

Therefore, studies are required to determine the microbiological and parasitological indicators of the quality of drinking water.

The results of the study are given in table.4.

TABLE 4. MICROBIOLOGICAL AND PARASITOLOGICAL INDICATORS OF DRINKING WATER QUALITY

Indicators	Base indicators			Factual data
	Sanitary (sanitary-epidemiological) rules (SP), №0366-19	Recommendations WHO	Directive 98/83/EEC	
Microbiological indicators, no more				
Total microbial number	50,0	50,0	+	24,5±1,5

(TBC), CFU / cm ³				
The number of BGKP (coli index), the number of BGKP in 1 dm ³	3,0	+	+	no more 2,0
Escherichia coli, Escherichia 0.3 dm ³	Not allowed			0,0
Coliphages, number of PFU 0.2 dm ³	Not allowed			0,0
<i>Parasitological indicators</i>				
Pathogenic intestinal protozoa (Ciardia lamblia, Entamoeba histolytia), cysts 50 dm ³	Not allowed			0,0
Helminth eggs, number of eggs in 50 dm ³	Not allowed			0,0

* Recommended when evaluating water quality

From the data in Table 4 it follows that TMP is 24.5 ± 1.5 , which generally corresponds to the norm (quality level 0.49), but in spring and autumn this indicator is 0.8-1.5 times higher than in winter and in the summer. If - the index also complies with the norms, Escherichia and coliphages are not found. It should be noted that most Escherichia coli are harmless, but serotype 0157: H7 can cause severe food poisoning in people. Cysts of pathogenic intestinal microorganisms and helminth eggs in water were not found.

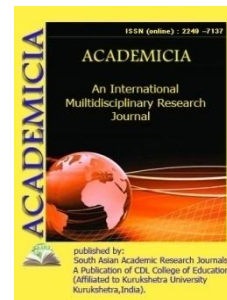
As a result of the studies, it was found that for sensory, toxicological, microbiological and parasitological indicators, the drinking water of the central water supply of the Bukhara region meets the requirements of SanPiN No. 0366-19 and O`zDSt 950: 2011 of the Republic of Uzbekistan, WHO Recommendations and Directive 98/83 / EEC.

The quality of drinking water is constantly monitored at the points of water intake, before entering the distribution network, as well as at the points of tapping the external and internal water supply network. The analysis of the main indicators of drinking water did not reveal significant differences between the indicators on the site of JSC "Gorvodokanal" in Bukhara and laboratory tests.

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DOI NUMBER: **10.5958/2249-7137.2020.00096.8**

THE FATHER OF UZBEK MUSIC

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ABSTRACT

This article highlights the life of TukhtasinJalilov and his achievements, pieces of music composed by him which are in Golden Fund and his outstanding career in the field of music. In 1919 Andijan theatre was founded and one of its founders was TukhtasinJalilov. He spent the greatest moments of his life (15 years) in this theatre as the artistic director and the chief conductor. More than 200 beautiful songs that he created are still eagerly-listened. They are giving a new life to our traditional songs and music by preserving their peculiarity, naturalness, being rich in different methods. It is said that after EtiborJalilova (1924 - 1983) died her husband did not get married until his death. TukhtasinJalilov's third son SalokhiddinTukhtasinov was a skilled musician and composer. I met him several times through my teacher GulomjonKhojikulov. He would control and conduct his musical team and play gijjak. Thus, we, the apprentices, never give up trying to encourage the young to learn this great teacher's masterpieces and not forget him. Like many of the most outstanding artists including AbbosBakirov, AsadIsmatov, SoibKhojaev, KhadichaAminova and LutfikhonimSarimsakova, TukhtasinJalilov also did not graduate from any artistic Universities. With the help of innate abilities and talents given by Allah, he became a great artist and composer.

KEYWORDS: *Great, Musical Theatre, Outstanding Artist, Great Teacher, Innate Ability, Apprentice, Art, Artistic Director, Talented Artist, Skill, Eternal Image, Happy Weddings.*

INTRODUCTION

Whenever it comes to talking about TukhtasinJalilov the first thing that comes to my mind is the words that I have heard from my teachers that he was an admirable teacher, and an outstanding composer who had first founded the art of Uzbek Musical theatre and National Orchestra. I did not see him myself but I have listened to his musicals, songs for plays in the theatre on radio,

television very often and I have sung as well. We are the 6th generation apprentices to TukhtasinJalilov, in fact, one of his apprentices was KomiljonJabborov, his apprentice GulomjonKhojikulov, then UrinboyNuraliev, and his apprentice NuriddinKhamrokulov, and finally us. The fact that he had over a hundred apprentices in his lifetime and who also had over hundred ones is so astonishing¹.

More than 200 beautiful songs that he created are still eagerly-listened. They are giving a new life to our traditional songs and music by preserving their peculiarity, naturalness, being rich in different methods. It is so disappointing that young people nowadays do not know or listen to his great musicals such as “Ravshan and Zulkhumor”, “Tokhir and Zukhra”, “Alpomish” or the ones which were composed for the plays and in the Golden Fund of the Theatre named after Mukumi. Many of the songs sung today were actually originated by his music and songs. It is obvious that as the advances in television industry in the 1970s the number of people coming to the regional theaters decreased sharply. In addition to this, the performances of theatre plays on television was not satisfactory at all. Thus, we, the apprentices, never give up trying to encourage the young to learn this great teacher’s masterpieces and not forget him. Like many of the most outstanding artists including AbbosBakirov, AsadIsmatov, SoibKhojaev, KhadichaAminova and LutfikhonimSarimsakova, TukhtasinJalilov also did not graduate from any artistic Universities. With the help of innate abilities and talents given by Allah, he became a great artist and composer.

Tukhtasin Jalilov was born in 1896 in the family of Jalil aka, in Soyguzarstreet, Andijan. His passion for music and art was given by Allah. When he was 10 he started attending and participating in different ceremonies in villages and the city with a “chang” master Yusufjon and his group of musicians. He gained the knowledge of music passionately from his teachers and friends. Innate musician, could play our national musical instruments such as dutar, tanbur, gijjak, and dayereh. He gained his initial knowledge from OrifGarmonToshmatov, MakhmudjonUsmonov, and MuminjonJabborov.

In 1919 Andijan theatre was founded and one of its founders was TukhtasinJalilov. He spent the greatest moments of his life (15 years) in this theatre as the artistic director and the chief conductor. In 1929 a new musical theatre was founded in Samarkand and TukhtasinJalilov was appointed as the musical director. There were constant tensions in those times, especially, the idea of communism was in power of politics and controlling the country and the idealistic approaches were becoming more popular towards theatres. Thus, TukhtasinJalilov became more engaged in performing concerts and created a national orchestra. He established a new orchestra that includes 100 musicians and collected national musical instruments such as tanbur, dutar, gijjak, and chang. Those times he and his new orchestra was constantly criticized. But he kept composing such musicals that they sounded national in both form and meaning. Particularly, “Otmagay tong”, “EyQuyosh”, and the one which was composed for the poem called “Tuylarmuborak” by Sobir Abdulla are still listened almost every day. And also the musical called “Signal” which is played on local radio stations was composed by him.

TukhtasinJalilov was offered a job in Tashkent in 1934 and there a musical drama theatre was founded. Later that theatre was changed to musical theatre named after Mukumi. Until his death TukhtasinJalilov worked with great effort and enthusiasm in that theatre as the musical director, artistic director, and the chief conductor.

With his wife, Malokhataya, they brought up four sons and two daughters. When we were young we used to watch the plays of Tashkent theatres on television and his older daughter, EtiborJalilova, played main roles such as Zukhra in “Tokhir and Zukhra”, Zulkhumor in “Ravshan and Zulkhumor”. Sometimes EtiborJalilova and FarogatRakhmatova would play main roles in turn. His older son KholkhujaTukhtasinov (1919 - 1971) was a composer, musician and later the chief conductor in Mukumi Theatre. It is said that after EtiborJalilova (1924 - 1983) died her husband did not get married until his death. TukhtasinJalilov’s third son SalokhiddinTukhtasinov was a skilled musician and composer. I met him several times through my teacher GulomjonKhojikulov. He would control and conduct his musical team and play gijjak.

It used to be said that GulomjonKhojikulov would best perform when he played the gijjak and accompanied by a group of dayerehs and SalokhiddinKhojikulov would best perform when he was in his ensemble.

DekhkonboyJalilov (1930 - 1992) was also a great musician and conductor. His youngest daughter KholidaJalilova (1934 - 2015) was the National Artist of Tajikistan. She worked in the Opera and Ballet Theatre named after SadriddinAyni in Dushanbe. His youngest son TelmanJalilov (1937-2002) worked in another field of work².

TukhtasinJalilov left a lot of apprentices. There may be only a few musicians or singers who did not play or sing his musicals and songs. His apprentices were all well-respected and talented people such as SaidjonKalonov, MukhammadjonMirzaev, GanijonToshmatov, KomiljonJabborov, DoniZokirov, KosimjonOkhunov, GulomjonKhojikulov, ManasLeviev, Kholkhuja and SalokhiddinTukhtasinov, DekhkonboyJalilov, LutfikhonimSarimsokova, SaodatKobulova, Farogat Rkhmatova, MakhmudjonGofurov and EtiborJalilova and the list can be continued. It is notable that nearly all of those apprentices mentioned above were the National Artists and SaodatKobulova was former Soviet Union national artist.

According to our National ArtistGulomjonKhojikulov almost all the artists and musicians of Uzbekistan consideredTukhtasinJalilov as their “Master”. In honour of TukhtasinJalilov some streets, musical schools and colleges are named after him in Fergana valley. They are now called as “street TukhtasinJalilov”, “art college named after TukhtasinJalilov” or “musical school named after TukhtasinJalilov”.

In the first ten-day festival of Uzbekistan, which was in 1937 in Moscow, TukhtasinJalilov participated with the National Orchestra and after the event he was awarded as “the National Artist of Uzbekistan”.

The National Artist of Uzbekistan, a great composer, musician TukhtasinJalilov played an important role in the history of music in the 20th century.

He was awarded as the National Artist of Uzbekistan for his great contribution to the development of music. In 1946 he was selected as a deputy to the Supreme Council of Uzbekistan.

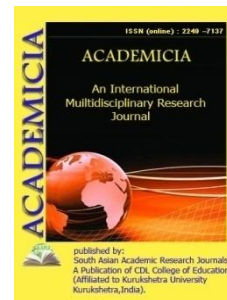
A great teacher and composer, The National Artist of Uzbekistan, TukhtasinJalilov, died on the 10th of May, in 1966 in Tashkent. His all musicals and songs are still performed with great interest.

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DOI NUMBER: **10.5958/2249-7137.2020.00097.X**

FEATURES OF DEVELOPMENT OF THE VOICE DEVICE OF THE CHILD, THE CONCEPT OF THE CHOIR AND ITS COMPOSITION

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ABSTRACT

This article highlights the age-old types of children's voices in choral communities. If the singing classes at the school are well organized and the singing education of students from the first grade is going well, then by the age of 9-10, the voices of the children begin to sound especially good. This period is called the "flowering" of the voice. In boys, the voice acquires a special sonority, "silvery"; individual voices can already be observed in the voices of the girls. The voice apparatus of young children is very fragile. Its mechanism is still simple in structure; sound originating in the larynx is formed during the marginal vibration of the vocal cords. They do not close completely, between them at the moment of sound formation there remains a small gap in their entire length - this is natural, natural. And for the performance of choral miniatures a cappella, they are specially addressed to choirs of medium and small composition, due to the chamber nature of their sound, a more modest number of participants is preferable⁸

KEYWORDS: Sound, Voice, Singing, Larynx, Repertoire, Range.

INTRODUCTION

During the school period, the student's voice goes through several stages of development. These stages are associated with the formation of sex, the physical and neuropsychic growth of the child. There are four main stages of voice development.

In younger schoolchildren (up to 10-11 years old), the voice has a purely childish sound. The growth of a child of this age is smooth and there are no significant changes in his voice.

The sound of the voice is gentle, light, they say about it: "head sound", "high sound", or "high resonance". These definitions are very figurative, they characterize the natural sound of the age.

The voice apparatus of young children is very fragile. Its mechanism is still simple in structure; sound originating in the larynx is formed during the marginal vibration of the vocal cords. They do not close completely, between them at the moment of sound formation there remains a small gap in their entire length - this is natural, natural. The neuromuscular development of the larynx allows so far only such closure. The voice of a 7-8 year old child is gentle, very small in strength and high-sounding, because it is pitched in the upper resonator. Excessive tension can lead to persistent hoarseness, and incomplete closure of the ligaments will then already be felt painfully.

With normal education, the voice develops smoothly in both boys and girls. There is still no significant difference in their voice apparatus.

As the child grows, the mechanism of the vocal apparatus changes. A very important muscle develops in the larynx - the vocal muscle. Its structure is gradually becoming more complicated, and by the age of 12-13 it begins to control the entire work of the vocal cords, which acquire elasticity. The oscillation of the ligaments ceases to be only marginal, it extends to the vocal fold and the voice becomes stronger and more compact. ("More collected", "fuller").

Complication in the mechanism of voice formation is more noticeable in boys. Sometimes a phoniatrist sets up these changes for 10-11 years. Usually this happens with naturally developing violas, freely, singing loudly.

If the singing classes at the school are well organized and the singing education of students from the first grade is going well, then by the age of 9-10, the voices of the children begin to sound especially good. This period is called the "flowering" of the voice. In boys, the voice acquires a special sonority, "silvery"; individual voices can already be observed in the voices of the girls.

Each age has its own age range. When teaching singing, selecting a repertoire, and also when determining the nature of the voice, this must be taken into account.

For younger students, the overall range of voice can be quite wide. They can sing sounds from a small octave to d (and even higher). However, the "sounding zone" of their voice is much smaller: it is located, on average, between mi and si (sometimes before). This zone is most convenient for their auditory perception and reproduction; it should be mainly used in teaching singing. This zone is called the working range of the voice¹.

Turning to the consideration of the main characteristics of collective and singing activity, we turn to the disclosure of purely chorological issues and, in particular, to an understanding of the basic concept - what is a choir.

Chorus (from the Greek. Choros a collective concept: choir, round dance, crowd, assembly, etc.)

1) In the ancient Greek theater, the collective participant of the play: a jointly singing, dancing, reciting group of performers (chorets).

2) The singing team. Choral performance of vocal music can be with instrumental accompaniment or a solo². In the theory of choral studies there are many different definitions of the concept of "choir". Each of the authors involved in the study of this issue, reveals its contents in different ways.

P.G. Chesnokov understands the choir as "a collection of singers, in the sonority of which there is a strictly balanced ensemble, a finely tuned system and artistic, distinctly elaborated nuances"³.

At A.A. Egorova, the choir means "a kind of vocal orchestra, which, on the basis of the synthesis of music and words, conveys with its rich vocal colors the ideological and artistic images of a musical work⁴."

G.A. The choir defines Dmitriyev's concept "as a collective of singers organized for joint performance⁵."

V.G. Sokolov in the content of the concept, the choir sees "such a collective that sufficiently possesses the technical and artistic expressive means of choral performance, necessary to convey the thoughts, feelings, ideological content that are embedded in the work⁶."

To summarize the above, the concept of "choir" can be formulated as: a collective of singers whose performing activity is connected by a unity of technical and artistic tasks, allowing listeners to fully perceive the ideological, semantic and emotional-figurative content of a choral work⁷.

The choir as a musical organization is a vocal performing group, united and organized by creative goals and objectives. An important principle here is the collective beginning.

A choir is a large vocal ensemble consisting of choral parts. The basic basis of each choral part is unison, which implies the complete cohesion of all vocal and choral components of the performance of sound production, intonation, timbre, dynamics, rhythm, diction. Thus, another component of the concept of the choir is revealed - an ensemble of vocal unions.

A theoretically homogeneous children's choir can be minimally composed of 6 singers: 3 sopranos + 3 viola. However, in performing practice, a choir of similar size is called a vocal ensemble. More complete is considered the composition of the choir of about 24 people. In addition to enhancing the sonority of the parties, it is possible to divide each part into two groups: 6 first sopranos + 6 second sopranos + 6 first violas + 6 second alts = 24 singers. The number of singers in the parts of the choir should be the same - it is inconceivable that a collective of singers of 30 people consist of 11 first sopranos, 9 second sopranos, 6 first violas and 4 second violas. It is recommended to slightly increase the number of parts of the upper and lower voices in the four-voice chorus, that is, the parts of the first soprano and second violas, which is associated both with the quantitative allocation of the choral part playing the upper melodic voice (C I), and with the compact sound of the base of the chord (A II):

Sopranos first - 8

Sopranos second - 7

First violas - 7

Second violas - 8

Total: 30 people

With a uniform increase in the number of each party, groups with a large number of performers can form. An excessive increase in the number of the choir (over 120-130 singers) does not contribute to the improvement of its performing qualities. According to V.I. Krasnoshchekova, "the choir loses performing flexibility, mobility, rhythmic distinctiveness, the ensemble becomes vague, the timbre of the parties is less interesting." One cannot but take into account the fact that many works designed for a large composition sound much worse in the middle one and are

sometimes simply unfeasible in the small one. And for the performance of choral miniatures a cappella, they are specially addressed to choirs of medium and small composition, due to the chamber nature of their sound, a more modest number of participants is preferable⁸.

The expressive and technical capabilities of children's choirs are closely related to the age characteristics of the composition. All children's choirs by age can be divided into three groups: primary school age (I-III classes), middle (IV-VI classes) and senior school age (VII-X classes).

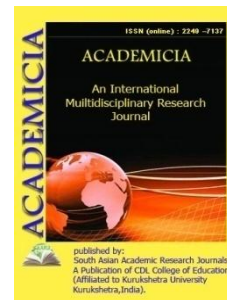
The choir, consisting of children aged 7-10 years, is characterized by a light falsetto, low-power sound ranging from piano to mezzo forte.

Boys selected for vocational training usually have the following range: treble of the first octave - salt - for the second octave, alto - for the small octave - to the second octave.

In ordinary school choirs, the working range of the children's choir is approximately within the first octave and the lower sounds of the second octave (do, re). The choirs of primary schoolchildren are mainly improved in singing and two-voice singing. The repertoire consists of folk songs, as well as works of domestic and foreign composers. Beautiful songs for kids were created by Kabalevsky, Alexandrov, Levina, Popatenko and other Soviet composers. Of the works of composers of the 19th century, children's choirs of Cui, Tchaikovsky, Lyadov, Arensky are of great interest⁹.

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DOI NUMBER: **10.5958/2249-7137.2020.00099.3**

ANCESTORS' HERITAGE IN THE UZBEK MUSICAL ART

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ABSTRACT

This article deals with the Uzbek music, and the legacy of our ancestors is based on the masterpieces they left behind. It has been reported that music has evolved not only today but also for centuries. Most Uzbeks are concerned about their own well-being, not the welfare of their immediate family and neighbors. It is the highest moral value, the pearl of the human heart. These ideas are the basis of the Uzbek family's character. Allocating labor and money to strengthen the culture means an ax to our future. Spirituality is a very sensitive educational area that cannot be overlooked. It is not a secret that each nation is stronger, not only by its subsoil and its natural resources, but also by its military and production potential, and above all, by its high spirituality. After the Republic gained independence, it is important to treat the unique musical heritage and their implementation in the education system. The teaching of this tradition, especially in special educational institutions, and its education are among the tasks for the younger generation. In particular, in the 17th century, Dervish Ali Changi's booklet says: - Dervish Ali learned his first musical lessons from his father, Mirzo Ali Changi. Later, the famous musician, Hujand Jaafar Lawi, Ali Dost Nayi, Hassan Kawawi, Hafiz Mahmud, Hafiz Miraq Ibn Majruhi will learn the lessons of music and the general moral and human qualities. Our state can and should be understood as a large family. It is not possible to live a good and dignified life without the mutual respect and dignity, without the duty of all family members to show kindness towards one another. The family is based on the laws of life and conscience, and has a long and lasting moral foundation.

KEYWORDS: Music, Art, Culture, Folk Music, Education, History, Musical Instruments, Form.

INTRODUCTION

As noted by First President I.A.Karimov in his book "High Spirituality - Invincible Power": We want our people to be superior to anyone in the world, to have our children stronger, more educated, wiser and, of course, happier. As we do our best to live free, the issue of spiritual upbringing is undoubtedly important.

According to the sources, military-official music, classical maqom art and other folklore of the Turkic, Arabic and Persian-speaking peoples of the region have developed along with Uzbek folk music. Most importantly, music has become a symbol of bravery and courage.

"... I have ordered," Amir Temur says in his "Laws of Temur" that any emir (commander) should conquer a country or defeat an enemy, let them value him with three things: proud exclamation, a banner and a drum, and call him a merit "[1.67].

"The modern conditions require that the education system be viewed as a whole, with all stages of its education, providing general and special education, vocational training, and spiritual and moral education of young people. To do this, it is important to strengthen the education system, the system of higher and secondary special education, update curricula and enrich them with the treasures of world culture. " [2.239]

While meeting of the President with intellectuals on the theme "Development of literature and art, culture is a positive foundation for the spiritual development of our people": some negative aspects of the development of our culture and art, Actively addressing the current challenges and solutions that need to be addressed objectively and critically, with a deeper analysis of the activities of creative associations, the Ministry of Culture and its affiliates and organizations, and the role and place of creative intelligentsia in the life of society today. The experience accumulated over the years of independent development, reflects all the historic changes that have been made in building a great state with its own path of development, which the world community has considered as an Uzbek model. The news has a great impact on the minds and dignity of our people According to the First President IA Karimov, spirituality is absorbed in man by mother's milk, father's example, by the advice of ancestors. Spirituality is the power of the people, the society, the state. Allocating labor and money to strengthen the culture means an ax to our future. Spirituality is a very sensitive educational area that cannot be overlooked. It is not a secret that each nation is stronger, not only by its subsoil and its natural resources, but also by its military and production potential, and above all, by its high spirituality. Man is born for happiness. A great way to study the origins, history, sources and stages of our music culture, especially the repertoire of famous artists who have made an indelible mark on the development of our art, to learn about performing arts and creative ways. It's no secret that it's open. Therefore, our noble goal is to answer our homeland with the knowledge we have received.

It is worth noting that the famous medieval East scholar Jacob Ibn Isaac al-Kindi was very much influenced by the influence of music on the human spirit and made great strides in this field. He wrote: - There is a similarity between the music and the flowers. The scent from the flowers is like the silent music. Smells, like the music, give a person strength and energy. "[3.82]

Historically, Uzbek folk instruments have evolved over the centuries with their distinctive musical instruments. The great scholars of Al-Farabi (IX century) in his book "The Great Music", Safiuddin Urmavi (XII century), The Great Book by Al-Marohi (XIV Century), Ahmadi

(14th Century) in the Discussion of Tunes, Ainullobiddin Hussein (15th Century) in the Treatise on the Narrative of the Risale Narrative and Practical Music, by Abdurahman Jami (15th Century) in the Musical Pamphlet Ali Zhanghi (XVII century) in his "Treatises on Musical" focused on various aspects of the study of musical instruments and described the classification of musical instruments of their time. Famous poets of the past repeatedly refer to musicians in their works to mention the names of musical instruments. In particular, the works of the great thinker and poet Alisher Navoi emphasize the most elegant and classical branches of music. In the twentieth century, scholars such as Eikhorn, Abdurauf Fitrat, and Viktor Belyaev have been successful in organizing musical instruments. Historical manuscripts, literary works, and musical brochures contain little mention of all musical instruments that have appeared in the practice of the peoples of Central Asia. Musical brochures provide information on musical instruments (form, structure, string ratios, producing criteria, trees used for musical instruments, etc.). They include strings: borbado, harp, dombra, violin, navha, nuzxa, lire, dulcimer, rubab, tambour, dutor; drums: moody, chessome, organ, shammoma, tambourine, trumpet, flute, trumpet; There are various levels of information about percussion instruments: tambourine, doyra, dombra and safil. Al-Farabi, Abdurahman Jami, Amouli, Darvesh Ali Changi, Abdurauf Fitrat, Victor Belyaev have paid great attention to musical instruments in their pamphlets, and have described their practical role, some philosophical features, and their specific classification. Usually, musical instruments have been used in various aspects of the practice. It is worth noting that the simplest musical instruments were created and widely used in everyday life. Such instruments exist in the folk music world of every nation and are still in use today. Dust, kobyz, and sibig are among the instruments that have been preserved and preserved in the Uzbek folk practice. The production and execution of these instruments is also remarkable.

It is worth noting that Uzbek classical music is a verbal art. Every musical activity that is present in the music is perceived and mastered by listening to the colors, the charm, the ideas, the content, and the decorations. Every effort they make is a product of creativity. Therefore, music has been passed down from generation to generation orally. We are honored with the tradition of "master-apprentice". After the Republic gained independence, it is important to treat the unique musical heritage and their implementation in the education system. The teaching of this tradition, especially in special educational institutions, and its education are among the tasks for the younger generation.

In particular, in the 17th century, Dervish Ali Changi's booklet says: - Dervish Ali learned his first musical lessons from his father, Mirzo Ali Changi. Later, the famous musician, Hujand Jaafar Lawi, Ali Dost Nayi, Hassan Kawawi, Hafiz Mahmud, Hafiz Miraq Ibn Majruhi will learn the lessons of music and the general moral and human qualities. Changi's musical booklet states that many craftsmen in the musical life of the time were enthusiastically involved in the practice of music including Bokiy Dirziy, Poyanda Tabib, Abdulkarim Qazi, Munajjim Boqi Shahidi, Hafiz Qasim Bazzoz and Pirmuhammad Potters performed with great skill. [4.131] This is likely to be a hint of an ensemble band.

As a result of this, our interest in mastering traditional music, that is, popular songs and rhythms, grows from year to year. One of the main tasks of traditional performing departments is to teach folk songs in the form of oral tradition from master to student, but also based on written sources. As our status has been alive for centuries, it will take hard work and dedication to leave them to the next generation, forever. One of the main tasks of our time is to train highly skilled

professionals who are well-versed in our musical heritage. Usually performing classical songs and rhymes requires the singers to have a great deal of talent and skill, a wide range of voice, and a broad breath. Another important factor in Uzbek traditional singing is its ability to express its naturalness and to play the music with national ornaments.

In the course of radical reforms in the economic, political and social spheres of the country, our society pays special attention to national culture and arts, spirituality, enlightenment and developmental factors. It is important to revive as much as possible the national values and traditions inherited from our forefathers, to thoroughly study our historical and cultural monuments, including our musical heritage. The diligent efforts of every teacher (no matter what profession) is the most urgent task today, patriotic, selfless, and upright in all our efforts to serve the President's speeches in the field of human resources. One of the main objectives of the initiative is to form a fully developed young generation, to bring up a full-fledged person who will be able to fully pass on the knowledge to the next generation. National music is a reflection of the past lives of our people in words and melodies. Much has been said about national Uzbek ideology and national ideology lately. National ideology, the national idea based on it, is a powerful force that unites the nation in a program of action that unites the aspirations of the whole nation. So the original music never loses its expression. An accomplished and well-rounded musician, the young performer will continue to gain experience as he or she becomes an artist.

When we study the people's heritage, the internal structure of the ancestral heritage goes back to the family. Therefore, the sacred place of family is one of the main tasks we all face. Not only in Uzbekistan, in all countries the family is very important.

Interest in family relations abroad has increased radically since the beginning of the last century. Well-known researchers like U.J. James, C.Culi, U.Tomas, F.Znanetsky, J.Piaje, and Z. Freud pay special attention to the nature of interpersonal relationships that occur within the family circle and influence one person to another. how to change and improve their qualities. As a result, the importance of research in this area has drawn public attention. Scientists have emphasized the unique nature of family research and the methods used in it, and have also commented on the rules of conduct that should be followed in family studies.

Article 65 of the Constitution of the Republic of Uzbekistan states: "The family is the primary unit of society and has the right to the protection of society and the state." The third world in which a couple is made up of two living beings is a family union. The family is not only the husband and wife, the family is also their children. The closest family is a family. There is no separate family science. However, there are more than 10 disciplines involved in various aspects of the family. These subjects include the following. Ethnography - marriage studies family relationships as a part of peoples' lives.

Population - demography - studying the various problems of the family, which is the main source of population and its political, social, economic and historical processes.

The economic science deals with statistics, family budget, family consumption, household consumption, distribution of labor, family economic relations.

The task of psychology is to study the social and natural sources of spiritual phenomena, the feelings and perceptions that are expressed in marital and family relationships.

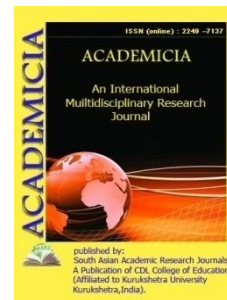
As President Islam Karimov has said, the family is the basis of society. Our state can and should be understood as a large family. It is not possible to live a good and dignified life without the mutual respect and dignity, without the duty of all family members to show kindness towards one another. The family is based on the laws of life and conscience, and has a long and lasting moral foundation. Democratic family is based on the needs and values of people. Most Uzbeks are concerned about their own well-being, not the welfare of their immediate family and neighbors. It is the highest moral value, the pearl of the human heart. These ideas are the basis of the Uzbek family's character. Our society plays an important role in the socio-economic and spiritual life of Uzbek families, as the prosperity of families means the prosperity of society.

The hard work and life of our great artists as a model for the younger generation goes through our lives. Here we see the great love of the book in the work of Johann Sebastian Bach, our great composer. To keep his brother angry, we can see that the book of the moonlight with his own hands, which he wrote every night, is incredibly high in the love of the genius of science. This is not a big flight of words, it is a fact that not only we can say the masterpieces of world music literature but we can also give examples of literary writers from all over the world.

In conclusion, we can say that while peace in the family reigns, it is better to enrich our spiritual life rather than to light life. Only then can we expect our children to grow up to be fully moral people.

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DOI NUMBER: **10.5958/2249-7137.2020.00101.9**

PERFORMANCE OF TEAM ORCHESTRA IN FOLK INSTRUMENTS

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ABSTRACT

This article describes the origins of folk instruments orchestras in detail and their ability to perform in team performances. It is also noted that attention is paid to the range of musical instruments. Scholars' opinions are often cited as expressing their views. The advantage of the scientific article is that it helps the public know that each band of the orchestra has the opportunity to familiarize themselves with the technical and timbre-expressive capabilities of the instruments. The history of world civilization proves that people interact and develop their best traditions by influencing each other in various aspects, which in turn contributes to the development of a common culture. As a result of the socio-economic conditions, the cultural development relay has been shifting to the East and West regions in different historical periods. In 1935, a group of masters led by the renowned musician A.I. Petrosyan started work on radical improvement of the Uzbek national instruments to create a multi-sound orchestra. The sound lines of the dutar, tanbur, rubab, and dulcimer instruments with the height of the tonality were tempered and chromatically modified. Thus, the practical application of the principles of chromatisizm and temperament, the organization of musical families, the application of written traditions, the improvement of good problems, the solution of the repertoire has led to the formation of a new, multi-vocal team culture of national instruments in Uzbekistan. The melodic and meaningful tone of the music should be expressed through the meaningful movements of the future conductor's hands using the sounds of the orchestra. This requires the student to master the details of the selected work.

KEYWORDS: Orchestra, Teacher, Team, Performer, Conductor, Score, Music Instrument, Music, Multi-Vocal, Art, National Instruments, Composer, Chromatisizm, Mediant, Temperament, Range, Band.

INTRODUCTION

As we know, managing a creative team requires organizational skills and strong will from an artist. The same qualities will help develop future artists. Another important aspect of orchestral class science is that in the course of its transition, the young artist's knowledge becomes enlarged and his thinking is enriched. At all stages of the learning process, lessons are taught in a collective manner, and from the first lesson, it is important that the student learn the regularities of orchestral performance, feel solidarity, and understand all the possibilities of team performance. The melodic and meaningful tone of the music should be expressed through the meaningful movements of the future conductor's hands using the sounds of the orchestra. This requires the student to master the details of the selected work.

One of the main tasks of a future teacher is to guide the student's hand movements. Each stage of specialist training in conducting classes should be focused on practical work. This requires a thorough understanding of the orchestral secrets in the classroom, the ability of each group to get acquainted with the technical and tone-expressive potentials of musical instruments and finally to conduct the concerts directly with the orchestra. In the meantime, future teachers should be able to verbally explain all of the issues related to the activities of the performing teams and the terms of the conductor's profession. From the first stage of training it is necessary to identify and develop the student's level of knowledge, psychology, thinking and music. Another important issue is that the teacher's creative work should serve as a model for the student.

"Only a truly educated person can fight for human dignity, the values of the nation, in short, self-realization, living in a free and independent society, and sacrificing our independent state to a worthy and prestigious place in the world community."¹ [1,2]. Highly educated young generation, regardless of their profession, its high culture and spiritual maturity will help them understand the main purpose of their chosen life, benefit their people and become a true child of their country. In this regard, the importance of higher educational institutions in the field of culture and art training in the country is becoming even more important.

One of the main directions in this is the performance of the team orchestra on Uzbek folk instruments. The multi-instrumentalist orchestra is based on the ancient and modern universal traditions and is a new form of Uzbek culture. The change in the design of traditional musical instruments, the emergence of multi-voice performance based on written traditions has been reflected in the emergence of a new education system, compositional creativity and new musical thinking² [2.34].

Exercises based on the gammas help to master the requirements of the fingering, as well as to improve the performance of the musicians, which should be performed at the beginning of the training as an integral part of each lesson. The teacher supervisor should monitor the sound quality during the gamma exercise, adhere to all the barcodes, and ensure proper performance. This is particularly important because in the process of learning a work of art the artist encounters all the elements mentioned and applies them during the performance. It is also suggested that at the beginning of the lesson, a ton of artistic work planned by a teacher-supervisor will be performed. This facilitates the purity of intonation in both the horizontal and the vertical position of the performed musical.

The development of music culture in every region of the world is different. The way we live today allows us to see the different stages of cultural development of the peoples of the world. So

the natural question is: are we not able to approach each other in terms of distance? Or do we have no common source, common roots? Of course not. The history of world civilization proves that people interact and develop their best traditions by influencing each other in various aspects, which in turn contributes to the development of a common culture. As a result of the socio-economic conditions, the cultural development relay has been shifting to the East and West regions in different historical periods. The words of T.S. Vizgo best illustrate this point: "Political and geographical boundaries, irrespective of the diverse way of life of the people, are the most important factor in the development of world culture."]³.

How is this situation expressed in terms of the development of musical culture, and if we speak more clearly - how does the Uzbek national orchestra influence its formation? Looking at the aforementioned points, we find that modern musical culture of the Uzbek people is based on monodical art, and that "in the antiquity of Central Asia, it was a complex and all-encompassing event created by the interactions of various peoples" [4.128]⁴. V.A. Uspensky analyzes the music culture of the 30s of the last century, emphasizes that the possibilities of traditional musical instruments do not correspond to the modern social demands of the time, emphasizing that the weak and rapidly diminishing tone of the instruments is at odds with the new artistic conditions of the time. "The issue of creating large musical ensembles and reconstructing national instruments has since become one of the most pressing problems" [5.1–2]. In the 30-50s of the last century there were two main standards in the development of this problem: the first - the ancient national traditions of the Middle East and the second - the traditions of the modern era. It is also worth noting that the harmonious multi-instrumentality created by the twelve-step temperament and chromatisizm has become an important factor in the development of musical performance in Central Asia and Kazakhstan, especially in Uzbekistan.

Work on the establishment of national orchestras in various regions of the world (including Central Asia), as well as an analysis of the historical path of the formation of a symphonic orchestra, gives us the opportunity to develop a number of principles for the formation of orchestral performances. Analyzing the following, we can see that the aforementioned can be considered universal because it is possible to observe the continuous participation of multi-vocal orchestra teams, wherever and at any time.

Now, going back to the intrinsic nature of our topic, we must note that the term "orchestra" refers to the meaning of a collective organism formed in Western Europe at the end of the eighteenth century with all its features. In other words, the concept of an orchestra means a team of musicians who combine some kind of musical group. But at the same time, we see that in the Oriental music literature, both the traditional ensemble and the multi-vocal community are described as "orchestral" (V.Belyaev, F.Karomatov, I.Eolyan).

From the foregoing, the requirements for setting up a modern orchestral team can be summarized in the following: a twelve-stage temperament multi-volume sound based on a harmonized sound, a family of musical instruments, a written tradition, and, finally, a repertoire. Creation of national orchestras (Neapolitan, Russian, Ukrainian, Uzbek, Kazakh, Azerbaijani, etc.) was based on these principles.

The prevalence of multi-voice in the performance of national musical instruments has raised the issue of musical instrument in the first place, and this issue is not new. This issue has arisen since ancient times and has been studied by the theorists of different countries for centuries.

Different sound lines (i.e. Pythagorean sound lines) that emerged and replaced each other in the historical development of musical culture, flat and uneven temperaments could not fully respond to the emerging musical thinking - the multi-sound system. But by the time of the day a twelve-stage, flat-tempered, chromatic sound was created. In the words of Yu.N.Tulin, the emergence of this sound "has made an important milestone in the historical development of music art around the world" [6.68].

The composers' active search for harmonic instruments, as well as the process of improving musical instruments in music practice, have allowed for the creation and development of a twelve-stage flat-tempered chromatic sound, resulting in a temperament of multi-sound system.

In 1935, a group of masters led by the renowned musician A.I. Petrosyan started work on radical improvement of the Uzbek national instruments to create a multi-sound orchestra. The sound lines of the dutar, tanbur, rubab, and dulcimer instruments with the height of the tonality were tempered and chromatically modified. The instruments with different sound lines were brought to the twelve-step flat-tempered chromatic norm. Tonality that is freely fastened and moveable on the instrument handle are replaced by temperaments that are firmly fixed. However, it should be noted that by this time, some traditional instruments (dutar, rubab) had a tendency to naturally switch to chromatic sound. The temperament and chromaticism work on the instruments has been shown to yield new results in the development of a new thinking system, that is, multi-voiced. According to B.Asafiev, "flat temperament has been a set of melodies that have an equal effect on the music process" [7.326].

The next principle of forming an orchestral culture of music has set the goal of creating a kind of band or family of musical instruments. These groups were designed to be the main type of instruments, and should include all registers from bottom to top. Thus, different types of Uzbek instruments, which were widely used in performing practice and differed by the sound method, were selected.

As mentioned above, the task of creating a single band with the standard orchestral range of basic types of instruments, and as a result of research on dutar and rubab instruments, one of the leading orchestral groups, a group of percussion instruments was formed; violin for bow instruments, and dulcimer was the standard for families of percussion. The other two groups of the Uzbek orchestra formed a slightly different style. Their unity was embraced in terms of sound. The family of blown (drum) instruments included partially improved traditional musical instruments (flute, double flute). Changes in these instruments have made it possible to play modern notes. The flute was the basis of the orchestra's creation of the flute-piccolo instrument, the highest instrument of all time. The percussion families consisted of Uzbek and European instruments.

The emergence of musical families greatly increased the range of the orchestra on one hand, enriched the vocal and timbre diversity, and on the other, made the team independent of each family group, namely dutar, dulcimer, plectrum, bow and so on. It should be noted that the relative ease of learning how to play these instruments is of great importance.

Another important factor in the creation of orchestras was to bring their performance to an international standard. It is well known that in the world practice and in the CIS countries the height of volume of first octave *lya* has been generally accepted as 440 Hz (440 vibrations per second) since 1936. The organizers of the Uzbek Orchestra also adopted this unit as a standard.

From this point of view, they have faced considerable difficulty in improving the work on wind instruments. This is because the size and the sound of some kind of instrument affect the volume of the main sound. In order to solve the problem of flute and trumpet, the researchers selected the same soundtracks of the first type of octave lya from a variety of different types and produced the same copy. It was enough to move the instrument's reed up or down in order to bring the main tune to the first octave. In strings, set plectrums [8] were installed and appropriate adjustments were made according to the laws of family organization.

The recording of musical sounds has been influenced by the peoples of the East and the West in the process of improving human civilization, and has survived to the present day. In evaluating it, the musician Nazaykinsky comments: "By setting the tone, it reveals its origin. It is in the needs of music and harmony, sound and technique, that is, in the inner tone of music "[9.25]. A.I. Petrosyans aims to examine this situation and introduce it to Uzbek national music: "note writing... has the following characteristics: 1) Features of the musical text that are easy to note, that is, height, strength, size and method. ; 2) a full musical description using relatively few expressive means; 3) the international significance of the note.

All of the features mentioned in the writing of note can be summarized briefly and concisely, with three words that are easy to remember: "instantaneous, detailed, international" [10].

The dissemination of note-writing in the world music culture has led to the interplay of different cultures. At the same time, note writing has great meaning within its character. The performer delivers to the listener the contemporary features of the musical features, its peculiarities and the author's artistic views.

Taking into account the above mentioned factors, for the first time in the history of national musical instrument in Uzbekistan, in 1936, the organization of the performance on the basis of note was established. Also, the original sound leveling of national instruments was performed. From wind instruments - flute, surnay, double flute; stringed percussion instruments - dulcimer; group of musical instruments - prima rubab, dutar prima, dutar bass; from a group of bow musical instruments - violin, violin alt, and violin bass. The rest of the instruments: flute piccolo, Kashgarian rubab, Afghan rubab, dutar, tanbur, dutar contrabass, violin bass began to record octave lower or higher than original listening. These are recognized as portable instruments.

It is well-known that reading music requires special preparation from the performer. The famous scientist K. Fischer (Switzerland) emphasizes the great importance of written tradition and says that it has two objectives: "The first is to preserve traditions, the second is its direct connection to the new worldview. Apart from these, the invention of music writing has been important for the preservation and development of music text. As a result of the development of publishing art music has become popular in the world "[11.56-57]. The researcher's recent notes are also relevant to the scope of the topic we are considering, that is, the development of mass performance on national instruments.

Another important factor in the Uzbek national musical culture is the repertoire. It is well-known that from the very beginning of the new national musical direction it was envisaged to expand the repertoire through the processing of folk and composer music. This issue was immediately confirmed by the orchestra, with works such as "Mirzadavlat", "Roger Kashgarcha", "Aspanjoyiman", "Reve ta stogne Dnepr shiroki" show the repertoire of today's repertoire. At the

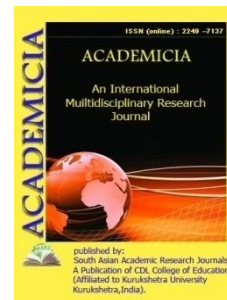
same time, there was a question about the creation of special compositions that show the rich and distinctive features of the national orchestra.

Thus, the practical application of the principles of chromatisizm and temperament, the organization of musical families, the application of written traditions, the improvement of good problems, the solution of the repertoire has led to the formation of a new, multi-vocal team culture of national instruments in Uzbekistan. The existence of five distinct groups in the Uzbek orchestra made it distinctive from other national orchestras. This team has the opportunity to use all the existing styles of music in addition to the rich traditional techniques of performing.

Summarizing the above, a comparative look at the performances of the Uzbek multi-vocal team reveals the emergence of an artistic identity that is intertwined with the world music culture. It is not an exaggeration to say that the National Musical Orchestra has played an important role in fostering the spiritual, musical and educational consciousness of the people, as well as choral, wind and symphonic orchestras.

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DOI NUMBER: **10.5958/2249-7137.2020.00114.7**

BUSINESS ANALYTICS: SHAPING THE FUTURE OF MANAGEMENT

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ABSTRACT

For the present business executive, a single word will characterize their professions: Data. The computerized economy is upsetting organizations, regardless of whether it is enormous multinationals spreading over nations or a two-man start-up in a carport. With enormous datasets now accessible, the business world and financial markets are scrambling to adjust to this quick-moving progression of information. In this paper, a descriptive study has been done to check the impact of business analytics in shaping the future of management by showing its existence in all the spheres of management like marketing, finance, human resource, manufacturing, supply chain, customer relationship management, credit card companies, etc. the study found that as information continues heaping up continuously, an ever-increasing number of associations are depending on Business Analytics and Business Intelligence instruments to help gainfulness and advance business activities. It is also suggested organizations should incorporate business analytics inside their system so that they will not get behind in competition and can analyze the opportunities on time to gain maximum advantage.

KEYWORDS: *Big Data, Business Analytics, Business Intelligence, Management, Technology.*

INTRODUCTION

A year ago, most of the world swooned over new innovative advancements, for example, artificial intelligence, Artificial Intelligence, the Internet of Things, and computerization. Even though these innovations are demonstrating to be impetuses for development, numerous private venture pioneers have chosen to focus most of their investments on data analytics. Independent company pioneers have frequently felt abandoned by the developing acknowledgment of analytics, expecting that their workforce, client base, or tasks were too little to even consider justifying the expense. Although this view is childish, it's justifiable. Spending plans are

generally so tight that it's hard to take cash from one division to pay for another arrangement when ROI isn't 100% predictable.

The digital economy is irritating associations, paying little heed to whether it's colossal multinationals spreading over countries or a two-man start-up in a parking space. With huge data sets now open, the business world and financial markets are scrambling to acclimate to this brisk moving movement of data. Forbes revealed 53 percent of organizations are utilizing big data analytics today, an expansion of 17 percent when contrasted with 2015, with telecommunication and financial services industries fuelling the quickest appropriation. This fast take-up is one that traverses the globe – 55 percent of organizations in North America as of now embrace big data analytics, trailed by Europe, the Middle East, and Africa (EMEA) with 53 percent and Asia-Pacific with 44 percent current reception. Concerning an article published by CNN journalist Lydia DePillis on 19th March 2019, Amazon has contracted more than 150 Ph.D. financial analysts in the previous couple of years. The online retailer is maybe the greatest boss of financial specialists in the US after the Federal Reserve. The key point is that these financial experts are at the focal point of the activity as opposed to confined guides to senior administration. The developing job of financial analysts in innovation organizations can be clarified by the pervasiveness of information just as the intensity of processing. That isn't all. Financial experts presently have another job other than trawling through a sea of client information to discover designs. Financial experts have assumed a focal job in the plan of numerous online markets.

Simply consider the way we use Uber contrasted with the way we use Airbnb. Uber has a brought together coordinating framework. Its calculation matches clients with taxi drivers since we care more for a ride than the details of the taxi. The decision design is fundamentally extraordinary with regards to booking apartments for a vacation, the details of the house matters. Along these lines, Airbnb has a decentralized arrangement of a decision where the client, as opposed to the calculation, picks the house. There is something common also. Both Uber and Airbnb have constructed evaluation frameworks to assemble trust. Is the cab driver known for rash driving? Is the stranger trying to lease my place for seven days famous for deserting a trail of harms? Ratings help beat such data asymmetries—and make the trust that is fundamental in working markets. A great deal of financial structure has gone into these online markets.

Indian public policy is additionally getting into the demonstration. The Reserve Bank of India is setting up a data sciences lab. Financial specialists at the fund service have officially utilized big data analytics to chart our patterns of inward movement (utilizing information from the railway's computerized booking system) and interstate exchange (utilizing fundamental information from the Goods and Services Tax Network). The Economic Survey discharged in August 2017 referred to work by IDFC Institute dependent on satellite pictures to indicate how the density of developed zone in the Kozhikode Metropolitan Area spread somewhere in the range of 1975 and 2014.

In a speech given at RBI in August 2018, Prof. Roberto Rigobon MIT Solan School of Management distinguished designed data and organic data. The former comes from surveys and administrative sources. The latter “is generated by individuals without them noticing they are being surveyed. It is the data in the GPS of your phone, your searches on the web, the friends in your network, the things you purchase”. Organic data will begin to challenge the monopoly of designed data, though it cannot replace it. Rigobon said that the main advantage of organic data is that it is truthful. It is based on actual behavior rather than recall. Also, it is categorized based on

behavior rather than the traditional ordering by geography or socioeconomic conditions. The downsides are that organic data is often not representative and it can involve privacy violations.

Dresner Advisory Services' 2017 Big Data Analytics Market Study additionally discovered that organizations' worth big data analytics to be of more noteworthy key significance than the Internet of Things (IoT), natural language analytics, cognitive Business Intelligence (BI), and location intelligence. Organizations that can handle this remarkable measure of computerized data – be it for promoting and deals with the client base and market openings – are along these lines, obviously, today's most innovative. These are the kind of organizations reporting net revenues multiple times more quickly than the normal rate. They are the quickest trend-setters and disruptors in their areas and at times, past them. Ordinary MBA models of preparing – focusing soundly on advertising, finance, accounting, and economics – may not be the best fit for those planning to endorse in this new combination of data and business that is ravenous for capacity.

The advanced economy currently has enough information to let everybody, from governments to speculators, to fabricate a continually developing image of the present clients, markets, rivalry, and activities that make benefit conceivable. This convergence among data and human conduct was the stuff organizations longed for only an age back. Today, this apparently "superhuman" act is workable for any business student who showed the correct aptitudes and program. Utilizing what is named "the new oil," we are currently ready to utilize information to follow the conduct of 368 million Facebook members on the social network, distinguish which clients will get the pregnant when, and discover which merchandise to produce on-demand for Alibaba's 507 million portable month to month consumers. The rundown goes on.

Business analytics includes imparting after effects of data analysis through measurable tasks, the arrangement of prescient models, and utilization of improvement strategies. In layman's terms, business analytics separates data identified with past execution to anticipate what's to come. The assignment of pouring over a lot of information or Big Data as it is called, to think of arrangements is a calling that ventures even into the humblest pieces of the day by day life. Truth be told, this specific part of the business is critical to the economy, yet more altogether, it is alluring to those needing to participate in forming the absolute most surely understood and prominent businesses and products.

It has numerous handy applications. This division enables private banks to contend effectively through information mining; it enables credit card organizations to find out the risk of candidates, and it helps insurance agencies gauge hazard. Probably the most mainstream organizations have depended on analytics to pick up the upper hand. For instance, fast-food giant McDonald's depends on business analytics to modify services to different populaces globally. It has likewise anticipated the adequacy of changing over from labor to robots. Count, worked by Simbe Robotics, is a robot proposed for exceedingly thick retail situations that would help representatives by skimming around the store to guarantee that things are loaded in the correct spot at the correct cost. Indeed, even farmers find that business analytics is, in what is named smart farming, essential in helping them screen the effect that water, compost, and the sun have on harvests. Analytics, in present-day business, has turned into an important player in helping organizations plan and foresee future execution.

Business analytics is by all accounts an energizing field and vocation decision for those experts' keen on shaping the bearing of shopper decisions. From deciding sustenance decisions for mainstream evolved ways of life to helping farmers supply food for human utilization, business analytics is at the cutting edge of the economy in helping significant partnerships plan for the buyer. The calling is one that seems to have a developing need, and with the expansion of establishments willing to offer projects around there, those inspired by the field have various alternatives from which to pick. Companies use Business Analytics to settle on data-driven decisions. The comprehension grabbed by BA enables these companies to motorize and improve their business frames. In all honesty, data-driven associations that utilization Business Analytics achieve a high ground since they can use the bits of learning to:

- Conduct data mining (examine data to find new patterns and associations)
- Complete accurate examination and quantitative examination to explain why certain results occur
- Test past decisions using A/B testing and multivariate testing
- Make use of insightful displaying and perceptive analytics to figure future results

Business Analytics in like manner helps for associations during the time spent settling on proactive key decisions and makes it achievable for those associations to mechanize fundamental initiative to help ongoing reactions.

Business Analytics Tools/Instruments

1. Sisense

Sisense is a standout amongst the most well-known analytics devices in the market. In 2016, it won the Best Business Intelligence Software Award from Finances Online. It is a fantastic device for streamlining complex information analyses and making Big Data bits of knowledge reasonable for both little and medium-sized organizations. Its in-chip innovation can process information 10 times quicker than regular frameworks and aggregates information from various sources with complete precision.

2. Clear Analytics

Clear Analytics is an Excel-based insight instrument that is stacked with numerous helpful highlights, for example, reports booking, adaptation control, regulatory and sharing capacities, and administration. For any individual who's knowledgeable in Market Excel, utilizing this apparatus will be simple. It incorporates different BI-situated highlights to help robotize, break down, and visualize most of the important information and data of an organization. When utilizing Clear Analytics, you needn't bother with a data warehouse as its pre-aggregates information through the Logical Data Warehouse (LDW) approach. Tracing and examining information is especially helpful with this apparatus, so there remains consistency on all dimensions of the organization.

3. Pentaho BI

Pentaho BI is one of the main instruments in open source business insight. It can assemble information from over an assortment of sources and change this information into supportive bits of knowledge that can be planned into well-explained plans and campaigns. To be exact, Pentaho

BI is the perfect apparatus for organizations hoping to scale up benefits through better, quicker, and precise basic leadership. It offers a variety of rich navigation features that can improve information perception when supported by electronic dashboards. The instinctive and intuitive examination of Pentaho BI is furnished with cutting edge highlights, for example, for zooming, lasso filtering, property feature, and drill down for improved working.

4. **Micro Strategy**

Micro Strategy is a productive instrument that enables organizations to get to all business information from one spot easily. Everything is coordinated into a solidified stage with the goal that business associations can use the information to make significant and convincing efforts. MicroStrategy utilizes ground-breaking dashboards and information examination to help profitability, decrease costs, advance income, and foresee new chances, which are all significant to an organization's development. It can be utilized both from cell phones or work areas and enables you to spare data either on location or in the cloud (controlled by Amazon Web services).

5. **QlikView**

QlikView is a super user-friendly platform, consolidating best of the two universes – from well-informed business insight apparatuses to conventional profitability applications, you'll see everything here. This device enables associations to outfit and process information such that cultivates development. Regardless of whether you need to improve, re-design, or offer help to the different business forms, Qlikview applications guarantee that you think of energizing and proficient answers for all business necessities. It offers a large group of tweaked answers for sectors, for example, banking, insurance, and so forth. It is a self-administration instrument through which organizations can dissect and control information to increase valuable experiences.

Practical Applications of Business Analytics

The profitable knowledge given by BA instruments enables associations and organizations to chalk out approaches to upgrade and computerize business forms. Not exclusively do BA apparatuses help organizations settle on information-driven choices, yet they additionally have a lot of increasingly obvious points of interest:

- Business analytics make tracking and monitoring business processes amazingly proficient and consistent, in this way enabling organizations to deal with even the most mind-boggling of business activities effortlessly.
- The advertising bits of knowledge offered by BA and BI apparatuses can give you an aggressive edge over your rivals as you generally get updates about your rivals, most recent buyer patterns, and about potential markets. This is profoundly beneficial for organizations in an aggressive domain.
- BA instruments (prescient demonstrating and prescient analytics) can offer exact and convenient expectations about the economic situations while at the same time enabling you to streamline your showcasing procedures for the most ideal results.

- Using factual and quantitative analysis, you can get a conceivable clarification on why explicit procedures come up short and why others stay fruitful. In this manner, you get a clearer thought of what sort of plans you should concentrate on and what to forget.
- BA instruments can effectively quantify the Key Performance Indicator (KPIs) which can further help organizations to settle on better and timely decisions.

Karim (2011) indicated that MIS was fundamentally used to improve vital arranging in both money related foundations. The relapse investigation uncovered that strategic arranging is found to not influence Decision Making, while Strategic arranging affects the Decision-Making Effectiveness in the two associations.

Tulasi (2013) viewed that Big Data and Analytics in higher education can be transformative, altering the existing processes of administration, teaching, learning, academic work. He also observed that the estimation of investigation and Big Data in advanced education is in change exercises and improving instructing, learning process. He likewise found that examination would prompt advancement in instruction, which can be of two sorts manageable and problematic.

Louise Lemieux, Gormly&Rowledge (2014) identified key information related issues that compel or forestall powerful visual examination of huge informational collections or the utilization of VA apparatuses and recognize records the board controls that might be utilized to address these information-related issues.

Ittmann (2015) unequivocally prescribed that supply chain managers observe these two patterns (big data and analytics) since better utilization of big data analytics can guarantee that they stay up to date with improvements and changes which can help with upgrading business aggressiveness.

Khelif& Chalmers (2015) highlighted that meta-diagnostic strategies are being applied and acknowledged, all the more much of the time, to address complex inquiries concerning the directing impacts of nation-level factors, for example, national culture, financial conditions, and institutional qualities, on the different relationship of intrigue.

Wang, Gunasekaran, Ngai & Papadopoulos (2016) found that analytics in the supply chain assists associations with estimating the presence of different regions in coordination and store network the executives and give them the capacity to build up a benchmark to decide esteem included activities. Moreover, store network investigation assists organizations with checking these measurements on a continuous premise, investigate terrible showing, and recognize an underlying driver, just as empower the conveyance of better business choices and give gigantic advantages through the improvement of business forms.

Biswas & Sen (2017) noticed that message conventions and correspondence frameworks in the general design will differ dependent on investigation applications. The continuous frameworks will force tough necessities on postponements and unwavering quality while the general applications may determine a specific degree of resistance in these parameters. Their frameworks configuration will likewise consider these qualities for accomplishing generally speaking effectiveness, dependability, and asset streamlining.

Goel, Datta & Mannan (2017) reasoned that the utilization of large information examination would give significant experiences to increasingly educated approach, key, and operational hazard dynamic promoting a more secure and progressively dependable industry.

Kasemsap (2017) viewed that understanding the role of Business Analytics in Performance Management will significantly enhance organizational performance and achieve business goals in global business environments.

Vidgen, Shaw & Grant (2017) featured that affiliations need an indisputable information and investigation technique, the right people to affect data-driven social change, and to consider data and information ethics while using data for the high ground. Further, getting the chance to be data-driven isn't just a specific issue and demands that affiliations directly off the bat sort out their business analytics offices to involve business analysts, data scientists, and IT workforce, and adjust that business analytics capacity with their business methodology to handle the analytics challenge in a foundational and signed up way.

Popovič, Hackney, Tassabehji & Castelli (2016) demonstrated that BDA (Business Data Analytics) capacity (regarding data sourcing, access, incorporation, and conveyance, analytical abilities, and individuals' mastery) alongside hierarchical status and design factors, (for example, BDA technique, top administration support, money related assets, and representative commitment) encouraged better use of BDA in assembling basic leadership, and in this way improved high worth business execution. They further featured significant administrative ramifications identified with the effect of BDA on strengthening of workers, and how BDA can be incorporated into associations to increase instead of supplanting the executives' capacities.

Roßmann, Canzaniello, von der Gracht & Hartmann (2018) suggested that BDA will improve request figures, decrease security stocks, and improve the administration of provider execution. Nonetheless, the store network (SC) procedures will turn out to be progressively computerized, and customary assignments of SCM will be incompletely subbed accordingly. Therefore, the change of the customary job of SCM inside associations will build the significance of human instinct, trust, and key dynamics.

Mupepi & Taruwinga (2019) found that the knowledge drawn from data analytics can be applied to develop performance metrics essential in advancing productivity in ubiquitous value making systems.

The enterprises utilizing Business Analytics on an everyday premise will enable you to comprehend what analytics in a much practical fashion is. Here is a portion of the businesses:

1. Promoting

Business analytics is making strides in the field of promoting because it can uncover fundamental insights about buyer conduct and market patterns. Besides, it can help organizations to recognize their objective clients just as potential markets that guarantee critical development. For instance: Use BA to measure the viability and effect of a promoting procedure on the clients. Information can be utilized to assemble faithful clients by giving them precisely what they need according to their particulars.

2. Finance

Business analytics is essential to the finance sector. Data Scientists are in extreme interest in investment banking, portfolio management, financial planning, budgeting, forecasting, and so on. Utilizing BA devices finance organizations can process the immense measures of information accessible available to them to unwind important experiences on the exhibition of stocks and give guidance to the customer whether to clutch it or sell it.

3. HR

HR experts are presently utilizing BA and BI devices to direct significant record verifications on potential candidates. Utilizing BA instruments, they can discover point by point data about worker steady loss rate, elite hopefuls, etc.

4. CRM

BA encourages one to examine the key execution pointers, which further aides in basic leadership and make methodologies to support the association with the buyers. The socioeconomics, and information about other financial variables, acquiring patterns, way of life, and so on., are of prime significance to the CRM division. For instance: The organization needs to improve its administration in a specific land fragment. With data analytics, one can anticipate the client's inclinations in that specific portion, what claims to them, and as needs be to improve relations with clients.

5. Assembling

Business analytics has likewise come to assume a vital job in the assembling segment. It can utilize the information to offer important bits of knowledge into stock administration, supply chain management, the exhibition of targets, and hazard relief plans. Likewise, BA instruments can help organizations scale up their activities productivity. For instance: The Manager needs data on the execution of hardware which has been utilized in recent years. The verifiable information will help assess the presence of the hardware and choose whether expenses of keeping up the machine will surpass the expense of purchasing another apparatus.

6. Credit card Companies

Credit card transactions of a client can decide numerous elements: budgetary wellbeing, way of life, inclinations of buys, social patterns, and so on. For instance: Credit card organizations can help the retail area by finding the intended interest group. As per the transactions' reports, retail organizations can foresee the decisions of the buyers, their spending pattern, inclination over purchasing contender's items, and so forth. This recorded just as constant data causes them to direct their showcasing procedures so that it hits the dart and contacts the correct group of spectators.

Other than above, BA is useful in different regions, for example, fraud detection, healthcare, defense, sales, and so on.

CONCLUSION

Today, Business Analytics has transformed into a fundamental bit of the business world. As data keeps piling up consistently, an ever-expanding number of affiliations are relying upon Business Analytics and Business Intelligence instruments to support productivity and advance business

exercises. Also, with the cruel test that exists today, associations that don't fuse business examination inside their framework are leaving behind advancement open doors just as might disregard to remain mindful of the market after some time.

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DOI NUMBER: **10.5958/2249-7137.2020.00102.0**

PROBLEMS OF TEACHING FINE ARTS AND ITS HISTORY

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ABSTRACT

The article provides information on the history and development of fine arts, as well as its existing sources and specific aspects of the development of fine and applied arts. The literature on the history of the fine arts and their authors, as well as the history of the fine arts, have been unveiled. It is stated that the history of fine arts is a science that studies the history of creation, the history of its creators, created in the minds of people in the past. At the same time it is widely understood that it is a science that can analyze events in the past and reflect on their response to subsequent generations. They create a legitimate work, supplementing the beauty of what they see with their additions. It is a great achievement of the artist if he can be influenced by the masses and get some nourishment. The work of the creator for the people is understandable, but to the extent that it affects other ordinary people. Even the majority of students in the field of fine arts do not have this information as they do not use the required resources properly. Therefore, one of the main requirements for reforming the higher education system is to educate specialists in accordance with global and modern requirements and meet the requirements of the State Standard. Sufficient information is also provided on the development of Oriental art. Similarly B. Aripov has published methodical recommendations on the history of world art, on the history of art of Central Asia and Eastern nations. Nevertheless, there has been a lot of news in art history lately. In the world civilization, the masterpieces of culture and spirituality of each nation are recorded in the historical records, and their study, preservation and careful transmission to the next generations is a requirement of the time.

KEYWORDS: *Dialectics, Aesthetics, Ethics, Primitives, Composition, Rhythm, Symmetry, Laconism, Canvas, Graphics, Architecture, Monumental, Decorative.*

INTRODUCTION

Fine arts play a special role in the development of our society. Knowledge of the language of fine arts and the correct analysis of its works, a wise look at its history are linked to the issues of generations' culture and spirituality. A lot of textbooks, manuals, methodical recommendations, works of the artists on the history of fine and applied arts, sculpture and architecture were created. They describe the processes that have taken place since the inception of art to the present day.

First President of the Republic of Uzbekistan A. Karimov wrote in his work "There is no future without historical memory," only conclusions that are the fruit of debates, discussions, and analysis can guide us."

Debates about the history of the creation of artistic works still go a long way. Because, as the days pass, years pass, and centuries later, works of art are created, and new information is added and enriched. Our ancestors have been nourishing and enjoying these spiritual and cultural resources.

Our state is developing a democratic, civil society with the goal of building a state based on a free market economy. It also aims to bring up all citizens of our state as perfect human beings. Art plays an important role in the development of independence aimed at achieving this great noble goal by our state. The people of Uzbekistan, who have made a significant contribution to the development of the world civilization, live in the East of Uzbekistan. Not everyone is aware of the world-renowned works of such great scientists and great people, and does not have enough information about the life, works of artists. Even the majority of students in the field of fine arts do not have this information as they do not use the required resources properly. Therefore, one of the main requirements for reforming the higher education system is to educate specialists in accordance with global and modern requirements and meet the requirements of the State Standard.

History of Fine Arts is taught at the Art Institute of Higher Education, faculties, colleges and schools of arts, general education schools and classes in the direction of fine arts. It is necessary that they learn about the history of art. They will also have the ability to work independently with the arts.

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Fine art not only portrays what can be seen, but the temporal development of events in it, in part, reflects free movement, dynamic movement, and expands the possibilities for ideological mastering of the world. Fine arts also reflect a person's mental image, his / her interactions with others, and the psychological and emotional content of the image. It also creates images that sometimes do not exist and are the product of an artist's imagination, reflecting different periods in human history [1.45].

The teacher of fine arts should know the history of art, the origin of it, its unique past, the wonderful masterpieces of cultural and spiritual values. For history of art, history, ethnography, architecture, archeology, literature, culture, and spirituality are all related to this subject.

In the world civilization, the masterpieces of culture and spirituality of each nation are recorded in the historical records, and their study, preservation and careful transmission to the next generations is a requirement of the time.

That is why it is necessary to divide it into sections and deepen some of the topics related to the history of arts history in higher education. Up to date, We know on the history of art from the works of the books of our scientists which have been prepared in Uzbekistan by professors R.Takhtash, Rempel, G.Puchenchenkova, N.Kh. Abdullaev, R.M. Hasanov, A.Egamberdiev, A. Khakimov, M.Nabiev, S.Kh. Bulatov, assistant professor B. Aripov, N. Oydinov and others. The only work, called "History of Art," was composed by Professor Na'mat Abdullayev and it was composed of two volumes. Basically, this book contains plenty of sources on European art and lots of new information. Sufficient information is also provided on the development of Oriental art. Similarly B. Aripov has published methodical recommendations on the history of world art, on the history of art of Central Asia and Eastern nations. Nevertheless, there has been a lot of news in art history lately.

This includes new world art, sculpture and architecture in a new interpretation of art history. At the same time, there is a wide variety of genres and types of art, with different trends and tendencies.

Partial comments were made on the problems of teaching art history and its educational value. The topics covered in the History of Art History are clear and comprehensive. It is filled with new information and ideas about all events in the past that have emerged in the history of fine arts. But that is not enough today, and if a person starts to think, he or she will make history. Each unit of minutes, hour, day, month, year, and century is its unit of measure. The events that have been recorded during this period have been passed down to the new generations, ensuring its continuity. The history of fine arts also feeds on the traces left behind by human beings in the light of similar historical events. The study of the fine arts is the basis of our spiritual and cultural life. These are objects of study for those involved in the fine arts.

When historical knowledge is based on objective fundamentals and positive meanings, the nation, first of all, has a deep understanding of its historical roots, the ability to analyze the processes that have taken place in the past, to draw the necessary conclusions, to identify the optimal paths for tomorrow and they are based on the impact of national historical memory development [2.87].

History of Fine Arts is also a science that studies the history of creation, the history of its creators, and created in the minds of people in the past. He analyzes the works of the past and expresses his attitude to them, thinking of the measures to be left to future generations.

The purpose of the history of fine arts is to integrate unique works of art from past to present (by creative artists, architects, sculptors, craftsmen, artists) with the subsequent process of historical development.

The history of fine arts focuses on the knowledge of the names, period, origin of historical events, the nature of the work, the essence of the works, the reflection of the forms in real life, and the extent to which they correspond to modern requirements:

- The essence of painting.

- Peculiarities of painting.
- Types and genres of fine arts (elegant fine art, graphics and sculpture...).
- Interdependence of fine arts
- History of Fine Arts (... until now)
- Trends and tendencies in the fine arts
- Achievements and problems of fine arts in public life,
- To learn and understand the problems of fine arts separately.

Future teachers of fine arts need to know it. Art has played an important role in the spiritual development of mankind since ancient times. First President of the Republic of Uzbekistan I. Karimov in his work "High spirituality is an invincible force," emphasizes that in order to be a perfect person, you need to be spiritually competent, with all the knowledge and understanding in all areas.

Fine art is based on the theory of dialectical law and is the highest activity of the human being, creating various contradictions and controversies during the emergence and development of folk traditions.

Beauty is always created according to certain rules. Development experiences play an important role in this. In the process of critical study of all works of art and creativity, new types and genres emerge. It also causes constant debate. Different fundamentals of science are also emerging as types of disciplines over time. Among them are "Aesthetics", "Ethics", "Nafosat" (Refinement), "Courtesy and morals".

Without deep knowledge of the centuries-old values, huge, rich and cultural heritage of our people, it is impossible to create a sense of national identity and national pride. The cultural wealth they create is an important tool in the education of young people. Through the works of the great thinkers, students will gain a broad understanding of the principles of good morals, happiness, integrity, neatness, compassion, and respect for parents [3.104].

The word "aesthetics" is interpreted as coming from the root of the Greek verb "aesthetic." It means "I feel", "I perceive". The German philosopher A. A. Baumgarten used it first in his work. We also use the same elegance when contemplating beautiful works of fine art. People always feel, perceive and understand the world on the basis of the laws of beauty.

We do not meet anyone who is not pursuing beauty. By nature these beautiful images attract the minds of people. The artist, the sculptor, the architect, the master of applied art create this kind of beauty. They create a legitimate work, supplementing the beauty of what they see with their additions. It is a great achievement of the artist if he can be influenced by the masses and get some nourishment. The work of the creator for the people is understandable, but to the extent that it affects other ordinary people. Do they also understand the essence of the work? That is why Chernyshevski says that the work being created is telling the scientist and common people that it is "interesting for all". All creators try to make such compelling pieces. This person is the ultimate goal of his creative career.

The well-known medieval philosopher who was famous under the name of the "Eastern Aristotle", our compatriot Abu Nasr ibn Mahmud al-Farabi, commented on his teacher's work in

his book "About Exemplary Education": "Such a person must reach the highest level that human beings can attain, and be at the peak of happiness. He is aware of all the ways in which man can attain happiness" [4.70].

The artist's attitude to life is a clear reflection of his thinking in human artistic activity. The earliest forms of painting began to appear 50,000 years ago, at the end of the Paleolithic period.

The role of the labor process played a significant role in the formation of the human being. Over time, man has become a man of delicate taste, with a sense of clarity, beauty, and a sense of humor. Once primitive creativity flourished and flourished. Painting is a combination of images, objects, colors, composition, rhythm, symmetry, size, shape, proportion, content and so on.

According to R. Khasanov, a prominent scientist in the fine arts and author of many textbooks in Uzbekistan: "In the 15th and 16th centuries, a dramatic turn in the fine arts took place in Central Asia (Movarounnahr) under the influence of Kamoliddin Behzod's life and work.

Laconism in art, conditionality and clarity in detail is a very complex issue. Finding these in their works also shows that the artist's creative activity and knowledge are extremely comprehensive.

The artist expresses what he wants to say to the canvas in the form of pencils, paintings, and drawings. It can be understood by the viewer that any viewer can look at the work based on his own experience and if it is credible.

Paintings are an art of reflecting the realities around us with pencils and paints.

Art is one of the oldest in the world, and it differs from the other by reflecting real-world events on a variety of special materials. In it, all the images of beauty and fun are expressed through the generalization of the mood of the person.

The works of painting do not speak, embarrass, force people to think. It is affecting a person who is inactive but with a certain reality. People enjoy art. It enriches people's outlook on life, both culturally and spiritually. In order to understand painting, it is necessary to think over and over again and again, all the details and style of it, so that it reaches its deepest meaning and enjoys it.

Paintings of artists are created in such a way that their images are visible. They also combine graphics, architecture, sculpture and decorative applied art.

The graphics represent the uniformity of the pencil, and are represented in the artistic images on the walls of a building visible in architecture. Monumental sculpture (Latin monumentum - sculpture) is combined with fine art. It is also divided into parts such as bench and monumental in painting. Similarly, decorative-applied art has its own distinctive features.

Drawings are made using the same color scheme as pencil, charcoal, sauce, sanguine, and ink. In this way too many wonderful works of art are created.

The exquisite painting is a work of art created using various paints. They can also be made of paper, cardboard, plywood, wood, metal, canvas, and walls.

Decorative Applied Arts differs from one another in a distinctive way of working, that is, of the same color (embroidery, engraving, engraving, gold embroidery, knitting, knife work, chasing, coppersmith, carpeting, etc.).

Although sculpture is a distinctive form of fine art, it is made of solid materials, engraved, and carved. Much can be said about architecture. This is a vivid example of the architectural buildings currently under construction in our country.

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DOI NUMBER: **10.5958/2249-7137.2020.00103.2**

ORIENTAL MUSIC CULTURE

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ABSTRACT

This scientific article attempts to reveal the history of today's reconstructed musical instruments, along with historical processes. One of the successes of the research paper is that scientists have tried to highlight the ideas. Historical gold leaves tell us that the history of our national musical instruments is a proof of the high future of the present. Intermediate, that is, the military trumpet of a properly shaped Central Asian population, the drum circle is a drum with a ring on the reminiscent of ancient Egyptian handicrafts. Eichgorn described tambourine as a small earthen palm and two percussion sticks. Safaiin is included in a group of rattles in which he appears from the ring. It is not accidental that the head of our state pays special attention to the spiritual and educational work in the implementation of this wide-ranging task. Announcement of spirituality and enlightenment as a priority of state policy is a guarantee of building a humane society in Uzbekistan. One of the peculiarities of the medieval music culture was that the musicians were not only able to play several types of musical instruments, but also composers themselves. Musicians were also the greatest musicians and poets of their time. In the Middle Ages, specialization in music led to the creation of specialized music workshops. The author states that an ancient flute instrument with a trumpet blend, and a flute accompanying flute, was accompanied by a flute (a neighbor) in which the Uzbeks skillfully sang, and the trumpet reported during ceremonies and military campaigns. Intermediate, that is, the military trumpet of a properly shaped Central Asian population, the drum circle is a drum with a ring on the reminiscent of ancient Egyptian handicrafts.

KEYWORDS: Art, Music, Musicians, Musical Instruments, Theory, Performer, Oriental, Tamboura, Dulcimer, Harp, Zither, Rubab, Qobuq, Violin.

INTRODUCTION

International Art Festival "Sharq taronalari" (Oriental songs) in the Republic and for the purpose of implementation of the Decree signed by the President on November 17, 2017 "On Measures for Further Development of Uzbek National Rhythm Art" no one doubts that the regular festivals of the "International Maqom Festival" are growing in the world. Great successes in studying classical singing, national variety and world classical music.

Indeed, music art is primarily an effective tool for nurturing, nourishing and developing unique talents. Music has become the driving force behind the disadvantages of music and humanity and its moral and spiritual development.

The artistic level of national music is growing every day due to Independence Day, Navruz and other holidays. As a result, there are hundreds of beautiful songs about the country, people, independence, motherland, humanity, kindness, friendship and love. The main task of the industry is to educate artists and performers of such songs. After all, music is the most important factor in educating future generations.

Historical sources indicate that the country, where our grandfather Amir Temur conquered, brought great scholars, great masters, and great poets to his capital, Samarkand. In this way he tried to make his capital city as the largest city in the world. Among them are famous musicians like Sayfuddin Abdumomun, a Uruguayan Abdulkadir who wrote Zubdatu-l-advor and Maqosidu-l-al-Khan.

Music as a science has been deeply studied by our ancestors since ancient times and has come to us as wonderful books, brochures and works.

His majesty Alisher Navoi sponsors and nurtures some of the greatest musicians and talented students in Herat. Among them are Khoja Yusuf Burhan (master of music of A. Navoi), Usto Shodi and his student Zaynobiddin, Ustod Abdulkosim, Mevlana Yusuf Badii (music instructor of Hussein Baykara) from Andijan, Mahmud Shayboniy, Habibulloi dulcimer player, Muharrami Aliyshunkar Mashhad Shamsuddin drummer, Mashhar Ahmad drummer, Alijon Gijjaki, Kulmuhammad Sheikh Noi and Hussein Udiy were some of the greatest music masters of the time.

A. Navoi paid special attention not only to their practical applications but also to theoretical knowledge. "He wrote music brochures to help them find out." In his book Hamsatu-l-mutahayyirin, Navoi sings that Master Qulmuhammad is very talented during his apprenticeship, learns everything, and plays well, and adds to his theoretical knowledge in music. He tells four great teachers that he has written four musical treatises, and that he has written a fifth booklet, asking Mullo Jomi, because he did not find it suitable for science fiction." [2.43] .

Currently, there are over 300 children's music and art schools, more than 20 colleges and lyceums of music, culture and art, the State Conservatory of Uzbekistan, the State Institute of Arts and Culture of Uzbekistan, and musical education. This process is also ongoing at pedagogical universities and research institutes of arts in Uzbekistan.

At present, great attention is given to the music, one of the most effective means of education, by our dear President Sh.M. Mirziyoev. The system of music education is being radically reformed.

The goal of the wide-ranging work being carried out under the leadership of the President of our country is to achieve the same goal - to deepen democratic reforms and develop civil society in the country. It is not accidental that the head of our state pays special attention to the spiritual and educational work in the implementation of this wide-ranging task. Announcement of spirituality and enlightenment as a priority of state policy is a guarantee of building a humane society in Uzbekistan.

Naturally, enlightenment is a process that is connected with the consciousness, spirituality and upbringing of the person. In this regard, our first President, Islam Karimov, "Spirituality is the ultimate power of all human convictions. 3.19].

It is worth noting that one of the cornerstones of the Enlightenment is the art of music. "Talking about the spiritual maturity of a human being, of course, this goal cannot be achieved without the art of music. Music has always played a key role in the life of our people. This is also confirmed by the fact that a bone fragment was found in the village of Muminabad near Samarkand 3,300 years ago. "[4.140]

We all know the care of President IA Karimov for the further promotion of music education and upbringing. In the years of independence there have been significant changes in this area. At present, all national music educational institutions and new programs for general music education, national educational standards, textbooks and teaching aids have been published. Joint resolution of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan, the Ministry of Public Education of the Republic of Uzbekistan dated April 30, 2008 № 117/18, aimed at solving certain problems of all types and stages of education among all subjects. and to address the problems of continuity in continuous music education.

One of the peculiarities of the medieval music culture was that the musicians were not only able to play several types of musical instruments, but also composers themselves. Musicians were also the greatest musicians and poets of their time. In the Middle Ages, specialization in music led to the creation of specialized music workshops. This is where the traditions of the mentor-apprentice have grown and developed. At the same time, the performance of the ensemble has been enhanced, with the emergence of major forms of music, and the discovery of new samples of musical instruments.

Oriental scholars have theoretical views. Drawing on the experience of performing arts, they discuss in detail the role and importance of music in society in their pamphlets. "The Great Music School" by Farabi (873-950), "The Treatise on Music" by Ibn Sina (980-1038) "The Book of Treatment" (Kito ush-healing), by Al Khorazim, "The Key to Knowledge" ", Safiuddin Urmavi (1216-1294) The Book of Majesty, or The Book of Sharafiya, and the Book of Music Book of Jami (1414-1492) contain important information on music performance and folk instruments. Safiutdin Urmavi is a talented musician and singer.

He was born in Urmia, Azerbaijan. The biggest achievement of Safiutdin is that he has developed a perfect system of mods. The Complete Book on Music (Kitab al-As, elephant-music) by Ibn Zayl (d. 1044) is the only and invaluable book in music. He developed a new technique - the way in which letters are represented in music. Born in the city of Marok, Azerbaijan, the second half of his life passed away in the Temur Palace in Samarkand and died in Herat. The book, "A Collection of Tones in the Science of Music" (in general, al-Fishem al-Musik) contains information on the availability of music - such as a bow, a seven-string violin.

Al Hussein's (15th century) bows give information about the dutar, a two-string musical instrument that is commonly used in Central Asia. Qutbuddin al-Sherozi (1236-1310) was a well-known Iranian theorist of music, and in his treatise, he made a remarkable commentary on the bow-tie and considered the human voice to be the most beloved of musical instruments. Darvish Ali, a 17th-century musician from Bukhara, has detailed information in his book on musical instruments such as tambour, dulcimer, law, barbod, chagona, ud, rud, rubab, kabus, gijjack, shemene, rhubarb, kunyura.

The legacy of great Eastern thinkers is also of historical value in the study of folk instruments. Abu Nasr Muhammad Farabi's famous work - The Great Book on Music (Kitab al-Al-Kabr) is of great importance. In this book, medieval scholars divide music into two different types of music: human voice (singing) and musical instruments. As a talented performer, she focuses on examining the role of musicians in public life, and she has "unique musical instruments for performing live dances, weddings, entertainments and singing love songs." he wrote.

Seven of the instruments described by Dervish Ali were tambour, dulcimer, ud, law, rubab, kabus, and gijjak. Dervish Ali's data confirm that music is first used in string ensembles, with stringed strings. In the booklet are Dilorom, the Knights, Abdukadir and Khoja Abdullahi, Mawlano Mirek Powder, Bukhari, Mawlana Qasim-i Rabbani, Sultan-Ahmed-i-Devona, Rabbi Brothers Sheikh Abubakir-Rabbani and Sheikh Bextuychi, Dono, The names of the legislator Sheikh Shamsiy Rabbani and many other famous masters are taken away.

Guitar player Shah Quli, Gijjakiy, is a master artist with excellent musical skills and instrumental music.

His compositions are unique in the rhythm of "Husain".

The Sultan Ahmad is referred to as the famous musician Darvish Ali. According to the author of the treatise, the trumpet tones he played were deeply influenced by musicians.

The musician Ud Sultan - Muhammad-Udi - Samarkand is the author of unique talented musician. Sheikh Shamsiy Rabboniy from Bukhara is known as a famous ruban musician. People were amazed by the extraordinary performance of Rabboniy's music. From the famous musician Darvish Shady, his master and songwriter Zaynulla Bedanin Rumi was a leading musician (Isfahan, Sokilpeshrov, Far and Bashk). One of the most popular performers in the world, Ali-Shumkar is known as a composer of Turkish and Western rhythms. His songs "Safti begumiy" and "Nakshiy begumiy" (orchestrated melodies) are popular among the people.

Najmiddin Kawkabi and Dervish Ali pamphlets mention 12 composers - Rakhovi, Husain, Zangula, Rost, Ushsh, Navo, Bustlik, Hijaz, Iraq, Isfahan, Zirafkand, Buzruk.

Mevlana Sheikh, Tebes - Tileksiy, Ibn Abdurahmoni, Rumi, (Rud) Master, Zaytuniy - Gijjaki, Khoja Makhmudbek Isfaki, Shehani (dutar), Said Ahmad Bin Makhtari, Miraqi, Ustad Qurban, Sa Master, Amir Quli, Tanbuliy (Tambour), Ahmed Legitiy Samarkand (Law), Sheikh Ahmad Ahmed Gobizi (kobuz) and other great scholars of music theory must dedicate their time to music.

The content of each piece must have a charm that will appeal to its readers, with its music and variety. Ensemble sessions should be held regularly for two hours each week. There should be a well-lit, aesthetically pleasing room for the exercise, with clear schedules and hours.

During the first days of the musician's work, each participant should be able to identify the role of the band, be familiar with the rules of the instrument and the composition, arrangement, and sound of the surrounding instruments.

The arrangement of musical instruments with the low volume is crucial for the sound of the ensemble. The ensemble must be performed in groups, as it is difficult for each student to master the work well. Some amateurs are quick to comprehend what works in the ensemble.

It is better for the music director to be self-directed and to encourage good learners. If an ensemble of singers is eager to enter music schools and cultural institutions, pay special attention to them, provide guidance, provide the necessary literature, be it music director or music teacher. The most exciting and responsible stage of the ensemble's performance is the performance of the participants' musicals at the concert, which is of great educational value for both the performers and the audience.

The richest man in the collection of musical instruments collected until 1917 is August Eichhorn, the military chaplain of the Syrdarya Regional Music Choir. (This is what military orchestras were then called). He has collected almost all Uzbek folk instruments. Eichhorn classifies them as follows: the two-stringed, semi-pear-shaped dutor, the lutechnala group, the gijjak group with three-stringed (similar to Persian arc) strings, and the rubab (with the Bukhara or Afghan rhabab) band. The author states that an ancient flute instrument with a trumpet blend, and a flute accompanying flute, was accompanied by a flute (a neighbor) in which the Uzbeks skillfully sang, and the trumpet reported during ceremonies and military campaigns. Intermediate, that is, the military trumpet of a properly shaped Central Asian population, the drum circle is a drum with a ring on the reminiscent of ancient Egyptian handicrafts. Eichhorn described tambourine as a small earthen palm and two percussion sticks. Safaiin is included in a group of rattles in which he appears from the ring. A music ethnographer says that dust is a favorite instrument for girls. Eichhorn's trumpet three-stringed musical instrument is represented in the collection as an ancient instrument found in Egyptian monuments.

It can be said that A.F. Eichhorn detailed the details of each musical instrument. He is one of the folklore scholars of the second half of the 19th century who made a significant contribution to the theoretical science and folklore of music.

At the end of the 19th century, all types of musical instruments that were available to the public were displayed in several halls. N.Findeisen, the music historian of the time, said that "Central Asia was the richest part of the band. Here you can find good copies of strings and percussion instruments."

There were other positive developments in Turkestan's music. In Central Asia, European instruments (symphonic orchestra, percussion and percussion instruments) are playing piano and dombra. In Khorezm there was a harmonica from Russia. In the Ferghana Valley and in Tashkent, musicians began to replace the gijjak with violin. The performance of Uzbek musical instruments is enriched by the achievements of other nations' musical cultures. In the second half of the 19th century significant changes took place in the performance of Uzbek folk instruments.

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DOI NUMBER: 10.5958/2249-7137.2020.00104.4

BELOVED SON OF THE UZBEK PEOPLE

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ABSTRACT

This article describes Abbos Bakirov's life, achievements, role plays in the world of Andijan theater, staged by a mentor. It seems to us that the character of Abbas Bakirov is a prototype of Yusufbek Haji in "The Past Days". It means that at that time there were such cultured, far-sighted, clever scholars and nobles in our nation. The director of the Andijan Theater at that time was Muhiddin Koriakubov, and the artistic director was Tuhtasin Jalilov. Abbas Khan aka considered these great people as the mentor for himself to the rest of his life. Featured in the gold fund of the Andijan Theater are "Leyli and Majnun", "The Rich with the servant", "Nadira", "Nurkhan", "Gulsara", "Holiskhon", "Tahir and Zuhra", "Alisher Navoi", "Rustam""Tor-mor" and "Alpomish" such as dozens of major workswere staged at that time.

KEYWORDS: *Theater, Art, Cinema, Actor, Director, Artistic Director, Talented Artist, Skill, Immortal Image.*

INTRODUCTION

Favorite child of Uzbek people, world-famous artist, favorite actor, talented theater director, the teacher of hundreds of students, former People's Artist of Uzbekistan SSR (1939), former Khamza State Prize (1970), former Soviet People's Artist (1970), Hamza Said Abboskhon Bakirov was born on May 16, 1910 in the city of Andijan in the family of the well-known, educated, well-known doctor of medicine and the son of the fourth son, Said Bakir Ubaydullo ugli. His mother Sadoixon, the daughter of Said Vaqqos was one of the most educated women of her time. Poets, writers and artists from different parts of the valley often come to this apartment, have great conversations, poetry and discussions, which have made the young Abbas Khan a passion for art.

He was watching all the performances, just because the new theater was close to their home. The young Abbas Khan's passion for art led him to the theater, and in 1931 he was hired as a stage

artist. The director of the Andijan Theater at that time was Muhiddin Koriakubov, and the artistic director was Tuhtasin Jalilov. Abbas Khan aka considered these great people as the mentor for himself to the rest of his life. For almost 50 years, he has worked only in the Andijan Theater, and with his hard work he has previously worked as a stage artist, actor, director, general director and artistic director¹.

The directorship of Abbas Bakirov was coached by Ishaqhan-kori Karimov. Our great artist has never seen a theater or acting school, but with the unique talents and hard work of God, he has reached the peak of art and is embedded in the hearts of the people.

The theater team will make a creative trip to Tashkent, preparing the drama "The rich with the servant" (Boy ila xizmatchi) of Hamza Hakimzoda Niyazi. The work was shown at the Khamza Uzbek Academic Drama Theater. In the front rows of the theater were the talented teachers of Uzbekistan Abror Hidoyatov, Shukur Burkhonov, Olim Khodjaev, Sora Eshonturayeva and others. Jamila's image was played by our favorite actress, Kamara Burnasheva, and the role of Gafir by Abbaskhon Bakirov. The work received unprecedented applause and this success gave Abbaskhon Bakirov the title of "People's Artist of Uzbekistan". A year later, in 1940, Kamara Burnasheva and Abbas Bakirov got married.

The marriage of these two talented artists led to the creation of immortal images in the theater. The provincial leaders, who have been following the zeal and enthusiasm of Abbas Bakirov, have made him the director of the theater. Abbaskhan Bakirov now had to deal with acting as well as developing the creative team, bringing new works to the stage. Featured in the gold fund of the Andijan Theater are "Leyli and Majnun", "The Rich with the servant", "Nadira", "Nurkhan", "Gulsara", "Holiskhon", "Tahir and Zuhra", "Alisher Navoi", "Rustam" "Tor-mor" and "Alpomish" such as dozens of major works were staged at that time.

Another great aspect of Abbas Bakirov's life is his work in cinema. Playing many roles in the theater, he came into the world of cinema with great experience. In 1939 A. Bakirov began his career in cinema, namely, the role of Azamat in the first silent film "Azamat" in "Uzbekfilm". After that he was entrusted with new roles. In 1943 he was invited to the film "Nasreddin Bukhara" and in 1955 - "Disintegration of the Emirate". Abbas aka used his skills in these films to create different characters and came to the attention of art critics and film critics. In particular, he implements the image of Amir Alimhan, which we have not any way from giving specific comment on this role.

As we all know, any director carefully chooses actors for his movie, especially for the lead roles. This choice sometimes lasts a long time and sometimes it starts right after finding the right actor. The film was produced by Latif Fayziev and Vladimir Basov. Mahmud Kadyrov, a talented actor who worked at the Andijan Theater, said that Abbas Bakirov, who was chosen to the role of Amir Alimhan, immediately went to the museum at the Sitorai mohi khosa summer residence at the Emir's residence in Bukhara to get acquainted with the place and environment where the Emir lived. When he got to know Amir Alimhan's belongings and clothes there, the museum staff and the public cannot even begin to see how Abbaskhon Bakirov looks like Amir Alimhan - his clothes, turban, skirts, belts and boots fit into the actor. The rings of Amir Alimhan were also on Abbas Bakirov's fingers. Those who witnessed this coincidence were holding hands and singing praises. Abbaskhan Bakirov was dressed in the form of Amir Alim-khan with his horse

riding on the streets of Bukhara."People came running and kissed Abbaskhan Bakirov's hand and said Amirim!²

After creating the image of Amir Alimhan, he played the role of Sultan Mahmud in the film "Abu Ali Ibn Sina", the role of Sheikh Ismail in the film "Hamza" (1961), "Hurricane on Asia" (1964), and the role of Yusufbek khoji in "Past Days" (1969)³.

Bakiev's well-being, restraint, and reasonableness in his life, and the light on his face, helped him to perform the image of Yusufbek Haji. AbbasBakirov's usual natural behavior, communication, and speech were so consistent that he seemed as if he was alive. It seems to us that the character of Abbas Bakirov is a prototype of Yusufbek Haji in "The Past Days". It means that at that time there were such cultured, far-sighted, clever scholars and nobles in our nation.

I will never forget the words of the famous actor, formerly a master of many famous actors, former USSR People's Artist Shukur Burhanov, by the TV, 30-35 years ago: "There were few talented people like Abbas Khan. If any actor is as talented as Abbas Khan, as beautiful as Abbas Khan, he will not be as great as Abbas Khan.

Abbos Bakirov died on January 29, 1974 and was buried in his hometown of Andijan.

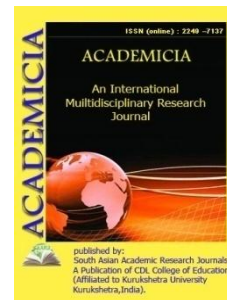
I am proud that such a great person came from Andijan region of Uzbekistan. Today the world may not know Abbas Bakirov, but history knows this person, he always lives in the role of the followers of the spirit of Abbas Bakirov.

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DOI NUMBER: **10.5958/2249-7137.2020.00105.6**

CULTURAL AND EDUCATIONAL SIGNIFICANCE OF THE UZBEK MUSICAL CULTURE

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ABSTRACT

The article draws attention to the actual problems of spiritual education of musicians and singers through the traditional Uzbek music culture, as well as the use of theories of the great thinkers and musicians of the East. The music affects the person in many ways: the melody and its musical expressions affect the person's emotions and create different emotions and emotions. The song's textual content is not only emotionally appealing but also inspires and motivates the listener. The listener perceives the song not only with its loneliness but also with its consciousness, as the text of the song, the ideological content expressed in it, has a definite relation to the spiritual problems reflected in the song. "The artistic power of classical music is in their harmony with the hopes, emotions, virtues and realities of the people, reflecting the spirit and pain of the people, and the harmony of the words, the tone, the words and the music. That is why in art studies the works of pre-revolutionary Uzbek ethnography and professional music are integrated into the concept of folk music. These works of culture are, in fact, an endless source of aesthetic and spiritual ideas that can be used successfully in the education of young people today. The listener perceives the song not only with its loneliness but also with its consciousness, as the text of the song, the ideological content expressed in it, has a definite relation to the spiritual problems reflected in the song. This effect is extremely complex and powerful. Every promoter of our music has such a strong sense of responsibility that one must feel a great responsibility. In other words, the profound study of the laws of our great musical heritage, the successful implementation of their own performances, and the continuity of national traditions. Consequently, music, including Uzbek traditional music, is an important part of spiritual education.

KEYWORDS: *Spiritual Education, Art, Musician, Singer, Listener, Performer, Creator, Artist Spirituality, Music Culture, Young Artist.*

INTRODUCTION

From the earliest times in the Eastern ideology, the performance and creativity of music have been united. Sozan begins to set his own creative image, discovering the freedom when he puts in the lake certain achievements in the way of mastery. When it reaches such a high point, it is difficult to distinguish between the aspects of creativity and those of others. Therefore, the addition of a master musician does not negate the centuries-old tradition. On the contrary, his creative contributions naturally add to his common heritage.

The high attention paid to the development of national music in our country, the ongoing competitions and festivals play an important role in preserving and studying our classical heritage, inspiring new talents and inspiring them to reach their highest creative endeavors. The main task before us is to care for the upbringing of young generation, to educate the young generation as a mature person, well-educated, high-minded, strong-minded, caring for the motherland. The influence of the art of music is also important. After all, music is a social and spiritual phenomenon that we see in our daily lives.

Also, the decision of the President of the Republic of Uzbekistan Sh.Mirziyoev dated November 17, 2017 № PP-3391 "About measures for further development of the Uzbek national status art" laid the ground for further development of national culture. "The art of national status, which is an integral part of the cultural heritage of our people, has a special place in our spiritual life with its ancient history, deep philosophical roots, unique artistic style and rich creative traditions."¹

"The artistic power of classical music is in their harmony with the hopes, emotions, virtues and realities of the people, reflecting the spirit and pain of the people, and the harmony of the words, the tone, the words and the music. The spiritual processes that are necessary for human survival, the fate and relationship of the nation, are put on the melody and the words. Various realities, triumphs or sorrows - the traces of bright or dark days - will become musical instruments and songs"². It is also important to use the theories of the great thinkers and musicians of the East to educate the younger generation through music. In this context, Muhammad Abu Nasr al-Farabi's musical treatises play an important role in the history of music education.

"Farabi is one of the founders of the theory of music, which in the Middle Ages was a mathematical science. The issues of musical creativity, considered in various fields, play an important role in Farabi's works. His books include Kitab al-Kabir al-Kabir (The Great Music Book), Kalam fi-l-Musiki (The Word of Music), and Kitab al-Ikhsol al-ulum and at-description. Classification and description of science") were very popular at the time"³.

There are several copies of Farabi's "Big Book of Music" stored in various libraries around the world. This book is a great resource for educating the younger generation through music and exploring the history of music.

As the first President of the Republic of Uzbekistan I. Karimov said, "Our goal is to get our children deeper into the world of art, to understand its secrets, the immortal legacy of great music creativity - Beethoven, Chopin, Mozart and others. and let him be perfect"⁴. These in-depth considerations require that every person of art, especially educators, focus on the attitudes and attitudes of the youth in the spiritual education of young people, as well as a deeper study of the mysteries of the history of music.

Considering the potential for a powerful influence on the spiritual education of music, it is advisable to organize events and TV shows that promote spiritual and moral education of young people. The Uzbek traditional culture of music combines oral ethnographic and professional music. These two types of musical art are truly nationalistic and have become a cultural asset of the entire Uzbek people. That is why in art studies the works of pre-revolutionary Uzbek ethnography and professional music are integrated into the concept of folk music. These works of culture are, in fact, an endless source of aesthetic and spiritual ideas that can be used successfully in the education of young people today.

Enlightenment broadly includes cultural and cultural concepts. Spiritual upbringing is the complex of the person's motherland, people, people of other nationalities, labor, people and self. Spiritual upbringing is the criterion for the degree to which individuals and societies have acquired the spiritual and enjoyment of their own and can achieve the perfection of their educational spirit. To connect with each classical music's history, its traditional performance, folk customs and other values, and to have a culture of performing and drawing conclusions from which style (Ferghana-Tashkent, Khorezm, Bukhara-Samarkand, regional music style). Uzbek traditional music has a spiritual and educational significance.

Each of the regional styles - Uzbek traditional music culture and traditions of music - has a long history of musical heritage and performing traditions. "Each direction has its own style, rules and formats, both in terms of form and performance. Among them, the traditional direction, which is formed within the classical features and reflects the best traditions, is an example for all its features, prestige and potential. "⁵

Our ancestors did not celebrate folk festivals, holidays and weddings without music. After all, every song played at such events played an important role in shaping the spirit of the audience and the participants, as well as their spiritual upbringing. Music and music that nourish the human mind and have no negative effects on nerve fiber are more common in classical music. Especially the works on national instruments such as flute, gossip, dutar, tanbur, ud, have a powerful effect on the mood of the person.

The thirty-sixth chapter in the book Qabusnama's Guide to Raising Children states in chapter 30, "The Remembrance of Hafiz and Musicians," that music's masters composed music to suit the nature of each class during the time of the author. One of these groups was young children and beautiful men, women. "They have developed a song for this people so that they can enjoy it and enjoy it. Because of all the weights, there is no good weight of taronadin. "⁶ Thanks to the work of skilled musicians, musicians and composers, the intention of the Maqom language is to become a song or song from a possible abstract musical idea. Like any activity, live music traditions are based on three basic principles: listener, performer and creator. These three principles form a common process of music art.

Considering the potential for a powerful influence on the spiritual education of music, it is advisable to organize events and TV shows that promote spiritual and moral education of young people. The Uzbek traditional culture of music combines oral ethnographic and professional music. These two types of musical art are truly nationalistic and have become a cultural asset of the entire Uzbek people. That is why in art studies the works of pre-revolutionary Uzbek ethnography and professional music are integrated into the concept of folk music. These works

of culture are, in fact, an endless source of aesthetic and spiritual ideas that can be used successfully in the education of young people today.

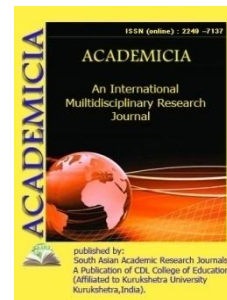
The melody, music, song text, its ideological content and artistic features, and the skills of the performers together represent the complexity of the structure of any musical piece, including Uzbek traditional music. This complexity provides the complex effect of the work on the person. This is the power of music. The music affects the person in many ways: the melody and its musical expressions affect the person's emotions and create different emotions and emotions. The song's textual content is not only emotionally appealing but also inspires and motivates the listener. The listener perceives the song not only with its loneliness but also with its consciousness, as the text of the song, the ideological content expressed in it, has a definite relation to the spiritual problems reflected in the song. This effect is extremely complex and powerful. It is no coincidence that a person experiences a good song when he or she is performing well. The audience's perception of the song, its impact on it, and the impact of the work on the feel and mind of the audience depends on how the music is played and how the song sings. From these absolutely formidable rules in life and in pedagogical practice, the following can be summarized: To ensure that the songs and music have a high educational impact on the audience, the circle or ensemble leader must achieve high-quality performances by musicians and singers. This is achieved not only through regular and lengthy exercises, but also through special pedagogical discussions about the need for good inspiration and excitement. The need to use the Uzbek traditional music culture for the spiritual upbringing of the younger generation can be further explained by the fact that the people are the driving force of history, a lively source of wisdom and moral purity in all forms of art, including music. It is no coincidence that in the history of culture good works of any kind, including music, are made on the basis of folk art. The succession of generations is one of the most important subjective factors in the development of culture, spirituality, science and art.

In summary, we can say that Uzbek music, lyrics and music, which combines the multicolored tones of millennial rhythms, continue to travel around the world today, gaining millions of fans and increasing the number of fans. Every promoter of our music has such a strong sense of responsibility that one must feel a great responsibility. In other words, the profound study of the laws of our great musical heritage, the successful implementation of their own performances, and the continuity of national traditions. Consequently, music, including Uzbek traditional music, is an important part of spiritual education.

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DOI NUMBER: **10.5958/2249-7137.2020.00106.8**

LYRICAL SONGS IN UZBEK FOLK MUSIC

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ABSTRACT

This article describes folklore genres that are associated with examples of folk traditions, customs and rituals that are not related to various rituals, more specifically about lyric songs is soulful content, wise meaning and charming music. The experience of oral lyric songs in terms of their generality expresses trials of many people. In them, the thanksgiving of the people, the gratitude of the time is sung from the lyrical heroic language. The lyrics in lyrical songs are usually rhythmically intertwined, playful, lightweight, fully rhymed. The centuries-old values of folk rituals, winged dreams, spiritual reflections, the study of ancient customs and traditions that have been refined and perfected as a result of centuries-old creative activity of folk singers. This division may also be used with certain exceptions in folklore. The fact is that while some genres of folklore are associated with different customs and rituals, some are meant for singing. Consequently, some of its specimens cannot be included in any of the above three types.

KEYWORDS: *Creative, Creative Pedagogy, Creative Thinking, Creative Education.*

INTRODUCTION

The customs and traditions of the people are as eternal as the people. Every corner of the country has its own special rituals, family and work-related traditions, and a calming lullabies and blessings from the breadwinners' warm spring. The centuries-old values of folk rituals, winged dreams, spiritual reflections, the study of ancient customs and traditions that have been refined and perfected as a result of centuries-old creative activity of folk singers.

Since independence, the necessary conditions have been created to revive the national values created by our ancestors, to popularize the forgotten traditions and to deeply study them.

Particular attention is paid to the customs, traditions and rituals of the Uzbek people at the moment of the spiritual recovery. It is one of the effective means of disseminating the idea of national independence and its deeper understanding of the essence of traditions and ceremonies

in the education of young people in a new spirit, the deepening of the ideas of national independence into their minds.

The Uzbek people have a rich, unique layer and a rich musical heritage. One of the main tasks of each of us is to study and enjoy our history, national traditions and customs, our spiritual and spiritual heritage.

With the independence of our people, we had the opportunity to revive our ancient values, to study our history, national traditions and customs. The Uzbek people with their roots trace back to ancient times with a rich musical heritage, a variety of musical genres and rich imagery. This is evidenced by historical sources, rich and unique ancient monuments.

Uzbek folk music has been studied for years.

Uzbek music culture is divided into two layers:

1. Folk music.
2. Professional music in oral tradition.

Both layers of Uzbek musical heritage have come through oral tradition for centuries through oral art, oral study, and play.

Taking into account this nature of musical heritage, scholars have defined the type of folklore and applied the concept of "folklore". Folklore samples are created, developed and distributed in a live performance environment.

In the literature, type is very broad concept and covers a wide variety of genres. The ancient Greek philosopher Aristotle (384-322), the German scientist Hegel (1770-1831) and the great Russian Revolutionary Democrat VG Belinsky (1811-1848) present literature in three types. These are epic, lyrics and drama.

While the epic reflects the reality in a plausible, narrative form, the lyric reflects the impressions and inner emotions of the person. The drama draws on life through the action and the characters.

This division may also be used with certain exceptions in folklore. The fact is that while some genres of folklore are associated with different customs and rituals, some are meant for singing. Consequently, some of its specimens cannot be included in any of the above three types. Given these circumstances, it is possible to analyze the genres of Uzbek folklore as follows. The works of Uzbek folklore are primarily divided into two major groups:

1. Works related to customs and rituals of seasonal traditions.
2. Folklore genres not related to different customs and rituals.

For the first group:

- a) Labor songs (ho'p-mayda, turey-turey, churey-churey, ho'sh-ho'sh, etc.);
- b) Songs of the season;
- c) Ceremonial songs (birthdays, weddings, funerals, etc.);
- d) Blessings, witchcraft and curses;
- e) Oratory.

The second group includes epic (story, fairy tale, myth, narration, exaggeration, anecdote), lyric (song, melody, repertory), dramatic (action, oral drama), and small (proverb, puzzle) genres. . Each genre is further subdivided into internal types. For example, fairy tales can be divided into animal related topics, magic, fantasy, life and satire.

Songs refer to folk poetry, composed mainly of independent quartets, expressing the whole idea of art, and popularly sung.

The song was first introduced in the eleventh century in the form of a qoshug' (song) in the book "Devonulugotit Turk" by Mahmud Kashgari, one of the oldest scientific literature came to us and the explanation of this word was shown as poem, ode.

We also find the word "song" in the same meaning in the book "Qutadgubilig" by HusufHos Hajib, in the dictionary of "Muqaddimatul-adab" by Mahmud Zamakhsharipublished in the 12th century. In particular, the song lyrics in the works of AlisherNavoi's "Mezonul-avzon" and ZahiriddinBobir's "Risolaiaruz" are also distributed in the name of surud, ayolg'u, lahn, turkitarona, ashula, o'lan, chipga (chinka) used to describe different genres of the song.

Uzbek folk songs

Family relationships, love topics, romantic expressions of love or affection for lovers, dissatisfaction with feudal relationships that lead to unhappiness, dissatisfaction with life, harassment of women, claims of unfairness and loyalty, passion to meet with lover, the woes of separation, longing for lover, the condemnation of treachery, the blasphemy of love and the pursuit of life are sung by lyrical songs.

Lyric songs are not designed for professional performance. They can be played anywhere. Lyric songs are usually popular among people who know the text and have a strong memory and a pleasant voice. Such people are singed out among the people as singers, guitarists or gazal tellers. However, this does not mean that the performance of lyrical songs depends on the professional performers.

Like any folk art folk music embodies the thoughts, aspirations, ethics and lives of its workers. Uzbek folk music is divided into two groups because of its versatility, genre, and variety of roles in life:

1. Songs that are played under certain time or certain conditions: family rituals, labor songs, seasonal rituals, religious rituals, and musical instruments performed at various ceremonies and festivities.
2. Songs and melodies performed at any time and in any place, i.e. everywhere: Uzbek folk genres: song, lyrics, yalla, lapar, applause (various) and so on. (Commenting on all genres of folk).

"Folklore" is an English word, which means folk, wisdom, and knowledge. The term folklore is used instead of popular art.

Folk music is syncretic structurally. It combines words, music and play. Because in folklore, the three elements (words, music, and dancing) that have been shown to perform folk rituals, in particular the labor process, and rituals, are regularly intertwined, and this occasion is played on holiday and other family celebrations.

So, in a single word, scholars use the term "oratory contest" to describe the combined state of words, music, and dance.

Songs

The second layer of Uzbek musical heritage consists of free topical tunes and songs.

The word "song" has two meanings: first, the song has a relatively small voice and is a poetic structure and comes with a dual rhyme. The second sense is with the voice singing, that is, the word and the unity of the song.

They are different genres of Uzbek folk music, with a variety of content and popular performances.

In the songs, the poems come in a double rhyme (aa b a, a a b b, a b a b), and the rubais with four lines are used.

The melody structure is contextual. The songs come in a variety of forms, including comic and historic. The vocal range of the main songs is very narrow (quartet, quintet, sixth) and does not have any difficulty in the performance, and more songs are played by the tambourine.

Our favorite songs in our time are "Paranji", "On High Alpine", "Wind opens the door", "River floods" and others are examples for these songs.

Another major type of folk songs is lyrical songs. They are distinguished by their artistic, traditional and popular qualities.

The lyrics come from the name of a musical instrument known as "lyre." And the name of the instrument was originated from semitic word "kinnor–cinnor". It is associated with the name of Kinir, the Semitic king, a contemporary of prophet David. In ancient times, the use of the harp was an integral part of religious ceremonies. In Greek mythology, the lyre was first made by the Hermès of Iron, the analogue of the tree of the world and the spirit of the deceased, to give it to Appolon in exchange for their cows. Lyric songs are usually used to play a musical instrument. The instrument was a means of inspiration.

The main content of the popular genre lyrical songs is love, the portrayal of the spiritual world and inner experiences of the person.

Suvkelaraqta – aqta,

Sandig`ingtemirtaxta.

Sendanboshqaniyordesam,

Qonyutaylaxta – laxta.

In lyric songs, love is defined as a cureless but a great tribulation that can bring about great love and pain.

What kind of person is psychic when he falls head over heels in lyrical songs situations, how they feel, how to meet their mates, where they are, how they meet, unusual behavior during the meeting, descriptions of eyes – face are described in such a way that everyone who hears it will be deeply moved and warmed by:

Biringdako`rdimbirpari, Ikkingdako`rdimegilib,

Kokillaringulhaydari.Qosh – ko`zinggatikilib.
 O`zingqizlarningsardori,Salomlarberdimbukilib,
 Yorbunchazoret dingmeni,
 Kimlargaxoret dingmeni.
 Uchingdako`rdimuchmadim,To`rtingdako`rdimto`lg`onib.
 Xipchabelingdanquchmadim.Sochingbelingdacho`lg`onib.
 Oldingdabirjonbermadim, Shirinuyqungdanuyg`onib,
 Yorbunchazoret dingmeni
 Kimlargaxoret dingmeni.
 Beshingdako`rdimbeshilibOltingdako`rdimovish – ovish,
 Tolipakdayineshilib .Kiyganingmahsi – yukovush.
 O`nto`rtyoshimdaqo`shilib, Qichqirsambermaysantovush,
 Yorbunchazoret dingmeni,
 Kimlargaxoret dingmeni.
 Yettingdako`rdimyetilibsan, Sakkizingdako`rdimsaharda,
 To`qbug`doydeksitilibsan.Gullarochilarmahalda.
 To`linoydayinto`libsan, Birmuchchiberginnahorda,
 Yorbunchazoret dingmeni,
 Kimlargaxoret dingmeni.
 To`qqizingdako`rdimto`tiyo, O`ningdako`rdimo`ltirib,
 Bulbulmidimgo`yo – go`yoBirkosamaynito`ldirib.
 Oshiqo`larkuya – kuya, Har dam labingdanso`rdirib,
 Yorbunchazoret dingmeni,
 Kimlargaxoret dingmeni.
 Ko`rdimsenio`nbiryoshda,O`nikkidako`rdimyoshingiz,
 Etagingdaharxilkashta.Qalamdirikkioqoshingiz.
 Gul ochilar tog` – u toshda,O`zimbo`layyo`ldoshingiz ,
 Yorbunchazoret dingmeni,
 Kimlargaxoret dingmeni.

Some lyrical songs complain of divorce, mate's unfaithfulness, bad luck. Often such songs are sung in the language of boys and girls. They mention such things as roses and handkerchiefs, which are memorized by the lover, and express their desire to mourn, to remember past glorious moments, to complain about the loss:

Subhidamdasuvgachiqsam,

Oh uradi, biryigit,

Ko`zaqo`yib, solsamquloq,

Yordanayrilganbiryigit.

Yordinayrilganyomondir,

Jondinayrilganyomon.

While this example illustrates how a boyfriend groans before reaching his wife's meeting, the following passage illustrates the heartbreak of a grieving person:

Tolgachiqdimalpinib,

Baxmalko`ylakyopinib.

Baxmalko`ylakbog`iyo`q,

Yorningmendako`ngliyo`q.

Lyric songs are played by one or more people. Often such songs are found in the form of an independent quartets. The most important aspect of this is that the reality is reflected through the subjective experiences of the individual (the lyric hero) and created only for singing. The emotions that are born in a person's heart differ from epic poetry in terms of artistic expression of images and objects.

The basis of the lyrical songs is the heartfelt content, the wise mind, and the charming music. The experiences in oral lyrical songs have in common in that they differ from the lyrical poems in the written literature in terms of expressing many of their experiences.

Ichkitashqidarvozangni,Uyqu, uyqudeysan – u,

Chertibo`tdimbilmading.Uyqudaqasdingbormidi?

Oh uriboldinggabordim, Men agar oldinggaborsam,

Uyqudanuyg`onmading.Aytargaarzingbormidi?

Eshigingdano`taman, Sen agar bo`lsangoshiq,

Yo`talib ham gulko`tarib. Ota - onangbilmasin.

Sen agarbo`lsangoshiq, Ota – onangbilsa – bilsin,

Chiqginukangniko,,tarib .Va`dalaryolg`onbo`lmasin.

Lyric songs are not designed for professional performance. They can be played anywhere. This is why lyric songs are recognized as independent genres. However, it is common for people to know lyrical songs, especially those who know the text and have a strong voice. Such people are known as folk singers, singers, or gazal singers. However, this does not mean that the performance of lyrical songs depends on professional performers.

Controversy with the modernity and responsiveness to the demands of the time is one of the genre features of lyrical songs. For this reason, it is advisable to divide them even further by the time of their creation:

1. Traditional lyrical songs;

2. New songs.

Traditional songs have been passed from distant past to present, from mouth to mouth, from generation to generation. They are unique in their artistic charm and playful tone.

- Onajon ,onajon,

Boshginamog,,riydi.

- Boshginangdanonangaylansin,

Nimalargaog`riydi?

Bozorlardabo`larekan,

- Zargarlardaturarekan.

Uningotitillaqosh,

O,,shanggaog `riydi.

- Onajon, onajon,

Bo`yinginamog`riydi.

- Bo`yinginangdanonangaylansin

Nimalargaog`riydi?

- Bozorlardaturarekish,

Zargarlardabo`larekish,

Uningotibo`yintumor,

O`shanggaog`riydi.

- Onajon ,onajon,

Quloqqinamog`riydi.

- Quloqqinangdanonango`rgilsin,

Nimalargaog`riydi?

- Bozorlardabo`larekan,

Zargarlardaturarekan,

Uningotioltinsirg`a,

O`shanggaog`riydi.

In the new songs, the theme of love and devotion is explained by changes in the life of the country and the people. In them, the thanksgiving of the people, the gratitude of the time is sung from the lyrical heroic language. The lyrics in lyrical songs are usually rhythmically intertwined, playful, lightweight, fully rhymed. They are woven mainly in the size of 7-8 syllabic verse

meters. Because it is convenient to sing them in such size. However, some of the lyrical songs fall to the arud. They are worth the framed **musammanimahzu**fin the arud.

In short, lyrical songs in Uzbek national poetry are distinguished by their peculiarities and play an independent role in folklore.

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DOI NUMBER: **10.5958/2249-7137.2020.00107.X**

CRITERIA FOR DEFINING THE LEVELS OF KNOWLEDGE, SKILLS AND FORMS OF HARMONY SCIENCE

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ABSTRACT

Theoretical knowledge on the subject of Harmony is a unique element of preparing students to teach music culture on a particular system. This article is about how students' harmonic concepts should be transformed into meaningful, sustainable, purposeful and practical skills. Keeping track of changes in the levels of future teachers' training, all the results of their qualitative characteristics, as well as analyzes the dynamics of student readiness allows them to set their level of knowledge on high, medium, and low. Methods and tools for controlling the quality of musical and theoretical knowledge, harmonic cognition, theoretical and practical skills, and creative thinking are used in the learning process. Efforts are to be made to ensure that there is an ongoing counterpart that allows us to select the most appropriate form, method, method and tools to positively assist future teacher training. Future teachers need to make sure that the knowledge and skills of Harmony are the basis for the preparation for practical activities, that the theoretical material, knowledge, skills and abilities that are being mastered are reflected in the creative development of the student.

KEYWORDS: *Harmony, Lad, Harmonic Vertical, Modulation, Music Theory, Solfeggio, Period, Sequencing.*

INTRODUCTION

Future teachers of music should aim to achieve the pedagogical effectiveness of the content, form, tool, method and method of forming theoretical and practical knowledge and skills in harmony:

- to study the interconnection, collaboration, interaction and interrelationship of the components of the process of forming theoretical and practical knowledge and skills in harmonic science in future music teachers;

- To determine the factors and conditions of formation of students' theoretical knowledge on Harmony;
- Determine the effectiveness of these factors in problem solving;
- Identifying key trends in the process of preparing future music teachers based on a review of the above factors and conditions;
- finding the legal connection between the educational impact and student activities between the integral content and logic components, goals, objectives, methods, forms and results;
- To identify forms, methods, means and means of connection with pedagogical goals and methodological processes.

Methods and tools for controlling the quality of musical and theoretical knowledge, harmonic cognition, theoretical and practical skills, and creative thinking are used in the learning process. Efforts are to be made to ensure that there is an ongoing counterpart that allows us to select the most appropriate form, method, method and tools to positively assist future teacher training. This includes the monitoring of students' theoretical and practical knowledge, individual, group interviews, questionnaires, questionnaires, writing, research and analysis of students' creative work.

Implementation of the proposed process model in Harmony Science will be focused on identifying the content of activities to improve student readiness¹. Particular attention should be paid to the peculiarities of teaching music-theoretical subjects.

In particular, the level of preparation of each student in groups should be monitored to allow for a positive change in quality indicators.

Exercise model

1	Prepare students with the acquisition of new knowledge, theoretical and practical skills and skills, and provide them with the goals and objectives of this lesson.
2	Demonstrate new knowledge both in theory and in practice (using technical means).
3	Practical application of theoretical knowledge on Harmony (direct and independent).
4	Activities related elements: theoretical mastering of the subject; writing exercises; playing on the piano; harmonic analysis.
5	Focus on extracurricular activities, independent work, and executive skills development.
6	Completion of the end of the course with theoretical and practical tasks aimed at developing students' creative abilities.

One or two components dominate the training model above. Computer and piano are used to provide the demonstration experience.

Theoretical knowledge on the subject of Harmony is a unique element of preparing students to teach music culture on a particular system. The important thing is that the harmonic concepts acquired by students need to be transformed into meaningful, sustainable, purposeful and practical skills.

The focus of attention is primarily on the emotional response of students to a particular harmonic source, the theoretical and practical tasks, creative approaches, mastering of activities, the basics

of Harmonics, Harmonic Vertical, and Modulation. desire and aspiration to master the interrelationship knowledge; answer questions; enrich their theoretical and practical knowledge and skills in the process of independent work; good knowledge of other disciplines, including music theory and solo music, to master the harmony; and a clear understanding of the musical language system and its role in the harmony.

Future teachers need to make sure that the knowledge and skills of Harmony are the basis for the preparation for practical activities, that the theoretical material, knowledge, skills and abilities that are being mastered are reflected in the creative development of the student. At the same time, it is necessary to pay particular attention to individual stages of this process, the classes, their components and, most importantly, the students, the individual and differential approach to them.

It is possible to record the changes in the level of future teachers' training, to monitor all of their quantitative and qualitative characteristics, and to analyze the dynamics of student readiness, to determine their level of knowledge by high, medium, and low scores.²

The degree of formation of students' knowledge, skills and abilities in Harmony is determined by the following criteria:

High:

- High interest in the science of Harmony;
- have a complete and clear understanding of the topics covered;
- be able to apply the acquired knowledge in practice;
- to analyze the work or its excerpt in the ordinary form;
- independent harmonization of a melody or bass;
- Knowledge of basic principles;
- computer access;
- be able to distinguish features of harmonic language of a work, composer, stream;
- be able to play chords, create sequences and sequences, compose and execute chords.

Intermediate:

- have an understanding of the topics covered;
- partial application of acquired knowledge in practice;
- to play chords on the piano, but not to connect the structures;
- Harmony of the bass or bass provided by a teacher;
- knowledge of basic principles.

Bottom:

- insufficient formation of interest in the subject of Harmony;
- lack of personal qualities in knowledge, skills and qualifications;

- Lack of theoretical knowledge;
- make gross mistakes in practical work;
- inability to play the piano;
- knowledge of basic principles.

The main final indicators of future teachers' mastering of theoretical knowledge in Harmony are:

- development of basic rules and regulations;
- study of expressive possibilities, stylistic features of harmony;
- to know the importance of harmony in shaping;
- harmony of a melody or bass;
- making and playing circuits in the form of chords, playing diatonic sequences;
- analysis of a simple work or excerpt from it;
- playing piano accompaniment to music;
- Knowledge of Sibelius software on PC.

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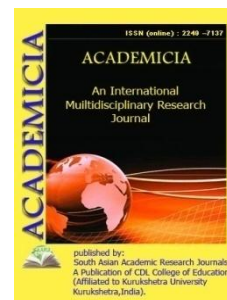
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DOI NUMBER: **10.5958/2249-7137.2020.00149.4**

THE HISTORY OF THE DEVELOPMENT OF THE DJIZAK STEPPE

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ABSTRACT

In Uzbekistan, cotton - growing is one of the developed branches. Therefore, saving water is the requirement of the period. Drip irrigation has also been widely used in cotton production. At the same time, it serves for not only saving water, but also preventing salinization. In addition, it is poorly cultivated and reaped. By this method, agriculture is producing high yields in many parts of the world (China, Turkey, Israel, USA and so on). In 2019, September 6th the strategy for the development of agriculture was adapter.

KEYWORDS: *Furrow, Ditch, Scrapch, System, Strategy, Principle, Investment, Replenishment, Agricultural Production, Reclamation, Irrigation*

INTRODUCTION

During the development of the Djizak steppe, new era began by installing first water tray at the farm No. 6 of Ulyanovo (currently Navbahor district) in Pakhtakor district.

“A guy from faraway Dagestan, who obliged to military service and had an education of “eight grade” level and machine operator courses. He worked as a scraper, then driver of a bulldozer. Our family consists of five people including Anya. Many wonderful machine operators work in our mobilized and mechanized group. There are bulldozer driver Rauf Gabdulkhaev who is the owner of Order of the Red Flag of Labor and the scraper Samigula Aliyev, the bulldozer driver Askhat Karimov and the scraper Gennady Lakisov among them. All of them completed the tasks of the ninth five-year plan (1971-1975) ahead of schedule, and in the tenth (1976-1980) they decided to complete two five-year plans. There are many such biographies of persons who help in the development of Djizak steppe.

Process of reclamation of the Djizak steppe

Active participation in the replenishment of the ranks of the pioneers was provided by Komsomol Union (youth union). I. Akhunov, K. Abdurazzakov, A. Begimkulov became the heroes of the virgin land. Young men and women took examples from activities of production leaders: I. Abdullaev, H. Sultanov, G. Khryakov, S. Abdullaev, A. Quint, Roman Chen, F. Khasanova, N. Norkulova, E. Islyamov and many others.

The following data testified to the constant arrival of young people in the virgin lands of the Djizak steppe: There were only 13 Komsomol organizations that united 1253 members of the Komsomol on the day of the creation of the organized bureau of Tashkent regional committee of the Komsomol in the city of Yangier. The regional Komsomol organization amounted to 55 thousand boys and girls.

There was not a single organization where young people did not work in the process of developing of the Djizak steppe in 1975.

Thanks to the enthusiasm of representatives of all nations and nationalities who came to help workers of Uzbekistan to develop new lands of the Djizak steppe during the years of the ninth five-year plan (1971-1975). Many labor groups of the virgin lands achieved wonderful success. The image of the region began to change, developed and irrigated lands increased more and more and agricultural production increased in Djizak region comparing to the general development of the republic's production. Having fulfilled plan for the fourth year of five-year plan by December 4, the team of "Irzharsovxozstroy" company successfully completed social obligations on the eve of the 50th anniversary of the formation of the Uzbek SSR (1974, October). Zaripov, Dzhuraev, Vishnevsky, Nurkhanova, Valakirev, Akhmedova, Bobkin and others achieved high indicators at PMK-4 and PMK-46 of the "Dustliksovxozstroy" company.

By the 60th anniversary of the October Revolution, the staff of the mobile mechanized group No. 54 of the Hidrostroy Company had successfully fulfilled planned tasks and obligations for the entire complex of structures of the Djizak head pumping station, which was operated by the day of the important date. It was obtained more than one and a half million rubles by the working group. The team laid more than 7.5 thousand cubic meters of concrete mix, almost 600 tons of reinforcement, installed 17 thousand square meters of formwork and completed one and a half thousand square meters of wall waterproofing in the process of building pumping station. The foreman of the team of the welders was Y. Sokolov, the team of carpenters was under the surveillance of N. Kuznetsov and the team of concrete workers was under the control of A. Pershin. The highly productive labor of the builders of the pumping station became an example to 150 students from Tashkent Pedagogical Institute and 30 foreign students from Moscow Irrigation Institute who arrived here on a labor shift.

The competition of the work of virgin lands between successful completion of the five-year tasks and over fulfillment ensured generally high rates in the development of the irrigation in the Djizak steppe. For three years already of the ninth five-year plan (1971-1975), the collective of Ulyanovo farm (currently Navbahor district) in Pakhtakor district of the Djizak region was cultivating cotton and the second year the workers of state farm No. 3 and No. 4 hanged their irrigated lands with grain ears. The main result of the reclamation work was the commissioning of the first part of the main canal in the first three years of the ninth five-year plan (1971-1975) in the Djizak steppe. Three pumping stations supplied up to five cubic meters of water per second

to the fields of the first zone of developed land, which was pumped from the Southern Golodnostepskoy river. The village of Chkalov was successfully built, which became the city of virgin lands – Buston.

The scope of reclamation and irrigation works exerted an increasing influence on the development of other sectors of the national economy and the demographic structure of the region. Industry developed rapidly in Djizak region.

Investment of the steppe

By the end of the ninth five-year plan (1971-1975), there were already 45 industrial operating enterprises there: 16 thousand inhabitants lived in Djizak city in 1959, more than 32 thousand inhabitants lived by the end of the ninth five-year plan. The cities of Pakhtakor, Gagarin, Ulyanovo appeared in the Djizak steppe.

The selfless work of irrigators and land reclaimators of the Djizak steppe allowed to increase the area of irrigated lands more than 20 thousand hectares during the ninth five-year period and put into operation 12 pumping stations.

However, along with the successes of the virgin lands, not all units successfully completed planned tasks: for example, the Obruchevsovxozstroy trust chronically failed to fulfill the plan (only 93.4% of the tasks were completed in 1974, and 98.5 % of the tasks were completed in 1977), the Golodnostepirmontaj trust fulfilled the plan by 95.2% in 1974, and by 91.3% in 1976. The collectives of the trust No. 27, No. 9 of the Ministry of Rural Construction lagged behind.

The virgin lands mastered more than 1.3 thousand hectares of unused land, 718 hectares of which were saline and boggy. Additional work was required in the reconstruction of the irrigation network at 100 hectares. 453 hectares were located with a faulty irrigation network.

During the period of the ninth five-year (1971-1975) departmentalism began to appear more and more and the negative impact intensified in the next five-year periods. Despite persistent requests from authorities of Soviet parties of Djizak region, no measures were taken to eliminate the major shortcomings during the reclamation and irrigation works at Glavsredazirsovxozstroy trust.

These were shortcomings:

- overestimation of the amount of work was not actually carried out, construction
- commissioning of the irrigation system with major imperfections caused the failure of reclamation facilities, huge losses of financial and material resources
- need for additional costs for land reclamation and others.

Glavsredirsovxozstroy commissioned many facilities with a large amount of outstanding works: for example, six state farms were commissioned to Djizak Regional Department of Agriculture, for which the volume of outstanding work amounted to almost 21 million rubles in 1976.

The result of these miscalculations failed of the drainage system and the secondary salinization of lands. 28% of the channel network was damaged, 30 kilometers had a reverse slope and 25 kilometers were below the horizontal level of irrigated areas of state farms of Golodnostepsky district in 1977.

These negative aspects negatively influenced to the further use of the crop rotation at previously developed lands of Djizak steppe and to the moral value of the heroic work of the virgin lands.

Serious shortcomings of the activities were overestimation of the volume of construction, registry and as well as the low quality of work in organizations. The trends of disruption of plans for social construction, housing and cultural institutions, cultural and educational facilities were strengthened. The negative process sharply manifested during the years of the tenth five-year plan (1976-1980): the transition to the residual principles of planning and financing funds for the development of social facilities.

These shortcomings and omissions reduced the enthusiasm of the virgin lands which led to an increase in staff turnover, although these negative phenomena could not stop the process of attack on the virgin lands.

The launch of the first stage of Djizak head pumping station No. 1 and the DM-1 channel became a big event for land reclamators and irrigators in Djizak region. This reflected a new stage in the development of new lands, testified to the fact that a Soviet man armed with powerful equipment could solve complex and serious tasks by conquering virgin lands.

Only 222 pumps were installed in virgin lands, which 198 of them were taking water from the collector-drainage network in 1978. Many teams successfully completed the tasks of the tenth five-year plan (1976-1980). "Djizakstepstroy" invested 566 million rubles of capital investments, completed constructions and installation works in the amount of 558 million rubles and put into the crop rotation almost 40 thousand lands on which 835 thousand tons of raw cotton was collected and handed over to the state during this period. 10 new state farms were created on newly developed lands, and later Zarbdar district was formed.

The Jizzakstepstroy and Golodnostepstroy organizations irrigated and put into agricultural circulation over 200 thousand hectares of new land in Djizak region in the tenth five-year plan (1976-1980). Rural workers received over one million square meters of housing. 16 thousand vacancies of free land for schools, 7 thousand vacancies of free land for kindergartens and 500 beds were provided in hospitals. The production of various agricultural products intensively developed in the created collective farms.

The Irzharskhokhozstroy team was winners of the republican and all-union competitions during the years of the tenth five-year plan (1976-1980), where staff stability was maintained. Someone had to take an example from young virgin lands. The team was multinational: people of 38 nationalities came from different parts of the country. Many of them grew up in large specialists and organizers and also occupied important areas of work in other regions of the country.

Pakhtakor District Committee of the Communist Party of Uzbekistan discussed the issue "On accelerating technological progress and introducing best practices in agricultural production" at next plenary session in June 1974.

It has been worked out measures to equip machine operators and rural workers with all necessary machinery equipments. Analogous issues were also considered by other district parties of committees of Djizak region.

Issues of supplying new equipments to land reclamators and irrigators were repeatedly discussed by the executive committee of Djizak Regional Council of Workers' Deputies (subsequently, the Council of People's Deputies). It has been considered the question "On the plan of material and

technical supply of collective farms, state farms and other agricultural enterprises of Djizak region in 1976” at the end of 1975.

In accordance with this plan, 49 bulldozers, 12 powerful DT-54-A tractors, 147 trucks, 16 aircrafts, 3 tractors, 13 single-bucket excavators, and other machinery and equipment were allocated for agriculture.

The high efficiencies of equipments use in the development and irrigation of the lands of the Djizak massif were facilitated by meetings of machine operators. The disseminations of best practices in the development of new equipments and equipment operations, seminars, meetings and training on new equipments were sent to the virgin regions. The creation of brigades of complex mechanization was of a great importance of using technology.

The competition for the effective and high-quality use of machinery equipments was widely launched under the motto “Five-year plan of efficiency and quality is a working guarantee”.

Competitions were organized by trade union and Komsomol organizations for the effective use of technology, mentoring schools, individual apprenticeships, patronage.

There were 9 state farms for mentoring, which united 51 experienced virgin lands in the “Irzharsovkhozstroy” trust in 1975. They reclaimed 256 young virgin lands and 1130 young men and women were mentored by them.

Much work on teaching newly arrived virgin lands the tricks of working on new equipment, equipped pumping stations, operating irrigation networks and drainage were carried out by Saratov N. N. who was a Chief Engineer at ATK-5, Ursalenko S.A. who was a machine operator, Mordovian Suleymanov Sh.Z who was a mechanic, who later became the chief engineer at “Pakhtakor” farm, Russian V. Antoshkin was a machine operator, Ferganian A. Abdurasulov who was a machine operator and many others.

However, by analyzing and summarizing the experience of international assistance of the Soviet people to the workers of Uzbekistan in conquering the Djizak steppe and providing new equipment, it was necessary to emphasize that the main and decisive attempt was left directly for those who used these techniques and equipments during the conquest of virgin and land-locked lands.

The artificial Volzanka-5 irrigation and rain machine began to be used for the first time which was created by Volgograd scientists in the Djizak steppe.

However, adaptation to operate the equipments in the steppe has been required directly on the spot by the scientists. A great merit for introducing agricultural production belonged to group of scientists of Pakhtakor experimental farm Union of NIHT which was headed by Sh.Z Bakhtiyarov.

Along with supply of equipments, the organization of work on its repair was of great importance. Mechanical repair workshops were created in all farms for these purposes. It has also been determined a high efficiency of using powerful excavators, scrapers, graders, dredgers, bulldozers and trucks were sent by the fraternal republics to the Djizak steppe during land reclamation and irrigation works.

Large complexes of multifaceted work to provide with equipments and its use during irrigation and development of the virgin lands of the Djizak steppe gave good results. Gross agricultural production increased 2.7 times comparing to 1965 in the Djizak steppe by 1976.

Number of labor costs for the production of agricultural products decreased as a result of complex mechanization over this period. Direct costs amounted to 17.2 man-hours which is 1.5-2 times less than the same period in Bukhara and Fergana regions.

The timely supply of the necessary equipments and quantity of new equipments during the development of the virgin lands pledged by labor collectives of various regions of the country during the years of the tenth five-year plan (1976-1980) in the Djizak steppe. It has been determined the fulfillment of the tasks set by the 25th CPSU Congresses by decisions of the Republican Party Organization and state authorities of Uzbekistan to expand the territories of irrigated agriculture. It should also be noted that regular and timely supply of equipment was fully established during this period.

Calculations show that the virgin lands of Djizak region received 64 new equipments which are necessary for the successful implementation of land reclamation and irrigation works of varying complexity and volume during the years of the tenth five-year plan (1976-1980).

There were excavators and scrapers, crane-boring machines and trenchers, self-propelled rollers and graders, rotary irrigation excavators and concrete mixers, stationary compressors and cranes, and many other mechanisms and equipments among them.

Calculations also show that all of these equipments were delivered from more than 50 labor collectives of the country: Odessa, Andijan, Poltava and Novosibirsk, Kamyshinsk and Chelyabinsk, Kharkov and Voronezh, and many others.

19 state pumping stations and substations were functioning in Djizak region, which were equipped with 131 pumps and these equipments practically ensured irrigation of all developed land by the end of the tenth five-year plan (1976-1980).

It should be noted that the expansion of irrigated areas required increasing supply of not only equipments which are used for irrigation and land reclamation, but also for the operation of irrigated and leased lands.

Applications for the supply of flexible irrigation pipelines were especially often underreported. Djizak region needed 432 kilometers of such pipelines; as a result the application was completed only in the amount of 105.1 kilometers. 600.7 kilometers of these technical products were required, but only 192 kilometers were received in 1979.

This trend testified to the observance of only departmental interests of a number of divisions and Glavsredazirsovkhozstroy organizations.

The main purpose was the implementation of work on the development of new lands and their irrigation. After the commissioning of the objects of work performed under the act to farms, regional organizations, Glavsredazirsovkhozstroy was no longer interested in the further course of the effective and high-quality exploitation of the developed lands.

Unfortunately, republican departments during the stagnant period and the turn to face environmental problems, serious mistakes were made in resolving issues of further land

reclamation and the development of new lands, including in Uzbekistan. It slowed down and continued to restrain the necessary course of irrigation and land reclamation, which negatively affected to the growth of agricultural production. "There were over two million hectares of four million arable land contained less than one percent humus. The land was exhausted: about 400 thousand hectares of land annually yield from 6 to 15 centners of cotton per circle. " for example, almost 3 thousand dollars were spent annually on the reclamation of one hectare of land in Japan and USA, but only 100-130 rubles were invested for the reclamation of virgin land in our republic.

All these facts suggest that the improvement, rational use of land, including the land being developed, scientific achievements, technical equipments and use of past experiences were practically needed. According to Dzhezakstepstroy in 1979, 11.6 thousand workers and specialists were hired and 9.5 thousand quit during the same period.

However, despite the difficulties, work was continued in the Djizak steppe with qualified and professional personnel by sending them to the virgin lands from other regions of the country.

The results of a critical analysis and generalizations of the experience of cooperation between the people of the country and creation of the materials and technical bases for the conquest of the Djizak steppe convincingly show that one of the most important areas were irrigated and reclaimed, which took into the account of the special conditions of the region.

CONCLUSION

1. Social appearance changed as it stepped on the Djizak steppe. New cities and towns, construction and industrial facilities appeared on the map, the population grew and the ranks of the working class, intelligentsia, personnel corps, and virgin conquerors were increased. The peculiarity was that there were only state farms in the Djizak steppe but state agricultural enterprises and collective farms were not created. This was due to the fact that the conquest of virgin and fallow lands required large material, financial and labor costs and they were only possible under the state form of ownership.
- 2) Research shows that the manifestation of socialist internationalism was the continuous and ever-increasing supply of new equipments and equipments to the virgin lands which created industrial construction projects. This task could not be solved only by the conquerors of the virgin lands without the friendship and cooperation of many collectives of the country (the present CIS), including the labor collectives of Uzbekistan.
- 3) An important area of work was the formation of the personnel corps of workers, specialists and engineers. Various forms of field training were developed and the network of educational institutions grew and quality of training specialists improved. Many conquerors of virgin lands were sent to educational institutions in various regions of the country (the current CIS).
- 4) Such forms of development of labor and socio-political activity as socialist competition and the creation of complex mechanized brigades, a family contract and extensive educational work among virgin lands have paid off during the development of the Djizak steppe.
- 5) The experience of developing the Djizak steppe highlighted not only the positive aspects and bright unforgettable pages of the heroic labor feat of all nations and nationalities and workers of Uzbekistan, but also showed obvious mistakes, the growth of negative trends, their danger in

containing the processes of conquering virgin lands. This is the strengthening of departmental interests and the increasingly widespread registry and fraud and the weakening of attention to solve the social issues, the consolidation of the called “residual principle”, which negatively affected the consolidation of people arriving on the virgin lands.

6) However, the conquest of the virgin and mortgaged lands of the Djizak steppe was a solid basis for fulfilling the people's precepts for the development and irrigation of new lands in subsequent years in the ninth and tenth five-year plans.

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DOI NUMBER: **10.5958/2249-7137.2020.00150.0**

SPECIFIC FEATURES OF UPGRADING THE INFRASTRUCTURE OF SMALL TOWNS

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ABSTRACT

Before moving on to the problem of upgrading the infrastructure of small towns, it is worthwhile to summarize the pure static interpretation of the concepts "small town" and "infrastructure", separating them from their dynamics. This work will help to overcome the confusion that may occur in our imagination in the present time concerning these complex concepts. In general, in the social life of society, the main functions of the subjects of social infrastructure are planning the current and future needs of the population, making preferential payments, satisfying the basic physical needs of the population, assessing qualifications and important professional qualities, increasing the level of literacy of the population, training them, forming a reserve of personnel, meeting moral needs, meeting social, formation of corporate culture and improvement of social security of the population will be reflected. If the infrastructure initially expressed the conditions created by the workers due to their specific interests, needs and goals, then this concept was also evaluated in terms of the opportunity for these workers to improve their life performance as well as for their family members to work effectively. This is because the development of cities is manifested not only in their economic, but also in the qualitative transformation of their social infrastructure.

KEYWORDS: *Small Towns, Infrastructure, Structure, History, Society.*

INTRODUCTION

It is known to us that the term "infrastructure" is derived from the Latin word "infra" – lower; means "structure" - structure, location[1]. In our view, social infrastructure is a unique system that serves it in all respects social development by satisfying the household, spiritual, cultural needs of people. As long as the population on earth needs to earn at least 15 euros per day in order to spend the average day on the account of economists. However, almost half of the

world's population now has 7 times less income than the indicator set to live an average day. There are data that the population in the poorest countries of the world has an income of less than 1 euro. But there is also evidence that 200 rich people around the world earn an average of 25 euros per second.

MATERIALS AND METHODS

From the scientific literature in the field of urban sociology published abroad, it is known that the concept of infrastructure was first used in the early twentieth century in terms of facilities and structures necessary for the full functioning of the Armed Forces. Later, by the 1940s, infrastructure was understood as a holistic composition of industries and institutions that created the necessary conditions for the material production of society. In the socio-economic literature of the former Union republics from the 1970-1980 years, there have been more cases of interpretation of infrastructure as a sum of engineering buildings and structures [2]. To date, the term infrastructure is of paramount importance in the interpretation of it as a holistic system of service delivery, which means production and provision of quality services to the population. Proceeding from the content of this article, we can say that infrastructure is understood as a component that is considered the condition for the existence of any holistic economic systems and structures established in these small towns. Literally, infrastructure is also the meaning of the foundation, Foundation, internal structure of the new economic system in small towns.

In the 40 years of the XX century, the term infrastructure was originally introduced into scientific circulation as a system established in order to improve the use of weapons in the military sphere. From the point of view of modernizing the socio-economic life of society and improving the national economic system, the concept of infrastructure has been widely used since the fifties of the XX century. If the infrastructure initially expressed the conditions created by the workers due to their specific interests, needs and goals, then this concept was also evaluated in terms of the opportunity for these workers to improve their life performance as well as for their family members to work effectively. This is because the development of cities is manifested not only in their economic, but also in the qualitative transformation of their social infrastructure.

To date, 41% of the world's population lives in cities, this indicator has already reached 80% in developed European countries. It is known that the changes in the demographic situation of the population cause further deterioration of the Urban Area[3]. Cities with a different level of management system and socio-economic conditions with a population of 100 thousand people are today considered small towns. Reforming the socio-economic life of small towns is a rather complicated process. Therefore, a specific individual approach to the development of these territories is required. Because it is not at the expected level of effective use of the funds of foreign investors to improve the socio-economic conditions of small towns.

Social infrastructure demonstrates convenience and quality of life in the realization of important social goals and tasks in the life of society. Because as a result of the development of social infrastructure in society, there is an increase in life expectancy all over the world today. In turn, a decrease in the number of births in developed countries causes an increase in the incidence of elderly people. This leads to a decrease in the solvency of the social security systems of the society, including the pension and health care systems. If the current population growth rate is maintained, up to 2035 in Uzbekistan will increase by 42,1 million dollars. a person lives, at the

same time there is a decrease in the number of people working in relation to 1 pensioner. If in 2017 year for one pensioner 1 a person who is eligible for 6 jobs has come true, by 2035 year this ratio will decrease to 1 pensioner up to 4 people. The amount for a pensioner of the pension fund of the Republic of Uzbekistan - 743 US Dollars[4]. Therefore, the achievements in the field of education, health and technology in our country are one of the pressing challenges of educating a new generation that puts high demands on transparency and wants to participate in the decision-making process. Further development of social infrastructure in the life of society serves to ensure that the majority of people belong to the middle class, and not to the class of the poor.

After the independence of the Republic of Uzbekistan, the development of cities in the country was given great importance, which became one of the issues of public attention. The process of management and development of the social infrastructure of small towns of Uzbekistan is conditioned by raising the level of public policy, improvement of the normative legislation on urban development, improvement of urbanization processes in the region. In addition, the natural conditions of cities, the rich experience historically gained in improving socio-economic life of socio-economic reforms carried out in order to realize the economic opportunities of small and medium-sized cities in our country, the effective use of innovative ideas in the development of industrial sphere are actual problems. Infrastructure of small towns is a system of services and their building structures that facilitate the effective functioning of production and service sectors and increase the standard of living of the population in the same Region [5]. It is known that the infrastructure of Small Towns plays a special role in the development, provision of services and increasing the standard of living of the population.

The infrastructure of small towns covers services on the provision of energy, fuel, water, production facilities, capital construction and repair services to the population and businesses that include production. And the social infrastructure in this area is represented as a system that serves to ensure the growth of human capacity (capital) through the development of vocational education and health care. Therefore, "the legislative framework regulating the activities of Free Economic Zones in our country has been formed, the mechanism of managing their activities has been simplified by decentralization of administrative functions and expansion of the powers of the administrative councils of Free Economic Zones and small industrial zones"[6].

Further improvement and rational management of the new economic system in small towns, creation of suitable conditions for their participants in their activities and the introduction of innovations into the system of assistance in the sale of products, further activation of the attraction of investments that serve to the welfare of the socio-economic life of the society, and, above all, acceleration of the, on this basis, ensuring the creation of new stable jobs and increasing the income of the population is one of the pressing issues. Therefore, in order to improve the infrastructure of our small towns, especially those covering its main regions, important practical measures are being taken continuously to establish a new competitive production system and to support the development of small enterprises established by entrepreneurs by the state. In particular, in the appeal of the president of the Republic of Uzbekistan to the Oliy Majlis of December 28, 2018, measures such as "development of medium and long-term programs for the development of industry of each district and city, development of a state program for raising the level of urbanization of the country's population by 60 percent by 2030".

The aim of social infrastructure development in small towns is first of all a system of increasing the intellectual capacity of the population, which serves to ensure the development of society. Also, the system of improving the health of the population, which determines the level of quality of life of the social life of society, also manifests itself as an important component of social infrastructure. The development of social infrastructure in the conditions of market relations in small towns is carried out mainly through the creation of a business environment, the provision of private housing to the population, the provision of quality utilities, the creation of new, high-income jobs, the social protection of those who temporarily lost their cocktail capacity, as well as increasing the average incomes. Therefore, as subjects of social infrastructure, the authorized bodies of the state responsible for infrastructure, financial institutions, educational institutions, medical institutions, the system of culture and art, non-profit organizations, subjects of Employment Promotion and subjects serving in the provision of Housing to the population are mentioned.

Analysis and results

In the Republic of Uzbekistan there are factors that negatively affect the system of further development of social infrastructure, they include high level of corruption, lack of a large-scale system that controls the achievement of goals, low level of parliamentary control results, excessive control of the media, lack of developed system in the training of management personnel, which led to a decrease. Also, the following factors are a major obstacle to improving the socio-economic life of the country: Firstly, the outdated infrastructure aimed at reforming the socio-economic life of the society and the complexity of its connection with it, and secondly, the magnitude of the share of the informal economy in terms of market relations and the slowness in the legalization of measures, the magnitude of the share of state participation in the economy as well as the inconsistency of existing competences with the strategic objectives of economic development and other similar situations can be cited as an example.

The solution of the following problems in the management and development of social infrastructure of small towns of Uzbekistan is urgent:

First, ensuring long-term land and real estate rights for the purpose of managing and developing the social infrastructure of small towns, as well as ensuring the inviolability of all property rights, including real estate;

Secondly, modernization of the social infrastructure management and development system of small towns, support of small and medium-sized businesses, private entrepreneurship and further expansion of the system of localization of production;

Third, in order to increase the socio-economic life of small towns, ensuring the growth of their import potential and minimizing operational costs;

In order to manage and develop the social infrastructure of small towns, from the four, renewable sources of electricity, as well as to achieve the initial public location of the main mining and metallurgical companies;

Fifth, the privatization of land in the territory of small towns, the increase in labor efficiency, the large-scale introduction of export-oriented clusters, etc. shular is in the sentence.

In general, in the social life of society, the main functions of the subjects of social infrastructure are planning the current and future needs of the population, making preferential payments, satisfying the basic physical needs of the population, assessing qualifications and important professional qualities, increasing the level of literacy of the population, training them, forming a reserve of personnel, meeting moral needs, meeting social, formation of corporate culture and improvement of social security of the population will be reflected. Also, the market infrastructure, which is an important economic basis for the development of small towns today, serves to accelerate the circulation of goods, money and capital, and includes exchanges, banking system, insurance services.

CONCLUSION

So, first of all, the creation of favorable conditions for small cities, such as large or medium-sized cities, for the production and placement of social facilities for these social-type cities, the creation of favorable investment climate and conditions, the formation of the land plot market, the direction of targeted financial funds are one of the pressing problems. Secondly, in order to ensure sustainable socio-economic development of small towns, effective use of the existing natural and economic potential, budget and extra-budgetary resources as well as funds of the newly established urbanization fund, the existing and envisaged free economic zones, especially the opportunities of small industrial zones, increase the independence and responsibility of municipal authorities, improve the statistical calculation of Thirdly, in today's world practice, the constant growth of the population of small towns, the comprehensive study of the management and development of their social infrastructure is important. Proceeding from this, it is one of the important areas of sociological research in determining the legislation for the management and development of the social infrastructure of small towns.

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DOI NUMBER: **10.5958/2249-7137.2020.00151.2**

ASSIMILATION OF SOCIAL NORMS IN THE ACTIVITY OF A PERSON

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ABSTRACT

The purpose of the article is to consider the main content and essence of the concept of social norm and its role in the life of modern society. A person's assimilation of the values and norms of society, social rules and standards of behavior required by society, coordination of their behavior with the institutions of society, subordination of their actions and actions to the highest standards of proper behavior developed by society — an indispensable condition for the formation of a citizen. In addition, the characterization of the obligations of a different person in his activity in norms, as well as the presence of special prosessual norms aimed at protecting the rights, such cases as right-to-law strife and prosecution, lead to the idea of the nature of norms that cause conflicts. The norm represents a model of generality inherent in them, summarizing and schemating a large number of private cases (Act, attitude, event). Because it is the product of scientific understanding of the laws of development of Nature, Society and human nature. In his opinion, the norms are reflection of the society's desire for self-support. Norms exist in various systemic states and manifestations and include law, morality, customs, traditions, and so on. Social norms are compulsory. Powerful socio-economic factors that divide the modern world, which distinguish diametrically different classes, strata and layers within society, ultimately give rise to an infinite number of different types of cultures, ways of life and activities, forms of interaction and relationships of people in modern society.

KEYWORD: *Values, Value Orientations, Social Norms, Person, Society.*

INTRODUCTION

It is difficult to overestimate the importance of social norms in the life of modern society and in human life.

It is known that a person is an active subject of social life, capable of choosing for himself a goal and means of achieving it, as well as his destiny. In his activity, the norms always include the interpretation of behavior, behavior, activity pattern, ethalony. "Norm-a concept that designates the boundaries in which things, phenomena, natural and social systems, types of human activity and communication retain their qualities, functions, and forms of reproduction". The concept of a norm is specified in terms of rules, samples, and prescriptions. It is used to characterize the States of natural and social processes, although it is most closely related to the organization of human activity, its shared nature, and the various systems of measures that are developed in it. Norms can be represented in direct material form: in the form of samples and standards; in the form of rules fixed in sign forms and as schemes of activity and communication, "embedded" in the behavior of human individuals.

This sample also embodies the features of evaluation in itself. Because, the social unit that supports the norm knows that the behavior provided for in it is useful, necessary, in accordance with the old man. Such assessments are given by all social norms. The norm represents a model of generality inherent in them, summarizing and schemating a large number of private cases (Act, attitude, event). They are not enough, according to some interpretation, and the will of the ruling powers, as observed in some life situations, to subjugate the will. Because it is the product of scientific understanding of the laws of development of Nature, Society and human nature. Hence, social norms are also an emotional force that determines, protects values in the life of a person. However, the regulatory function of the norm is more correlated with the nature of its information transport transmission.

MATERIALS AND METHODS

Historically, socio-philosophical analysis has shown that in relation to the individual and the community, the social norm performs three basic information functions, such as targeting, programming and forecasting. These functions make it possible to choose goals and tools in the activities of the individual, to make decisions and to plan behavior, to assess the object and the consequences of behavior, to know in advance.

Hence, social norms contain a lot of information and functions. Taking from an informational point of view, it gives the subject a description of his interaction with the situation, behavior, situation and responsibility. In this sense, the separation of the information-valued aspect of the social norm is more effective than expressing them in terms such as "willpower", "influence" and "coercion". Regardless of the above function and aspects, social norms are a link in the chain of factors that lead to decisions in order to carry out or not to carry out concrete behavior.

Norms can relate to objects external to a person, to certain situations of social interaction, to individual personal development, and are classified accordingly. But since they set up stable and generally valid rules of action that people have worked out together, they can all be broadly defined as social. Social norms in a narrow sense express the specific nature of the existence of certain social groups. In archaic societies, they fixed conditions for the reproduction of social ties, schemes for the transmission of experience from generation to generation in strict forms of

prohibitions, customs and regulations. They acted as a natural law of human behavior and were perceived by people as an immutable order of their life.

Categories of philosophy include explicit or implicit normative functions and precisely because of this they serve as guidelines for human practice and personal self-realization of individuals. The norm-oriented analysis of social life was embodied in various sociological concepts of social action and social interaction and appeared in the most developed form in the theory of functionalism (T. Parsons), which prevailed in sociology until the 70s of the twentieth century. According to this theory, the normal existence of a social system involves balancing and preserving its basic functions. Violation of the basic functions of the system, which occurs in particular due to the evasion of individuals from authorized forms of interaction, can lead to social pathology.

Therefore, the maintenance of norms and permanent socialization of individuals are a condition for maintaining social order. Acting as a powerful means of regulating human behavior and groups of people, social norms are a "bridge" that connects all manifestations of human personality, behavior with the most important social institutions of modern society, its structure, its requirements. Social norms as institutions and models of proper and assessable behavior of individuals and various types of communities are the most common and effective means of social regulation of behavior and solving a large number of social problems.

A person's assimilation of the values and norms of society, social rules and standards of behavior required by society, coordination of their behavior with the institutions of society, subordination of their actions and actions to the highest standards of proper behavior developed by society - an indispensable condition for the formation of a citizen. According to the Russian scientist V.Plakhov, the functioning of norms is aimed at ensuring the preservation of the system of social relations, social norms are a specific means of fixing changing and developing social relations created in the course of social evolution. In his opinion, the norms are reflection of the society's desire for self-support. Norms exist in various systemic states and manifestations and include law, morality, customs, traditions, and so on. Social norms are compulsory. Powerful socio-economic factors that divide the modern world, which distinguish diametrically different classes, strata and layers within society, ultimately give rise to an infinite number of different types of cultures, ways of life and activities, forms of interaction and relationships of people in modern society. This leads to the formation of different societies and different, often diametrically opposed systems of social norms and the value systems served by these norms, value orientations and normative-value systems.

In turn, social norms, standards, patterns that regulate institutions, models of proper, acceptable, acceptable, possible, approved or disapproved, variously evaluated and prescribed behavior, having emerged in modern society, themselves act as social factors. It should be noted that not only economic and socio-economic factors, but also social norms and regulatory systems in General divide and contrast people in modern societies, or, on the contrary, unite and rally them into certain communities, cementing and socially formalizing socio-economic communities, or, on the contrary, dissimilate them. In social reality, in real life, in the sphere of their social behavior, people differ either opposed to each other, or United in a single monolith, not only because of their socio-economic status or form of participation in the system and process of social production, but also depending on what they value above all, what they consider proper

for themselves and others, what they approve or, on the contrary, reject as unacceptable, unacceptable, socially dangerous. But social norms are not only an important factor in the stratification of society and the stratification orientation of a person. When solving large social problems, conditions are created under which normative regulation of behavior and conscious adherence to the norms developed in society become the most important characteristic of social behavior of citizens.

Almost all members of society know (although they are not always aware of their own behavior as factors, do not always follow and obey them) the basic requirements - norms of society, know how "should". Conjugation and differences of social norms and values considered in their study, C.A.Shakeeva. It focuses on the difference between the concepts of value and norm, since they are often used side by side without indicating their differences. She notes that it is particularly difficult to distinguish between moral norms and socio-ethical values. the difference between values-goals and norms is more obvious, since norms cannot be embodied in material objects.

Service to values is admired, and compliance with norms is at best only approved. "The norms are organized in such a way that, as a rule, it is always possible to fulfill all the norms at once, and the impossibility of this characterizes the inconsistency of the system. At the same time, it is common for some values to be sacrificed in the name of others, and this is not blamed on either the value system or the individual. In connection with the latter, it can be noted that the normative system more strictly determines behavior than the value system. The norm does not know gradations: either the norms are met, or they are not. Service to values may differ in "intensity".

It is worth noting that comparing the forms of social norms, the norm simultaneously embodies the elements of prohibitions, authorizations and traffic to its content. Especially this is clearly manifested in moral, religious norms. In the legal norm, however, Strictly this or that element is noted literally. In this sense, the law is more specialized norms. Now increasingly, the principle of permitting everything that is not prohibited directly through the law is being strengthened. Although this is inherent in social norms in a certain sense, their main feature is the positive regulation of social relations in the activity of a person. Failure to properly assess this function leads to the fact that each member of the society is potentially interpreted as a "violation of the norm" or as a representative of the deviant conduct. In fact, this is not the case. For most people with a positive program, adherence to social norms is an important factor in entering the life of society and the state, in the right way of mutual relations. For example, no matter how legitimate and grounded their dignity is in relation to a person who violates his right, if a person does not know the existing prosessual norms and measures, he will not be able to achieve his goal. Strictly speaking, permissive, complex and prohibitive norms in all three cases offer reasonable, optimal and acceptable variants of behavior to a person, having directed his activity towards a specific goal. Through this, social norms allow to prevent chaos and informality as a result of the actions of people that they do not think about. In addition, they broadly put all social relationships into a positive, socially useful flow. At the same time, it is impossible not to notice a certain paradox here. In fact, the norms provide information, organize, establish social relations.

DISCUSSION

However, the norm will be provided for by sanctions. This means that the chances of compliance with the norms are equal to the chances of their violation. In addition, the characterization of the

obligations of a different person in his activity in norms, as well as the presence of special prosessional norms aimed at protecting the rights, such cases as right-to-law strife and prosecution, lead to the idea of the nature of norms that cause conflicts. If there were no critical, delicate situations, there would be no need for general-binding rules of conduct either.

The influence of social norms on the consciousness and behavior of a person is not the same, but differs by a number of factors. One of them is the connection of the norm with its social origin, that is, its belonging to the state, the social layer, the small group, etc. In this regard, the attitude towards the norms of blood-fraternal relations with the norms established by the state authorities can not be the same.

Social norms are found in the conditions in which people's behavior and activities are developed and built, and internal factors for a person, and the means of organizing and regulating his behavior and activity. In the first case, a person faces a complex, multi-faceted and sometimes contradictory system of social norms-requirements and norms-expectations, developed in society as a whole, and those communities and groups in which the individual is included. The system of social norms of society as a whole and its constituent diverse communities of people, being a powerful regulator of behavior, is both a guide and a means of implementing the values, institutions, goals and objectives of the whole society, and forms of manifestation of features, specific conditions, goals and objectives of particular communities, groups.

Result

Mastering social norms takes place throughout a person's entire life in different ways. If the majority is consciously created a system of "official" norms, then the individual is formed under the influence of real-life situations, which, according to the results of scientific analysis of social relations, do not reach a more general level, and not norms. But it should be noted that in the activity of the individual, the following peculiarities can also be encountered:

- a) ignorance of some norms (from lack of information due to the non-occurrence of situations that require such knowledge);
- b) legal and moral principleillarni misunderstanding;
- c) non-inclusion in a number of norms (since the requirements of the norm do not correspond to the interests, spiritual beliefs or personal experience of the individual);
- d) for more such reasons, we can cite the example of neglecting a number of norms, ignoring them, ignoring them; habit, norm and principle that do not correspond to universally established norms. Not everyone fully understands the meaning of the norms established by the state. As well as "...if, without the use of devices close to the people in drawing up a legal norm, the sentences are made long, and when expressing thoughts, the extreme does not adhere to such prints as short and logical consistency, then this legal norm is extremely ambiguous. As a result, understanding it as everyone knows it will lead to different side effects." The above issues are factors that undermine the positive effect of social norms. After all, for a person with such shortcomings, his personal interests, rather than the interests of those around him, can be close, superior, while the norms, as is known, are aimed at realizing the interests of the general public.

CONCLUSION

Therefore, a short, understandable expression of the norm saves both its strength and time in the

activity of the person, and also the application of normative acts in practice is based on concrete, their different formation is taken, the order of formalization of documents on the basis of clarity and clarity in the activity of the person is formed.

It is no accident that during periods of social reconstruction and transformation of various aspects of society, differentiation of people, their clash and opposition, or vice versa, cohesion, consolidation are associated with conflicts or, conversely, with the harmonization of norms and values of its constituent groups and communities. It is in the sphere of social norms that possible tensions and "personal" conflicts are manifested, or, on the contrary, the reconciliation and merging of goals and ideals, means and ways of action, the connection and dependence of the spiritual and moral life of people and their socio-economic, political-legal and specific group position in society are realized. In human life, therefore, his behavior is almost no such areas of such activities and overall life of an individual that are not regulated to socially and above all with diverse and different significance and importance of social norms.

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DOI NUMBER: 10.5958/2249-7137.2020.00152.4

THE USE OF EDUCATIONAL AND PRACTICAL GAMES IN THE FORMATION OF THE INDEPENDENT WORK IN THE PERSONNEL SKILLS

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ABSTRACT

This article highlights the actual problem and the condition for the development of a system of continuous pedagogical education, the fundamental nature of its essence, consistency, and practical direction are the stimulating forces of renewal. In the process of a practical game, decisiveness in thinking, activity, productivity, effectiveness, acuity and strength of memory, the pursuit of excellence and self-confidence develop. From the point of view of didactics, game teaching methods are promising in that they do not contradict modern pedagogical technologies and are a harmonious form of training. Using the method of studying a specific situation, students develop skills and abilities to independently make individual and group decisions on assigned tasks. In our country, many innovative educators conduct research in the pedagogical direction in order to implement effective educational methods. This indicates a high level of attention shown in Uzbekistan in relation to the system of upbringing and education. Thus, the activity of school teachers consists in preparing students for their own creative work, searching for new ways to increase the effectiveness of theoretical knowledge and, most importantly, researching new methods and means of preparation for the practical and professional activities of school graduates.

KEYWORDS: *Pedagogical Skills, Independent Work, Activity, Productivity, Effectiveness.*

INTRODUCTION

For the fundamental transformation of the transformation system in Uzbekistan, effective means and factors are being developed. Pilot work is carried out taking into account the experience of the world community and national mentality. In our country, many innovative educators conduct

research in the pedagogical direction in order to implement effective educational methods. This indicates a high level of attention shown in Uzbekistan in relation to the system of upbringing and education. Increasing the requirements for the quality of teacher education, the urgent problem and condition for the development of a system of continuous teacher education, the fundamental nature of its essence, consistency, and practical direction are the stimulating forces of renewal.

The purpose of modern education is to create a qualified, socially active, creatively independent personality of the teacher through creating conditions for the historically formed educational system. In this socio-economic situation, the importance of education is increasing, with an increasingly improving environment for the teacher, in addition to his main responsibilities (training, education, etc.), professional responsibilities such as content, planning, design and organization of aspects of educational and social cultural environment. Now we see a fundamental change in the world of education, as he moved from the direction of "imitation" to the direction of "information". Due to the fact that the information system in education has achieved great success, a desire has appeared to increase the amount of information and, accordingly, the time of training and this situation requires additional improvement of this system. At the same time, the main drawback of the professional and secondary special education system is the lack of activity among students. Moreover, he only assimilates the majority to information, and this does not fit the requirements of the present.

The main results and findings

Therefore, the training of students in independent thinking and work during the transition to the world of information technology is important in the work of a teacher. The goal is through the optimization of the educational process, the introduction of modern teaching technologies, the formation of students' culture of independent learning, mobilization and self-control, to increase the level of knowledge, to prepare personnel for qualified professional activity. Thus, the activity of school teachers consists in preparing students for their own creative work, searching for new ways to increase the effectiveness of theoretical knowledge and, most importantly, researching new methods and means of preparation for the practical and professional activities of school graduates. In pedagogical and psychological research, one of the main problems is the problem of preparing a student for professional activity as a person who knows how to work and think independently.

In the process of educational and upbringing work in secondary special and general educational institutions, independence in education and the continuity of independent education is important and obligatory not only for school students, but also for teachers, since a young specialist who does not have primary theoretical and practical skills is forced to work by trial and mistakes. Based on this, in this article we wanted to dwell on the importance of educational and practical games in the methodology of interactive learning, namely, in ensuring the effectiveness of students' independent work. Game teaching methods are considered the most promising and effective in recent years. In the process of a practical game, decisiveness in thinking, activity, productivity, effectiveness, acuity and strength of memory, the pursuit of excellence and self-confidence develop. From the point of view of didactics, game teaching methods are promising in that they do not contradict modern pedagogical technologies and are a harmonious form of training. Using the method of studying a specific situation, students develop skills and abilities to

independently make individual and group decisions on assigned tasks. These abilities help a specialist in independent activity, so he often has to make non-standard decisions in constantly changing business conditions. The method of studying a specific situation helps students comprehensively and prudently think, effectively use information, analyze arguments, critically treat different points of view, be able to discuss and defend their point of view, be prepared to use various methods and tools, be able to find the optimal solution to the problem.

When organizing independent work, one of the types of educational and practical games is often used, namely, case study, this method is used in many states when studying specific situations. On this occasion, we wanted to note the following. In some cases, the case study method is shown as a method for studying a specific situation.

On this occasion, we wanted to note the following. In some cases, the case study method is shown as a method for studying a specific situation. While this is one type of method for studying a specific situation. A case study consists of a game held in a short period of time. With the case study method, professional and gaming aspects are effectively counted. The development of cases simulating practice-specific situations and their use when working with students is considered a promising area of study. The biggest advantage of the case study and other practical games is not only the ability to diagnose and acquire knowledge, but also the ability to use their means of solving training problems.

At present, imitative practical games are used in colleges and are divided into three main groups according to the degree of independence formation: games aimed at mastering practical knowledge; games aimed at consolidating practical skills; games that help to develop or change the attitude to the studied problem and subject.

CONCLUSION

From the foregoing, the following conclusions can be drawn:

1. Interactive learning methods, being one of the promising areas of learning in the formation of students' independent work, differs from the traditional methods used in vocational secondary education - special educational institutions, a tendency to create and model problem situations.
2. The experience of foreign studies shows that a practical game, as one of the interactive teaching methods, due to the pace and depth of information processing, is the most effective and fast-paced method.
3. Students in the process of a practical game show long-term and activity, decisions made during a steady game are characterized by creative richness.

The use of game methods increases the efficiency of the education process.

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DOI NUMBER: **10.5958/2249-7137.2020.00153.6**

THE ROLE OF POLITICAL AND TECHNOLOGICAL MEANS IN THE PROCESS OF POLITICAL COMMUNICATION

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ABSTRACT

Modern mankind is in a stage of fundamental transformation associated with the transition from industrial to post-industrial, information society. This article discusses the conceptual approaches of the role of political and technological means and in the process of political communication. When conducting research, special attention was taken into account that the ability to control the behavior and mass consciousness of individuals is associated with the influence of a number of elements that are concentrated in the sphere of the unconscious. Among the most significant of them are attitudes and stereotypes that can be formed under the influence of political and technological means. Thus, T. Hobbes, in his work on the fight against the "poison of rebellious teachings" weakening the state, which could lead to its disintegration, called for the use of the force of law against mistakes themselves, and not against those who make mistakes.

KEYWORDS: *Politics, Technology, Political Technologies, Political And Technological Means, Mass Media, Manipulation.*

INTRODUCTION

At the same time, if in a traditional society the philosophy of alienation dominated in relations between state power and the people, then in the modern era a fundamentally new philosophy is formed - mutual dependence and partnership between state power and its source - the people. The influence of political and technological means on the formation of public opinion is one of the most important components of the political process. In this regard, it is important to determine the characteristics of the impact of political and technological means used by the subjects of the political process on the formation of public opinion [1]. According to the famous

political scientist V.P. Pugachev, politics is a collective, complexly organized, purposeful activity, a specialized form of communication between individuals for the realization of group interests and tasks that affect the interests of the whole society [2].

The main results and findings

The collective nature of the goals that are realized in politics provides for their compulsory recognition by members of the collective, separated by space, which are the state, nation, social group, party, etc., and the coordination of their actions. Realization of this task is impossible without direct, contact interaction of people and involves the use of special political and technological means of transmitting information that ensure unity of will, integrity and a common orientation of the actions of a population of people, and forms its public opinion. Such media are called mass media, or media.

All modern political technologies are based on knowledge about a person, his being and are implemented as systemic intellectual complexes aimed at manipulating consciousness. Thus, we can determine the role of political and technological means in the process of political communication, controlled by the subjects of political activity in order to influence the state of the object, which is public opinion. The modern researcher T. Evgenieva defines political and technological means as a systematic dissemination of information among dispersed large audiences with the goal of influencing people's opinions, ratings and behavior [3].

The specific political and technological means of purposefully forming public opinion in the name of achieving a common goal and informational influence on the behavior of citizens was paid attention to, at one time, Plato, who proposed in his theories of an ideal state for educational purposes to “rewrite” myths and eliminate those places from them in which the gods look before people in a disadvantageous light [4]. For the first time, he drew attention to the political and technological means of purposefully forming public opinion Aristotle, interpreting political activity as “communication”, which is aimed at achieving a higher, “common good”. Subsequently, individual ideas about the means of informational influence of communications were reflected in the work of Cicero, who, studying issues of the “general law and order”, drew attention to political communication.

Famous thinkers of the Middle Ages Thomas Aquinas and St. Augustine in their works of a religious and philosophical orientation focused on various types of human interaction and communication. During the Renaissance, the problem of the influence of political and technological means on the political consciousness of the people, focused on changing people's behavior and moods, was developed in the works of N.Machiavelli. In modern times, the printing business was developed and spread, and new conceptual approaches were formed regarding the role of political and technological means of forming public opinion in the political process, which have a significant impact at the present time. Thus, T. Hobbes, in his work on the fight against the “poison of rebellious teachings” weakening the state, which could lead to its disintegration, called for the use of the force of law against mistakes themselves, and not against those who make mistakes. Representatives of the liberal-democratic opinion of the 17th-19th centuries advocated a different position: J.Locke, J.St.Mill, J.Milton, W.L.Montesquieu et al., Who laid the foundations of the normative-value basis for the application of political and technological means of influencing public opinion in Western countries, in which independent media and freedom of exchange of views are considered as an instrument of public control. Since

the middle of the XIX century. some aspects of the use of political and technological means of forming public opinion were considered within the framework of the Marxist concept as a form of expression and promotion of certain ideas, beliefs, political values; at the same time, the ideas of the ruling class were considered as the dominant ideas of any time.

Among the works of thinkers of the past regarding the general problems of political science, where various aspects of the use of political and technological means of forming public opinion were studied in the analysis of the relationship between society and the state, a significant place belongs to the works of M. Weber, T. Parsons and other scientists. The ideas expressed by these scientists have significantly influenced and largely determined the formation of modern ideas about the role of political and technological means in the social interaction of those that “direct” and “manage”, or, more precisely, the existing mutual exchange of various actions between them. In its primary form, theoretical models of the influence of political and technological means on the formation of public opinion were based on theoretical approaches, the founder of which is G. Lasswell. At the same time, G. Lass well used an approach that can conditionally be called "neutralist." He was primarily interested in the objective functions that are performed by political and technological means in the formation of public opinion.

In the 50s.fundamentally different concepts were developed that were oriented, on the contrary, to ideas about the active behavior of an individual under the influence of political and technological means. These theories include the “theory of satisfying needs and usefulness” developed by E. Katz and the theory of “cognitive dissonance” developed by L. Festinger. Due to the intensive distribution of television in the late 60s - early 70s. XX century significantly intensified research aimed at studying the influence of political and technological means on the course of election campaigns and electoral behavior. When conducting research, special attention was taken into account that the ability to control the behavior and mass consciousness of individuals is associated with the influence of a number of elements that are concentrated in the sphere of the unconscious. Among the most significant of them are attitudes and stereotypes that can be formed under the influence of political and technological means. A more complex and at the same time more realistic approach to the analysis of the influence of political and technological means on the formation of public opinion is the approach proposed by the French political scientist and sociologist P. Bourdieu. In the article “Power to Journalism,” P. Bourdieu demonstrates that the journalist, like the recipient, acts within the framework of a single system of images, ideas about the surrounding reality (he calls this system the Latin term “habitus”). Therefore, it is often difficult to distinguish conscious manipulation using political and technological means from simply reproducing in the media the stereotypes that exist in the mass consciousness. In other words, we can talk about the interaction and mutual influence of political and technological means of communication and mass consciousness.

Some interest in the analysis of the influence of political and technological means on political identification among the population is caused by theoretical concepts that seek to explain the mechanisms of their socializing influence on society, as well as to assess the degree of effectiveness of this influence. This scientific direction is developing in models that characterize the influence of television on the behavior of an individual. Representatives of this direction are J. Herbner, J. Comstock, etc. One of the well-known theoretical approaches to the study of the impact of political and technological means on the political behavior of individuals is the concept of “agenda-setting”, which has become popular over the past two decades. The authors of this

concept, M. McComb and D. Paes, substantiate the influence of political and technological tools used by the media on the public agenda. The nature of a transitive society does not require the mechanical borrowing of social and political management technologies developed in modern democratic society, or their adaptation to the national, cultural and historical features of our society, but the development of a specific, largely unique, system of political and social technologies. The effectiveness and results of the implementation of socio-political reforms largely depend on the solution of this theoretical and practical task.

Political technologies act as “methods for solving political problems, developing policies, implementing them, and carrying out activities. Therefore, this definition emphasizes their activity aspect. That is, political technology is a combination of methods and systems of sequential actions aimed at achieving the necessary political result. Political technologies are the most important components of the life of society. They act as a result of rationalization and optimization of the functioning of the political sphere of society to meet one or another of its needs.

In European countries, a universal technology is, for example, a direct mail, which is based on the use of reliable databases of voters. In eastern countries, more effective arrangements are made with elders, clan leaders, etc.

CONCLUSION

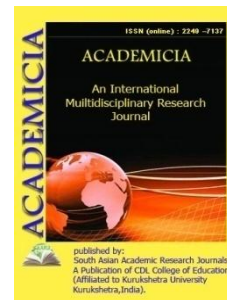
Usually the use of technology is focused on changing (transforming) the political context [5]. Most political technologies are aimed at achieving the necessary results in the struggle for power (its receipt, strengthening, expansion). In political practice, they are implemented as electoral technologies - information, propaganda, organizational and other actions aimed at ensuring victory for the subject of the electoral process. The system of selective beliefs is formed by: selective engineering; direct work with voters, advertising technologies, etc. According to the semantic load and the mechanisms of real action, political technologies are a combination of certain techniques, methods, sequential steps that ensure the achievement of a political result. For example, the organization of a political event is technology, and the demonstration, rally that took place within the framework of this event is technology. Techniques can be used in any country without significant changes, and technologies are always specific and require adaptation to local conditions.

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DOI NUMBER: **10.5958/2249-7137.2020.00154.8**

FEATURES OF SOCIO-PSYCHOLOGICAL LONELINESS IN STUDENT ENVIRONMENT

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ABSTRACT

Loneliness as an objective psychological problem does not lose its relevance to this day. Loneliness is a complex and usually unpleasant emotional response to isolation. Loneliness typically includes anxious feelings about a lack of connection or communication with other beings, both in the present and extending into the future. This article highlights the most significant factors of influence directly related to the chosen issues. The factors leading to the loneliness of student youth are grouped into blocks of a universal plan and a specific stratum value inherent in namely, students as a socio-demographic group.

KEYWORDS: *Phenomena Of Loneliness, Psychoontogenetic Features, Socialization, Students' Communication, Positive Emotion, Emotional Comfort, Emotional Discomfort.*

INTRODUCTION

Modern student youth is formed in difficult unstable crisis phenomenon of a socio-cultural, political, economic, internal and external nature, many of which directly initiate loneliness. In psychology science, studentship as an age and socio-psychological category are becoming the subject of research by Russian scientists, such as: B. G. Ananyev, M. D. Dvoryashina, L. S. Granovsky, V. T. Lisovsky, I.A.Zimnyaya, I. S. Kon that describe the mental characteristics of the student age, linking it with the period of socialization, the development of mental functions, intelligence, and the formation of personality. The development of new social roles, the need for self-realization, the determination of a life position actualize the problem of loneliness among students in studies of the beginning of the XXI century. The problem of the appearance of loneliness in the students' environment in the context of the general theory of communication is

considered by G.R.Shagivaleeva, the formation of the existential sphere of students - L.A.Petrova [9]. The concept of “transitive” introduces into science T.I.Holman, who studies the phenomenon of social loneliness of students in a transitive society from a managerial perspective. In turn, the last block consists of two clusters of phenomena leading to loneliness, and is presented in the framework of professional and non-professional areas of activity of students. The current state of the society in which youth is formed is marked by innovative realities: European countries form a single community, globalization processes develop in a context with opposing glocalization intentions; nationalist movements are expanding, confessional contradictions, accompanied by xenophobia, are deepening. At the household level, the problems associated with the cultural and even ethnic identification of a person are increasing: the number of people with dual citizenship is multiplying, the adoption of a different faith is spreading, the number of mixed marriages is growing, and difficulties in determining the place of residence of spouses and especially children in case of divorce are increasing. All this leads to the young man’s perception of himself in the multiple dimension of social stratum, which complicates his self-identification and determination of social status.

Mixing cultures, religions, loss of national traditions (family, household, language, entertainment) leads to dangerous consequences - vague self-awareness, uncertainty of ego position. The uniqueness of the XXI century, according to researchers, lies in a special stage in the development of society, called the information. Technical means allow everyone to solve everyday household, industrial, personal, leisure problems: from utility bills services, buying tickets, clothes, products, books before webinars with partners, customers and skype communication with relatives living in abroad. Internet sites, search platforms (Google, Yandex, Yahoo), social networks (Facebook, Odnoklassniki, Lincked in) as carriers and sources of information play a huge role in the modern interaction paradigm, eliminate temporary, territorial, immediate communication framework. This feature of technological communication takes the young man into a confined space, where there is no interaction, the possibility of exchange of experience, external assessment and feedback. At the same time, an uncontrolled constantly increasing information flow is felt as oppression, as a factor of stress exposure, which is exacerbated by the growing pace of life. In the conditions of Internet communications, isolation, isolation of a person from real society is growing. A paradox of the information society can be considered a combination of the universal nature of multimedia communication, the visibility of the accessibility of mass communication with the problems of alienation and loneliness of people. In online communication with a huge number of people who want to “talk”, it is difficult to find a like-minded person, a person who shares views, preferences, interests, whose emotional mood would correspond to the initiators of communication. The lack of real contact, depth and sincerity, interest, the use of a mask that defines the model of speech, etiquette, and thematic communication, gives it the character of quasi-, pseudo-communication, deepens the feeling of vacuum, isolation from real society. With seeming perfection, Internet communication is characterized by significant limitations. Online communication is not a direct interaction of people, does not have a single space, excludes tactile proximity, which gives it an inferior, surrogate character. Exclusion of joint actions, the absence of movements during Skype communication creates a closed isolated artificial environment, in contrast to the real one. As a result, “interlocutors” feel the inferiority of this kind of communication and feel discomfort and dissatisfaction. The current stage of development of society is characterized by an increase in the suggested concept of material values.

However, the underlying economic priorities consumer-organized existence, focused primarily on achieving material at the expense of social and spiritual development of a person. Commodity-money relations, intended to be a means of satisfying the utilitarian needs of a person, acquire a conceptual meaning. Economic priorities assume individual activities related to entrepreneurship, which is reflected in the new terminology: individual entrepreneurship, private enterprise, legal entity. This orients a young person to rely on their own strength, which creates the precedent of individual worldview. The existence of man was suddenly infinitely small and hermetically closed. Personality and its small world closed on itself, having lost the last hope of finding space and cosmic unity” [7].

A young person who is looking for a place in the economic system of the state with the above positions and does not yet have stable professional ties and support from social structures, especially acutely feels his precarious position. On the one hand, a market economy creates conditions for self - affirmation of the individual, on the other hand, competitive business conditions can lead to unrealized expectations in terms of social self-expression and self-determination. In any case, the introduction of new mental positions, the prevalence of monetarist ideals, and careerist aspirations lead to the replacement of previous value attitudes, that is, the weakening of social values relationships, family, friendships, kinship ties, which, in the end, increases the state of alienation, loss, loneliness. The connection between the phenomenon we are interested in and the economy is remarkable. The problem of loneliness, one of the reasons for which experts call the growth of well-being, can paradoxically have a positive impact on the development of the economy in the future. Single people, especially young people, do not tend to buy housing, they prefer renting. They are much more mobile, which has a positive impact on the labor market. In addition, they are less likely to save money and can afford unplanned expensive purchases. Singles are profitable for business. As research shows that the number of households in developed countries is declining, family people will be less interesting to marketers. We can say that the days of a full and happy family as an ideal consumer unit are numbered. A study by Jianguo Liu of the University of Michigan [8] found that a single person consumes 38% more food, 42% more packaging material, 55% more electricity, and 61% more gas compared to a family of four. Single young people have the opportunity and desire to spend money on their Hobbies, tourism and recreation, they buy expensive goods, primarily for sports and tourism purposes. A few years ago, the Chinese blogosphere came up with the idea to celebrate “11.11.” (November 11) as the day of single people, since the number eleven, according to Chinese people who strongly believe in the magic of numbers, resembles a single man and woman.

The problem of loneliness is considered among students in the main transitive areas of their social activities-educational, professional and non-professional. Students as a socio-demographic group, by age corresponds to the periods of youth (from 17-18 years to 21 years) and the beginning of youth (21-23 years) in the life of a person. This most active part of society, aimed at choosing a profession, studying, and creating a family, is motivated by the need of individuals to determine their place in the civil field of activity in public, industrial, and family life.

Higher education as a social institution is designed to provide conditions for the development of personality, generate informative-conceptual, cognitive, socio-cultural knowledge base of students, contribute to its introduction into the system of social relations within the framework of socially significant activities. Youth actualizes the modeling of value-based, morally oriented

ideals that underlie the formation of worldview, civil, life-meaning positions of the individual, aimed at integrating the individual into society, awareness of their belonging to a cultural, national, professional group community. Psychoontogenetic features of students are correlated with the stage of personalization, the assertion of self-identity, and the development of self-awareness. Self-awareness, defined as self-awareness, has a specific psychic dimension, denoted by the concept of "self-determination". In a broad sense, this term is interpreted in the totality of mental neoplasms of students, which include: the right to form their own road map of life (building a trajectory of life, including the choice of profession, work, family, preferences, etc.; integration into the spheres of public life and activity); reflection, awareness of their own identity, the evolution of worldview and self-consciousness. In addition, the socio-cultural, economic, and political processes of recent decades complicate the problems of adapting young people to new conditions, making it difficult to become a person associated with its self-realization, self-determination. Radical transformations in society at different levels: economic, political, ideological, educational, and others exacerbate the disunity of students as a social group. This may be due to subjective differences of various kinds, such as the social and material status of parents; the level of education, culture, upbringing; intellectual abilities of individuals; worldview positions. National, confessional, ceremonial, and linguistic peculiarities, cultivated by tradition, become an important factor in the aggravation of isolation in the student environment. The objective reasons for the group disunity of students include financial failure (insufficient scholarship), and social insecurity, which makes many young people of full-time education, especially from peripheral points, have to combine their studies with work, which significantly weakens inter-group interaction and increases the social heterogeneity of the student environment.

We can say that in the conditions of modern Uzbekistan, the problem of studying loneliness as a social and psychological phenomenon among students is being updated in connection with continuous transformations in all the main spheres of life support of society, including educational and leisure activities. The formation of an informative-conceptual, cognitive, socio-cultural knowledge base of students takes place in the higher education system. It is in the University as a social institution that the conditions for the development of the individual and its introduction into the system of social relations and socially significant activities are formed. The higher school provides an opportunity for students to choose an educational strategy based on a specific life situation, their own intellectual and financial capabilities, and professional interests. After four years of study, a bachelor can become financially independent by starting a professional career, or get the opportunity to enroll in a master's program of a different profile, or continue education at the third level of the initial profile. Universities as social institutions set the task of choosing a life strategy for a young person. This, on the one hand, if there is financial support from parents or special intellectual abilities, has a positive meaning for a University graduate who wants to continue their education, on the other hand, puts them in the desperate situation, forcing to adapt to the consumer needs of society, if it is impossible to realize the need specialized education. Mismatch between the expected and the actual can cause destructive emotions-the basis of loneliness.

METHODS LITERARY REVIEW

The significant area of higher school reform is changing the structure of types of training and correlating the ratio of time for classroom and independent work. Increasing the time to

individual activities - homework, independent work-occur due to the reduction of collective learning. The current stage of higher school reform is characterized by a further increase in the trend of individualism to the detriment of the unifying paradigm. Central tasks of the educational system of higher education - the formation of skills of joint creative activity of students in the educational process is currently relegated to the background in comparison with the task of developing individual abilities of the individual. The leading activity of students is educational, in which the training of specialists is carried out. It contributes to the acquisition of knowledge, skills, abilities, affects the development of mental properties of a young person, initiates the formation of personal qualities. During the first period of their stay at the University (1st-2nd years), students are focused on cognitive and intellectual activities based on understanding the significant provisions of professional and humanitarian knowledge. In the second period of training (3rd-4th years), the professional component prevails in the higher education system, aimed at forming special skills and skills necessary for the graduate for future work. Changes in education are related to the innovative functions of higher education institutions, which develop a competence-based approach. The successful activity of a young specialist in the future depends on the formation of a common professional, cultural and communicative competence within the University. The concept of "competence" includes not only knowledge, but also practical skills, social adaptation, as well as personal qualities, including such as initiative, commitment, responsibility, tolerance. Practical development of new qualities and skills - the acquisition of new knowledge, the acquisition of General cultural and professional competencies - provides intensive training methods. Interactive methods are the most effective educational forms in a rapidly changing competitive environment and constantly reforming information and educational systems. In our time, interactive forms of teaching are increasingly recognized in the teaching of bachelors and masters, while the reality of political, socio-cultural, economic life is mastered through business games and analysis of specific practical situations - the business environment. Interactive methods are updated in various forms: trainings, role-playing and business games, moderation, facilitation, and are used in all areas of education [5].

According to many researchers (I.C.Vygotsky, P. Ya. Galperin, A.N.Leontev, S. L. Rubinstein, B. M. Teplov, D. B. Elkonin), the social status that is formed throughout the learning process, and is primarily associated with the need for self-affirmation of a young person, has a determining influence on the development of personality. On the other hand, "existential vacuum", defined by the above authors as lack of spirituality, leads to a shift in the meaning of life orientations, which, in our opinion, is the socio-psychological basis of loneliness.

The social status of a student is largely determined by its activities, which are implemented at the University mainly in the educational and professional, social, less often, labor and scientific spheres. Student practice integrates all these activities. Currently, it is represented by two types: educational and industrial. At the same time, both types do not imply a group form of holding, which is designed to help overcome isolation and create conditions for mutual understanding and interaction.

Among young people, the difficult emotional experience of their unequal position in society is largely related to employment issues. Already in the last years of training, future graduates understand that they are waiting for problems with finding a job [5], the young man is afraid that his knowledge, specialty will be unclaimed, and he will not be needed by society. Thus, the problem of student loneliness in the context of educational activities is associated with the

aggravation of negative manifestations of socialization. Inclusion in the educational environment is accompanied by the processes of socio-cultural adaptation, which involves incorporation - joining a person to a new group, as well as establishing social relations communication, realization of the need to develop self-awareness, participation in joint activities in the group. However, adaptation processes are sometimes accompanied by cases of unconscious or deliberate detachment, isolation of individual individuals from the group, or, conversely, manifestations ignoring individual representatives of the group. Socialization means, on the one hand, the development of a system of social norms, values, cultural elements and the development of attitudes, value orientations, social needs on this basis, and on the other hand, the real inclusion of the individual in social life, the process of endowing people with social properties. Socialization means the process of "civilizing" the members of society. Social activity of students as communication is considered in the framework of students' development of social roles and understanding the significance of communication in the context of social and personal determinants. Various forms of human social behavior are called social roles. It is known that social roles are implemented in the system of significance communication of three levels: interpersonal interaction, due to the need to understand a close person-a friend; group interaction, due to the presence of a positive assessment of the group; the level of cultural and historical significance due to appreciation the company's position. All the main characteristics of a small group that described by V. G. Krysko, inherent in students. The study group at the University includes from 12 to 30 people. If we turn to the practice of research, then you can see arbitrary numbers that define the upper limit: 15, 20, 30 people. It should be taken into account that the educational student group objectively includes several microgroups. Young people are in high school every day and spend together from 4 to 6 hours. Thus, it can be argued that in the educational environment, the process of continuous contacts is carried out. Students have a specific common goal - to acquire specific skills and knowledge as part of their future activities. Classes in the classroom are characterized by joint activities, which, as a rule, contributes to the emergence of sympathy, friendly participation, mutual assistance and so on, which creates certain emotional connections. Interpersonal, group relations are accompanied by the processes of identification of the individual with the group-identification. A person, being inside a group, begins to share the interests, values, and norms of behavior inherent in all members of the group, thereby becoming aware of themselves as "we" and others as "they". In the group, the role of the headman is allocated, which performs an organizational function. We agree that the students' need for interpersonal interaction is met by establishing a trusting relationship with one of the subjects of their age category. The absence of an understanding subject as a factor of the objective impossibility of realizing a person's subjective need often becomes the reason the emergence of a sense of loneliness, especially in the period of formation not only the need for understanding, but also the need for self-expression and self-disclosure is actualized in the personality. The process of mutual attraction between people, based on the expression of sympathy and the establishment of friendly relations, is due to the concept of "interpersonal attraction". In this regard, it is worth recognizing that the emotional assessment of a wide range has a fairly stable nature and is one of the key factors in human relationships. At the level of group interaction, loneliness occurs as a result of an unsteady social role of the subject and the lack of insufficient manifestation of external attraction factors, which experts refer to as affiliation, reflection, emotional state, and spatial proximity. If affiliation is based on the desire to please other people, to feel like a significant person, then reflection is related to the ability of a

person to be aware of himself as a person and to perceive the assessment of other people. Ignorance of oneself, inadequate self-esteem (low or high), ignoring the opinions of other people can lead to contradictions, distortions in creating an image and prevent you from achieving recognition in the group. Other factors that cause positive emotions, ensure mutual attractiveness, create the possibility of high-quality communication in the group, which is a necessary condition for developing an experience of social interaction, the emergence of emotional well-being and psychological stability.

Young people experience loneliness especially acutely due to problems of communication in a group, which corresponds to the second level of social role realization. Due to the fact that the number of social roles in the student group is small – the headman and the student - not all students find their place or are satisfied with their position in the hierarchical structure of the community. Non-acceptance of a certain role, aggravated by social emotional, psychological, cultural differences, lack of status position, detachment from student interests - all this leads to ignoring the person from the rest of the group. In social psychology, there are different levels of group cohesion, which is determined by many criteria. Among them, the following can be called basic: the presence of a common goal and special competencies for each member of the group, social and psychological compatibility of all members of the group (diffuse group); communication activities between group members and the formed role structure (working group); team-wide and managerial competencies, responsibility and control (cohesive group) [1].

In a student group, the problem of communication becomes more acute due to a number of determinants related to the features of group-forming processes. Since study groups are formed in the areas of training, without taking into account the psychological compatibility of future classmates, the problem of communication is objectified. Some former students still recognize themselves as mentored, guided, and led students. They require considerable time to position self-esteem in the status of a student-a self-learning person. On their background there are people with a pre-prepared life position for students who accept the peculiarities of their position as belonging to a new social group. They quickly enter a new role and enjoy all the benefits of understanding their status role. The situation is aggravated by the presence of students in the group who are used to using the advantages of a leader, which suppress the desire of other, less active group members to adapt to the new social environment and prevent them from taking their place in its hierarchical structure. The polarization of spontaneously formed groups leads to the violation of favorable conditions for communication. Formally collected in one study group, students have different levels of manifestation of characterological personal characteristics: sociability, self-criticism, discipline, self-control, responsibility. This creates additional communication obstacles. To form new friendships and maintain them in the future, students must have skills of communication interaction. Communicative interaction implies the presence of tact, empathy, emotional response, demonstration of skills of dialogical communication. Communication is a part of culture and one of the conditions for the existence of culture, because culture is an artificially created sphere of life, and communication permeates all types of human activity. Communication provides the relationship of communicating (communicative function), mutual expression (information function), mutual awareness (cognitive function), experiencing relationships (emotional function), mutual manifestation, management (conative function), mutual influence, transformation (creative function). thus, communication is a complex socio-psychological phenomenon that has a set of various criteria that are not fully mastered by young

people - representatives of the student stratum. This explains the existence of objectivity of the problem of loneliness in this social community. D. Bujenthal considered communication through the prism of models of interaction of the individual with the surrounding reality. P. Berger identified five circles of social control: family and private life; social environment; professional system; morality, customs, morals; political and legal system. The political and legal sphere is the external, largest circle of the social control system. Morals, customs, and mores are the next circle of social control. Immorality, bad manners, and eccentricity can lead to isolation, exclusion from the group, and condemnation of others. The professional system is another circle of social control. It is, according to P. Berger, less wide than the first two. The field of professional activity has a number of controlling influences. The social environment is also a system of social control. The requirements set in society are very important and different. This may include the manner of dressing, speaking, political and religious beliefs, places that should and should not be visited, etc. These requirements are circles of control that demonstrate the scope of permissible actions of an individual in each specific situation. The closest circle of social control to the individual is family, friends, and relatives. Pressure in this circle of control has no formal means of compulsion. At the same time, it is also necessary to behave according to the accepted norms of behavior, since it is often in this circle of interaction that the individual has important social connections; maintaining contact; standard relations; the critical circumstances of the crisis; the intimacy. Formal communication is used in the introduction. According to D. Bujenthal, the key feature of this type of communication is the desire of a person to control their behavior and speech. Maintaining contact is a form of low-key communication. This type of interaction is inherent in communicating with people that the individual sees constantly, but on private issues. Standard communication corresponds to interaction with relatives, friends and acquaintances. The crisis level of communication corresponds to serious changes - for better or for worse. Critical communication - communication that changes a person's perception of the surrounding reality. An example of this type of interaction is a frank conversation about genuine feelings. Intimate level of communication - maximum openness, frankness and emotionality. Intimacy is expressed in the possibility of people just being silent together. Intimacy can only be mutual. Consequently, the determinants of group-forming processes affect the creation of a situation of detachment, alienation and the depth of the experience of restriction or complete rupture of communicative interaction. On the other hand, interaction at the group level prepares a student who combines academic and professional activities for the development of new social roles and thus reduces the severity of the problem of loneliness in the future.

The mechanism of socialization when entering a group, experts call identification the result of identifying the subject with the group. Identification, according to experts, frees a person from anxiety, tension, and leads to a weakening of internal conflicts. Realizing the organizational, social, and emotional significance of a group community, a person at the same time needs self-identification-self-realization, self-affirmation, which leads to a weakening of ties and is accompanied by partial, significant, or complete isolation of the individual. Thus, if identification is associated with the process of awareness of a person's group identity, then self-identification becomes a condition for the formation and development of the individual. Based on this, it can be argued that the young person is experiencing difficulties in developing the "I-position", in which it is necessary to maintain individual intentions and at the same time follow the general cultural rules, behavioral norms, and worldview established in this society.

One of the most acute manifestations of loneliness – conscious self - isolation of young people is observed in Japan. Hikikomori (disambiguation means “being in solitude”, “off”, “be eliminated”) is a Japanese term introduced by psychologist Tamaki Saito [4] to refer to young people who lead an extremely secluded, reclusive lifestyle outside of society. Breaking everything social contacts in real life due to personal and social factors, these people completely withdraw into themselves or immerse themselves in virtual reality. In Japan, hikikomori are defined as people who continuously live in isolation from family members and society in a separate room of their parents’ home for more than six months to several decades. They do not work, do not study, and are supported by relatives.

Analyzing this kind of phenomenon, we can conclude that single people often avoid social contacts themselves, exposing themselves to complete or partial isolation. They are characterized by impulsivity, excessive irritability, fear, anxiety, and a sense of frustration. They are pessimistic, have a hypertrophied sense of self - pity, expect rejection from other people, frustration, denial, annoying misfortunes, and from the future-the worst. Often lonely people are not very talkative, they behave quietly, calmly, conflict-free or silent, try to be invisible, they have a tired appearance and increased sleepiness. Emotional States that periodically affect a chronically lonely person are graded within a broad scale of experiences. Among them in the foreground - feelings of their own unattractiveness, panic fear, self-pity. Their pessimism is manifested in depression, boredom, loss of hope, stiffness, melancholy. The reaction to loneliness is often expressed in despair, longing, impatience, irritability.

Loneliness as an intention of imagination is associated with the concept of creative activity. Young people realize their desire to assert themselves by creating and demonstrating their own videos with people, animals, and objects. In the Internet environment, they try to find as many supporters and fans as possible, trying to overcome the isolation inherent in technical means. Distance allows participants of virtual creativity to free themselves, demonstrate their very limited abilities by creating a paradoxical image. The danger of spreading such "works", the irony of which is not understood by everyone, is fraught with the assertion of low-grade taste, loss of a sense of proportion, adequate aesthetic perception of the beauty of the world. A polar attitude to this kind of quasi-creativity, which leads to sharp clashes of opinions, incorrect expression of criticism or approval, can lead to the formation of opposing groups or cause rejection and universal condemnation. The global nature of the negative assessment can lead to a feeling of complete loneliness, stress, and deprivation. Nevertheless, youth is characterized by heuristic imaginative activity that initiates the creation of images, ideas, and representations of the imaginary world. J. E. Golosovker, the concept was imaginative, that is, imaginary absolut believes that what is created by imagination is affirmed as created being [3]. Therefore, the virtual communication of a person who creates his own imaginary world, history, fate, role on the principle of “self-directed”, contributes to the disclosure of his creative potential. According to N.Berdyaev, there is a transcendence in the sacrament of creativity, the closeness of human existence is broken in it [2]. Loneliness concentrates the creative potencies of a person, including the mind, will, emotions, and various levels of consciousness: the subconscious, intuition, and self - consciousness, and creates conditions for a person to transcend the empirical being and break into the second, higher, “humanized” sphere of being, called spiritual, cultural. The imaginary life created in seclusion takes on a doubly real-unreal character. Imagination appears as the reality of an imaginary being. It is established in the human consciousness as creative

energy, co-creation-its being, the result of the work of thought. Thus, creativity, which appears as an internal existential reality - the reality of the world created by man, the world of culture, is a phenomenon realized in conditions of solitude. One of the pillars of twentieth-century literature, F.Kafka wrote: "For my work, I must be fenced off from everything, not even as a hermit . but as a dead man" [6].

RESULTS

As the results we note that the young person lives in two modes of being, realized in communication and solitude: the social and solitary worlds. On the one hand, lack of communication, loneliness is often accompanied by a bad mood and painful emotional experiences. Single people whose relationships with others are limited, interrupted, or severed tend to feel unhappy. Loneliness is accompanied by destructive manifestations. Because lonely people feel psychologically isolated from others, consider themselves unable to interpersonal communication, to establish intimate relationships, such as friendship or love, they are depressed, depressed, and have a lot of emotional problems lack of communication skills. It is for this reason that such people consider themselves unattractive, boring and unnecessary. Such features are often accompanied by negative affects: frustration, dissatisfaction, aggression, anger, and sadness. At the same time, loneliness does not always equate to social isolation of the individual: you can be among people and feel your psychological isolation. The strength of the loneliness experienced is not determined by the time a person does not communicate with people, the number of contacts, or social connections. The experience of loneliness depends not so much on actual contacts and relationships, but on the idea of what they should be. Psychological problems, the consequences of social instability, financial insecurity, social and legal insecurity complicate the situation of students, for whom the age biologically set necessity is the search for a loved one, the expression of love feelings. The increasing importance of intimate attachments is associated with the psychosocial process of sexual identification, which is manifested in the development of young people's sexual social role and acceptance of this role by society. This stage of student psychontogenesis is accompanied by overcoming psychological dependence on parents, and is characterized by the authorization of socio-psychological individualization of the individual. The search for like-minded people and life partners, due to the growing need for a young person to satisfy a sense of intimacy in interaction with some people, is complicated by the lack of stability of the social status of students. Constant anxiety for the future, financial insecurity, and the extension of training time due to the need for continuous professional development of young people is the reason for a steady decrease in the number of officially concluded marriages, an increase in unequal age, social status and financial status of unions, and the postponement of first marriage to a more Mature age. This phenomenon are both a consequence and a cause of the general unfavourable demographic situation in the country. Economic and social problems, which increase significantly with the creation of a family, actualize negative trends in marriage and family relations relationships among young people. Among the economic reasons, first of all, there are financial difficulties in providing for the family while the mother is caring for the child, high housing prices, the cost of children's education, and much more. The social reasons for the denial of marriage among students are seen in the rejection of family principles of the older generation, the predominance of professional and career values over family values, and the spread of various forms of marriage. In the language of official statistics and demography, it is people who do not have a family that are

considered single: unmarried and unmarried, living out of wedlock, divorced, widows and widows, etc.

It is known that family relations in modern society they are undergoing significant changes. In our time, it is rising more often the question of whether the family remains as important a social institution as before. The main socio-cultural prerequisites for the transformation of the family as a social institution include the processes of industrialization and urbanization, which increasingly involve women in the production sphere and, consequently, in the ranks of the labor force. This fact leads to a decrease in the social role of men, which was previously dominant. Another significant reason is the “sexual revolution” - changes in the field of intimate, sexual relations between a man and a woman, accompanied by the Erasure of double standards in sexual morality, the recognition of sexual relations not only reproductive, but also recreational functions. On the basis of models of interaction with people around P.Berger and D.Bujenthal, a model of interaction between students was built. The structure of student youth relationships is proposed in the form of a model that includes six circles of communication: family, a loved one, classmates, friends outside the group, work colleagues, and strangers. Within the framework of the presented interaction model, there are so-called universal circles of communication that are vital for students, regardless of their desire to participate or not participate in the communication process: family, study group, strangers (security guard, usher, cashier, salesman, barber, etc.). During the student years, the importance of interaction at the interpersonal and group levels dominates. Most often there are problems in communicating students with classmates, with friends, with a loved one. This model allows us to reveal the concept of socio-psychological loneliness in the student environment. The main reasons that lead to feelings of loneliness in the process of interacting with classmates: inability to establish social ties, lack of desire or ability to participate in joint group activities, intergroup conflicts, that is, the group members 'awareness of themselves as “we” and of others as “we”, “they”’.

Modern youth strives to win a position among their peers by having trusting, interpersonal relationships that indicate belonging to a chosen community outside of the educational sphere. The absence of common norms and values and rules of behavior acceptable to all members of this group leads to a feeling of social and psychological loneliness. Social insecurity, material instability, lack of life experience, the development of individualism and lack of responsibility for a loved one lead to fragile, short-term relationships with a loved one. There is a lack of emotional connections, which leads to a sense of social and psychological loneliness. Relationships in the family, at work (when there is a need to implement this type of activity) and with strangers do not have a significant impact on the feeling of loneliness. Relationships in the family are usually characterized by the rejection of the authority of elders by representatives of the age group of students, the desire to show independence and establish themselves among their peers. Working students perceive relationships with colleagues as a temporary phenomenon, so they do not feel emotional attachment to them. Direct contacts with strangers or outsiders are forced and are limited to standard, civilized norms of interaction that do not affect the feeling of social and psychological loneliness. At the same time, the lack of sufficient time for mutual existence of people can lead to a feeling of loneliness.

The analysis of modern socio-psychological theories of loneliness allowed us to develop a typology of socio-psychological loneliness in the student environment.

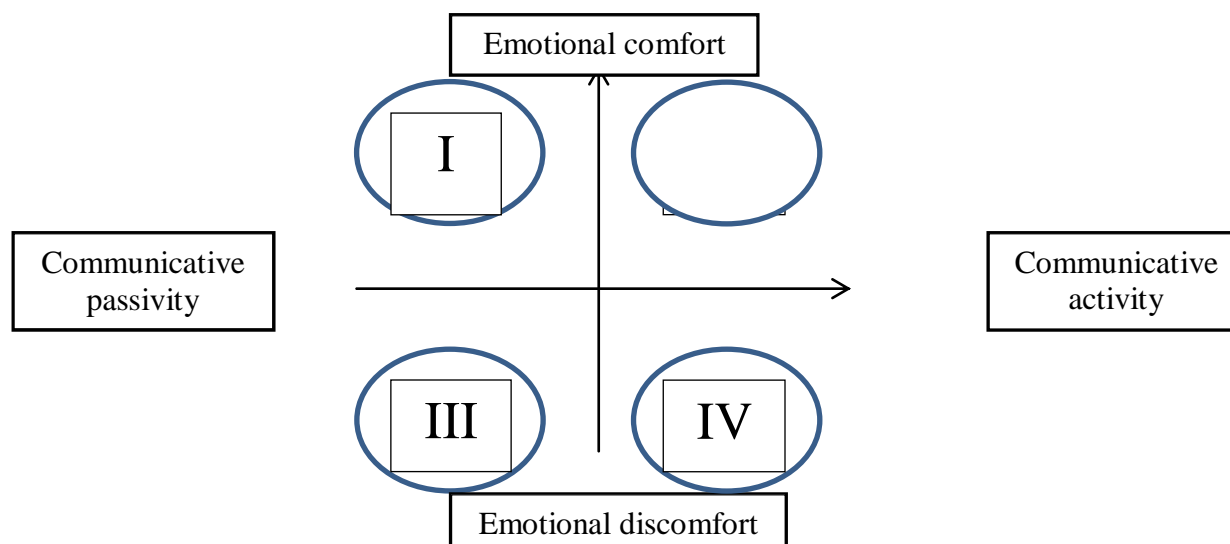


Figure 1. The types of socio-psychological loneliness

The main indicators describing the types of socio-psychological loneliness are the communicative and emotional characteristics of interpersonal perception and communication in small groups. Two vectors are identified - horizontal and vertical. Horizontal reflects communicative changes (from passivity to activity), vertical - emotional. Four fields, formed by the intersection of the two vectors correspond to the four types of loneliness. Type I-unconscious avoidance of interpersonal contact. This type of loneliness is characteristic of young people who have low self-esteem, are not confident, and have a number of phobias. II type of socio-psychological loneliness - personal development. Main reason: the increased level of reflection and self-identification, self-acceptance and a desire to be in solitude. Type III-emotional and communicative isolation. The main reasons are: disillusionment with the surrounding reality, frustration, depression, social detachment, social isolation. Type IV-emotional alienation, which manifests itself in hostility, suspicion, anger, envy, causes conflict in interpersonal relationships.

CONCLUSION

The phenomenology of socio-psychological loneliness of students is considered as a set of knowledge that determines the relationship between loneliness and young people, and can be presented as follows. We proceed from the understanding of socio-psychological loneliness as a complex phenomenon that reflects the features of interpersonal interaction in small groups and it is accompanied by positive and negative experiences in the subject of communication. The main causes of socio-psychological loneliness - the lack of emotional ties and lack of awareness by the group members themselves as “we”, and others as “they”; don’t form acceptable to all group members shared norms and values, rules of behavior; there is a shortage of time the mutual existence of people.

1. The model of interaction of students within a small group is Revealed, it includes 6 circles of communication: family, favorite person, classmates, friends outside the group, work colleagues, strangers or strangers.

2. The reasons for socio-psychological loneliness of young people are the lack of emotional connections; lack of identification-awareness of the group members of themselves as “we”, and others as “they”; lack of formation of common norms and values acceptable to all members of the group, rules of behavior; lack of sufficient time for mutual existence of people. Violation of the system of components of interpersonal communication (communicative, behavioral and emotional) in the student environment leads to the development of mediated interaction style of young people, which is perceived by them as a way to overcome social and psychological loneliness. Mediated communication is considered as the main cause of social and psychological loneliness among students.

3. The typology of socio-psychological loneliness includes four types of loneliness: unconscious avoidance of interpersonal contacts, personal development, emotional and communicative isolation, and emotional alienation.

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DOI NUMBER: **10.5958/2249-7137.2020.00109.3**

STRUGGLE OF SIKHS WITH MUGHALS UNDER BANDA SINGH BAHADUR

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ABSTRACT

Firm faith and high hope on the one hand and power of resistance and tenacity of purpose on the other, formed the main features of the Sikh character. The first three decades after Aurangzeb's death became more complicated and the Northern provinces were taking full advantage of the weakness of the imperial centre. There were local rising of the Sikhs, the Jats and the other local powers in the region. Mughal authority had become weak and the struggle was basically confined between the Mughals and the Sikhs. Banda, who had come to Punjab as the commander of the forces of the Khalsa, organized the Sikhs and built independent political system and drew principal strength from the zamindars, peasantry and lower classes. He began to plunder in Punjab with five quiver bestowed by Guru and three types of man rallied around him. He made use of both offensive and defensive tactics as circumstances demanded. Banda established his headquarter village Sheri and Khanda. After occupying Sonapat he attacked Kaithal, arrested the Mughals officials then marched towards Samana. Muazzam on his way from Deccan received the news of the Sikhs near Sarhind. Banda plundered Ghuram and Thaska. Through Shahbad he sacked Kunjpura and chose Sadhaura, and its neighbourhood as his base of his operations due to its proximity to Sirmur hills, where he could withdraw whenever the situation so demanded. Sadhaura(Qatalghari) was put to plunder and a number of its inhabitants were killed. Then a battle fought at Chhaparchiri between Wazir Khan and the Sikhs resulted in the massacre of the Mughal army with Wazir Khan and Suchanand and recovered the booty of two crores of rupees and other goods. He became the master of almost the whole of the sarkar Sarhind. A few parganas in Saharanpur sarkar also fell into their hands and made administrative arrangements for the conquered territory. Banda returned to Mukhlispur which he selected as his capital under the name of Lohgarh. On receiving the first news of Sikh

outbreak in 1710 Bahadur Shah after settling peace with the Rajput rajas, Ajit Singh and Jai Singh, he turned his attention to them. On the complaints of the inhabitants, Mughal forces were sent again and again to suppress them. On the arrival of the Emperor Bahadur Shah in Punjab Banda Bahadur put him on the defensive. But again the Sikhs barred the road between Delhi and Panipat for many months. When the Emperor reached Sadhuara, the Sikhs had fled towards south and took refuge in the hills. After few attempts Emperor Bahadur Shah sent royal orders to Hindu rajas of Garhwal and Nahan to seige him at any cost but all the efforts to crush Banda Bahadur were failed. On hearing the death of Bahadur Shah, Banda Bahadur made full use of this opportunity took the possession of the town Sadhuara and recaptured the fort of Lohgarh. And immediately after the accession Emperor issued orders to Abdus Samad and other energetic officers in March 1715 to crush the Sikhs. After eight month's struggle Banda Bahadur was captured along with his 740 followers on December 17, 1715. They were first taken to Lahore and then to Delhi in heavy chains by Zakaria Khan and Qamru-din- Khan. At Delhi, they were produced before the Emperor in a procession. The imperial orders were issued and Banda Bahadur along with the other Sikh prisoners was executed on June 9, 1716.

KEYWORDS: *Circumstances, Captured, Executed*

INTRODUCTION

Northern provinces were taking full advantage of the weakness of the imperial centre. They had been up in arms against the mughal authority. In the first three decades after Aurangzeb's death became more complicated. There were local rising of the Sikhs, the Jats and other local powers. Munim Khan the deputy governor of Punjab had raised a strong army to deal with the refractory zamindars who had become menace to the merchants and the travellers and often he had to cross the Sutlej into the territory of Sarhind sarkar of the Delhi province along with the artillery in order to wage wars against the rebels. Afterwards the Sikhs, the Afghans and the Marathas vied with each other for gaining the supremacy in the region. Mutual fighting produced conditions of utter confusion and anarchy. The Marathas aggression was fast enveloping the entire region. These discontented people ultimately pulled the internal conditions in the region. The Sikhs were also struggling for self-preservation. They were driven out of their homes because of insecure conditions of life prevailing in Punjab. Firm faith and high hope on the one hand and power of resistance and tenacity of purpose on the other, formed the main features of the Sikh character. When Mughal authority had become weak the struggle was basically confined between the Mughals and the Sikhs. Banda Singh Bahadur organized the Sikhs and built independent political system. Sikh movement under Banda Bahadur drew principal strength from the zamindars, peasantry and lower classes. Banda had come to Punjab as the commander of the forces of the Khalsa. At Nander the guru had also reclaimed, Madho Das, from the path of Vairagi to that of militant. Madho Das was formally baptized into a Khalsa of Guru under the name of Banda Singh and was commissioned to the Punjab to lead the Sikhs in a campaign of liberation. Before his departure from Deccan, Guru Gobind Singh had bestowed upon him a drum and a flag as emblems of temporal authority and five arrows from his quiver. Binod Singh, Kahan Singh, Baj Singh, Daya Singh and Ram Singh accompanied him to Punjab. The leading Sikh leaders of the Punjab, Bhai Fateh Singh, Karam Singh, Dharam Singh, Nagahia Singh, Ali Singh, and Mahi

Singh flocked round Banda along with their followers. . There were three types of men that had rallied round Banda Singh Bahadur, Sikhs, who had been with Guru Gobind Singh and always ready to fight with the spirit of devotion and self-sacrifice. The second category comprised of those who had been supplied by the persons like Ram Singh and Tilok Singh etc. the third category constituted those who had flocked to them for the sake of plunder and booty (professional robbers and dacoits and men of reckless daring). He began to plunder in Punjab and the region about Sarhind, and in course of three or four months five thousand horsemen, poney-riders or yabu, and seven to eight thousand foot soldiers joined him then number arose up to eighteen to nineteen thousand in the end 40,000 well armed men . The chaotic conditions were already prevailing in the regions of Karnal, Panipat, Gohana, Sonapat, etc. and the revolt of Banda Bahadur added much more. Nobody cared for the authority of the government. Even the officials at Delhi and Sarhind acted independently and had no co-operation among them. Then Banda diverted his attention to the east, towards Delhi. Banda first appeared at Kharkhauda, about 35 miles west of Delhi. Various zamindars supported Banda and accepted him as their leaders. At their instance, hundreds of other collected around Banda and in all directions the Sikhs were apprised of his appearance. He then reached the tract called Bangar (the aera of Jakhal, Sirsa and Hisar) and occupied the village Sheri and Khanda in the pargana Kharkhauda and established his headquarter there. In November 1709 he moved towards Sonapat with 500 followers. He easily occupied the town, looted the Mughal treasury and houses of rich Muslims and distributed the money among his men. The faujdar of Sonapat fled to Delhi. His next target was Samana. On his way at Bhuna, 10 miles from Samana he came to know that the local revenue collections was being dispatched to Delhi under the escort of a small military detachment. Banda SinghBahadur attacked the escorting party and soldiers fled away leaving the treasure behind. Banda Bahadur took the treasure into his possession and distributed it among all his followers. The Mughal Army officers posted at Kaithal which was a strong hold of Muslims and a pargana under Sarhind sarkar, receiving the news hastened to meet and punish the Sikhs. Meanwhile, the Sikhs had slipped away in the dense forest nearby. As the Mughal force approached the Sikhs, they at once attacked them and arrested the Mughal officers. Then they marched towards Samana.

Tegh Bahadur had been put to death by Sayyid Jalaludin who was a native of Saman. One week after, he marched against Wazir Khan (faujdar of Sarhind). Ghuram(16 miles to the south of Patiala)was the first place to offer some resistance to Banda Bahadu. After plundering the place he annexed to the territories of Bhai Fateh Singh. Moving further he plundered Thaska and none could dare to oppose Banda's forces. Sarai like fortress could offer only little resistance. Then he attacked Shahbad a place inhabited by the Shaikhs, the Mughals, and the Sayyids etc., also the halting place of carvans running between Delhi to Lahore. Then he moved to Kunjpura, the original residence of Wazir Khan of Sarhind and sacked it. The inhabitants of Mustafabad were much alarmed and after Banda's victory a number of local men joined him. After plundering Kapuri, 4 miles from Sadhaura he moved and chose Sadhaura, and its neighbourhood as his base of his operations due to its proximity to Sirmur hills, where he could withdraw whenever the situation so demanded. Sadhaura was put to plunder and a number of its inhabitants were killed, that place, up to this day, is called Qatalghari. Meanwhile other Sikh forces were busy in fighting with Sher Muhammad Khan and Khizr Khan at Ropar and Malerkotla. Afghans were defeated and took to their heels. Both the Sikh forces met between Kharar and Banur. On their way to Sarhind they occupied both these places. Banda Bahadur had already instructed his leading

commanders Baj Singh and Fateh Singh to capture Wazir Khan and not to allow him to escape alive. On the other hand, Wazir Khan was concentrating on every possible measure for protection. The zamindars of Ambala, Kharkhauda and Karnal were helping the Mughals against the Sikhs. The Jats of Haryana and western Uttar Pradesh region did not make a common cause with the Sikhs. Wazir Khan advanced towards Sikhs with a large force of 20,000. Both the forces met at Chhaparchiri on May 22, 1710 between Alwan Sarai and Banur, 10 miles of north east of Sarhind. Wazir Khan was killed and the battle ended with the complete rout and the massacre of the Mughal army. Sucha Nand, revenue officer of Wazir Khan (advisor in taking the lives of Guru's Sons) was put to death. On May 24, 1710 Banda Bahadur entered the town Sarhind and recovered the booty of two crores of rupees and other goods, belonged to Wazir Khan, Sucha Nand and others. Their further march was southwards from Thanesar opposed by Sardar Khan, a Muslim Rajput. Banda Singh like a strewn general became the master of almost the whole of the sarkar Sarhind and every mosque in the town was pulled down by the Sikhs. A few parganas in Saharanpur Sarkar also fell into their hands. The region under his control was Samana, Sunam, Mustafabad, Kaithal, Ghurham, Buria, Sadhaura, Chhat, Ambala, Shahbad, Thanesar, Pael, Ropar, Phalwalpur, Machhiwara, Ludhiana and all the parganas in the north of Sarhind sarkar between the Sutlej and the Yamuna, fell into the possession of the Sikhs.

After occupying Sarhind, and a few parganas in Saharanpur Banda Bahadur made administrative arrangements for the conquered territory. The Muslim officials of 28 parganas were replaced by the Hindu or the Sikh officials. Coins were struck in Guru's name and the zamindari system was abolished. After that Banda returned to Mukhlispur, a small hill fort, seven or eight kos from Sadhaura, which he selected as his capital under the name of Lohgarh.

By the time the Sikhs had crossed the Yamuna and entered Saharanpur the faujdar Hamid Khan Kanauji had fled towards Delhi. After the possession of few parganas in Saharanpur sarkar they surrounded the two large villages, 4 or 5 miles to Jalalabad. Ghulam Muhammad Khan and Hizbar Khan with a strong force were sent by Jalal Khan, former faujdar of Jalalabad to relieve the villages. They were also reinforced by 4 to 5 hundred villagers, armed with match locks, bows, etc. in the struggle. A number of Muslims with Hizbar Khan lost their lives but in the end the Sikhs were repulsed by Jalal Khan and they had to withdraw from Jalalabad.

The first news of the Sikh outbreak was brought to Bahadur Shah on May 30, 1710, when he was approaching Ajmer on his return march from the Deccan. He Settled peace terms with the Rajput rajas, Ajit Singh of Jodhpur and Jai Singh of Amber, the emperor now turned his attention to the new trouble. Some differences arose between the wazir, Munim Khan and the Emeror. The Emeror wanted to make a rapid march, however, the wazir thought it against the Emperor's dignity. On the complaints of the inhabitants of Sarhind and Thanesar, along with the Pirzadas of Sarhind and Sadhaura, urgent orders were sent to Nizam-ul-Mulk, Khan Dauran, Muhammad Amin Khan Chin, Khan Jahan and Sayyid Abdullah Khan Barha, calling on them to march without delay and to join Asad Khan subahdar of Delhi and wakil-i-mutlaq in his march against the Sikhs. Meanwhile the royal camp moved on via Rupnagar, Sambhar, Rasulpur, Pragpur and Narnaul, the capital Delhi, being passed on the right hand at a considerable distance. On August 10, 1710 a force was sent in advance under the command of Firoz Khan Mewati, Sultan Quali Khan, Shakir Khan and others. Muhammad Amin Khan with his son Qamurdin Khan arrived at the same time from Moradabad. Another force under Saiyyid Wajih-ud-din Khan Barha was sent after few days. In order to prevent the desertion, a proclamation was made on August 25, 1710

that no man could visit to Delhi without the permission or any person's family come out to the camp to see him and Hindu employed in the imperial offices to shave off their beards. On August 28, 1710 Khan Dauran also reached the camp. When the emperor was at Pataudi, Saif-ud-din Ali Khan, Nazm-ud-din Ali Khan, Siraj-ud-din Ali Khan came from their respective places of posting across the Yamuna and joined the imperial army. Churaman Jat also joined them near Delhi. The imperial army reached Sonapat on October 25, 1710. The arrival of the Emperor Bahadur Shah with an over whelming force in the Punjab in October 1710, however, put Banda Bahadur on the defensive. Meanwhile on October 20, 1710 the news about the defeat of the Sikhs by Firoz Khan Mewati between Indri and Karnal reached the royal camp. Again on October 26, 1710 it was reported that Shamsuddin Khan had routed the Sikhs. As a reward he got the faujdari of Sarhind and six robs of honour. The next stages of the march of the imperial army were sarai Sambalkha, Panipat and Karnal. At Karnal the news of the defeat of the Sikhs at the hands of Firoz Khan at Thanesar was again received. In the meanwhile the Sikhs leaving Lahore returned to the town and villages of Sadhaura and Karnal. The road between Delhi and Panipat had been barred for many months by the Sikhs. Bayazid Khan an Afghan of Qasur and faujdar of Jammu hill were on their march to Delhi and at Panipat they were stopped by the Sikhs, Bayazid, Umar Khan and Shams-ud-din encountered the Sikhs and drove them towards Sarhind. Then Muhammad Amin Khan was directed to march ahead and take measures for the reduction and occupation of Sarhind.

Leaving Thanesar on November 25, 1710 the Emperor reached Sadhuara via Shahbad, 36 miles north-east of Thanesar. But The Sikhs had fled towards south and taken refuge in the hills. Banda Bahadur had already chosen Sadhaura and its neighbourhood as the base of his operation due to its proximity with the Sirmur hills, so that he could withdraw whenever the situation demanded so. On December 4, 1710 Rustam Dil Khan escorted by Munim Khan, the wazir and his son Mahabat Khan, was directed for encampment. They were reinforced by prince Rafi-us-Shan and his bakshi Afzal Khan. When Rustam Dil Khan moved about three miles from the camp, the Sikhs attacked on his forces but soon additional imperial troops arrived there and as a result many Sikhs were killed and before night-fall they fled away to the hills. Many soldiers of the Mughals were killed. Feroz Khan Mewati was also killed and his son was wounded. The Emperor reached with the rest of the army on the bank of the Som River on December 9, 1710. The next day Rafi-us-Shan with imperial troops moved towards the foot of the hills and with all his force they came upon the Sikh entrenchment. A severe struggle ensued. The Sikhs gave a stout resistance from their strong hold of Lohgarh like Sadhaura. Banda Singh Bahadur acted in a skillful manner. But in the end he preferred to take shelter in the hills nearby. After that he made use of both offensive and defensive tactics as circumstances demanded. Soon after his flight from Lohgarh, he took an offensive action against the local chiefs. Emperor Bahadur Shah was left distracted at Banda's escape and soon royal orders were sent to Hindu rajas of Garhwal and Nahan to seige him at any cost. But all the efforts to crush Banda Singh Bahadur were failed.

The Emperor Bahadur Shah died in February, 1712. Knowing about the Emperor's death, Muhammad Amin Khan left the region undefended returned to the imperial camp to take part in the ensuing war of succession. On the other hand, Banda Singh Bahadur made full use of this opportunity and once more took the possession of the town Sadhuara and recaptured the fort of Lohgarh also. He remained undisturbed here for about two months. And then after the accession of Jahandar Shah's, Muhmammad Amin Khan was again sent back to deal with the Sikhs. Zain-

ud-din Ahmad Khan, faujdar of Chakla Sarhind, was ordered to join him with his forces. In the end of December 1712 Muhammad Amin Khan was recalled by Jahandar Shah to Delhi. Banda once again came down into the plains. But immediately after the accession, the new Emperor Farukhsiyar despatched two energetic officers Abdus Samad and his son Zakaria Khan to destroy the Sikhs. They had strengthened their position after their arrival at Sadhaura in October 1713. At that time Bayazid was faujdar of Sarhind and Banda Bahadur was at Lohgarh. To crush the Sikh forces Sadhaura was besieged on all sides by Abdus Samad and Zain-ud-din with the help of the Mughal soldiers and the local militia. Banda Singh Bahadur sent some three or four contingents of his soldiers from Lohgarh for the surprise attack. The Mughals, however, repulsed the Sikhs and Abdus Samad and Zain-ud-din followed them to Lohgarh. Meanwhile, the Sikhs had evacuated the fort and fled away to the hills. Banda Singh Bahadur once again escaped from Lohgarh.

The Sikhs again raised their heads near Ropar. Abdus Samad, subahdar of Kashmir and his son Zakaria Khan were ordered to launch an attack on them. Khawaja Mukarram the deputy of Zain-ud-din defended the town with his small force. The reports of Sikh ravages caused a great alarm at the imperial court and Zain-ud-din was replaced by Khidmat Talab Khan as the faujdar of Sarhind. On March 20, 1715 orders were issued to Abdus Samad and other nobles, the son of Muhammad Amin Khan Zami- ud-din Khan, Afrasyab Khan the third bakhshi, Muzaffar Khan, raja Udait Singh Bundela and raja Gopal Singh Bhaduriya etc. to crush the Sikhs. After eight month's grim struggle, Banda Bahadur was captured alongwith his 740 followers on December 17, 1715. They were first taken to Lahore and then to Delhi in heavy chains by Zakaria Khan and Qamru-din- Khan. At Delhi, they were produced before the Emperor in. At Delhi, they were produced before the Emperor in a procession. The imperial orders were issued and Banda Bahadur along with the other Sikh prisoners was executed on June 9, 1716.

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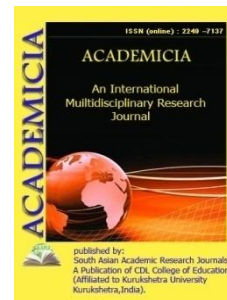
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DOI NUMBER: **10.5958/2249-7137.2020.00117.2**

ANALYSIS OF PARAMILITARY COMPOUNDS RELATED TO THE HOMELAND CONCEPT IN ENGLISH AND UZBEK

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ABSTRACT

Homeland concepts to teach in English are traditionally divided into radio, television, newspaper and the Internet texts. Since media didactics is the part of general didactics, media texts can be one of the teaching aids of foreign language teaching within the courses "Integrated skills", "Listening and speaking", "Reading and writing", which aim at developing students' language, speech, socio cultural and multicultural competences of a foreign language acquisition within a specific topic.

KEYWORDS: *Concept, Skills, Competences, Didactics, Vocabulary, Speech, Critical Understanding Knowledge, Information.*

INTRODUCTION

Homeland concept, namely media texts, make educational process innovative and informative and will contribute to the formation of future specialists' foreign language communicative competence and their media literacy as well. The purpose of my papers to focus on the theoretical and practical aspects of the use of media texts in the process of formation of future teachers' and translators' foreign language communicative competence. Foreign language communicative competence includes linguistic competence (competence in listening, speaking, reading and writing), language (phonetic, lexical and grammar knowledge), socio cultural competence (cross-cultural and lingua-cultural competence) and multicultural competence. Therefore, to achieve the goals of media education and teaching a foreign language media texts should be implemented into the educational process.

MATERIAL AND METHOD

Paramilitary compound text is the text of any media type or genre such as printed texts in the press, photos, audiovisual productions in cinema, on TV or their scenes, messages on radio, advertisements, labels of any product, text messages (SMS), multimedia messages (MMS), web pages, blogs, virtual photo albums etc. Topics and content of modern media texts are diverse. Media texts are designed for mass audience and this is the specific feature of them. Media texts have universal features: word, sound, visualization (film shots, photos, video plots). Media texts are traditionally divided into radio, television, newspaper and the Internet texts. Since media didactics is the part of general didactics, media texts can be one of the teaching aids of foreign language teaching within the courses "Integrated skills", "Listening and speaking", "Reading and writing", which aim at developing students' language, speech, socio cultural and multicultural competences of a foreign language acquisition within a specific topic.

RESULT AND DISCUSSION

Teaching future linguists a foreign language should ensure implementation of practical, educational, vocational, developmental objectives.

To achieve objectives of the class lecturers should realize what material according to the curriculum must be presented; what teaching aids, in particular media texts, should be used to arrange the activity in the class; what learning form is the best to achieve the objectives. It is obvious that the choice of professionally directed media texts will provide students' future professional development as well. The tasks may be of different nature according to the various topics of classes. Here are some examples of tasks on the topic "Theatre and Cinema".

Example I.

Subtopic: Invitation to the theatre

Objectives: to teach to understand and analyze the content of a billboard, to introduce new vocabulary on the subtopic, to develop dialogue speech skills

Media aid: theatrical billboards

Procedure:

1. Ask your students to complete the sentence Theatre is ...
2. Show a billboard you had or found in the Internet to your students and introduce new vocabulary on the subtopic (billboard, performance, to be in, to be on, to book tickets beforehand, a director, the House is sold out, to be a success). one of the main means of verbalizing cultural concepts including notional, emotive and evaluative components; a fragment of the conceptual world picture expressing certain knowledge structures; a cultural model manifesting elements of universal and national culture.
3. Ask your students questions to check if they remember the expressions.

What performance is on?

When is it on?

When does the performance start?

Who is in?

Who is the director of the performance?

Do you need to book tickets beforehand? Why will you book tickets beforehand?

3. Pair the students and ask them to discuss the same questions to practice the vocabulary.
4. Ask the students to look at another billboard and analyze its content to identify the key information and predict the plot of the play using the new vocabulary.
5. Encourage students to ask you questions on the content of the billboard to get the information about the venue for the performance, the date the play is on, the time the performance starts, the actors' names who are in, the director's name of the play etc.
6. Pair students and ask them to discuss the above information to make up a dialogue in which they invite their friend to the theatre and provide him / her with necessary information about the play.
7. Change the students' working pairs and supply them with one more billboard with the aim of practicing the vocabulary and dialogue speech. Give them the task to search for details about the performance, interest the friend in the show and suggest him / her going to attend it.
8. Get feedback from the students.
9. For the home assignment ask the students to find a billboard of the play in the Internet according to their interests and prepare a piece of information about the performance using the content of the billboard, be ready to get the information about the plays their friends want to see. It has become obvious that the use of media texts as a teaching aid of formation of students foreign language communicative competence in the foreign language classes is not only the requirement of the contemporary time, but also the effective component of educational process.

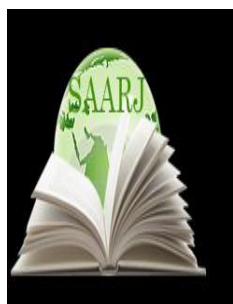
CONCLUSION

It should be stressed that a literary text is the main source of cultural knowledge and information; it is imbued with multiple cultural codes of a certain nation, its mentality, lifestyle, traditions, etc.; and it is one of the most essential means of studying culture. Systematic work with media texts contributes to the development of professional and media competent specialists. Media aims at developing both critical understanding and active participation. It enables young people to interpret and make informed judgments as consumers of media; but it also enables them to become producers of media, and thereby to become more powerful participants in society.

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DOI NUMBER: **10.5958/2249-7137.2020.00118.4**

PRINCIPLES OF UNDERSTANDING A POSITIVE LANGUAGE IN TRANSLATION (IN ACT OF THE AGATA KRISTI WORKS)

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ABSTRACT

The following article provides a brief overview of how to make translations easier for readers. At the time of the Renaissance, many sophisticated translators are now fully understanding the author's language and translating international concepts into national ones. The process of finding an alternative in Uzbek for translators is not the same. It is very different from what another translator did before. It is impossible to convey the news in a second language to a reader, without comment or comment.

KEYWORDS: *Translations, Interpretation, Education, Competence, Publish Vocabulary, Language, International Concepts, Culture, Publishing House, Illumination.*

INTRODUCTION

Let us start with our translation of the translation itself, or rather its English translation. We know that there are two versions of English translation. The first is translation. The other is "interpretation." "Translation" means translation of written text, "interpretation" is the translation of oral speech or speech [1]. In Uzbek, we call these both "translation." But it seems to me that the translation of news covers both processes. That is, the translator who translates the news in another language must not only translate it vertically, but also to interpret, interpret and explain the meaning. This is because the news is also a stable, written text and at the same time a live broadcast or translation on a television program.

This is the difference between news translation and translation of other texts. It is noted that the introduction of the continuous education of foreign languages, as well as the approval of the curricula and programs of the higher educational institutions, which envisages its continuity at all levels of education [2]

MATERIALS AND METHODS

In this sense, the work of an amateur translator of news from another language is fundamentally different from that of a qualified interpreter. Combining his writing skills with his writing skills, Izzat Akhmedov enriched the world culture with his best translations. He published the famous detective queen Agatha Christie's "Secret of the Nile Quince" Detective "The Ten Negro Children" from Russian to Uzbek. [3] It is impossible to convey news in a second language to an audience without comment and comment. It is particularly difficult to convey to the Uzbek hearer and reader, who have long been distant from the original, who have come to understand the world's processes through a third language, Russian.

But it does not have a letter in its written form. These rules can vary from language to language, from listener to listener, and even from page to page. Not only the words, the tone and the emphasis here, but also the context, the history of the news, and the future events - all are equally important.

As an example: Express to Istanbul has the phrase "I'm not a God" in English. It is translated as "I do not claim to be a prophet". There are cases when the words "God and the Prophet" are translated from English into Uzbek. But is this phrase understandable for an ordinary person, a farmer or a housewife who is listening to the news in a remote area of Uzbekistan? I don't think so. Here it is almost impossible to fully convey the news to the Uzbek listener without explaining that the meaning of the phrase is "simple, impossible". However, the words or language that are quietly substituted in the dictionaries are different, and the other language-specific words are different.

While such expressions have been used narrowly in the past, today's global and information technology is reaching a wider audience in a rapidly evolving world. Or the word "competence" that has come into circulation because of pedagogical growth in the world. This phrase, known to a small number of translators until recently, is well understood by many readers today. In the context of rapid changes, it is difficult to translate this phrase into Uzbek, which also means that translators can use the technology to provide practical and practical training. In some Eastern European countries it is accepted as it is, in the form of "campus". However, this phrase, whose vocabulary is "capability, talent, skill," has not yet been translated into Uzbek. Without a full understanding of the meaning and stylistic function in the original expression, it can lead to inaccuracies in translation. Many of the narrations make the translation difficult.

CONCLUSION

This example highlights another aspect of news translation. In other words, it is a matter of the direct connection of the Uzbek news language with the realities in Uzbekistan. Perhaps, in Uzbekistan, if the country's education system was right about campaigning, this phrase would have already been understood by an Uzbek audience. Or, if political processes were not in one place but in constant development, it would have been much easier for the Uzbek listener and reader to explain and convey many words and phrases about world politics, economics, and diplomacy. The process of finding an alternative in Uzbek is not the same in translation. The pedagogical and methodological methods of presentation of translation materials include the choice of competence methods of expressing the language of instruction, preparing readers for new knowledge, speech techniques. Can the language also be fair or impartial? There are many questions. After all, it is given to us as it is, and whether we like it or not, this is our language!

The supporters say that as soon as it sounds in Uzbek, it will become part of the Uzbek language, even if it is symbolic. In this sense, it is important for us that the fans who listen and watch us, the readers of our web-site, the students of our institute, as well as the Uzbek intelligentsia, think and think about it.

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DOI NUMBER: **10.5958/2249-7137.2020.00119.6**

HANDOUT MATERIALS AND ITS SIGNIFICANCE IN TEACHING

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ABSTRACT

We live in the century of information technology, so modern technology provides teachers with access to tools that enable professional results in handout materials production. In fact, computers offer unprecedented means for publishing high quality teaching materials. In addition to, it is consequential for teachers to explain their own materials and tasks. Modern teaching methodology increasingly emphasizes the importance of identifying and teaching to the individual needs of learners.

KEYWORDS: Textbooks, Pictures, Method, Subject, Authentic Materials, Topic, Develop, Teacher.

INTRODUCTION

Teaching materials form a significant part of most English teaching programs. From textbooks, videotapes and pictures to the Internet, teachers rely heavily on a diverse range of materials to support their teaching and their students learning. The effective result of teaching mostly depends on the correctly chosen methods and materials. Most teachers spend considerable time finding, selecting, evaluating, adapting and making materials to use in their teaching. There can be several advantages of designing materials for their teaching. It is clear that, designing materials or tasks is not usually easy to do. As a teacher or designer of the materials, we should take into consideration some factors to design and develop materials.

MATERIAL AND METHOD

Our institute is specialized for preparation teachers at secondary schools. All methodology courses aim to give information about teaching cases at secondary schools. I teach the how to get Foreign Language teacher for 3rd year students in our institute. So the main content of this Module is to teach students how to prepare and handouts their own material in teaching English. When we have this subject, students will became more engaged in each task I give them after

understanding the requirements and factors to design materials. I think personal confidence and competence are factors that will determine an individual teacher's willingness to embark on materials development. This will be influenced by teacher's level of teaching experience. As well as his perceived creativity or artistic skills, overall understanding of the principles of drawing picture and production are vital in designing papers and tasks. In reality, most teachers undertake

materials design to modify, adapt or supplement a course book, rather than starting from scratch, and this is probably the most realistic option for most teachers.

Decisions available to teachers include the following:

- a) Add activities to those already suggested;
- b) Leave out activities that do not meet your learners' needs;
- c) Replace or adapt activities or materials:
 - Supplementary materials from other commercial texts;
 - Authentic materials;
 - Teacher-created supplementary materials.
- d) Change the organizational structure of the activities: pairs to small groups, small groups to whole class work.

We live in the century of information technology, so modern technology provides teachers with access to tools that enable professional results in materials production. In fact, computers offer unprecedented means for publishing high quality teaching materials. In addition to, it is consequential for teachers to design their own materials and tasks. Modern teaching methodology increasingly emphasizes the importance of identifying and teaching to the individual needs of learners.

RESULT AND DISCUSSION

During my sessions, I introduce guidelines for designing materials to my students. According to guideline, teacher designed materials can be responsive to the heterogeneity inherent in the classroom. Rendering to the guidelines discussed in the process of teaching, they create their own materials. They begin from small portion of tasks to more ones that are extensive. The tasks and activities should be built on each other to create a coherent progression of skills, concepts and language items. The guidelines that follow may act as a useful framework for teachers as they navigate the range of factors and variables to develop materials for their own teaching situations.

When I give the task to my students, I tell them to design material/task taking into consideration the following requirements of designing materials:

- Syllabus;
- Topic/theme;
- Cultural background of learners;
- Learners' age range;
- Learners' interest;
- Function of material/task in learning process;

As we know, English language teaching materials must be contextualized to the curriculum they are intended to address. It is essential during the design stages that the objectives of the curriculum, syllabus, or scheme within the designer's institution are kept to the fore. Materials should also be contextualized to the experiences, realities and first languages of the learners. Materials should link explicitly to what the learners already know, to their first languages and cultures, and very importantly, should alert learners' significant cultural difference. In addition, materials should be contextualized to topics and themes that provide meaningful, purposeful uses for the target language. When students start to design their materials or tasks, they will find difficulty in choice of the topic and relevant material/task to design. They say it becomes easier after choosing the topic for material design. Then they design materials, tasks for language sub skills and skills. They supply their materials with necessary visuals and supplementary materials.

Finally it becomes a unit can be used in teaching this or that topic. As future teachers, they know how to adapt, to evaluate, to develop their own materials in teaching foreign languages. When they finish designing their materials, they will present it to their group mates. They give feedback each other and improve their material according to feedback given by students. In designing and developing their own materials, we can see improvement of students' creativity and innovativeness. These materials increase learners' motivation levels. Moreover, these materials add to diversity and changes to teaching and learning process. From my experience I can tell that usage of carefully designed, thoroughly thought out material leads to great achievements in teaching. In addition, teacher-prepared materials deliver the chance to select texts and activities at exactly the right level for precise learners, to confirm appropriate challenge and levels of success. In the end, teachers as material designers must weigh up the assistances and charges of designing their own teaching materials and make their own decision as to whether it is worth the time and effort.

CONCLUSION

I want to quote from Harmer: "The good DIY (do-it-yourself) teacher, with time on his or her hands, with unlimited resources, and the confidence to marshal those resources into a clear and coherent language program, is probably about as good as it gets for the average language learner".

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DOI NUMBER: **10.5958/2249-7137.2020.00120.2**

DIFFERENCES AND SIMILARITIES OF ROOT AND DERIVATIONAL FORMS OF ANTONYMIC ADJECTIVES IN TWO LANGUAGES

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ABSTRACT

In this paper it is discussed and highlighted some structural and functional patterns, multiaspectness and usage of antonyms in morphological structure of words and according to their root and derivational forms antonymic adjectives were analyzed in two languages, namely in English and Russian.

KEYWORDS: *Antonym, Root, Derivational Forms, Definition, Origin Of Words,*

INTRODUCTION

According to morphological structure of antonyms, antonyms may be classified into Root Antonyms: to love - to hate, long - short, day - night; and Derivational Antonyms (having the same roots but different derivational affixes): regular – irregular, fruitful – fruitless. And also in Russian language the antonyms are classified into two groups: Root Antonyms and Derivational Antonyms. We will take into consideration and analyze the following examples:

Real– Unreal [2, 663]:

real– a) here the lexeme real means actually existing or happening; not imaginary, not fake, false or artificial. Real, actual, true, and their derivative nouns reality, actuality, truth are often interchangeable in general, as distinct from technical philosophical or critical, language without marked loss when they mean correspondent to or what is correspondent to all the facts known and knowable; thus, one may say the real, or the actual, or the true state of affairs in the foregoing sense without evident and inherent difference in meaning. The terms are also often used interchangeably, but with distinct loss in clearness and precision, when their common implication is merely that of having or constituting substantial objective existence. **Real**, in this

more inclusive sense, implies genuineness, or correspondence between what the thing appears or pretends to be and what it is <this is a real diamond><the British sovereign has little real power><he has a real interest in art><to know the difference between real and sham enjoyment– Shaw>**Actual** emphasizes occurrence or manifest existence often in contrast with possible or theoretical or expected occurrence or existence; it is applied to what has emerged into the sphere of action or fact and is inapplicable to abstractions <actual events><give me an actual instance of the workings of this law><the actual tests of the new airplane are yet to be made><sculpture and painting are not ... capable of actual movement, but they suggest movement– Binyon><I'm no judge of the feelings of actual or prospective parents– Rose Macaulay><the possible way– I am far from asserting it was the actual way– in which our legendary Socrates arose– Ellis>**True** implies conformity either to what is real or to what is actual. If the former is intended, the term presupposes a standard, a pattern, a model, a technical definition, or a type by which what is true is determined <a true Christian><the ladybug is not a true bug, but a beetle><the whale is not a true fish, but a mammal><in the seventh and eighth centuries there were no true kings of England– Malone><the true refinement ... that in art ... comes only from strength– Wilde>When true stresses conformity to what is actual, it presupposes the test of correspondence to what exists in nature or to all the facts known and knowable <true sidereal time><run true to type><a true story><the true version of a story><fiction is truer than history, because it goes beyond the evidence – Forster>; b) origin: Middle English, real relating to things (in law), from Anglo–French, from Medieval Latin real is relating to things (in law), from Late Latin, real from Latin res thing, fact; akin to Sanskrit rayi property; c) first use: 14th century; d) antonyms: bogus, fake, unreal.

unreal –a) not real, artificial or fake; b) first use: 1605; c) antonyms: real, realistic; d) in literature:

What is truly real, darkness or light?

Is it void or space, real in essence?

How timeless and time compare as real?

What is real ignorance or knowledge?

What counts as real, unreal or real?

Who how fathered the real dimensions

In inviolable unreal pervading everything?

Reality that transcends unreal nothingness

And darkness, void, timeless, ignorance-

Fathered dimensions and lighted creations.

[Real and Unreal by Praveen Kumar]

Реальный – Нереальный [3, 271]:

реальный –a) действительно существующий, не воображаемый; b) осуществимый, отвечающий действительности. [4, 548]

нереальный – а) не соответствующий реальному положению, невыполнимый [4, 331]; б) Жить в реальном мире – жить в нереальном мире; с) Тихий океан всегда казался мне каким-то далеким и почти нереальным [Чаковский, «У нас уже утро»], Реальный мир являл моим глазам [А. К. Толстой, «Портрет»], Реальный нереальный старик! [Погодин, «Сотворение мира»]

The comparison of two words real and unreal and these variants in Russian реальный and нереальный have similarity in forming. We can say to create opposition to this word was with the help of adding the prefix un-. In Russian it was with the help of prefix не-. By the definition they are similar to each other, their meanings are equal while comparing in the contexts.

MATERIALS AND METHODS

Quiet – Unquiet [2, 658]:

quiet – а) quiet- not talking; making a very little noise; tending not to talk very much; б) origin: Middle English, from Middle French quiete, from Latin quietus, from past participle of quiescere; с) first use: 14th century; d) antonyms: loud, noise, romping, rowdy, clamorous, unquiet.

unquiet – а) unquiet- not peaceful and calm; б) first use: 15th century; с) antonyms: calm, cool, easy, relaxed, quiet; d) in literature: [...Over these quiet and unquiet revolutions hovered the mass reality of death and bereavement. People were immersed in the paradox that something as terrible as a war that killed millions could also be a unique cultural moment offering up new possibilities for personal transformation and social change.] A Critical Woman: Barbara Wootton, Social Science and Public Policy in the Twentieth Century by Ann Oakley, Bloomsbury; Chapter 5. Cambridge Distinctions.

Спокойный – Беспокойный [3, 299]:

спокойный – а) находящийся в состоянии покоя, малоподвижный или неподвижный: Море спокойно; б) исполненный спокойствия, лишённый тревог, забот: Спокойная улыбка. Спокойная совесть; с) ведущий себя тихо, не беспокоящий, не раздражающий: Спокойный ребёнок. [4, 618]

беспокойный – а) испытывающий волнение, склонный к нему, лишённый покоя: Беспокойный человек; б) причиняющий неудобства, заботы, лишаящий покоя: Беспокойная служба; с) лишённый спокойствия, тревожный: Беспокойное состояние. [4, 40] «Она любила его спокойный, ласковый и гостеприимный тон в деревне. В городе же он постоянно казался беспокоен и настороже, как будто боясь, чтобы кто-нибудь не обидел его и, главное, её». (Л.Н. Толстой, «Анна Каренина»)

The word quiet used to describe the situation and not the feeling of a person, if we want to say about personal condition we will use another word instead of it like calm. But in Russian the word спокойный used to describe both personal condition or feeling and the situation. According to describing of situation these words are similar to each other. Due to the meaning in a context we should say that these words are similar by translation. The forming of opposite was with the help of the prefix un- and in Russian не-.

Friendly – Unfriendly [2, 362]:

friendly—a) acting like a friend; kind and helpful; having or showing the feelings that friends have for each other; showing support or approval; b) first use: before 12th century; c) antonyms: antagonistic, hostile, unfriendly.

Unfriendly—a) not kind or helpful; not showing kind or friendly feelings; harmful or unpleasant; b) first use: 15th century; c) antonyms: cordial, genial, happy, friendly; d) in literature: Science has confirmed the importance of behavior in identity. Our identities, who we are, are defined partly by our actions, so we can examine how actions inform recognition of personal identity. In one experiment, dogs showed that they have difficulty distinguishing friendly and unfriendly strangers: those demonstrating different identities. (Inside of a Dog: What dogs see, smell and know by Alexandra Horowitz, 2010)

Дружественный – Враждебный, дружественные отношения – враждебные отношения [3, 116]:

дружественный – а) дружелюбный, дружеский: Дружественный тон; б) взаимно благожелательный (преим. о государствах и отношениях между ними): Дружественные нации[4, 147].

враждебный – а) крайне неприязненный, полный вражды, ненависти: Враждебные отношения; б) вражеский, неприятельский: Враждебные стороны [4, 84]; c) for instance: “Тёмный зимний город был и дружителен Благовидову с его молодым спутником: они же его завоёвывали, они устанавливали в нём свою, народную власть; но он был и остро враждебен обоим: в нём всё ещё таились не пойманные с поличным, необезвреженные силы контрреволюции” (Кочетов, «Угол падения»); d) Доводилось президенту и раньше и потом встречаться с лидерами Запада и Востока— большими и малыми, дружественными и враждебными, великими и ничтожными (О. Бенюх, «Челюсти саранчи» Октябрь, 1969).

These both Russian and English words are used to describe a person who is always helpful and support every time someone, we can analyze like that according to definition of these words. To create formation of the opposite of this word is used the prefix un- but in Russian it is not the same one. In Russian, this word is created not according to the prefixation but changed the whole word because in Russian the antonyms друг and враг are nouns and these are created the adjectival antonyms with the help of suffixes: дружественный and враждебный. According to this analysis we can say that they are not similar in the forming of opposite words between English and Russian languages. There are differences between Russian and English in forming of adjectival antonymic words.

Mortal – Immortal [2, 548]:

mortal – a) certain to die; causing death; b) origin: Middle English, from Anglo-French mortel, mortal, from Latin mortal is, from mort-, mors death- more at murder; c) first use: 14th century; d) antonyms: venial, nonfatal, immortal.

immortal – a) not capable of dying ; living forever –used to say that something will last or remembered forever; b) immortal, deathless, undying, unfading mean not subject to death or decay and, hence, everlasting. With the exception of immortal, all of these words are chiefly in poetic use and are distinguishable especially in their connotations and applications. Basically

immortal implies little more than exemption from liability to death and is usually applied to the soul or spirit of man <such harmony is in immortal souls; but whilst this muddy vesture of decay doth grossly close it in, we cannot hear it– Shak.> Sometimes immortal equals eternal <the first to express the belief that the soul was divine and immortal in duration – Helsel>but more frequently it keeps close to the basic sense in being applied to something comparable to the soul in that it lives on in fullness of vigor after its maker or possessor has died <the immortal epics of Homer><'tis verse that gives immortal youth to mortal maids – Landor><Oh may I join the choir invisible of those immortal dead who live again in minds made better by their presence– George Eliot><the single immortal act of John Wilkes Booth in snuffing out the life of a beloved president – Miers>**Deathless** also implies incapacity for death; it is seldom applied to the soul but rather to immaterial things that transcend the limitations of mortal existence <art's deathless dreams – Shelley><virtue crowned with glory's deathless meed– Wordsworth>**Undying** is applied chiefly to emotions or passions marked by such intensity or vitality as to be or to seem incapable of extinction while life lasts<undying love><undying hatred><a patriot's heart, warm with undying fire– Wordsworth>< Lawrence's undying conviction of the necessity for ... harmonization– Millett>**Unfading** often comes close to undying in meaning but connotes persistence of brightness or bloom rather than of intensity <unfading recollections><true charity ... thrives against hope, and in the rudest scene, storms but enliven its unfading green – Cowper> [2, 417]; c) origin: Middle English, from Latin immortalis, from in- + mortalis mortal; d) first use: 14th century; e) antonyms: fatal, impermanent, mortal; f) in literature: The Mother Goddess created eternals like all other immortal creaturs, in an alternate realm. Because they had demonstrated ethical behavior, being allowed to dwell in the mortal realm was their reward (The Familial Witch by Bri Clark, published by Astraea Press).

Смертный – Бессмертный[3, 288]:

смертный–а) относящийся к смерти: Смертный час; б) такой, который должен когда-нибудь умереть: Все люди смертны; в) мешающий жизни, приводящий к смерти: Смертная казнь. [4, 599]

бессмертный–а) не подверженный смерти, не умирающий: Народ бессмертен; б) оставшийся навсегда в памяти людей: Бессмертное имя[4, 40]. As an example: Мы полны ощущением слома. Детства нет. Под глазами мешки. Старый дом, ты сказал бы хоть слово смертным детям бессмертной Москвы. (Евтушенко, «Старый дом»); Немецкие снаряды сыпались вокруг, взрывая сваи, обрушивая в воду прогоны, и всякий раз сапёры восстанавливали мост, бесстрашно ползали на его огромной спине, но не прекращали работы. Это был поистине не бессмертный мост, но строили его смертные люди. (Казакевич, «Весна на Оudere»)

According to Merriam Webster's dictionary the word mortal is given with the antonym venial (especially of sin) but if we look through from this dictionary the lexeme immortal, the antonym of this word is given as mortal. So, it could be stated that these two words also are opposites to each other according to their definitions. We analyzed these words in two languages, thus, in both languages prefixes im, бес give the negative meaning to the words, but only in this situation Russian prefix used as бес, however in other examples this prefix is translated as не. All in all, these two examples are similar in the formation of antonymic forms.

Interesting – Boring [2, 460]:

interesting – a) holding the attention; attracting your attention and making you want to learn more about something or to be involved in something; not dull or boring; b) **interesting, engrossing, absorbing, intriguing** mean having a quality or qualities that secure attention and hold it for a length of time. **Interesting** implies a power in a person or thing to awaken such a mental or emotional reaction involving attention as curiosity, sympathy, a desire to know or understand, or enthusiasm, but unless the adjective is qualified or there is a fuller explanation in the context, the degree or the cause of interest is not clear <after a month of visiting Mark decided that there was not one interesting human creature in the whole parish– Mackenzie><Jane seemed to me to be increasingly interesting; she was acquiring new subtleties, complexities, and comprehensions– Rose Macaulay><I see that many people find the world dreary ... some find it interesting – Benson>As applied to a book, a play, or a narrative the word usually means entertaining, diverting (compare verbs at amuse), exciting, stimulating, or provocative (compare verbs at provoke), but if the context provides no real clue as to the precise implication, the word may fail to hit the mark. **Engrossing** (see also monopolize) suggests the power to grip the attention so as to exclude everything else, but it may or may not imply a power to please, divert, or entertain, and it refers almost always to things rather than persons; thus, an engrossing book may seize the whole attention from such dissimilar causes as that it requires deep study or serious reflection or that it is challenging or provocative <the engrossing nature of his task made the time pass quickly><the conditions were ideal– not too much money, engrossing work to be done, and a sense of purpose and progress in the world– White-head><synonymy books in which differences are analyzed, engrossing as they may have been to the active party, the analyst, offer to the passive party, the reader, nothing but boredom– Fowler>**Absorbing** does not differ materially from engrossing, but its underlying notion is not the same, for it suggests in the thing that holds one's attention a power to draw one in, as if by suction; thus, a pursuit may be engrossing, but not absorbing, when it occupies one's attention to the exclusion of everything else; a book may be absorbing, rather than engrossing, when its attraction is strong enough to draw one away from attention to one's surroundings <he loved the woman with a love as absorbing as the hatred he later felt for all women– Anderson><the difficult and absorbing question of how poetry and the other arts at their best, though human creations, put us into relation with the universe of reality– Alexander>**Intriguing**, sometimes used in the sense of interesting, more specifically applies to something that attracts attention by arousing one's curiosity, by baffling one's understanding, or by leading one on <an intriguing smile><one facet of one of the most intriguing and baffling mysteries of the Cold War– Drew Middleton><there is an intriguing unknowingness about The Age of Reason– Hardwick>; c) first use: 1768; d) antonyms: drab, dull, monotonous, boring.

Boring – a) dull and uninteresting; causing boredom; b) first use: 1785; c) antonyms: absorbing, engaging, gripping, interesting; d) in literature: 92 still bored in a culture of Entertainment gives prejudices and hatred. But sayers ... the early root of the word interesting, the opposite of boring, is from a Latin verb form meaning “it makes a difference, matters, is of importance (“Interesting boring” by Richard Winter, 2002, p. 92)

Интересный –Скучный [3, 146]:

интересный –возбуждающий интерес,занимательный, любопытный [4, 204].

скучный –а) испытывающий скуку, невеселый [4, 593]; b) in literature: Среди множество популярных книг, выпущенных этим издательством, найти скучную, литературно недоброкачественную труднее, чем интересную и хорошо написанную (А. Ивич, “Поэзия науки”). The words interesting and интересный are like each other, because they are formed by one stem. They are analogous by their definitions, the antonyms of these words nonidentical. The arrangement of these lexical units identical, they are not created by prefixation. Their oppositions boring and скучный are produced by different stems.

RESULT AND DISCUSSION

Beautiful – Ugly [2, 92]:

Beautiful – a) beautiful, lovely, handsome, pretty, bonny, comely, fair, beauteous, pulchritudinous, good-looking are comparable when they express judgment of a person or a thing perceived or contemplated with sensuous or aesthetic pleasure. Although they differ widely not only in their implications and connotations but also in their range of reference, they carry in common the meaning very pleasing or delightful to look at. Of all these adjectives beautiful is usually the richest in significance; since the abstraction it represents (the beautiful) has been for many centuries the subject of discussion by philosophers, artists, and aestheticians, its content in a particular context often depends upon the speaker's or writer's cultural background, his chosen philosophy, or his own peculiar definition. In general, however, both in learned and in ordinary use beautiful is applied to what excites the keenest pleasure not only of the senses but also through the medium of the senses of mind and soul. It also suggests an approach to or a realization of perfection, often specifically the imagined perfection associated with one's conception of an ideal. That is why beautiful is applicable not only to things that are directly perceived by the senses <a beautiful woman><a beautiful scene><the beautiful “Winged Victory”><an exquisitely beautiful painting> but to things that are actually mental constructions formed in the mind through the instrumentality of language or as a result of inferences from certain outward manifestations <a beautiful poem><a beautiful plan><a beautiful character> **Lovely**, like beautiful, usually suggests a more than sensuous pleasure, but it implies keen emotional delight rather than profound intellectual or spiritual pleasure. It is applied therefore to what is so pleasant to look upon, to hear, to smell, or to touch that the person affected dwells delightedly, sensuously, or amorously upon it or the sensations it produces <why ever wast thou lovely in my eyes? –Shak.><in after years ... thy mind shall be a mansion for all lovely forms– Wordsworth><a sailing ship– that loveliest of human creations – Ellis> **Handsome**, on the other hand, carries little connotation of emotional or spiritual pleasure; it implies rather a judgment of approval occasioned by something that is pleasant to look upon because it conforms to one's conception of what is perfect in form and detail or in perfect taste, and pleasing because of its due proportions, symmetry, or elegance. It is applied chiefly to what can be regarded unemotionally and with detachment; thus, a woman who is described as handsome rather than as beautiful or lovely is by implication one whose appearance aesthetically satisfies the observer but does not markedly stir his deeper feelings <a handsome dress><a handsome house><a handsome table><“They say I'm handsome.” “You're lovely, Bella!” She drank in his homage– Meredith> **Pretty**, in contrast to handsome, is applied largely to what pleases by its delicacy, grace, or charm rather than by its perfection or elegance of form or style. It is seldom used to describe something large or impressive; consequently it often connotes diminutiveness, daintiness, or exquisiteness <a group of pretty girls><a very pretty child><a pretty cottage>

Pretty is often used depreciatively to suggest mere pleasingness of appearance and the absence of qualities that make for beauty, grandeur, or strength <a pretty poem><a pretty view>**Bonny**, which is more common in British and especially Scottish use, implies approbation of a person's or thing's looks but it may also imply various pleasing qualities (as sweetness, simplicity, healthiness, plumpness) <a bonny day><a great actress and a bonny girl– Donn Byrne><a bonny baby><what the sentimental women of the neighborhood called a “bonny man.” His features were remarkably regular, and his complexion was remarkably fair– G. D. Brown>**Comely** implies an opposition to what is homely and plain and suggests pleasant wholesomeness with a measure of good looks or physical attractiveness <a comely barmaid><the comeliest woman in the club><Jack was so comely, so pleasant, so jolly– Dibdin><once a moorland Helen, and still comely as a blood horse and healthy as the hill wind– Stevenson>**Fair** applies especially to something which gives delight because of the purity, the flawlessness, or the freshness of its beauty <fair as a star, when only one is shining in the sky– Wordsworth><forever wilt thou love, and she be fair– Keats>**Beauteous** and **pulchritudinous** are used especially in ironic or journalistic prose where they often carry a suggestion of derogation or imply an emphasis on mere physical attractiveness <beauteous candidates for the title of “Miss America”><a beauteous platinum blonde><pulchritudinous chorus girls> **Beauteous** in poetical and dignified use often carries a stronger implication of opulence of charms than beautiful <how beauteous mankind is! O brave new world, that has such people in't! – Shak.>**Good-looking** is a less expressive word than handsome or pretty but is often used as a close synonym <the children of that family are all good-looking>; b) first used in the 15th century; c) antonyms: ugly, grotesque, uncute, unpretty.

ugly– a) unpleasant to look at, not pretty or attractive; b) origin: Middle English, from Old North uggligr, from uggr fear; akin to Old North ugga to fear; c) first used in the 13th century; d) antonyms: beautiful, attractive, good looking, handsome; e) in literature: Lily almost cried: –But Pappa, I don't want to be ugly... “You can't see the beautiful butterfly because it is invisible like the ugly bug. (RandeDelp, “The ugly bug and the beautiful butterfly”)

Красивый – Некрасивый [3, 153]:

красивый – доставляющий наслаждение взору, приятный внешним видом, гармоничность, стройностью прекрасный [4, 245].

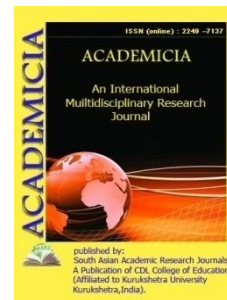
некрасивый–a) лишенный красоты: Некрасивое лицо [4, 326]; b) in literature: Она снизу вверх медленно посмотрела ему в зрачки с непроницаемо презрительным выражением опытной красивой женщины, уверенной в своей неотрожимости. Она была бы некрасивой, если бы не тот взгляд снизу вверх, преобразивший ее в красавицу и навсегда оставшийся в моей памяти. (Ю.Бондарев, “Мгновения. Взгляд”)

CONCLUSION

In English version, lexemes beautiful and ugly are made grossly. However, in Russian these antonyms are used in polite way. It is impossible to say красивый–уродливый, because it sounds rude. According to dictionary of Merriam Webster, origin of the word ugly was borrowed from lexeme fear. The formation of beautiful and ugly are formed without any affixation. But in Russian, they are derived by prefix не-. Consequently, the lexical-semantic analysis of adjective antonyms was highlighted and presented examples by reflecting the necessity of antonyms not only in a daily basis but also in literary language as well.

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DOI NUMBER: **10.5958/2249-7137.2020.00121.4**

ERASMUS + PROJECT HAS GIVEN US MANY OPPORTUNITIES TO BROADEN OUR HORIZONS

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ABSTRACT:

In this article, we reflect that the higher education is the main source of power which installs and promote the development of the society. The importance of Erasmus+ projects in our life. We have seen real education system, friendly relation of teachers with their students. We came across cultural events and took part in a number of interesting and favourable discussions not only on educational topics. We made a lot of friends and could also be witnesses of the students' life in Czech Republic. To be honest, It was an excellent experience for us to increase our knowledge in Linguistics and English language teaching skills. For us, the international cooperation brought a lot of experiences. Two of us were in CULS Czech Republic. We have seen real education system, friendly relation of teachers with their students.

KEYWORDS: Education, International Cooperation, Exchange Program.

INTRODUCTION

Education has been being one of the most important components of person's self-development all the time. That's why from the old times our ancestors paid big attention to the upbringing of young generation, considering this issue as the most important one. So we can say relevantly that bringing up the perfect, complete and well-educated person was one of the main duties of our forefathers.

After its independence the Republic of Uzbekistan was the first of the countries of former USSR which decided to develop institutional reforms in the sphere of education, because education determines a principal and cardinal influence in solving fundamental challenges in the branch of social, political, economic and humane problems. Everybody knows that the higher education is the main source of power which installs and promotes the development of the society. University

is a place where young and new cadres obtain knowledge, experience and skills for the development of the society's future.

So in order to improve and increase the supply provision of new specialists we should solve some exist problems in our high education system. There are several problems need to be solved in our institution, such as a lack of textbooks and manuals that meet a requirement of modern time and confirm to a standard, promotion and increasing the level of some teachers' qualification.

Namangan Engineering Construction Institute (NamECI) is one of the leading institutions in the Republic of Uzbekistan. The main objective of this institution is to train highly qualified skilfull specialists who are to be able to make their contribution to the development and growth of the country.



NameCI is rated as one among the higher educational institutions in Uzbekistan which has a lot of international partnerships (such as Erasmus Mundus, Erasmus +, TemurCasia) which give great opportunities for the teaching staff and researches to have training courses at the institutions and Universities of foreign countries. The key target of international relations is to preserve, promote and develop the grade and power of international relations in suit with the higher education institution progress goals.



The current stage of development of the world community is characterized by the growing role of education, which actively affects its condition and determines the foundations of economic and social progress. Exchange of experience with foreign universities is one of the main tools to improve the quality of teaching at Namangan Engineering Construction Institute. Further training of the Namangan Engineering Construction Institute research and teaching staff abroad is provided mainly by the implementation of joint research and educational projects, participation in international seminars and conferences, and internships in foreign universities.

Erasmus is one of the most successful programmes of the European Union. For three decades, it has been offering in particular young people opportunities to gain new experiences and broaden their horizons by going abroad.

For over thirty years, the EU has funded the Erasmus programme, which has enabled over three million students from all walks of life to expand their horizons through study and training. Self-confidence, adaptability, openness, mutual understanding, and solidarity are only a few examples of what can be gained through an Erasmus+ experience. When people have the opportunity to meet others – to exchange ideas, volunteer and learn new things – they often find similarities that create lasting bonds.

DISCUSSION

To purpose and the main target of NamECI international functioning is to encourage international relations as a process and technique to keep and to enhance the position and status of NamECI in Education area. Role of the international cooperation in high education system is a crucial issue in nowadays' life, because there are many kinds of positive sides in such kinds of international mobility. It can give an opportunity to come face to face with new people and new culture. The exchange which is organized in international sections pushes us to acquaint not only with the hosting country and its culture, but also with the system of education which isn't fully aware for us. This way is also very helpful and useful for us as it pushes us to learn to collaborate and communicate in the group of people of different culture and nationalities. This inspires us and opens a wide range of opportunities like observing lessons, learning and teaching skills.

Thanks to the Euro-Union, both Erasmus Mundus and Erasmus + NamECI with the Czech Republic have noticeably intensified: in the past seven years, our institute has been represented

in the Czech Republic. This collaboration has given a lot of opportunity to both students and staff.

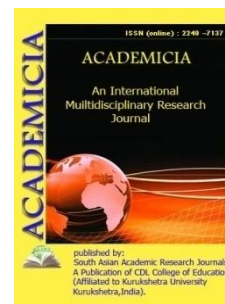
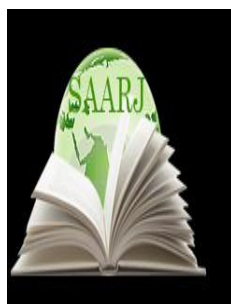
Nowadays, our Institute work with Czech university of Life Sciences, Czech Republic which gives us the opportunity to be in this University and exchange our teaching methods with teachers who work at Institute of Education and Communication. To be honest, It was an excellent experience for us to increase our knowledge in Linguistics and English language teaching skills. For us, the international cooperation brought a lot of experiences. Two of us were in CULS Czech Republic. We have seen real education system, friendly relation of teachers with their students. We came across cultural events and took part in a number of interesting and favourable discussions not only on educational topics. We made a lot of friends and could also be witnesses of the students' life in Czech Republic. The experiences abroad gave us a huge number of opportunities to learn the different ways of teaching methods .We attended the lessons of many leading professors and teachers of CULS. Now in our home country we are functioning without intermission trying to help our Institute to get the level of good universities in the country: being recognised by professional bodies, providing students with high quality education, having qualified teaching staff, creative a supporting and stimulating atmosphere. Because we strictly know that higher education increases social mobility.

CONCLUSION

To sum up, we would like to note that in recent years, a steady trend towards internationalization has developed in education. Against this background, the expansion of international educational ties makes the interdependence of national educational systems global in nature. Prerequisites have been created for building a common international educational space while preserving the characteristics and achievements of national educational systems. Developed countries intensify the competition for leadership in the global education system, which in modern society is one of the most effective instruments for influencing international relations.

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DOI NUMBER: **10.5958/2249-7137.2020.00122.6**

CATEGORY OF TIME OF THE ENGLISH VERB

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ABSTRACT

Everyone who has studied English as a foreign language, and even more so who has chosen the profession of teaching English at school, lyceum, gymnasium or university, knows that the greatest difficulty for speakers of Russian is the tense of the English verb. Indeed, if anyone who speaks Russian as a native knows that the tense of the verb is three, then what kind of bewilderment should the English grammars say that this language is not three or five times, but twelve. However, the presence of twelve tenses of a verb recorded in grammars as a fact very rarely raises a puzzling question: what other tenses are there in English, besides the present, past and future? Try to answer it! Does not work? You can not waste time in vain. Because, in addition to the above three, there are no other verbs of the English verb and cannot be. This article discusses the peculiarities of English verb tenses. Different features of verb tenses are analyzed.

KEYWORDS: Verb, Language, Foreign Language, English, World.

INTRODUCTION

In no language of the world (and there are several thousand) does the number of tenses of the verb expressed by special grammatical forms exceed the "magic" number "three". Less than three may be. There are languages with only two forms of tenses (for example, "past" / "non-past"), there are languages without verb tenses at all, but there are no languages where there would be more than three of these tenses. The name of any of the twelve English tenses of the verb begins with one of three words: Present, Past, Future.

There are four types of the present, four types of the past and four types of the future, which are known as Simple, Progressive, Perfect and Perfect Progressive. The Russian language has a similar picture, only the forms of the verb are less: one present (I'm going), two past (coming / coming) and two future (I'll go / coming). Strictly speaking, if you agree that there are 12 tenses in English, then you should talk about at least five tenses of the verb in Russian (in fact, there are even more). But for some reason we do not. Why? Yes, because we perfectly understand that both "walked" and "came" - forms of the past tense. Just as an English speaker understands that "I work, I am working, I have worked" and "I have been working" are all present tense forms of the English verb.

MATERIALS AND METHODS

The difficulties that learners of English face when mastering the English grammar of presenting verb forms (not only with the grammatical category of tenses, but also the passive voice) are caused by the fact that English textbooks do not have a clear theoretical understanding of the meanings and functions of the forms of English verbs that would allow explain in a simple way what their purpose is. In other words, one must well understand why, in general, such categories as "time", "view", "pledge" are needed in English in order to clearly and simply explain the principles of the functioning of the corresponding forms in the process of learning English. Such an understanding provides a cognitive approach to language as a system of knowledge representation. In accordance with this approach, any grammatical category of English grammar serves to express and preserve a certain knowledge in the language.

Compared to English vocabulary, grammar is a more abstract system, therefore the knowledge presented in it is universal in the sense that it is important for the normal functioning of society: no matter what language the members of the society communicate with each other. This means that grammatical categories, having different expressions in different languages, are not much different from each other. That is why it is possible to translate from one language (for example, Russian) to another (for example, English).

RESULT AND DISCUSSION

Using the category of time, a person divides the whole world around him into three areas of experience: 1) experience, directly entering the sphere of perceived feelings and realized reality, or the present (present from Latin *presens* - *mo*, which is before the senses); 2) experience, preserved as a memory of what passed by our senses, or the past (*past*); 3) the experience that is predicted based on existing knowledge, or the future (*future*). Here it is very important to learn that, unlike English, in Russian there is no unequivocal correspondence between these concepts and the so-called verb forms.

Consider the following situation as an example: "Papa went on a business trip some time ago. Vova is teaching lessons in her room, mom is cooking dinner in the kitchen. The doorbell rings. The boy opens the door and, at the sight of his father, happily says: "Mom, dad has arrived! "In any school (and not only school) English grammar, it will be indicated that "arrived" (in this case) - the past tense form of the perfect English verb denotes an action that took place in the past and ended at the time of speech. This is a traditional approach that all Russian speakers are accustomed to (especially since this is knowledge that none of us have ever used in practice: after all, we all learned our mother tongue, including grammar, in infancy, when we still had no idea about time, neither about form, nor about other subtleties of grammar science).

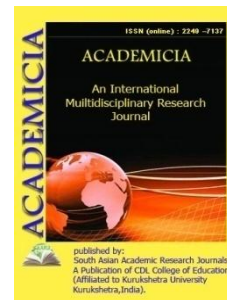
CONCLUSION

But when studying English as a foreign language, this approach no longer suits us, since it does not allow us to correlate what we know about our native language with what we find in the process of teaching English. But the cognitive approach focuses on answering the question: "What exactly does the boy tell his mother?" In this case, his exclamation is interpreted as follows: "I see dad. From some point in the past, I did not see him, that is, he was not at home since he went on a business trip. Now dad is here again, so he came (logical conclusion based on the background knowledge of the boy). " In other words, the meaning of the boy's exclamation is: "Dad is home again (I see him again)." But this is the present tense of the verb. And in the English language, where the correspondence between the tense concepts and the tense forms of the verb is much more consistent than in the Russian language, of course, the present tense of the verb will be used. Another question is which of the four possible ones: Simple, Progressive, Perfect or Perfect Progressive? And here the correct (i.e. cognitive) understanding of the species category in English comes to the rescue.

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DOI NUMBER: 10.5958/2249-7137.2020.00085.3

MOTIVATION & REWARD SYSTEM FOR EMPLOYEES OF CEYLON ELECTRICITY BOARD IN JAFFNA

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ABSTRACT

In the competitive world, employees are very important factors in order to achieve the organizational goals and objectives. So that nowadays firms need employees who are committed to their firms. Intrinsic and extrinsic reward systems are used by the organization to make desirable changes in employee performance. Reward system is an important tool that management can use to channel employee motivation in desired ways. In every organization motivation is most important to achieve their goals and objectives, increase the productivity and maximize their profit margin towards the employees of the organizations are well motivated. If any organizations have a good motivation policy, the workers do their work with effectiveness and commitment. The researcher analyzed the relationship between reward system and employee motivation. This present study selected the Ceylon Electricity Board of Jaffna district. Out of 314 employees, 90 employees were selected and surveyed on a random basis. There were four hypotheses drafted and tested through correlation and regression models. Study found that there is a positive relationship between reward system and employee motivation, extrinsic rewards have better relationship with motivation of the employees than intrinsic rewards. Therefore Ceylon Electricity Board should give its consideration mostly on extrinsic rewards to achieve high performance from its employees. Otherwise it cannot reach the level of output expected in the standard. Both rewards are important, but extrinsic rewards play a major role in the process of motivation of employees.

KEYWORDS: *Reward System, Employee Motivation, Extrinsic and Intrinsic Rewards*

INTRODUCTION

Reward system is an important tool that management can use to channel employee motivation in desired ways. In other words, reward systems seek to attract people to join the organization to keep them coming to work, and to motivate them to perform of high levels.

The reward system consists of all organization components – including people, processes, rules and decision making activities involved in the allocate compensation and benefits to employees in exchange for their contribution to the organization.

In every organization motivation is most important to achieve its goals and objectives, increase the productivity and maximize its profit margin towards the employees of the organizations are well motivated. If any organizations have a good motivation policy, the workers do their work with effectiveness and commitment.

This research analyses “Reward system and employee motivation in Ceylon Electricity board in Jaffna”. Reward system is an important tool that management can use to channel employee motivation in desired ways. Motivation is the force that makes us do thing; this is a result of our individual needs being satisfied so that we have inspiration to complete the task. Ceylon Electricity Board is a government organization which supplies electricity as a service to the public. The mission of the Electricity Board is. “Ceylon electricity board committed to a sustainable Environment and development process” In Jaffna district this organization supplies electricity by using generators.

Research Question

- Is there any relationship between reward system and employee motivation?
- Does the reward system have impact on employee motivation?

Objectives of the research

This research is intended to achieve the following objectives.

- To find out, the present reward system of Ceylon electricity board (CEB), Jaffna.
- To evaluate what extent reward system has the direct impact on employee motivation in Ceylon electricity board, Jaffna.
- To suggest improvements to CEB in Jaffna.

Significance of the research

This study will try to identify the factors that influence the employee motivation of the Ceylon Electricity Board in Jaffna and evaluate the impact of reward system on employee motivation. Firms need employees who commit to their firm’s development. The employees have to identify the firm’s values and goods and treat them like their own property, because of the intense global competition and the need for more responsiveness require employee commitment.

People in a service business firm, especially employee in an organization have the feelings of commitment to service will treat the customers in a delightful way. If the employees are treated badly or have the bad feeling about the organization then all the efforts to deliver customer their employees to obtain their efficiency and to increase their effectiveness through job satisfaction, performance, and employee commitment. Electricity Board has and significant role in an economy of a country and it is major auxiliary service to all kind of firms in a country.

So that employees in Ceylon Electricity Board should be able to manage more transactions and to produce high margin to their organization and eventually reach organization's goals as their own goals. Therefore create high level of job satisfaction, performance and employee commitment to their organization they should be motivated. Therefore understanding reward system and employee motivation of Ceylon Electricity is also important.

LITERATURE REVIEW

It is discussed under the following subheadings.

Reward System

An employee reward system consist of an Organization's integrated Policies Process and Practices for rewarding its employees in accordance with their Contribution skill and competence and their market worth. It is developed within the frame work of the Organization's reward philosophy, Strategies, and policies and contains management in the form of processes, Practices, Structures and procedures which will provide and maintain appropriate types and laved of pay benefits and other forms of reward. A reward system consists of financial rewards (fixed and variable pay) and employee benefits, which together comprise total remuneration. The system also incorporates non financial rewards (recognition, praise, achievement, responsibility and personal growth)

The reward system should be a function of the amount of time to plan and execute it and the money you have to spend to be effective reward system need to be given as soon as possible after the desired behaviour Or achievement. If the employees fail to earn a bonus the company will not reach its profit objectives. Thomas Wilson in his book, reward system a compensation plan within the context of a total reward system to provide a method for reinforcing the value – added contributions of each individual through the application of their talents the growth of their capabilities and the performance of their actions consistent with key success factors of the organization. Use reward system can also and to attract skilled employees to the organization add heads object Employees are motivated to appropriate behaviours by appropriate rewards.

Motivation

Motivation is the force that makes us do thing this is result of our individual needs being satisfied (or met) so that we have inspiration to complete the task. These needs vary from person to person as everybody has their individual needs to motivate themselves. Depending on how motivated we are, it may further determine the effort we put into our work and therefore increase the standard of the output.'

The underlying concept of motivation is some driving force within individual by which they attempt to achieve some goal in order to fulfil some need/ expectation. When we suggest factor (or needs) that determine the motivation of employees in the work place, almost everyone would immediately think of a high salary. This answer is correct for the reason that some employees will be motivated by money, but mostly wrong for the reason that it does not satisfy other (to a lasting degree). This supports the statement and not a one fits all option.

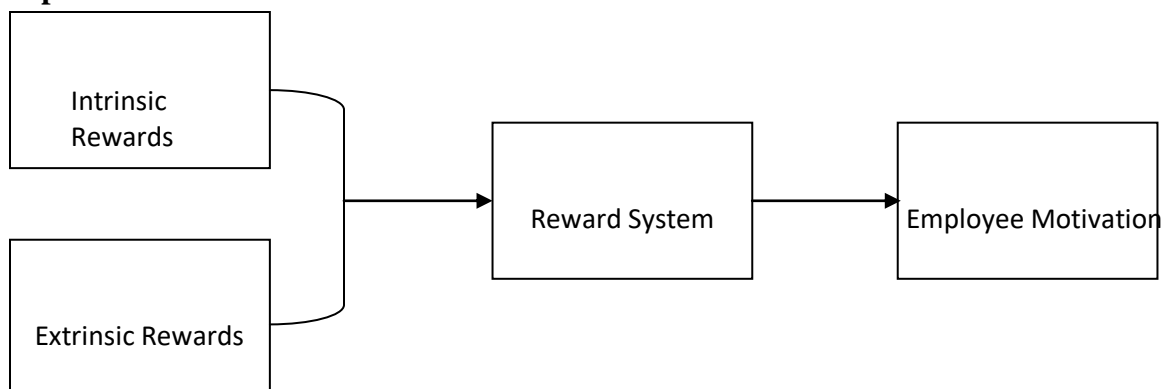
In other wards motivation represents the forces acting on or within a person to behave in a specific, goal directed manner. The specific work motives of employees affect their performance at work. One job of management is to channel employee motivation effectively towards achieving organization goals.

METHODOLOGY

Reward system is a major determinant of employee motivation. Employee motivation level is mainly created by reward system such as wages Salary, Bonus, Commission, Status, Promotion, Opportunities to completion, Responsibility, meaningful and work kind condition. Does it really affect the employee motivation once?

These factors lead to have other methodology criteria to make this research practically reliable and approachable. We have to depend on methodology to collect data by interviews, and prepared questionnaires. The research based on those above data. It is indeed necessary to study about the inter-relationship among different kind of variables used in this research.

Conceptual Framework



Hypotheses

H₁:- The higher the presence reward system the higher will be employees' motivation

H₂:- The intrinsic reward system has an impact on employees' motivation

H₃:- The extrinsic reward system has an impact on employees' motivation

Operationalization

Concept	Variable	Indicator	Measure
Reward System	1 Wages & salary	Salary scale Rs.	Questionnaire 1,11,20
	2 Bonus	Rupees.	Questionnaire 2,4
	3 Commission	Rupees.	Questionnaire 16.
	4 Status	Increase or decrease.	Questionnaire 7,3
	5 Promotion	No. of promotion with in a period	Questionnaire 12,13
	6 Opportunities to Completion	High or low	Questionnaire 8,17
	7 Responsibility	High or low	Questionnaire 14,15,5

	8	Meaning full work	High or low	Questionnaire 10,18.
	9	Work Kind Condition	High or low	Questionnaire 6,9,19
Employee motivation.	1	Higher performance consistency achieved.	Increase or decrease	Questionnaire 4,5,7,8,9,13,14,18
	2	Co – operation.	High or low	Questionnaire 2,10,15,17
	3	Willingness of responsibility	High or low	Questionnaire 11,20
	4	Challenging work	High or low	Questionnaire 3,16,6
	5	Growth in job.	Increase or decrease.	Questionnaire 1,12,19

Method of data analysis

SPSS used to analysis the data to test the hypotheses. The correlation and regression analyses were used to testable hypothesis and find the reliability.

RESULTS AND DISCUSSION

Correlation Analysis

The correlation analysis is used to identify the relationship between two variables (Independent and dependent variables). Here Employee Motivation is correlated with extrinsic reward and intrinsic reward of Ceylon Electricity board.

	R	R ²
Extrinsic reward	0.73	0.53
Intrinsic reward	0.58	0.34
Total	0.756	0.57

When employee motivation is correlated with extrinsic reward, the correlation is 0.73, since the correlation is positive. That means when reward system increases the level of employee motivation all will increase. R square is 0.53 this means that only 53% of variance of employee motivation is accounted for by Extrinsic reward system of the organization.

When employee motivation is correlated with intrinsic reward, the correlation is 0.58. Since the correlation is positive. There is a positive relationship between two variables. That is the organization (CEB) have reasonable level of intrinsic rewards, the employee motivation will also be average high. R square is 0.34 this means that only 33% of variance of employee motivation is accounted for by intrinsic reward system of the organization.

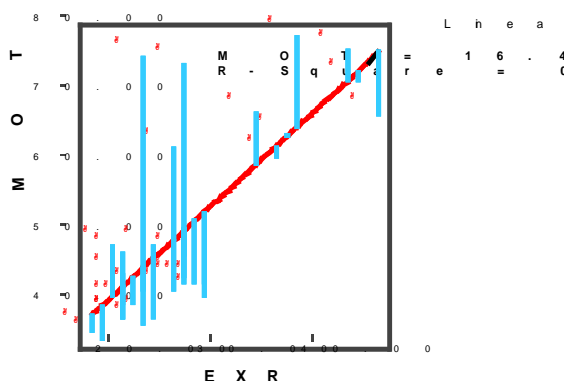
When employee motivation is correlated with Total reward system (Extrinsic reward and intrinsic reward), the correlation is 0.756. Since the correlation is higher positive. There is a positive relationship between two variables that is rewards system and employee motivation.

That is the organization (CEB) have provide high level of reward system, the employee motivation will also be high. R square is 0.57 this means that only 57% of variance of employee motivation is accounted for by Total reward system of the organization.

Scatter diagram and Regression analysis

In order to identify the relationship between two variables scatter diagram can be also used.

The relationship between extrinsic rewards and employee motivation can be shown in the following scatter diagram

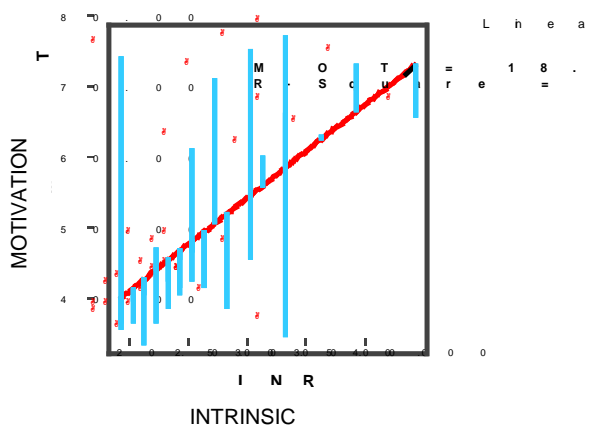


Extrinsic rewards Vs employee motivation

In above scatter diagram, extrinsic reward is indicated in “X” axis and employee motivation is indicated in the “Y” axis. The regression equation $Y = 1.34x + 16.45$ exhibited the relationship between extrinsic reward and employee motivation. (Equation is shown on the scatter diagram) if the extrinsic is $X = 0$, the employee motivation is to be 16.45, further the extrinsic reward is increased by one of the employee motivation will be increased by 1.34, so there is a positive relationship between two variables that are extrinsic rewards and employee motivation.

The relationship between intrinsic reward and employee motivation can be shown in the following scatter diagram

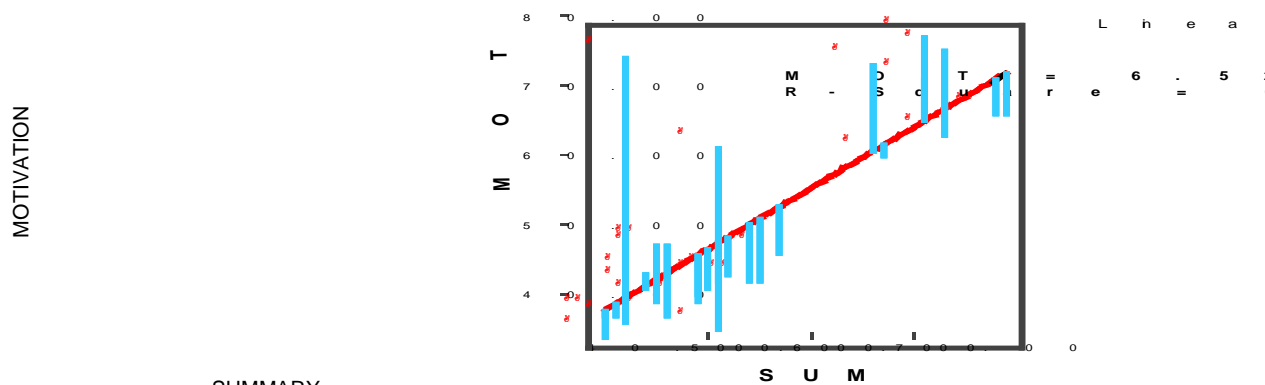
Intrinsic rewards Vs employee motivation



In above scatter diagram, Intrinsic reward is indicated in “X” axis and employee motivation is indicated in the “Y” axis. The regression equation $Y = 1.32x + 18.57$ exhibited the relationship between extrinsic reward and employee motivation. (Equation is shown on the scatter diagram) if the extrinsic is $X = 0$, the employee motivation is to be 18.57, further the intrinsic reward is increased by one of the employee motivation will be increased by 1.32, so there is a positive relationship between two variables that are intrinsic rewards and employee motivation.

The relationship between Reward system and employee motivation can be shown in the following scatter diagram

Total reward system Vs employee motivation



In the above scatter diagram, Reward system (SUM) is indicated in “X” axis and employee motivation (MOT) is indicated in the “Y” axis. The regression equation $Y = 0.88x + 6.52$ exhibited the relationship between extrinsic reward and employee motivation. (Equation is shown on the scatter diagram) if the extrinsic is $X = 0$, the employee motivation is to be 6.52, further the extrinsic reward is increased by one of the employee motivation will be increased by 0.88, so there is a positive relationship between two variables that are extrinsic rewards and employee motivation.

Hypotheses testing

H₁:- The higher the presence reward system the higher will be employees’ motivation

When viewed on correlation basis, employee motivation is correlation with total reward system, the correlation is 0.756182. Since the correlation is higher positive. There is a strong positive relationship between two variables that is reward system and employee motivation. That is the organization (CEB) has provides high level of reward system, the employee motivation will be also be high. That is high level of reward system will lead to high level if employee motivation.

Therefore the above hypothesis is accepted.

H₂:- The intrinsic reward system has an impact on employees’ motivation

When employee motivation is correlated with intrinsic reward, the correlation is 0.58. Since the correlation is positive. There is a positive relationship between two variables. That is the

organization (CEB) have reasonable level of intrinsic rewards, the employee motivation will also be average high. Therefore the above hypothesis is accepted.

H₃:- The extrinsic reward system has an impact on employees' motivation

When employee motivation is correlated with extrinsic reward, the correlation is 0.73, since the correlation is positive. That means when reward system increases the level of employee motivation all will increase. Therefore the above hypothesis is also accepted.

CONCLUSION

Organization could enhance their employee motivation through reward system. Reward system is one if the key role in creating employee motivation. Finding of this research suggest that Ceylon electricity board should provide proper reward system to increase employee motivation. Therefore the reward system creates employee motivation.

From the findings, we can conclude that the extrinsic reward has greater impact on employees' motivation than intrinsic rewards. Therefore CEB tries to give both intrinsic and extrinsic rewards to its employees. The better way is the CEB mostly concentrate in its extrinsic reward system. However, both are important to motivate the employees of an organization.

LIMITATIONS OF THE RESEARCH

- There are so many branches in Ceylon electrify board in Sri Lanka. But only Jaffna branch is taken into consideration for this research
- Even though there are 550 employees work in the Ceylon Electricity Board, Jaffna. 30 employees were selected to carry out this research.
- All data presented in this research based on the data derived by using questionnaire and by interviews.
- To get the information from the employee, but some employee submit the answer which will not be true

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DOI NUMBER: **10.5958/2249-7137.2020.00211.6**

THE FUNCTIONS OF THE PHRASEOLOGY USED IN THE WORK OF YUSUF KHAS HAJIB "KUTADGU BILIG"

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ABSTRACT

The article is dedicated to the study of the role and importance of phraseologisms in poetic speech of "Kutadgu bilig" by Yusuf Khass Hajib. In this article you will find the analysis of peculiarity of this linguistic phenomenon in creating figurativeness. The poetic skill of the author is shown the basis of this analysis. In the 11th century, he was able to infuse the spirit of the vernacular in his work by using phraseological expressions of all-Turkic languages in the literary and artistic text, and to make the language of the work impressive, simple and attractive. Phrases such as "El tuz", "budun qazgan", "khazina ur", "qan tamiz", "el al", "qara tam" play an important role in the realization of the meaning of the verses, the clarity and impact of the image. These bytes are taken from the chapter [6,428] on the author of the work, to Ilim (the secretary who wrote the letter). ". In modern Uzbek, this meaning means "to behave arrogantly." If we consider that "y3" means "spirit", "soul" in the ancient Turkic language, it is easy to imagine that it means "soul".

KEYWORDS: Author's Speech, Character's Speech, Language Of Fiction, Phraseology, Language, Image, Style, Skill, Artistic-Aesthetic Task

INTRODUCTION

The use of words by any writer, his attitude to the word can be one of the main "units of measurement" that determines his level of skill. Phraseological expressions also deserve a worthy place in this series.

Typically, phraseological analysis of the language of a work of art serves a number of purposes. The most important of them are:

- imagine a general list of phrases used by the creator;
- identify the possibilities and sources of these expressions;
- to clarify the purposes of their use, ie to define their poetic features.

The great literary monument of the Karakhanid period, the language of "Qutadg'u bilig" - phraseology was widely used in both the speech of the author and the speech of the characters. It should be noted that in this direction (the language of "Qutadg'u bilig") formed a very rich list of literature [1,2,3]. The fact that phraseologies are used in all genres of the play, such as masnavi, quartet, qasida, is also a proof of our opinion. All this shows that the phraseological expressions are one of the main factors in making the language of the work attractive, juicy, expressive. Image accuracy, the main task of the phrase in the text is to vividly embody the described event in the eyes of the reader:

Қылыч эл түзәр хам будун қазғанур

Қалам эл түзәр хам хазина урур.

Қилич эл тузади хамда халқларни бўйсундиради,

Қалам эл тузади хамда хазина йиғади[6,434].

In the first stanza of the verse, the phrase “эл тузмок” has a general meaning of order, to rule, to subdue, that is, to submit, while in the next stanza, the meaning of subtraction, such as unification, is subtle.

Қылыч қан тамызса бәги эл алып

Қаламда қара тамса алтун кәлир

Қилич қон томизса, беги эл олади,

Қаламдан қора (сиёх) томса, олтин келади[6,434].

Here the sword and the pen are used in a figurative sense, i.e. in place of their owner. It should be noted that these verses are rich in phrases. Phrases such as "El tuz", "budun qazgan", "khazina ur", "qan tamiz", "el al", "qara tam" play an important role in the realization of the meaning of the verses, the clarity and impact of the image. These bytes are taken from the chapter [6,428] on the author of the work, to Ilim (the secretary who wrote the letter). Here the phrase “қан тамизмақ” means to fight the enemy and win; “қара таммақ” which means to write, to create, to create. Speaking about the domestic and foreign policy of the country, the peace of the people, the well-being of the country, the writer emphasizes that the people of the sword and the pen have a special place for this.

Yusuf Khas Hajib was tasked with creating a new page in Turkish literature. In the play, the author is portrayed as a creator who, on the one hand, relies on the traditions of folk oral art that come from the invisible boundaries, and on the other hand, adapts to the new streams of emerging written literature. Of course, the traditions of Arabic and Persian literature of this period were not left out of the writer's attention. The writer skillfully uses the phrase in the description of the human psyche:

Бу Айтолды олдурды ақру амул

Көзин йэркә тикди тарутты көнүл
 Ойтүлди оҳиста, эҳтиёт билан ўлтирди,
 Кўзини ерга тикди, юраги сиқилди[6,168].

This image is related to Aitoldy's visit to Kuntugdi. But this visit is not voluntary. Obligation, on the other hand, is always associated with additional suffering, an extraordinary strain of mental experiences. The same truths are embodied in this byte. The 2nd stanza of the byte consists only of phrases, the number of which is two. First comes the phrase "stared at the ground." "кўзини ерга тикди". It carried meanings such as excitement, thinking, deep contemplation. It is also appropriate to understand the phrase in the sense that he did not know what to do, hesitated.

If we take into account that the original reason and purpose of the call of Kuntugdi are still unclear, the power and significance of this phrase becomes even clearer. The second phrase, "Кўнгул тарутмак", is also intended to describe Aitoldy's state of mind. The translation of this phrase into the modern Uzbek language is "disappointing". In our language, the equivalent phrase is "disappointed" [7,459]. The writer was sensitive to various human experiences and was able to achieve figurativeness by applying the expressions that express them – gems, and used them for various aesthetic purposes.

Synonymy of phrases is also a priority in the work. This is not in vain, because "Phraseological synonyms serve to increase the power of thought in speech. This is achieved by strengthening, emphasizing, detailing, clarifying the person, the event, this or that quality in the process, the qualities. Phraseological synonyms can also be used to prevent repetition in speech" [4,226]. To prove this point, we analyze the following bytes:

Көтүрмә көңүл сән күвәзләнмәгил
 Эрәт сүм тәлим тәб көкүз кәрмәгил.
 Сен кўнгилни катта тутма, гердаймагин,
 Аскар, лашкарим талай деб кўксингни кермагин[6,152].

The main line of thought here is a call to humility, a judgment against arrogance and boastfulness. The original meaning of these expressions serves to propagate humility in a unique way. "Кўтүрмә кўнгул" means "don't be boastfulness". In modern Uzbek, this meaning means "to behave arrogantly." If we consider that "ўз" means "spirit", "soul" in the ancient Turkic language, it is easy to imagine that it means "soul".

"Кўкүз кермагил" means to lick your chest. This phrase is interpreted in the "Explanatory Dictionary of the Uzbek language" as follows: "1) holding the body upright with pride; to be proud... 2) to be proud" [7,452]. We encounter the first meaning of the phrase in the above byte. All this shows that the expressions used in the play perform a much wider poetic function. In the text, the expressions formed by the word heart are used very effectively.

Ачығ тыдса ишчи эрәт көңли сыр,
 Эрәт көңли сынса алыр бәгкә кир.

Хизматчи (хазиначи) инъомни тутиб қолса, аскарларнинг кўнгли синади (оғрийди),

Аскарнинг кўнгли оғриси, бекка нисбатан (кўнглида) кир сақлайди[6,446].

Yusuf Khas Hajib not only used the existing, ready phraseological expressions of the language, but also proved himself as the creator of new phraseological expressions:

Бу қач ҳарф қойармэн қумару сэнэ,
Қодундум унутма дуъа қил мэнэ
Бу бир қанча сўзларни сенга насиҳат (килиб) қўймоқдаман,
(Панд) қолдирмоқдаман, унутма, мени дуо қил[6, 248].

We can say that the phrase “Ҳарф қўймоқ” - "to put a letter" has been used in the history of Turkish phraseology since the XI century. It has been used in the sense of written text, written monument, weighty fertilizer. This is directly related to the influx of Arabic words. Appropriate time and experience were required for the introduction of Arabic expressions into the biblical language, especially the language of poetry. Based on this, it can be said that the author of "Qutadg'u bilig" used this expression for the first time. Examples of this type are common in the author's speech.

Some of the phraseological expressions in the work are related to the word "burden". The existence of some phrases in the modern Uzbek language with the participation of this word is also noted in the "Explanatory Dictionary of the Uzbek language" [8,79]. In the language of "Qutadg'u bilig" it is observed that the expressions formed with the participation of the word "yuk" are used for various poetic purposes. In the following byte it is used to indicate the characteristics of the breeders:

Бүтүн чын болурлар, қуты йоқ бүки,
Кишиләркә тәгмәс буларның йүки.

Ишончили, чин бўладилар, мол-мулклар, ер-боғлари йўк, Одамларга уларнинг
малоли тегмайди[6, 664].

Yusuf Khas Hajib described the phrase “юки термас” in this meaning: "Do not interfere in the daily work of other social groups, and most importantly, try to solve their own problems and problems as much as possible, and do not bother others." The formation of the phrase was based on the mobile meaning of the word burden (something that makes a person anxious) [8,79].

"Yuk yukla (n) moq" is one of the most actively used phrases in the play. It involves the assignment (or retrieval) of certain difficult and arduous tasks. “Юкнинг олиними”, “Loading” is, of course, a sign of the reduction or elimination of hardships and difficulties for others:

Қутулды элиг кәтти эмгәкләри,
Будун асғы артты йәниб йүкләри.

Элиг халос бўлди, машаққатлари кетди, Юклари енгиллашиб (ташвишлари камайиб)
халқнинг манфаати ортди[6,291].

It is known that one of the heroes who took an active part in the course of events in the play – Aitildi - dies. He had been seen as one of the most enterprising leaders next to the Elig in

running the country. Aituldi's death was a great tragedy for Elig. Not only that, but there were also the big worries of the big country. All these headaches remain with the Elig. At such a difficult time, the arrival of Aitoldy's son, Ogdulmish, to the Elig, and, most importantly, to take the heavy work out of his hands, gives great relief to the Elig. The above byte describes this situation. Elig's some relief from both physical and mental hardships is very clearly and impressively reflected in the above expression. With the advent of the son, Elig got rid of worries, his troubles went away (disappeared), and the worries of the people, which could have increased due to the absence of a wise and prudent ruler, diminished and the intended interests increased.

If attention is paid, the use of the phrase used in this byte prevents the repetition of a word that is inevitable. If this phrase did not exist, the exact repetition of the same meaning in the first and second verses could have taken place. This situation has been eliminated due to the appropriate use of the phrase. The point is that “эмгак”, “labor” and “юк”-“burden” serve as contextual synonyms in this text. They both mean hardship, hard work. Both the expressions “the trouble is gone” and “the burden is light” have almost the same meaning. However, their two different expressions allowed the poetic verses to be reflected with a unique poetic tone.

It seems that Yusuf Khas Hajib tried to use this phrase in extremely colorful forms. The use of the word “улуғ”, “great” before “йук йудмак”, “swallowing” in the following verse ensures that it has a different subtle meaning:

Улуғ йүк йүдүрдүң бойунка, элиг,

Осал болма сақлан э қылықы силиг.

Ўз бўйнингга оғир юк олдинг, (эй) элиг,

Гофил бўлма, хушёрлан, эй феълу атвори гўзал[6].

Yusuf Khas Hajib further expands its use here, relying on the allegorical meaning of “йук” - “burden”. “Great burden” means “governing the country”, “governing the country”.

In the play, the word “burden” means not only weight, hardship, suffering, but also responsibility, duty, debt, social duty. Accordingly, the phrase “to be a burden” has a completely different meaning according to it:

Тәгүрдүң мәнә сән қамуғ әдгүлүк,

Мунуң шукры бойнум үзә болды йүк.

Менга сен ҳамма эзгулик(ларни) кўрсатдинг,

Бу(лар)нинг шукри(ни қилиш) бўйним узра қарз бўлди[6,226].

There is no doubt that the phrase “Йук болмак”, “to be a burden” is directly related to the material world in terms of origin. This is probably one of the most ancient expressions that is directly related to the way of life of the Turkic peoples.

In conclusion, it should be noted that Yusuf Khas Hajib was a scholar of the Turkish language and was able to use the opportunities of the native language in the work. In the 11th century, he was able to infuse the spirit of the vernacular in his work by using phraseological expressions of all-Turkic languages in the literary and artistic text, and to make the language of the work

impressive, simple and attractive. At the same time, the phraseological expressions used in the work were able to perform a number of functions, such as increasing the stylistic diversity, the emotionality of speech, revealing the psyche of the protagonists, enriching the synonymous line of the language of the work.

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DOI NUMBER: **10.5958/2249-7137.2020.00212.8**

LINGUOCULTURAL FEATURES IN THE TRANSLATION OF MILITARY TEXTS FROM ENGLISH INTO UZBEK

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ABSTRACT

This article is devoted to the lingo-cultural features of translation of military-texts. The given article considers the importance of translation techniques, the grammatical and lexical transformations the function of the abbreviations methods of translating military abbreviations in particular, from English to Russian or Uzbek. Translation of military-texts, the need to preserve the original image in translation, stylistic aspect of translation is very important in teaching English to military personnel. The given article considers the importance of translation. For the successful implementation of military translation, it is necessary not only to know the appropriate language and military terminology, but also to be educated in the field of military affairs and to know the peculiarities of foreign armed forces. Other kinds of errors arise as a result of the incorrect assignment of a term to one of the groups already indicated and the choice of an inadequate translation method. For example, the term warrant officer is translated by transcription and translation. This document consists of 329 pages, of which we analyzed 310 pages of text, because we did not consider illustrative materials (tables and diagrams) in the appendix. which always translated into Russian as a sergeant major [Strelkovsky 1979]. It follows that to clarify a translation option, it is sometimes useful to find out how a given term is translated into other languages. . For example, the term security means security, support, combat support; security; security, secrecy; counterintelligence; the term armor is armor; armored forces; tanks the terms unit and command have up to ten or more meanings.

KEYWORDS: Translation, Military Terminology, Abbreviations, Translation Techniques, Lexical Units, Military Sphere, Language.

INTRODUCTION

The term is usually translated by the corresponding term of the translating language. Therefore, such translation techniques as analog selection, synonymous substitutions, and descriptive translation are used only when the corresponding term is not available in the target language.

English-language military terminology is extremely heterogeneous. Along with unambiguous terms that have clear semantic boundaries, there are ambiguous terms. For example, the term security means security, support, combat support; security; security, secrecy; counterintelligence; the term armor is armor; armored forces; tanks the terms unit and command have up to ten or more meanings.

Therefore, the ambiguity of even one-component terms makes it difficult to correctly understand and translate, the adequacy of which completely depends on the context and situation.

Let's take a look at equivalent translation techniques using the American Army's combat manual "DOA Sniper Training (FM 23-10)" as an example. This document consists of 329 pages, of which we analyzed 310 pages of text, because we did not consider illustrative materials (tables and diagrams) in the appendix. Guided by the properties of the term identified by B.N. Golovin [Golovin 1980], we calculated that in this volume of text there are 786 military terms, i.e. an average of 2-3 terms per page, the most saturated with the terminology of the table of contents and the first pages of each chapter, followed by a repetition of the terms that have already been encountered.

When considering translation techniques, we will rely on the classification of translation transformations by V.N. Komisarova, in which he distinguishes two main groups - lexical and grammatical and one complex - lexical and grammatical. Lexical transformations combine the methods of transcription and transliteration, tracing and lexical-semantic replacement (concretization, generalization, modulation).

Grammatical transformations combine the methods of syntactic assimilation (literal translation), division of sentences, combining sentences, grammatical replacements (word forms, parts of speech, sentence member). Lexico-grammatical transformations - antonymic translation, explication (descriptive translation) and compensation [Komissarov 1990]. Allocated L.S. Barkhudarov additions and omissions, as well as cases of compression, we attributed to the lexical-semantic replacements of one kind or another [Barkhudarov 1975]. In addition, in some cases, English-language military terms have stable correspondences in the Russian language that do not have similarities in the semantics of their components.

Both simple (single-word) and multicomponent terms can be translated by all of the above methods. Let us consider alternately the methods of translating simple and complex terms and abbreviations, for which these methods may differ slightly. Of the 784 terms highlighted in this document, 146 (19%) belong to the abbreviations, therefore, in the following list, statistics cover the remaining 640 (81%) simple and complex terms.

- 1) The most common method of translating military terminology is lexical-semantic substitutions (concretization, generalization, modulation) —the translation of the lexical units of the original by using the translation units of foreign languages, the value of which does not coincide with the values of the original units, but can be derived from them using a specific type of logical transformations. This technique translated 194 terms out of 640 (about 30%).

The most common translation technique within the framework of this group is modulation, or semantic development — replacing the I token with the IU unit, the value of which is logically inferred from the value of the original unit (121 of 194).

Examples:

Calling the shot - shot rating;

Pickup zone - evacuation zone;

Target reference point - landmark.

57 cases out of 194 account for concretization (replacing the token of the IN with a broader objective logical meaning of the token of the UW with a narrower meaning).

Examples:

Sniper element - a division of snipers;

Ground - grounding;

Data book - observation log.

Generalization is the replacement of a unit of Foreign Language with a narrower meaning by a unit of another Language with a broader meaning. This is the least common of the lexical-semantic replacements in the translation of the combat charter under consideration, it accounts for 16 cases out of 194.

Examples:

Rifleman - shooter;

Nuclear, Biological, Chemical - weapons of mass destruction.

2) Tracing or translation of lexical units of the original by replacing its component parts (of words or morphemes) in their lexical correspondences IL - the second reception frequency translation military terminology. Using tracing, 173 of the 640 terms were translated (about 27%).

Examples:

Concrete-piercing - concrete slaughter;

Counter sniper operations - counter sniper operations;

Rifle fire - rifle fire;

Infantry squad - infantry squad.

3) An explication or descriptive translation is a transformation in which the lexical unit of foreign language is replaced by a phrase expressing its meaning, i.e. giving a more or less complete explanation or definition of this value in other language. In translation of the combat charter FM 23-10, explication translated 126 terms out of 640 (about 20%).

Examples:

Continuous wave - telegraph operation;

Crack-thump - bullet-shot method;

Holdoff - removal of the aiming point.

4) Grammatical substitution - a translation method in which the grammatical unit in the original is converted into a unit of language with a different grammatical meaning, which is caused by

a mismatch in the languages of the parts of speech, the number of nouns and other forms of expression of grammatical categories. In our study, the grammatical substitution is the translation of 94 terms out of 640 (about 15%).

Examples:

Landing zone - landing zone;

Prone position - lying position;

Long-range fire - fire at long ranges.

5) Transcription and transliteration - ways to translate the lexical unit of the original by reconstructing its form using the letters ПЯ. During transcription, its sound form is reproduced, with transliteration - graphic. In this study, transcription and transliteration are found in 50 cases out of 640 (8%), and sometimes an explicative translation is added to these techniques.

Examples:

Servomechanism - servomechanism;

Master sergeant - master sergeant;

Warrant officer - warrant officer.

It should be noted that the main mistake in the translation of such terms is that translators sometimes try to find a literal correspondence to a foreign term in Uzbek charters. This approach is not entirely correct, because, firstly, the specifics of the realities of the foreign army are erased, and secondly, an error may occur due to the fact that these terms can express concepts that are characteristic only of Western armies, and therefore not correspond to the realities adopted in the Russian Army [Nelyubin 1981]. So, for example, the translation of the American term noncommissioned officers "sergeant and sergeant's staff" and "junior command staff", which is also found in FM 23-10, is not the most adequate, as the specific character and social meaning of this concept is lost. In this case, the term non-commissioned officers that existed in the old Russian army should be used, which, incidentally, is used in military translation from German, French and other languages to convey the corresponding realities.

Other kinds of errors arise as a result of the incorrect assignment of a term to one of the groups already indicated and the choice of an inadequate translation method. For example, the term warrant officer is translated by transcription and translation. However, with the appropriate knowledge of the functions of this composition of military personnel, instead of an entrenched term, one could give the terminological equivalent of sergeant-major (for the army and the air force) and the conductor (for the navy), especially since, for example, the English-German dictionary gives the German equivalent of *Portepeunteroffizier*, which always translated into Russian as a sergeant major [Strelkovsky 1979]. It follows that to clarify a translation option, it is sometimes useful to find out how a given term is translated into other languages.

Next, we will go on to consider methods for translating abbreviations and abbreviations. O. Jespersen noted: "Abbreviations ... have parallels in other languages, but apparently they are nowhere more numerous than in modern English; they, in fact, represent one of the most characteristic features of the development of the English language at this stage" [Jespersen 1946, 550].

The main difficulties in translating abbreviations:

- 1) almost all parts of speech are abbreviated, for example: nouns (Co - company), adjectives (prim - primary), verbs (atch - attach), adverbs (SW - southwest), prepositions (w / o - without), which may be difficult to interpret;
- 2) non-observance of official rules; the procedure for writing abbreviations: in capital and lowercase letters, with and without dots, together and separately, with a fraction sign or with a ligature (&);
- 3) abbreviations can appear in the sentence in various syntactic functions, while receiving the corresponding morphological design in accordance with the rules of English grammar, that is, they take the plural ending, the possessive case form, the past tense form, add affixes, are made up with an article;
- 4) semantic shifts of the meaning of abbreviations with the meaning of terms in their full form, for example, Military Police - military police, and an MP - military police officer; Women's Army Corps is the female army support service, and WAC is the female army support service [Nelyubin 1981; Sudzilovsky 1979; DOD Dictionary of Military Terms].

Of the 786 terms that we selected when studying the combat charter of the American army, FM 23-10, 146 (19%) are abbreviations. Abbreviations may be transferred by means of the lexical and semantic substitutions descriptive translation, transcription / transliteration and transfer LongForm with creating on its basis for new abbreviations AEs.

1) Translation of the full form is the most common method of translating abbreviations. It accounts for 60 cases out of 146 (41%).

Examples:

SEO (Sniper employment officer) - officer for the use of snipers;

EVENT (end of evening nautical twilight) - the end of evening nautical twilight.

SPOTREP (Spot report) - report on the current situation.

2) Lexical-semantic substitutions are also often used in translating abbreviations and abbreviations, they are used in translating 33 terms out of 146 (23%).

Examples:

HALO (High altitude, low opening) - long jump;

LBE (Loading-bearing equipment) - unloading system;

MRE (Meal, ready-to-eat) - rations (dry pack).

3) Transcription and transliteration (26 cases out of 146, or 18%), sometimes together with an explicative translation.

Examples:

SAGE (semi-automatic ground environment) - SAGE;

MIJI - complex radio electronic interference "Midji";

CIC - CCA.

4) A descriptive translation of the abbreviations used in the study document in 14 cases out of 146 (10%).

Examples:

CLP (Cleaner, lubricant, preservative) - lubricant for preservation;

SHELREP (Shelling report) - report on artillery shelling.

The translation of the full form and the creation on its basis of a new abbreviation for ПЯ is the rarest method of translating abbreviations in FM 23-10 (13 terms out of 146, or 8%).

Examples:

CIA (Central Intelligence Agency) - CIA (Central Intelligence Agency);

NOD (night observation device) - NVD (night vision device);

TOC (Tactical Operations Center) - CBU (Combat Command Center).

Let us further consider the syntactic methods for translating multi-component terms. They can be translated:

1. Using a similar prepositive attribute group (sequential translation). For example: tactical air command - tactical air command; twin-eyed optical system - a binocular optical device.
2. By swapping components. For example: outline breakup - blur outlines; heavy mortar platoon fire direction center - control point for platoon heavy mortar fire.
3. Through the use of participles and participles. For example: eight-man infantry squad - an infantry squad consisting of eight people; stay-behind forces - forces operating behind enemy lines.
4. Using descriptive translation. For example: riot control missions - riot control operations; stock weld - contact of the cheek with the butt of the weapon.

In this chapter, we found that the choice of receiving a translation depends on the structure of the term. The most common methods for translating simple and complex (multicomponent) terms are lexical-semantic replacements, tracing, and descriptive translation; when translating abbreviations and abbreviations, the highest frequency is observed in such techniques as full-form translation, lexical-semantic substitutions, transcription and transliteration.

CONCLUSION

After conducting research, we studied such a linguistic phenomenon as a military term, in terms of its structural and semantic characteristics, its formation methods and the spheres of its functioning. We compared the Russian and English-language military materials, studied them for military terms and emotionally colored military vocabulary, thus examining the methods of their translation from English into Russian.

The present work shows that the following techniques are most commonly used in translating military terms:

- 1) Lexico-semantic substitutions;
- 2) Literal translation or tracing;
- 3) Descriptive translation;

4) Grammatical replacements;

5) Transcription and transliteration

The choice of receiving a translation is determined by the type of term. For abbreviations, the following methods are most commonly used:

1) Translation of the full form;

2) Lexico-semantic substitutions;

3) Transcription and transliteration;

4) Explication, or descriptive translation;

5) Translation of the full form and the creation on its basis of a new Russian-language reduction;

Multicomponent military terms are most often translated:

1) using a similar prepositive attribute group,

2) using the rearrangement of components

3) through the use of participles and participles,

4) descriptive translation.

The frequent use of descriptive translation, in our opinion, is due not only to the lexical and syntactic compatibility of Russian language units, but also to the less developed military industry and the army system as a whole, which forces translators to either borrow concepts that are absent in Russian (which is practically absent in the charter we studied), or to explicate the value of the original unit, resorting to detailed and sometimes heavy constructions.

We hope that the information obtained during the study will be able to accordingly expand the linguistic and cultural training of both military translators and translators in general, due to the specifics of the profession, forced to face a wide variety of areas of activity.

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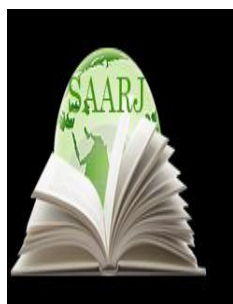
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DOI NUMBER: **10.5958/2249-7137.2020.00213.X**

INNOVATIVE STRATEGIES AND TACTICS IN TEACHING AND LEARNING THE VOCABULARY OF MODERN ENGLISH

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ABSTRACT

Today, it has become mandatory for the academicians to rethink their teaching strategies with the changing times. Since there has been a constant change in the teaching methods and techniques all over the world in every subject, vocabulary teaching methods and techniques need desirable and radical changes in a view of the demanding job market in the globalized world. If we want to use language effectively, we must have good stock of vocabulary. We cannot use the language, if we don't know the words of that language. English language has vast vocabulary. This allows the learner to develop an understanding of the word's connotations as well as its denotation. Also, discussion provides the learner with feedback about how well the learner understands the word. After pre-teaching vocabulary words, the learner should read the text. This "word clue" or keyword might be a part of the definition, an illustrative example or an image that the reader connects to the word to make it easier to remember the meaning when reading it in context. The idea behind the keyword method is to create an easy cognitive link to the word's meaning that the reader can access efficiently during a reading experience. Texts are full of "clues" about the meanings of words. Other words in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words. Vocabulary footnotes (definitions provided at the bottom of the page) can be added for particularly challenging words so that the reader can easily "look up" the word while still reading the text. One cannot learn a language without learning vocabulary. Therefore, the study of vocabulary has occupied the central place in teaching learning activities.

KEYWORDS: *Implicit, Vocabulary, Explicit, Teaching Vocabulary, Effectively, Contrast, Use.*

INTRODUCTION

Vocabulary of a language is just like bricks for constructing a building. Like bricks, they are vital for the building of a language. Language is made up of words. If we want to use language effectively, we must have good stock of vocabulary. We cannot use the language, if we don't know the words of that language. English language has vast vocabulary. It is the richest language of the world. One cannot learn a language without learning vocabulary. Therefore, the study of vocabulary has occupied the central place in teaching learning activities. "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words." This speaks volumes about the significance of vocabulary in learning, developing and enriching English.

Vocabulary is a very important means to express our thoughts and feeling, either in spoken or written form. Indeed, neither literature nor language exists without vocabulary. J. H. Hulstijn rightly says that words are the bricks the bricks with which the poetry and the literature of the world have been built. It is mainly through using words that we compose and express our thoughts to others. We can tackle our own task through words. It shows words are powerful tools.

Famous imperialist poet, Rudyard Kipling says that words are the most powerful drug used by mankind. Those who are rich in vocabulary can speak and write English correctly. Therefore, the study of vocabulary is at the center while learning a new language. English being a second language or foreign language, one needs to learn vocabulary in the systematic way.

In fact, without vocabulary communication in a second or foreign language is not possible in a meaningful way. J. H. Hulstijn argues: 'No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way'. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills.

The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by the theorist and researcher in the field. Nation properly states that teaching vocabulary should not only consist of teaching specific words but also aims at equipping learners with strategies necessary to expand their vocabulary knowledge. By showing actual objects and showing models it is a very useful technique to teach vocabulary to the beginners. The names of many things can be taught by showing actual objects. It gives real experience and sense to the learners.

There are several effective explicit and implicit strategies for teaching vocabulary:

Explicit Vocabulary Instruction

Pre-teaching Vocabulary Words

One of the most effective methods of helping children learn new vocabulary words is to teach unfamiliar words used in a text prior to the reading experience. Learners should preview reading materials to determine which words are unfamiliar. Then these words should be defined and discussed. It is important for learners to not only tell the learner what the word means, but also to

discuss its meaning. This allows the learner to develop an understanding of the word's connotations as well as its denotation. Also, discussion provides the learner with feedback about how well the learner understands the word. After pre-teaching vocabulary words, the learner should read the text.

Repeated Exposure to Words

It may seem common sense that the more times we are exposed to a word, the stronger our understanding becomes. However, repeated exposure to new vocabulary words is often ignored. Adults often forget a person needs to hear and use a word several times before it truly becomes a part of her vocabulary. Providing multiple opportunities to use a new word in its written and spoken form helps learner solidify their understanding of it.

Keyword Method

Like pre-teaching, the keyword method occurs before a learner reads a particular text. In this method, unfamiliar words are introduced prior to reading. However, rather than encouraging the child to remember a definition for a new word, the learner teaches him a "word clue" to help him understand it. This "word clue" or keyword might be a part of the definition, an illustrative example or an image that the reader connects to the word to make it easier to remember the meaning when reading it in context. The idea behind the keyword method is to create an easy cognitive link to the word's meaning that the reader can access efficiently during a reading experience.

Word Maps

The word map is an excellent method for scaffolding a child's vocabulary learning. Like the other explicit instructional methods, the learner should preview reading materials to determine which words are unfamiliar. For each of these new vocabulary words the learner creates a graphic organizer for the word. At the top or center of the organizer is the vocabulary word. Branching off of the word are three categories: Classification (what class or group does the word belong to), qualities (what is the word like) and examples.

Using prior knowledge the learner fills in each of these three categories. Word maps help readers develop complete understandings of words.

Root Analysis

While root analysis is taught explicitly, the ultimate goal is for readers to use this strategy independently. Many of the words in the English language are derived from Latin or Greek roots. They either contain a "core" root (the primary component of the word) or use prefixes or suffixes that hold meaning. Learners should focus on teaching learner the most commonly occurring roots, prefixes and suffixes. As each is taught examples of its use in common word should be shared and examined. The reader should see how the root helps her understand the word's definition. Learners should then be given practice analyzing words to determine their roots and definitions. When a reader is able to break down unfamiliar words into their prefixes, suffixes and roots they can begin to determine their meanings.

Restructuring Reading Materials

This strategy is particularly effective for helping struggling readers improve their vocabularies. Sometimes grade level materials are inaccessible to readers because there are too many unfamiliar words in them. Adults can restructure the materials in several different ways to help readers comprehend them more easily. A portion of the difficult words can be replaced with “easier” synonyms to help the reader understand the overall text. Vocabulary footnotes (definitions provided at the bottom of the page) can be added for particularly challenging words so that the reader can easily “look up” the word while still reading the text. An accompanying vocabulary guide can be provided for the text. Words that are included in the guide should be highlighted or printed in bold text to direct the reader to check the vocabulary guide if the word or its meaning is unfamiliar.

Implicit Vocabulary Instruction***Incidental Learning***

Incidental vocabulary learning occurs all of the time when we read. Based on the way a word is used in a text we are able to determine its meaning. While you may not know what a specific word means, many times you can determine its meaning based on what the rest of the sentence focuses on. Learners should model this sort of incidental vocabulary learning for learners to help them develop their own skills.

Context Skills

Context skills are the strategies that a reader uses for incidental vocabulary learning. Texts are full of “clues” about the meanings of words. Other words in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words. These features are often referred to as “context clues” because they are contained within the context of the piece of writing rather than outside it. Learners should be taught to find and use context clues for learning new vocabulary words. Language modeling and practice are key for helping learners develop this important reading skill.

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DOI NUMBER: **10.5958/2249-7137.2020.00214.1**

THE ROLE OF INTELLECTUAL TECHNOLOGIES INTEACHING FOREIGN LANGUAGE IN THE OPEN INFORMATIONAL EDUCATIONAL ENVIRONMENT

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ABSTRACT

The article analyzes the use of intellectual technologies in foreign language teaching. The authors present a brief survey of Web 1.0, Web 2.0 and Web 3.0 technologies paying special attention to mobile learning and Web 2.0 technology used in foreign language education. The paper evaluates the educational potential of mobile applications in foreign language education. Educational mobile applications are constantly being improved, adapting to the needs of both teachers and students, organizing and maintaining an open educational information environment using Web2.0 services. The development of technology and the emergence of new devices should be accompanied by a revitalization of research and the development of innovative educational practices, which will benefit not only individual students, but also the process of teaching a foreign language as a whole.

KEYWORDS AND PHRASES: *intellectual technology; mobile learning; foreign language; mobile application; open informational, educational environment; Internet. In the nineties of the XX century - the beginning of the XXI century were accompanied by truly revolutionary changes in the field of information technology. The Web1.0 services, originally intended for professional website creators, were replaced by the intellectual (smart) technology Web2.0, which has found application in almost everyone's life - from housewives and students to representatives of professional communities of various fields: education, healthcare, science, culture, economics, army, politics, etc.*

INTRODUCTION

Web2.0 technology tools are constantly being improved, adapting to new challenges of the information society. The information world is on the verge of new qualitative changes associated

with the advent of Web3.0 technology, which represents an intellectual breakthrough in the search for information, which will increase the efficiency of mastering knowledge, skills, especially language skills.

Web3.0 learning technology is an attempt to align evolutionary processes taking place in teaching methods and methods, generated by global challenges of socio-economic and political changes, with technological progress in the field of telecommunications such as the Internet. Teachers and students often wonder: what version are we using at the moment? Some computer technology practitioners have argued that training is still being done using Web1.0 services, while technology is evolving and in a state of constant change. In order to determine what information services we are dealing with in the process of teaching foreign languages at present, we will consider each version.

Version Web1.0 marked the beginning of the public use of the Internet, that is, it provided the ability to create websites using the integrated software package Netscape. Web pages were static, sometimes with hyperlinks to internal and external sources. Sites were intended mainly for reading and practically did not contain interactive elements, that is, users were deprived of the opportunity to communicate and share files.

The information technology Web2.0, which we actively use at this stage of teaching foreign languages, consists of a combination of communication tools, which we mean by social networks. The content of educational social services - language communities is developing dynamically due to the organization of an interactive user relationship with the site or with other users, the exchange of audio, video and text files, the result of which is the creation of user content. With the development of Web2.0 services, such as a blog, wiki, social networks, virtual learning (e-learning) has become possible, and its combination with traditional forms has given a blended learning type. The revolution in the development of digital technology has contributed to the emergence of mobile learning (mobile learning, or m-learning).

Mobile learning involves the learner's ability to learn anywhere and anytime using a portable electronic device. With the development of mobile technologies and the creation of a large number of diverse educational language applications, on the one hand, and the emergence of a huge number of so-called digital natives, representatives of the young generation who practically do not part with their electronic devices, on the other hand, the popularity and development of this type of training is constantly growing. Mobile learning is one of the most convenient and sought-after ways to master speech and language skills throughout life.

Educational mobile applications are constantly being improved, adapting to the needs of both teachers and students, organizing and maintaining an open educational information environment using Web2.0 services. Modern educational mobile applications provide structured and well-organized educational content; they are equipped with the necessary functionality, making learning easy and fun. The most popular among students and teachers are such educational applications as Rosetta Stone, British Council apps. They can be downloaded on Google Play, the App Store or using the QR code.

Consider briefly listed applications.

Compared to other training programs, Rosetta Stone offers a unique method of teaching with the help of explanations in the language being studied without relying on the mother tongue. A system of exercises was developed that consistently turns the entered basic vocabulary into short phrases and, finally, into long sentences. To explain and understand more complex concepts or phenomena, a visual support is used in the form of pictures and photographs that help to intuitively guess the meaning of the represented object. The application can be used on a computer, tablet and smartphone. The user is given the opportunity to consult an online tutor and communicate with other students.

Duolingo—is a self-study application for iOS and Android, which received the award "Best educational startup." It has an attractive design, uses elements of communicative games, which motivates the user. The application is free, contains no ads and is very effective.

The Two Minute English - app is free, has no advertisements, and contains more than two hundred and two-minute video lessons on various topics, for example, "Communicative English", "Business English", "English for travelers", "Common Mistakes", "Idioms" and "Phrasal verbs". New lessons are added every day and the material is constantly updated.

How to Speak Real English - offers a variety of business and spoken English instructional materials for beginner, intermediate, and advanced levels. Twenty-minute lessons provide an opportunity to quickly master the grammatical structures and communication skills in a fun and playful way, new vocabulary is introduced using flash cards. The lessons are based on real communication situations. The application is free, but there are promotional materials.

Students who wish to receive an official document with an assessment of their knowledge can pass the test corresponding to the levels of foreign language proficiency A1, A2, B1, B2 (Common European Framework of Reference). After successfully passing the test, students receive a certificate of McGraw-Hill Education, one of the largest and most respected educational companies in the world.

Mobile training is focused on the learner, does not depend on time and place. This is an intelligent learning technology that will develop in parallel with the improvement of information and communication technologies and provide unlimited innovative opportunities.

The benefits of using Web 2.0 services in teaching and learning a foreign language are obvious. They guarantee not only convenience and novelty, but also effective training that brings real practical results. The student has at his disposal a constantly increasing and improving set of information search tools, the capabilities of which will increase many times with the advent of Web3.0 technology.

Web3.0 is a semantic intelligent network, the software of which uses metadata to read, compare, integrate information and provide a "reasonable answer to the user", thus performing most of the routine work pertaining to the search and compilation of information for a person.

Briefly describing the distinctive features of three generations of Internet technologies, we can say that in Web1.0 information was generated by site owners, in Web2.0 content was created by users, which led to the filling of the Internet with low-quality misinforming data arrays, and in Web3.0 online experts will check for authenticity and relevance, edit the content of sites and, based on these criteria, establish the priority of the search delivery of information to the user.

Learning in Web3.0 is the result of an evolution oriented towards a student in an open information educational environment. The combination of educational innovations and the latest technologies will make the learning process faster, efficient and interesting. This will put an end to training courses that do not take into account the experience and needs of students, hours of boring videos and answers to questions to learn what they will never use in real life.

The rapid development of technologies, the presence of a huge number of open educational Internet resources provide the opportunity to create a new open educational information environment that is maximally focused on the student, in which he will be able to build his individual educational path, use convenient and affordable technologies and devices, choose a place and time for training, get the necessary knowledge. This is a flexible interactive training, which should provide a level of education that meets the needs and capabilities of the modern world.

So, speaking about the role and importance of using web technologies in teaching foreign languages at the present stage of the evolution of the information society, it should be noted that Web2.0 technologies and mobile devices provide unlimited opportunities for communicating in a foreign language anywhere and anytime, thus, eliminating the limitations inherent in the traditional teaching of a foreign language. Teachers, curriculum designers must consider and benefit from students' interest in web tools in order to turn them from communication and games to knowledge. The use of web technologies and mobile devices in teaching and learning a foreign language, in our opinion, will provide students with authentic material, increase motivation and eliminate the language barrier, individualize and make learning flexible, allow them to take into account their learning styles and preferences, make communication reasonable and useful and combine learning with entertainment, enhance information exchange and provide feedback. The development of technology and the emergence of new devices should be accompanied by a revitalization of research and the development of innovative educational practices, which will benefit not only individual students, but also the process of teaching a foreign language as a whole.

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DOI NUMBER: **10.5958/2249-7137.2020.00215.3**

GOALS AND SOURCES OF STUDENTS' VOCABULARY ENRICHMENT DURING RUSSIAN LANGUAGE LESSONS

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ABSTRACT

This article discusses a methodology for enriching vocabulary, introducing lexical meanings of unknown polysemantic words to students.

KEYWORDS: *Vocabulary, Improvement, Use, Enrichment, Mastery, Sources.*

INTRODUCTION

The listed factors determine the following goals for enriching the vocabulary of students:

- 1) a quantitative increase in words and a qualitative improvement in the existing vocabulary;
- 2) Training in the ability to use well-known newly learned words.

The quantitative expansion of the vocabulary of students is expressed in the gradual addition of new words to the existing words (level of replenishment of lexemes). Qualitative improvement of the vocabulary consists, firstly, in clarifying the lexical meaning and use of words known to children, and secondly, in replacing non-literary words in the children's dictionary with literary ones (level of improvement of lexemes). Finally, a special aspect of the quantitative and qualitative improvement of the vocabulary of children is the work on familiarizing with unknown to the students the lexical meanings of the ambiguous words already existing in their dictionary [6, p. 78], improving the vocabulary of students.

Quantitative-qualitative determines the paradigmatic direction in the methodology for enriching their vocabulary, i.e. work on the word and its semantic fields, prepares the conditions for teaching students the ability to use well-known and new words in their speech - their choice for expressing certain speech tasks. It is expressed in showing areas of use of words, in the disclosure of their compatibility with other words. The implementation of the second goal of enriching the vocabulary of students is a syntagmatic direction in the methodology of enriching their vocabulary, i.e. work on the contextual use of words - on the accuracy and appropriateness of the use of words depending on the purpose, theme, situation and style of the text being created. The difference between the active part of a student's personal vocabulary and its passive part is the level of word ownership. To own a word means to correlate it with a reality or concept, to know its semantics, compatibility and scope of use. If the word in the student's mind has all the indicated features, then it enters into the active part of his personal vocabulary. If a word in his mind correlates with reality or a concept and he understands it at least in the most general form (knows the generic characteristic of reality or a concept), then such a word is included in the passive part of his personal vocabulary. The probability of using it in a student's speech is small.

The function of these words in the personal vocabulary is to provide an understanding of what is read or heard.

In childhood, the boundaries between the passive and active parts of the student's personal vocabulary are quite mobile: the active dictionary increases both due to new words and due to the transition of words from the passive to the active part of the personal vocabulary. The task of the Russian language teacher is to help students master the compatibility and scope of passive words, in order to translate them into the student's active vocabulary, i.e. solve both problems of enriching the vocabulary of children.

Sources of enrichment and improvement of the dictionary are works of fiction, texts of educational books, texts of films and television programs, speech of teachers and other employees of the school and extracurricular institutions. All these are pedagogically controlled and organized sources of language enrichment.

The listed sources (or ways) of updating the vocabulary of children, depending on how they are perceived by children - visually or by ear - comprise the following groups: perceived visually (reading books, textbooks, newspapers and magazines);

perceived by ear (speech of a teacher, peers, adults, listening to the radio, watching TV, movies, theater performances); perceived both visually and by ear (viewing filmstrips, special movie clips with captions, visiting museums, exhibitions) [8, p.16-23].

Each group of sources (or paths) has certain advantages, but there are also certain disadvantages. With visual perception, the student has the opportunity to stop, think, again return to the previously read, remember what was read, write new words in his own dictionary.

The disadvantages of the sources of this group are the lack of auditory perceptions, the use of new words in their own speech (in speaking). The advantage of the sources of the second group is live listening perception. The disadvantages of the sources of this group include the lack of visual perceptions of new words, the impossibility of repeated reproductions, if there are no special recordings on cassettes. Sources of the third group can be simultaneously perceived both

visually and by ear. Students have the opportunity to repeatedly return to the material they have watched, but due to the specifics of the situation, the children cannot speak out (there is no speaking); the letter as a type of speech activity in this case is practically absent.

According to the degree of teacher's influence on the indicated ways of replenishing the vocabulary of students, they are divided into manageable and partially manageable. Managed ways to replenish children's words include disciplines taught at school and the teacher's academic speech. In his teaching speech, the teacher purposefully selects the necessary vocabulary, "submits" it with the calculation of children's learning the lexical meanings of words, includes these words in appropriate contexts to show their use.

The teacher, if necessary, returns to the above, varying his academic speech. In the course of the explanation, he can get information about the degree to which children learn new words and rearrange their presentation. With the help of textbooks on the sciences studied at the school, students in a certain system established by their authors learn the words-terms of the corresponding scientific discipline.

Guidance on enrichment of the vocabulary of students based on these sources is indirect: the teacher can primarily influence not the assimilation of words, but the assimilation of the content. To the greatest extent possible enrichment of the vocabulary is facilitated by the following teacher advice organizing student activities:

- 1) in the process of reading books for extra-curricular reading, listening to radio and television programs, watching movies, performances, visiting museums and exhibitions, write dictionaries to meet new unfamiliar words;
- 2) Further find out in the dictionaries of the teacher the meanings and use of these words;
- 3) Use them in the Russian language lessons in their academic speech.

The teacher periodically gets acquainted with the notes of students, compiling thematic vocabularies on this basis for working on them both in class and in extra-curricular activities.

The content of the work to enrich the vocabulary of students is specific. It is a certain list of words (vocabulary), the meaning of which should be explained to children and the use of which they should be trained in. It is necessary to distinguish between the content units of the enrichment of the vocabulary of schoolchildren (i.e. what is introduced into the program) and the units of the educational process (i.e. what is introduced in the lesson). The content units of the vocabulary work are words and their senses (if the words are ambiguous). Outwardly, it is expressed in the form of an alphabetical list of words indicating lexical meanings that students should know. Units of the educational process - words and groups of words that are included by the teacher in the lessons. Outwardly, they present educational-thematic lists of words, work on groups of words in the process of enriching the vocabulary of students has now received a scientific basis as a result of the discovery by linguists of the systemic nature of the vocabulary of the language. The following types of systemic relationships based on semantics are identified: synonymous, antonymic, hyponymic (generic), derivational, thematic, and lexico-semantic. The basis of the content of enrichment of the vocabulary of students is made up of thematic (ideographic) and lexico-semantic groups of words.

The selection of semantic topics for enriching the vocabulary of students must be carried out primarily with a view to realizing the goals of preparing students for life. The role of didactic material should not be exaggerated, however, as V. Zvegintsev writes: "language can and does affect human behavior, using the channels at its disposal due to the fact that human thinking mainly proceeds in linguistic forms ". Through a specially selected vocabulary of the language, the teacher in a certain way affects the thinking and emotions of children. The communicative act is carried out "always in the public environment (even when only two people participate in it)" and requires mandatory coordination with a wide range of social institutions and "knowledge", and is always goal-oriented, that is, requires the fullest possible embodiment of the features of "roles" [10, p. 9-12].

Moving in order to communicate a person from one social group to another is a natural and necessary condition. For successful communication of a person falling into different social groups (social spheres), he must possess the necessary set of vocabulary that serves each of the communication spheres. For communication in the domestic sphere, a person has been armed with vocabulary from childhood; for communication in the production sphere, he receives it together with professional knowledge in special educational institutions. To communicate in broad areas, a person is only partially armed with the necessary vocabulary in childhood, communicating in the family. The main source of his enrichment is the school, and in it the Russian language as a subject is primarily responsible for this task. Consequently, when defining thematic groups (ideographic topics) for organizing the enrichment of the vocabulary of middle and senior students in the Russian language lessons, it is necessary to proceed from the social order of society on the upbringing of the younger generation. In accordance with this provision, the first principle for the selection of thematic groups of words is socio-communicative.

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DOI NUMBER: **10.5958/2249-7137.2020.00216.5**

NOVERBAL MEANS AND THEIR ADVANTAGES IN DIALOGIC SPEECH

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ABSTRACT

The article focuses on the use of nonverbal means and their features and advantages in dialogical speech. The author, on the basis of literature and her professional experience, describes the role of nonverbal means in communication and importance of using nonlinguistic signs in dialogic speech. In the article, the author also shows similarities and cultural differences of nonverbal means. In this dialogue, the speaker (grocer) revealed the truth by chance to the listener (Parpi grandpa) with a change in his face. Although he tried to convince the listener through his words, he revealed his inner secret with his facial expressions. In the second case, the information is transmitted using paralinguistic means - non-linguistic units "included in the voice message and transmitting semantic information". The importance of verbal means in the transmission of cognitive information is very great[11;151]. A person acquires an objective knowledge about the world from the books, which they read, lessons or lectures that they learned, interpersonal communication and so on. Of course, this situation will be understandable to all people, regardless of nationality, even without the help of an interpreter. However, Darwinists ignore the cultural differences of some nonverbal means. Therefore, we can agree with Ray Birdwhistell on this point. After all, there are as many different customs, gestures and behaviors as there are people in the world. . In particular, communication is understood to convey information by one person to another person or to a number of individuals, using qualitatively different means.

KEYWORDS: *Nonverbal Means, Verbal Means, Gestures, Facial Expressions, Addressee, Universal, Information, Communication.*

INTRODUCTION

In the XXI century, linguistics entered a new stage. Previously, this science was mainly engaged in solving the internal problems of language, now linguists are paying special attention to the role of language in the development of human society, the behavior of people, in particular, the problems related to communication. Modern researchers in the field of Psychology, Psycholinguistics, Sociology, Information theory, Communication theory and other Anthropological Sciences consider communication as a message of information, that is, "communication" in relation to direct communication between individuals is in a broader sense than the traditionally accepted opinion. In particular, communication is understood to convey information by one person to another person or to a number of individuals, using qualitatively different means.

A number of linguists argue that there are two main components that make up communication: verbal and nonverbal (Jackson, Vaslavik P, D.Stirnin, Bivin J). Actually, by the nature of the means, different ways of transferring information can be divided into two groups: verbal and non-verbal. In the first case, the message is transmitted through hearing using language units or visual channels. In the second case, the information is transmitted using paralinguistic means - non-linguistic units "included in the voice message and transmitting semantic information". The importance of verbal means in the transmission of cognitive information is very great [11;151]. A person acquires an objective knowledge about the world from the books, which they read, lessons or lectures that they learned, interpersonal communication and so on. It is impossible to formulate this knowledge without using language. According to Dileo "Language comprises all forms of communication: crying, facial expression, gestures, touching, yelling, and also speech and writing." [12;40] Thus, some data of knowledge can also be expressed using nonverbal means. Non-verbal communication includes sounds, gestures, body movements, eye contacts, facial expressions, pitch or tone of a voice, spatial distance, apparent behavior, postures, and dress of an individual. We use body actions constantly in our everyday conversation. It is a definite part of our communication system. In oral communication, for example, a person often refers to the use of gestures to indicate the size, measurement, length and other external signs of an object. As a rule, in this case the gestures are combined with oral means and visual accompaniment which perform the task of confirming or clarifying the appropriate composition of the speech segment:

*Шафтоли олиб келинг, шафтоли данишунча олиб келинг, -
Робия нозик бармоқчаларини ёзиб кўрсатди. "Bring me a peach, bring me so many peaches, -
said Robia, pointing her thin unfolding fingers."*

*-Хўп, шунча олиб келаман, -деб икки қўлимнинг бармоқларини тенгдан ёзиб кўрсатган эдим.
Робия ҳудудитўйиб шафтоли егандек ўзидай ўқсевиниб кетди,
кўзларини галатисўзиб онасига мактаминиб ҳам қўйди. (Тўхтабоев. X .Бешболалий игитча.)
"Well, I'll bring so much," I said, pointing the unfolding fingers of my both hands equally.
Robia was as happy as if she had eaten a peach, and she rolled her eyes strangely as boasted to her sister. (Tukhtaboev. Kh. A boy with five children.)*

As it can be seen in the example above, the communicators are visually determining the amount of what they are expressing using linguistic means (*bring so many peaches*) using hand gestures (*pointing the thin fingers, pointing the unfolding fingers of both hands equally*). The addressant

also sends information (*boasted*) through the eyes (*rolled her eyes strangely*) to the addressee without the use of verbal means, consequently, this shows that nonverbal means are convenient to use in the speech process.

When people communicate with each other, they exchange ideas not only linguistically, but also nonverbally by gesturing. Indeed, most scientists note that initially people used different sounds and gestures when communicating with each other. It should be noted that nonverbal means, in particular, gestures, also play a role in the emergence of human language. As an example, we can cite Wilhelm Wundt's opinion. W. Wundt pointed out that first there were two languages, one of which required a sound language and the other a sign language. He gave the idea that people expressed emotions through the language of sound, which could not be explained by gestures, and they expressed the expression of things, events by gestures. The scholar also noted that meanings such as permission, prohibition, demonstration, please, danger, and joy were expressed through hands and facial expressions [6;10,11].

We think that it is possible to agree with this idea, because we are still using such nonverbal means today, so that we use nonverbal means in order to make our speech effective when we sincerely explain our inner feelings and point out something from a long distance, or to communicate with the listener without speaking at all. In addition, as a simple example of W. Wundt's idea of bilingualism, we can show that young children use more sounds and gestures than linguistic means to express their thoughts.

When we talk about nonverbal means, we are faced with a question in the research process: Can nonverbal units be universal for all people or are they different in diverse nations like verbal means? This led to divide scholars into two groups according to their views on using nonverbal means; scholars of the first view claimed that nonverbal means were understandable language for all people, while other scholars have denied this view. In particular, Charles Darwin described gestures as "innate and universal" [3]. The scientist emphasized that nonverbal means were not artificial, but a natural phenomenon for human beings, and emotions of human were expressed in the same way all over the world. Another proponent of this view was Quintillion, who advocated that hand gestures were "a common language for all people," and etymologist Eibl-Eibesfeldt also supported this view. These scientists have noted that people's facial movements and tone of voice reflect emotions in the same way in all people. But other scholars, including Ray Birdwhistell argued that "no word or gesture is the same around the world, meaning that not only verbal means but also nonverbal means differ in diverse nations" [1;12]. Furthermore, M. Argale noted that "gestures and verbal means differ under the influence of the development of societies and cultures". In our view, although these two views contradict each other, they are to some extent related to each other. For example, we do not fully agree with the views of Darwin's supporters, but also we cannot completely deny it. Because nonverbal means, including gaze, facial expressions, and tone of voice, reveal people's inner feelings and psychological state, as well as feelings of anger, joy, doubt, hatred, amazement, arrogance, liking, protest, insecurity, and other similar feelings are all reflected in the same way in human behavior. For example, when a person is happy about something, his eyes are bright, his face is smiling and his tone of voice is soft, on the contrary, when he is angry, his eyebrows are furrowed, his eyelids are drooping and his tone of voice is rude. Of course, this situation will be understandable to all people, regardless of nationality, even without the help of an interpreter. However, Darwinists ignore the cultural differences of some nonverbal means. Therefore, we can agree with

Ray Birdwhistell on this point. After all, there are as many different customs, gestures and behaviors as there are people in the world. Therefore, gestures can have different meanings in diverse cultures. Gestures that are common to Uzbeks can insult other people or vice versa. In particular, Tibetan peoples show their tongues when they meet someone on the road. This means “wishing health”, but it means “insult” in Uzbek culture. In our view, nonverbal means are common to all when expressing a person’s inner feelings, on the contrary, a variety of nonverbal means are used when a person’s attitude to the external environment, showing something, explaining something, expressing an opinion is culturally different, for example, sadness, sadness, anger and fear. Moreover, nonverbal means of expressing one’s inner feelings are innate and universal, and culturally differentiated gestures are related to human behavior and upbringing, in particular, it would be appropriate to conditionally call them natural and social nonverbal means.

The semantic descriptive features of the nonverbal communication in which we are interested, are directly related to events occurring in the environment. During the communication process the verbal units are used in speech to inform the speakers about the outside of events, while the nonverbal means are used to reflect people’s inner feelings to the event, therefore, the nonverbal communication is considered more pleasant and beautiful than the verbal state. In particular, according to the American scientist Albert Mehrabian's formula, the total impact of a message was about 7% of verbal units, 38% of paralinguistic factors and 58% of nonverbal actions. Professor Birdwhistell made some similar estimates of the amount of non-verbal communication that takes place between humans. He estimated that the average person actually speaks words for a total of about ten or eleven minutes a day and that the average sentence takes only 2.5 seconds. Birdwhistell also estimated we can make and recognize around 250,000 facial expressions” He noted that a person speaks words for only 10-11 minutes on average a day and sounds no more than 2.5 seconds on average in each sentence [4;3]. Like Mehrabian, he found that less than 35% of speech was verbal communication and more than 65% was transmitted through nonverbal means [9;9]. Experts such as Allan Pease and Kroehnert also noted that nonverbal means make up 65% to 90% of communication. As it is given above, it is clear that nonverbal means play a very important role in communication.

Clearly, nonverbal means are part of verbal messages. Nonverbal communication is the process of receiving or transmitting a message verbally or in writing without the use of words. The majority of meaning comes from nonverbal sources, including body movement; eye contact; gestures; posture; and vocal tone, pitch, pacing, and phrasing. Other messages come from our clothing, our use of time, and literally dozens of other nonverbal categories. Furthermore, nonverbal means are used in more dialogic speech, in particular, the psychological state of the addressant and the addressee requires the use of gestures, sound changes, body movements in expression to express communicative purpose and content in the process of communication. These factors play a special role in the implementation of communication. Nonverbal means are also considered the object of study of linguistics because they are examined in relation to the verbal means.

People transmit information not only through words (verbal means) but also through gestures, facial expressions, postures, gaze, appearance, distance in the process of communication, which are nonverbal (paralinguistic) means. In this regard, B. F. Porshneva's idea is noteworthy: "The linguistic equivalent for every word and every sentence in our modern speech can be a word, a

phrase, a broad text, or a paralinguistic sign"[10; 474]. In fact, the message being conveyed is always delivered at two levels at the same time, in verbal and nonverbal situations. The nonverbal unit confirms the verbal connection, for example, child soon after his birth learns non-verbal expression such as gestures and sounds by observing, imitating, watching, and copying other persons of the family and uses them to express something. In addition, the listener tries to understand the meaning of the message signs, paying attention to the body movements, hands, head movements of the speaker during the speech:

- *"It appeared that he understood me well enough, for **he shook his head** by way of disapprobation, and **held his hand in a posture to show** that I must be carried as a prisoner"* (Jonathan Swift. *Gulliver's travels*.)

People believe that nonverbal units do not deceive, moreover, they believe in nonverbal units rather than verbal ones. This has been tested in practice, for example, a person has a more influential effect of frowning when he is angry, disliked or upset.

- Қалай, болалар билан таниши болдиларингми? - Секингина сўради Ўрисхола.

- "Ҳаммаси одам ёввойига ўхшайди-ку, - нордон нарсачайна болган дек **афтини жийириб** деди Қоровой".

- Ҳеч қисийўқ, кейинораларингдан қилўтмай диган ўртоқ ҳам бўлиб кетасизлар. (X. Тўхтабоев, "Бешиболалийигитча"). - "Well, did you introduce the children?" - Russian aunt asked quietly.

"They are all looks like a wild man," - said Karavoy, **frowning as if he had chewed something sour**.

"It's all right, and then you'll be a good friend." (Tukhtaboev. Kh. "A boy with five children"). Here the addressee perceives the inner feeling (dislike) of the addressant through facial expressions (frowning).

People use means that are more nonverbal when they communicate with each other. Most people find it easier to deceive others with words than with body movements [8; 48]. Verbal units are easy to control, but not body movement, facial expression, and tone of voice. Emphasis on such nonverbal means can help to avoid deception or understand the sincerity of the speaker. Because nonverbal means are so reliable, people usually believe in these means more than verbal means. If the speaker expresses the opposite opinion to the nonverbal units in communication, the listener focuses on the nonverbal units. Easily the least controversial of all the areas of nonverbal communication is facial expression, as this is the most readily observed group of gestures. We focus our eyes on the face more often than on any other part of the body, and the expression we see there have widely accepted meanings. For example,

- Боққол, гуручни қайердан олдингиз? - деб сўради.

- Келингизга туғдириб келяман, - ранги алланечу қоқариб, биткўзлари пирпираб кетди боққолнинг.

Боққолнинг галати бўлиб кетганини сезган Парпибувамчапқўлини марзагати рабсекин ўрнидан турди :

- Бузорманда обжувозники-ку!

- *Йўз-е, мазоришарифурсин. (Тўхтабоев Х. Беиболийигитча.) “Grocer, wheredidyougettherice?”-heasked.*

“Your daughter-in-law gave birth this,”-said the grocer, his facegot pale and eyes flickered.

GrandpaParpi felt that the grocer had become strange;he slowly stood up, resting his left hand on his stick:

“It's belong to watermill!”

“No, I swear.”(TukhtaboyevKh. A boy with five children.)

In this dialogue, the speaker (grocer) revealed the truth by chance to the listener (Parpi grandpa) with a change in his face. Although he tried to convince the listener through his words, he revealed his inner secret with his facial expressions. If the listener correctly understands the speaker's nonverbal information, he or she will know his or her inner attitude and purpose and respond appropriately. Moreover, facial expression can also express shock or great surprise. In these emotional states a person's mouth is wide open because the jaws muscles are relaxed due to shock and the chin drops.

Furthermore, F. Delsarte observed an organic connection between body body-motion and character (Harmonic, Gymnastic, and Pantomimic Expression, 1895) and emphasized:“Nothing is more deplorable than a gesture without a motive, without meaning. Let your attitude, gesture and face foretell what you would make felt ... Gesture is more than speech. It is not what we say that persuades, but the manner of saying it. Speech is inferior to gesture because it corresponds to the phenomena of the mind. Gesture is the agent of the heart, the persuasive agent”[5]. In fact, nonverbal means have a stronger effect than verbal means. Through gestures and a change in tone of voice, we can know the inner feelings of the speaker and the listener. Let's focus on the following dialogue:

-Ассаломуалайкум.

Кампирунгабирзумгинатикилди. КейинэнгашиганАбдурахмоннингбўйниданкүчоқлаб, хўнграбийиглабюборди. Ҳассасиергатушибкетди. Унингкенгенгигаўралганориқ, нимжонқўллариАбдурахмоннингбўйнидақалтирарди.

-Худогашукур, тирикэкансан. Худогашукур.

-Ўзингизбардаммисиз, бувижон?

-Тушларимгакирардинг, -кампирунингелкаларидансилаб, юзларигатикиларди.(Зуннунова.С. Гудакҳиди.) “Assalamualaykum.”The old woman stared at him for a moment. Then she hugged Abdurahman's neck and sobbed. Her stick fell to the ground. Herthin, weak hands, which wrapped around his wide shoulders,trembled around Abdurahman's neck.

“Thank God, you are alive. Thank God.”

“Are you all right, Grandma?”

“You were in my dreams”,-said the old woman, stroking his shoulders and looking at his face. (Zunnunova.S. Baby's smell.)

Apparently, in this speech process, the listener revealed her strong miss, kindness and excitement to the speaker through gestures (*hugging his neck, sobbing, his hands ... trembling, stroking his shoulders, staring at his face ...*).

In conclusion, the relationships, which occur in the context of communication, are diverse and have a specific information content. Nonverbal communication is a form of wordless communication between the speaker and the listener that is used to complement a verbal units and it can be voluntary and involuntary. Most speakers and listeners are unaware of this; the nonverbal unit includes all message units except the word in the communication. In oral communication, these message signs are represented by intonation, tone of voice, various noises, body movements, body gestures, facial expressions, or pauses. The speaker cannot limit the effectiveness of his speech as he speaks. Most of the meaning of the sentence, which the speaker is trying to convey, consists of nonverbal units, which are always accompanied by verbal communication or sometimes mean a separate meaning in itself. Gestures, facial expressions, body movements, various situations in the voice, additional means of communication play an important role in completing the content of communication and adding clarity.

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DOI NUMBER: **10.5958/2249-7137.2020.00188.3**

INNOVATIVE METHODS OF TEACHING RUSSIAN LANGUAGE AND LITERATURE

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ABSTRACT

This paper covers innovations in education, innovations in the content of education, in the forms and methods of training, in the relations "teacher - student", the use of information technologies for training, the introduction of new equipment, in the organization of the educational process, its management, etc.

KEYWORDS: *Innovative Technologies, Development Of Creative Abilities, Teaching Russian, Modern Educators, Modern Requirements.*

INTRODUCTION

The traditional educational system is somewhat behind the needs of society. The concept of modern education determined the goal of the teacher's professional activity - to form the ability of students to successfully socialize in society, actively adapt to the labor market. The consequence of this is the development of innovative technologies in training. Innovative methods are characterized by a new style of organizing educational and cognitive activities of students. Modern educators recognize that in the development of creative abilities, intellectual activity, the maximum opportunities are represented by the problem teaching technology. A significant contribution to the disclosure of the problems of intellectual development, problem and developmental education was made by N.A. Menchinskaya, P.Ya. Galperin, N.F. Talyzina, T.V. Kudryavtsev, Yu.K. Babansky, I.Ya. Lerner, M. I.Makhmutov, A.M. Matyushkin, I.S. Yakimanska, A.K. Mynbaeva, Z.M. Sadvakasova.

In general, we can talk about two groups of strategies: directly affecting learning and contributing to learning.

The first may include:

- Cognitive strategies that students use to make sense of the material,
- Memorization strategies - to store it in memory,
- Compensatory strategies - help to cope with difficulties arising in the process of communication.

Among the second are strategies related to creating the conditions for learning and helping to overcome psychological difficulties in mastering the language.

In recent decades, in connection with the development of modern educational technologies, audio and video recordings, computer programs, and distance learning have been widely introduced into the educational process. Information technology enriches the educational process in many fields of knowledge, in the most diverse learning conditions and at all its levels. This fully applies to the teaching of foreign languages, especially abroad, where direct contact with the language being studied is limited.

In the framework of this technology, the student really becomes an active subject of the educational process, independently owning knowledge and solving cognitive tasks. The purpose of such techniques is to activate, optimize, and intensify the process of cognition. Innovative learning involves the mandatory inclusion of students in activities, collective forms of work, exchange of views.

Features of innovative learning are:

- work in advance, anticipation of development;
- Openness to the future;
- focus on personality, its development;
- Mandatory presence of elements of creativity;
- Partnership type of relationship: cooperation, co-creation, mutual assistance, etc.

Innovative technologies make it possible to realize one of the main goals of teaching the Russian language and literature – to give the opportunity to move from studying the subject as a systemic-structural education to studying it as a means of communication and thinking, and transfer educational and cognitive activity to a productive and creative level.

In the lesson, promising methodological methods should be applied for the development of students' creative abilities: clusters, insert (for independent study of theoretical material), filling out tables, a two-part diary, reading with stops, joint search, cross-discussion, round table; apply TSIP elements (technologies for solving inventive problems): "Surprise!" (when getting acquainted with the biography of the writer), "Catch a mistake!"; classical lecture training, training with the help of audiovisual technical means, tests, project method (classes on "Literary study of local lore").

Using design technology: will increase and deepen the interest of children; will develop students' creative abilities by forming competence in the field of independent cognitive activity, familiarizing with reading, developing curiosity, broadening one's horizons), critical thinking;

It will help schoolchildren acquire skills to work with a large amount of information, research skills (see the problem and outline ways to solve it), and communication skills (work in groups).

Interaction with the group in and out of classes, ensuring cooperation of students in the classroom, the humanities teacher is obliged to create an atmosphere of trust, mutual respect between the teacher and students, to involve students in active independent activities. At lessons - credits it is possible to carry out group work, which contributes to the education of collectivism, the conditions are created for the disclosure and manifestation of individual characteristics of students. In addition, in such a lesson, an atmosphere of student-student cooperation will be created, and the participation of consultants and assistants at the verification stage will provide teacher-student cooperation.

In a modern (—informational) society, one of the rapidly developing methods and causing great interest from students is the use of Internet resources as an innovative approach to learning.

The idea of using the Internet in education is not new. Since the beginning of the 1990s, national and international computer networks have been widely used for educational purposes within the framework of various educational approaches. Both students and teachers were able to exchange information in a mode independent of time and place. New digital technologies have freed the human mind for more creative tasks, which contributes to the development of personality. This allows students to interact creatively with both classmates and the teacher.

The Internet can be considered as a “means of production”, including in the educational process. It is used both as an inexhaustible source of information and as a new communicative environment in which it is possible to organize educational work in a new way.

The Internet allows you to organize a real, mobile information environment in which you can not only draw information, but also solve many other communicative tasks. Its use helps to increase students' motivation, because if the Internet is used during class and individual lessons, modern students get the opportunity to immerse themselves in the familiar information environment. On the Internet, educational resources use a wide range of resources - from web pages with interesting teaching materials (often test ones) to large-scale projects for full-fledged, from the point of view of compilers, distance learning.

- The teacher, using the Internet, can update the material of his own textbooks;
- find additional information;
- self-control;
- materials;
- post training information;
- develop interactive training to apply various forms of control and organize feedback;
- make contacts between different members of the group; work with hypertexts, audio and video files and blogs.

It is especially good to use online communication with students of universities in foreign countries when studying the classics of Russian literature, which causes great interest among foreign youth. This allows students to consider the meaning of the work from different angles.

The Internet allows you to implement various methods, provide methodological developments, diversify the educational process, make it more attractive, take into account the needs and interests of the subject of training, its level of training, quickly and purposefully monitor the work of students, and effectively manage it.

Speaking about the shortcomings of working with the use of the Internet, researchers mention as the main isolation of educational materials on themselves (inability to access a live network). This drawback can be overcome by directing students to specific segments of the Internet related to the topics being studied.

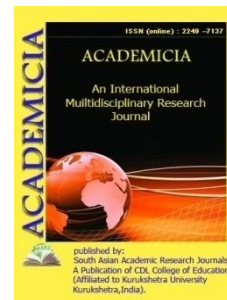
Even Alexander Adamsky argued that: “Only a naive or misguided person can believe that innovative pedagogy is a universal replacement for traditional teaching methods.”

This problem can be solved in the following way. Traditional and innovative teaching methods need to be in constant interconnection and complement each other. These two concepts must exist on the same level.

An innovative approach to learning allows you to organize the learning process in such a way that a child's lesson is a joy and benefits, not just turning into a fun or game. And, perhaps, precisely at such a lesson, as Cicero said, “the eyes of the listener will light up on the speaker's eyes.”

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DOI NUMBER: 10.5958/2249-7137.2020.00098.1

SURVEY ON THE USAGE OF WHATSAPP AND INSTAGRAM SOCIAL MEDIA AS ADVERTISING TOOLS

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ABSTRACT

Over the years, social media advertising has taken over the landscape of advertising. The increasing rate of adoption and usage of WhatsApp and Instagram social media is apparent amongst users. However, knowledge of the relevance and level of usage of these platforms- WhatsApp and Instagram in advertising goods and services is minimally rich. Thus, this survey was conducted to find out the level and feasibility of usage of WhatsApp and Instagram as advertising tools. As such, 400 questionnaires were administered amongst residents of Kano metropolis of which 392 copies were retrieved and used for the analysis of this study. The data and findings revealed that, majority of the respondents representing 83% are using WhatsApp and Instagram social media platforms and 79% of the respondents are aware of the advertisement of goods and services on WhatsApp and Instagram social media. However, regarding the usage of these platforms, majority of the respondents representing 40% uses WhatsApp and Instagram social media to patronize goods and services. And majority of these respondents representing 30% uses WhatsApp and Instagram to patronize goods and services very often. Also, the findings revealed that the feasibility of using WhatsApp and Instagram social media to advertise goods and services is effective as majority of the respondents representing 55% indicated. Thus, this study premised on the fact that, WhatsApp and Instagram social media are effective tools in advertising.

KEYWORDS: Social Media, WhatsApp, Instagram, Advertisement.

INTRODUCTION:

The emergence and usage of Instagram and WhatsApp social media as advertising tools is increasingly broadening. Over the decades it is apparent that the landscape of advertising has taken a new dimension whereby products, goods and services are sold, promoted, advertised, and patronized on virtual platforms known as social media.

Dominick (2009) cited in Endwell (2011) explained that: Advertising particularly showcase products and services on social networks and uses networks such as blog ads, to target specific blogs whose readers would likely be customers.

Many organizations and individuals have completely switched over to WhatsApp and Instagram social media in regards to advertising goods and services. The usage of these tools has paved way for effective and efficient way of sharing, promoting, as well as advertising products. With the emergence of WhatsApp and Instagram, it makes the dissemination and circulation of commercial goods and services very feasible.

Social network sites are a hot topic for marketers right now as they present a number of opportunities for interacting with customers including via plug in-applications, groups, fan pages. (Zarella, 2010 p.53).

WhatsApp messenger is a cross platform instant messaging application that provides platforms for users to interact as well as share contents amongst themselves. While Instagram is also a platform that serve as a conduit for sharing photos, videos amongst users.

Social media marketers are now going better and more effective insight through the introduction of analytic applications by official social network site platforms. (Hafele, 2011).

The usage of WhatsApp and Instagram in advertising of goods and services has paved way for small businesses and individuals to sell, promote, advertise and patronize variety of goods and services from different and far geographical area to the convenient destinations of the potential buyers within a short period of time.

The viral nature of social media means that each person who reads your post has the capability to spread the news faster within his own networks, so information can reach a large number of people in a short time. (Weinberg, 2009).

REVIEW OF LITERATURE:

The dramatic change in advertising as a result of the emergence of social media tools like WhatsApp and Instagram has brought a colossal advantage in connecting businesses to end-consumers directly and within a reasonable short period of time.

Farzana et al.(2014) found that social networks will play a key role in the future of marketing ; eventually they can replace customer annoyance with engagement and internally they help to transform the traditional focus on control with an open and collaborative approach that is more conducive to success in the modern business environment.

In the study “The State of Small Business Report” sponsored by Network solutions, LLC and the University of Maryland’s Robert H. Smith School of Business. The study reveals that social media usage by small business owners increased from 12% to 24% in just one year and almost 1 out of ten 5 actively uses social media as part of their marketing strategy.

Social media has been acclaimed for having dramatic influences on every stage of the consumer decision-making process as well as influencing general opinions and attitude formation. (Mangold and Faulds, 2009).

In another study by invoke solutions revealed that, active social networkers find benefits of social media usage beyond just staying connected with friends and family. Rather, it is used in sharing and gathering information and knowing about new products.

An earlier study by Palmer and Koenih-lewis (2009) revealed that over half of Facebook users have clicked on a company's Facebook page while about 16% had sent a message to a company. This literally explain the significance and relevance of social media in advertising.

Seung-A (2012) found that businesses uses Facebook to build discussion and relationships with their dedicated customers, motivate their customers to shop online and rely on their customers to help in promoting the brand via their commitment to Facebook and the brand's page.

Social media has become the center of attention in many industries by facilitating various areas of marketing such as: promotions, marketing intelligence, sentiments research, public relations, marketing communications as well as product and customer management. (Aka and Topcu, 2011).

Therefore, over the years, the usage of social media platforms in advertising especially the WhatsApp and Instagram. Thus, this paper explains the feasibility and level of usage of WhatsApp and Instagram as advertising tools.

METHODOLOGY:

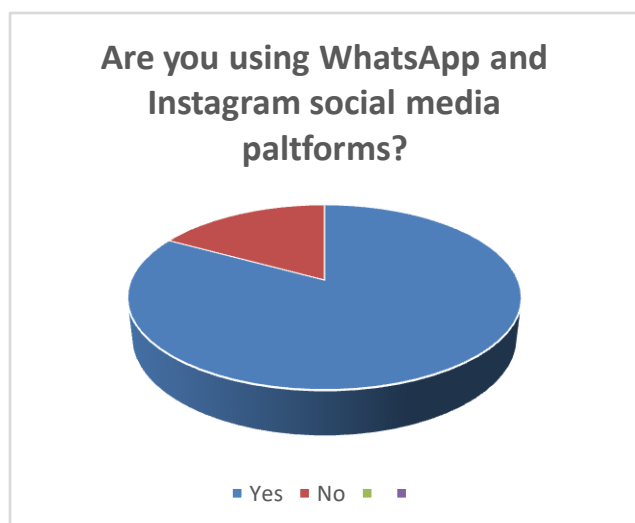
Survey research method was used in this study In order to elicit information about the characteristics of the respondents regarding their level of usage of WhatsApp and Instagram as advertising tools. A sample size of 400 was used in this study and administered randomly amongst residents of Kano metropolis for the purpose of answering the following research questions:

1. To what extent social media users are aware of the usage of WhatsApp and Instagram in advertising?
2. What do social media users does with WhatsApp and Instagram?
3. What is the feasibility of using WhatsApp and Instagram to advertise goods and services?

Reference to these questions, a questionnaire containing both open ended and close ended questions was used to elicit answers and assess the level of usage of WhatsApp and Instagram as advertising tools. Also, the data were analyzed using charts and percentages.

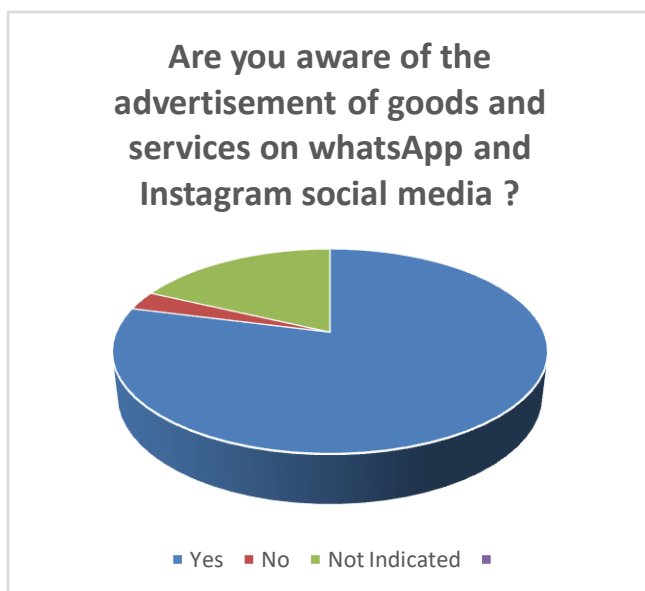
RESULT AND DISCUSSION:

A total of 400 questionnaires were administered within Kano metropolis, but only 392 copies were returned representing a response rate of 98%. As such, a total of 392 questionnaires will be used for this analysis. However, within the total of 392 retrieved questionnaires, 70 copies were not fully answered. Thus, a category of "Not indicated" is created to reflect and represent these unanswered questions.

Figure 1:

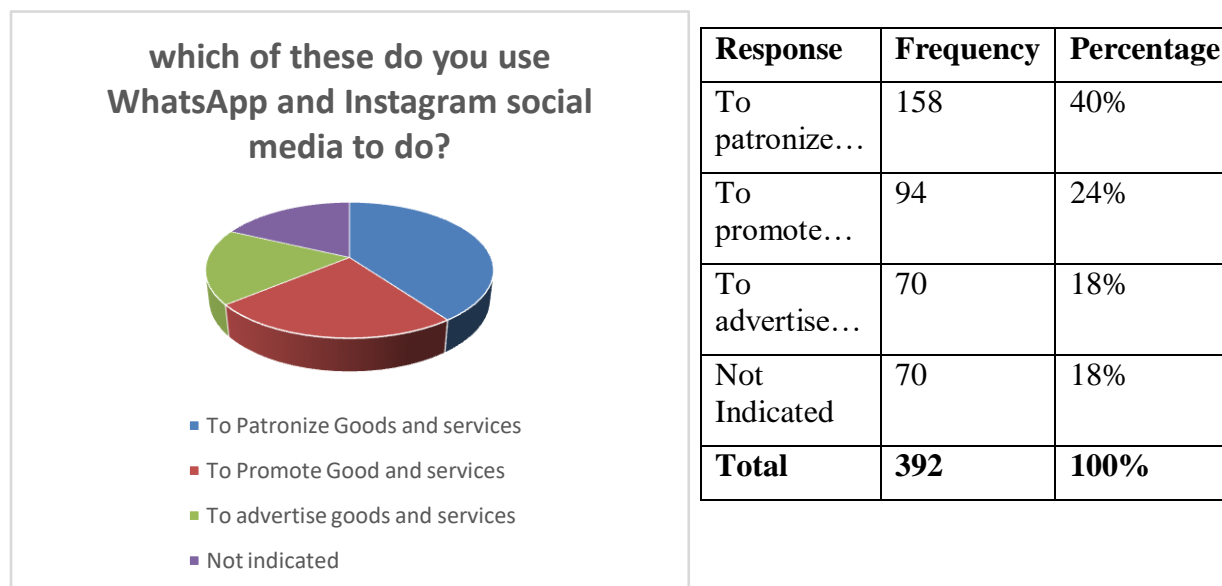
Response	Frequency	Percentage
Yes	326	83%
No	66	17%
Total	392	100%

From the data above, it reveal that, 326 respondents representing (83%) are using WhatsApp and Instagram social media platforms. While, 66 respondents representing (17%) are not using WhatsApp and Instagram social media platforms.

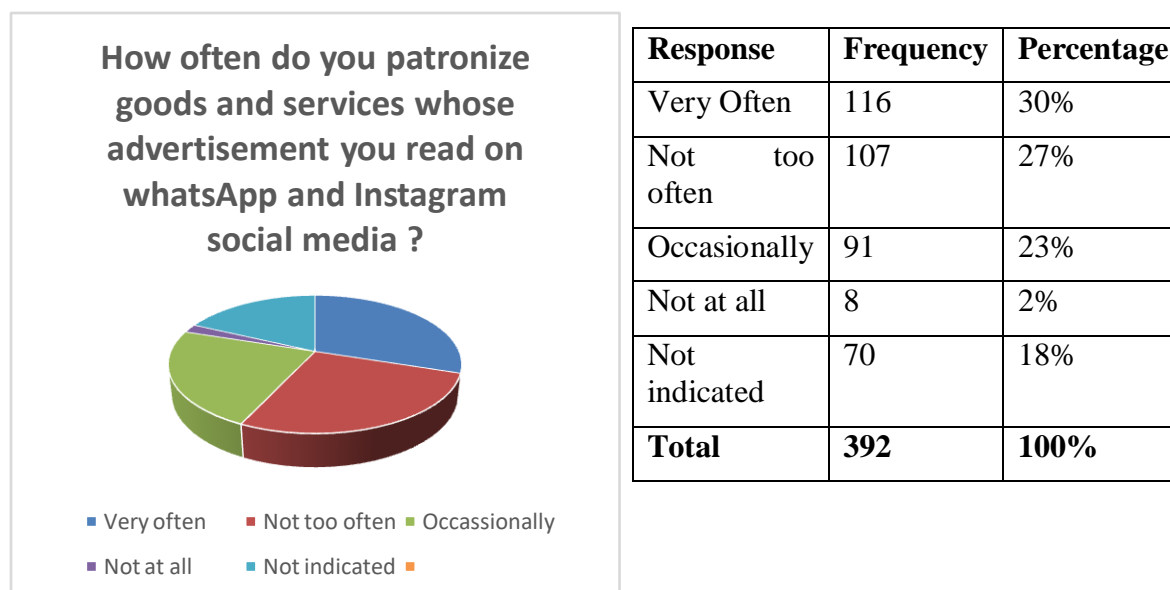
Figure 2:

Response	Frequency	Percentage
Yes	311	79%
No	11	3%
Not Indicated	70	18%
Total	392	100%

From the data above it is apparent that, 311 respondents representing (79%) are aware of advertisement of goods and services on WhatsApp and Instagram social media; 11 respondents representing (3%) are not aware of advertisement of goods and services on WhatsApp and Instagram social media. However, 70 respondents representing (18%) have not indicated their response.

Figure 3:

from the data above , it is reveal that, 158 respondents representing (40%) uses WhatsApp and Instagram social media to patronize goods and services; 94 respondents representing (24%) uses WhatsApp and Instagram social media to promote goods and services; 70 respondents representing (18%) uses WhatsApp and Instagram social media to advertise goods and services. However, 70 respondents representing (18%) have not indicated their response.

Figure 4:

the data above reveal that, 116 respondents representing (30%) patronize goods and services whose advert they read on WhatsApp and Instagram very often; 107 respondents representing (27%) patronize goods and services whose advert they read on WhatsApp and Instagram not too often; 91 respondents representing (23%) patronize goods and services whose advert they read

on WhatsApp and Instagram occasionally; 8 respondents representing (2%) not at all patronize goods and services whose advert they read on WhatsApp and Instagram. However, 70 respondents representing (18%) have not indicated their response over this.

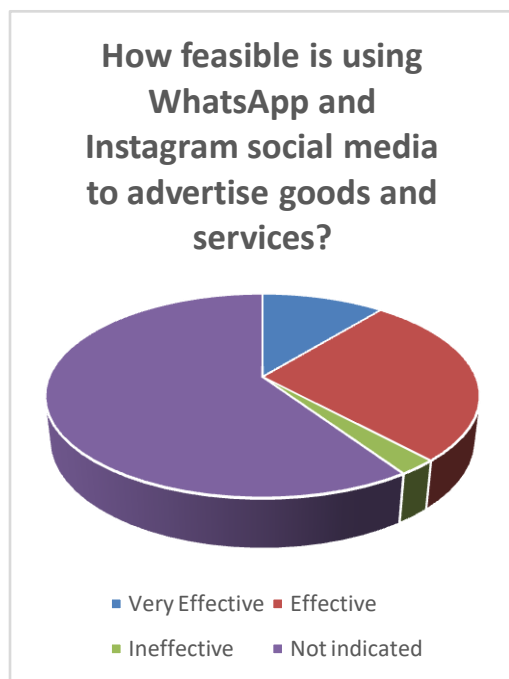


Figure 5:

Response	Frequency	Percentage
Very Effective	88	22%
Effective	215	55%
Ineffective	19	5%
Not Indicated	70	18%
Total	392	100%

From the data above, it is reveal that, 88 respondents representing (22%) opined that the feasibility of using WhatsApp and Instagram social media to advertise goods and services is very effective; 215 respondents representing (55%) believed that the feasibility of using WhatsApp and Instagram to advertise goods and services is effective; 19 respondents representing (5%) believed that the feasibility of using WhatsApp and Instagram to advertise goods and services is ineffective. However, 70 respondents representing (18%) have not indicated their response.

CONCLUSION:

The varying nature of advertising and tools for effective advertisement of goods and services on social media platforms has become a topic of discussion amongst people regarding the feasibility and level of usage of WhatsApp and Instagram social media as advertising tools. As such, this study is concluded based on the data collected through a survey study to assess the level of usage of these platforms (WhatsApp and Instagram) in advertising.

The findings of this study revealed that, these social media platforms- WhatsApp and Instagram are effective tools in advertising goods and services amongst users. And the level of usage of these platforms is not only limited to patronizing goods and services but also includes the advertisement and promotion of products, goods and services. However, indications have shown that in the future, the usage of WhatsApp and Instagram in advertising will include tremendous activities that will pave way for effective application of these tools in advertisement of goods and services.

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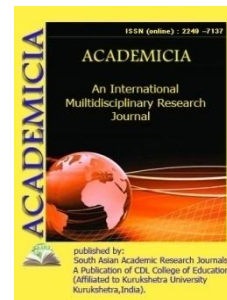
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DOI NUMBER: **10.5958/2249-7137.2020.00173.1**

A SYSTEMATIC-PRACTICAL MODEL OF DEVELOPING STUDENTS' ATTITUDES TOWARDS SPIRITUAL AND UNIVERSAL VALUES

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ABSTRACT

The following article deals with important aspects of the development of attitudes towards spiritual and universal values of students in higher educational institutions of Uzbekistan. Theoretical views on spiritual and universal values are given. The system of spiritual values, which students should acquire in the system of higher education, enrich their scientific thinking and decorate their future professional activities, should be mastered in educational activities. Research papers and their results are also presented. A systematic-practical model of developing students' attitudes towards spiritual and universal values has been created.

KEYWORDS: *Pedagogical And Psychological Training, Motivational, Comparative, Analytical, Analytical, Communicative, Axiological And Reflexive, Integrative, Initiative, Interdisciplinary Integration, System Of Spiritual Values, Monitoring.*

INTRODUCTION

Features that increase the efficiency of students' spiritual values are also determined by their free and positive attitude to spiritual values, interest in all types of spirituality associated with the pedagogical profession, the richness of students' spiritual world, attitude to national and universal values and level of consciousness. Modern sociological research emphasizes the importance of students' interest in the study of national and universal values, because in any society there is a system of established normative laws, in which national and universal values lead.

The first President of our country I.A. Karimov in his book "Yuksakma'naviyat – yengilmaskuch" wrote about the national and universal values: "If we look back to the way of

life and thinking of our people, we can see its uniqueness, formed over thousands of years, not only interaction, but an integral part of our lives, also we see a number of specific features that appear as part of our life. Take, for example, the phrases in our language, such as kindness, love, compassion, dignity, which enrich and complement each other with deep meaning. These concepts are just a sweet word invented by someone, pleasant to the ear not words. Such notions are a practical expression of the great spiritual values that have emerged over the centuries as the basis of the worldview and spiritual life of our people, deeply rooted in our consciousness"[1:48].

In raising the spirituality of our people, our national traditions and sample values such as kindness, human dignity, peace and tranquility, friendship and harmony, joint solution of various problems are becoming increasingly important.

These values are inculcated in the minds of the younger generation on the basis of education. Spiritual and universal values in the pedagogical activity of teachers and educators working in higher educational institutions of our country show how wide their spiritual world is. In the views of our great scholars on education, the focus on universal and spiritual values was central. From time immemorial, our ancestors considered science, enlightenment, education and upbringing, which are invaluable resources, as the main condition and guarantee of human perfection and development of the nation. Human morality attains spiritual maturity only when it is based on reason, and its behavior and behavior are based on the study of science and enlightenment. According to the scholars, the realization of the ideas of humanity depends on the attainment of spiritual perfection, knowledge and enlightenment. That is why they glorified science at the level of universal value, called on all members of society to acquire knowledge, and appreciated the hard work of teachers.

Abu RayhanBeruni emphasized in his works that knowledge is the key to the study of spiritual values. An enlightened person is a fighter for the destiny of society, for the destiny of human beings, far from all evils. "The benefit of science is not to greedily accumulate gold and silver, but to acquire what man needs through it," writes the scholar.

In philosophical interpretation, spiritual values are a set of circumstances that have a positive significance for a harmoniously developed person, such as freedom, peace, social equality, truth, enlightenment, beauty, goodness, which are of inestimable importance for man and humanity.

The success of the ongoing reforms in the education system in our country largely depends on the fact that the work of teachers is focused on spiritual values. On the basis of these comprehensive and weighty factors, the multifaceted pedagogical activity that a teacher carries out throughout his life is integrated. The teacher demonstrates in the educational process how rich his spiritual values are through his hard work and professionalism. All the success of his educational work with the student body is due to these values. Students should not only acquire knowledge in the system of higher education, but also regularly master the following system of spiritual values that will enrich their scientific thinking and decorate their future careers:

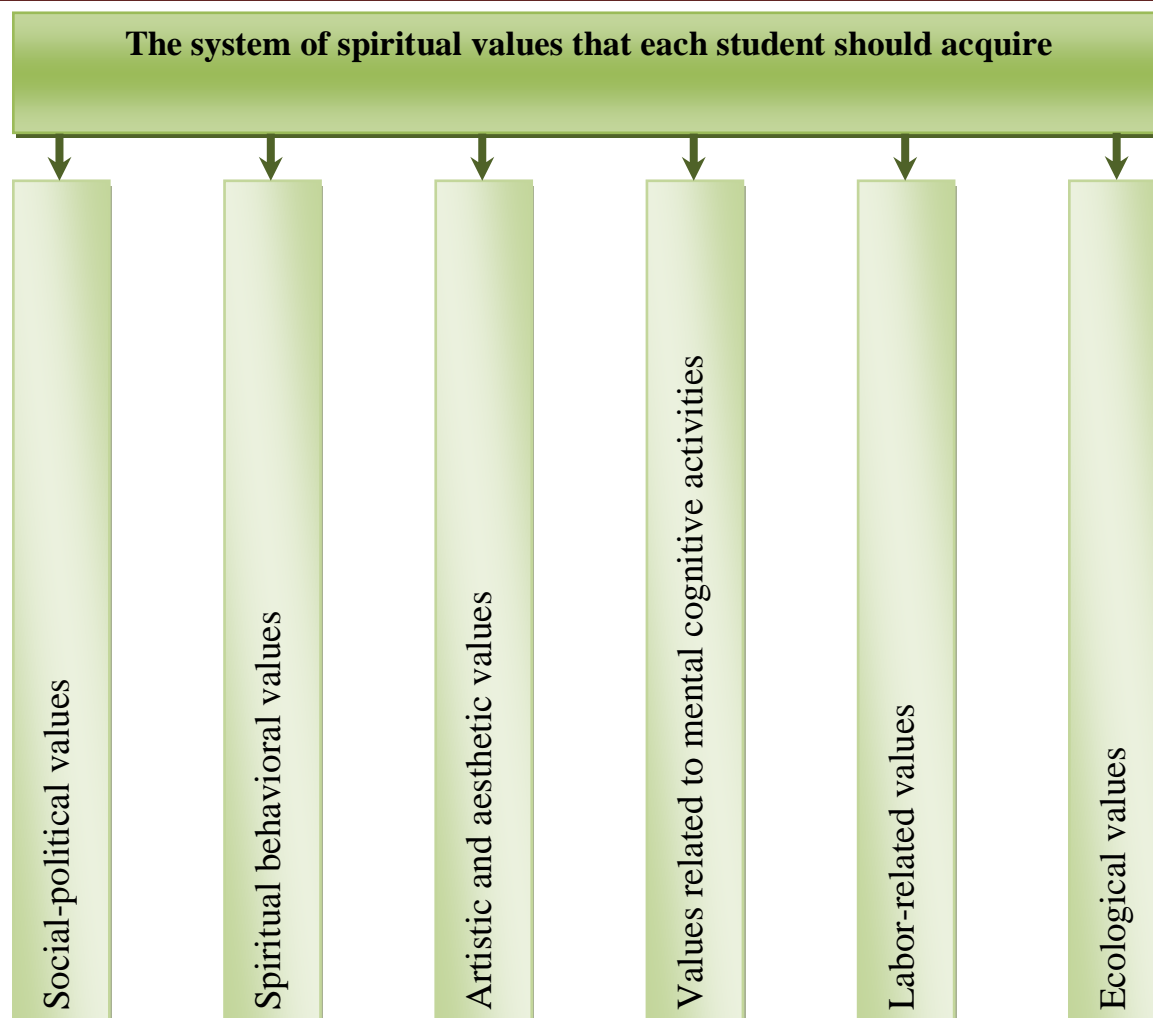


Figure 1. The system of spiritual values that students must acquire in educational activities.

Global changes in society, technical and technological advances, changes and innovations in secular sciences require creativity from students. Creativity, on the other hand, is a form of activity in which students acquire spiritual values only in exchange for intense knowledge. Students:

- Consciously understand the essence of spiritual values as a creative attitude;
- Conscientiously feel that in the future, through their honest work, they will influence the social and economic, material and spiritual development of society;
- be able to be proud of the richness of their spiritual values and their results;
- must always feel a sense of responsibility to society by becoming a potential professional in the future by studying in higher education institutions.

History and theory of national idea in the field of national idea, spirituality and legal education, ethno culture, national idea, methodology of teaching spirituality and methods of organization of spiritual-enlightenment work, principles of moral values in formation of ethical and aesthetic,

professional pedagogical ethics and cultural norms in students and norms, the teachings of our great ancestors on morality, and the pedagogical competence and communication skills that students must master in the educational process that plays an important role in the acquisition of knowledge about

In general, the study of the history and theory of national ideas, ethno culture, national ideas, methods of teaching the basics of spirituality and methods of organizing spiritual and educational work in educating students in the spirit of patriotism, faith, kindness, love of their profession, high professionalism and concludes that he has the intellectual potential and is highly cultured, can meet all the requirements for upbringing as a perfect professional who can withstand any professional difficulties in pedagogical activities. we got However, the history and theory of national ideas, ethno culture, national ideas, methods of teaching the basics of spirituality and methods of organizing spiritual and educational work, the effectiveness of teaching, students' knowledge of these subjects, their level of knowledge in education, national and universal values in teaching these subjects remains a pressing problem in the training of highly educated and potential personnel. That is why we first organized the first experimental work in order to study the teaching of these subjects and the level of knowledge of students.

In the initial experimental process, we tried to determine the knowledge, skills and abilities of students who show a focus on the study of spiritual values on the basis of the following criteria:

1. Determining the effectiveness of determining students' interest in learning:

- Breadth of intellectual worldview;
- mastering theoretical knowledge;
- practical skills;
- Consistency of the acquired knowledge;
- Interrelation of knowledge, skills;
- Ability to apply the acquired knowledge in practice.

2. Development of students' effectiveness in acquiring educational knowledge:

- Development of spiritual thinking;
- the emergence of interest in learning;
- Increased intellectual activity;
- Development of memory in the acquisition of values;
- Strong will as a person;
- Be able to express their independent opinions and opinions;
- Possession of ethical and aesthetic feelings.

3. Acquisition of knowledge on professional development:

- Breadth and productivity of cognitive thinking;
- Be able to apply the acquired knowledge and skills in life;

- Demonstration of initiative and independence;
- Be able to demonstrate knowledge and intelligence in professional activities.

At the same time, we have set criteria for national and universal human values to increase the effectiveness of students' knowledge. These criteria are:

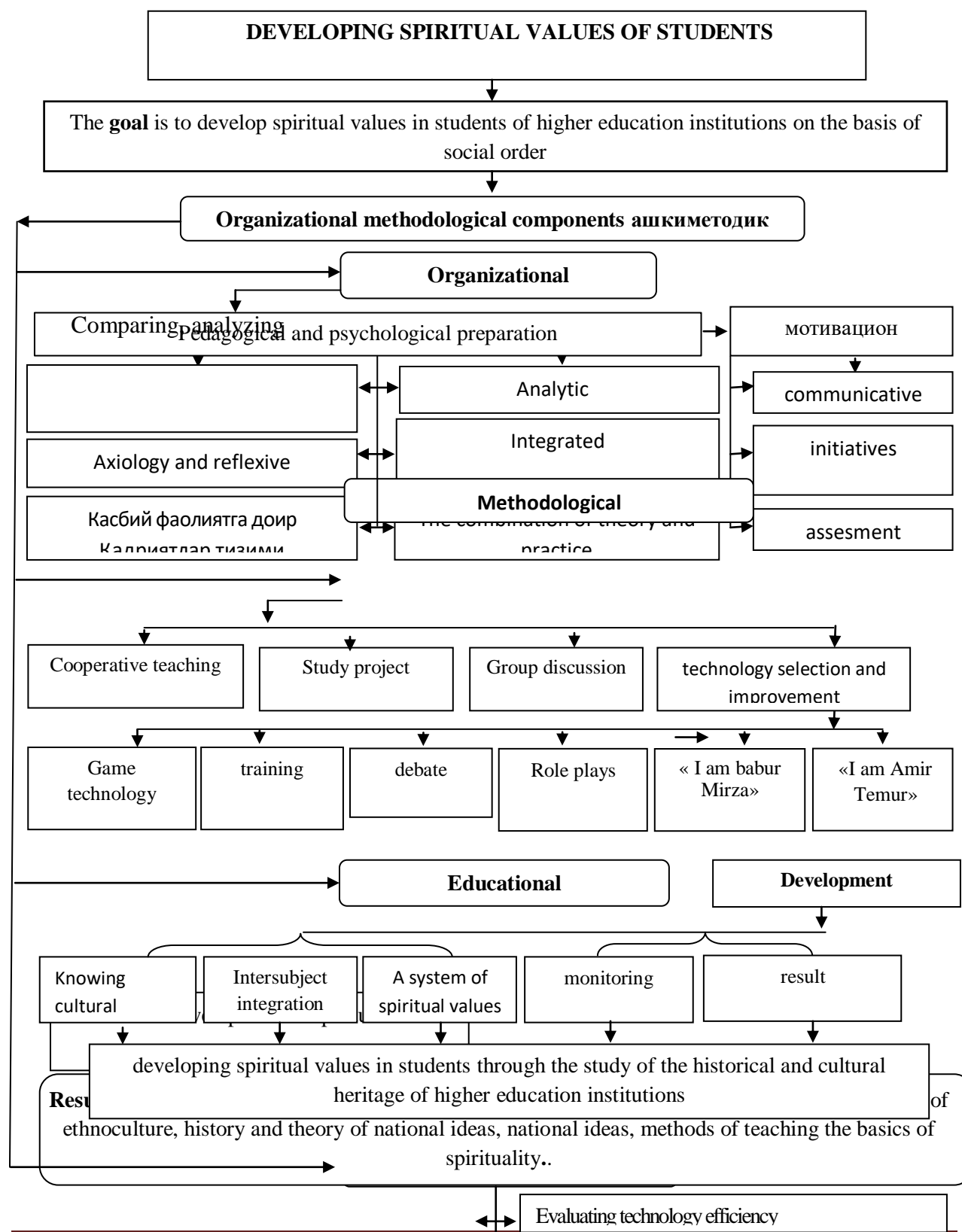
- to know and distinguish the essence of national and universal values in the philosophy of values;
- To know the historical roots of the spiritual values of human civilization;
- To understand the essence and significance of values in the development of society today;
- To know the types of spiritual values and their components and to distinguish between alien values that lead to negative consequences;
- To understand the essence of spiritual values and national traditions;
- Understanding of the harmony of spiritual values, patriotism, professional pedagogical ethics;
- Knowledge of the heritage of our great ancestors in the field of patriotism, morality;
- Students are required to master the revival of our values during the years of independence in Uzbekistan and to understand the essence of the efforts made to study them.

Conditions have been created for the development and implementation of a system of measures for the use of forms, methods and tools aimed at the formation of spiritual values in students. This orientation is in essence the content and essence of the ongoing reforms in the field of education. It should be noted that the main essence of the teacher's pedagogical activity should be the development of students' attitudes to spiritual values. Students, in turn, must master such criteria as national consciousness and belief, which are based on intellectual consciousness, high spirituality, centuries-old traditions and universal values, nourished by the advanced achievements of modern times, developing innovative technologies.

The goal of the study was to develop a structural-practical model. This type of model helps to find tools to control the process of developing spiritual culture in students, as well as to reflect the process management functions under study, which allows distinguishing between the initial and final state of readiness of students as a model subject.

The system-practical model of the development of spiritual values in students reflected the components of goal-oriented, organizational, methodological, educational, evaluative, performance (see Figure 1).

In the goal-oriented component, the educational standard, qualification requirements and social order, normative and legal bases in the development of spiritual values in students were identified. The goals and objectives of the model were also clarified.

Figure 2. A systematic practical model of the development of spiritual values of students.

In the organizational component: pedagogical and psychological training, motivational, comparative, analytical, analytical, communicative, axiological and reflexive, integrative, initiative, value system of professional activity, harmony of theory and practice, evaluation;

In the methodological component: collaborative learning, educational projects, group discussions, technology selection and improvement, game technology, training, debate, role-playing games;

In the educational component: historical and cultural resources, interdisciplinary integration, system of spiritual values, monitoring, effectiveness;

In the assessment component: the assessment of the development of moral values in the requirements, the assessment of the effectiveness of technology reflects the complex pedagogical conditions.

It performed an evaluative function in the performance component of the model and described the practical aspect of the research, reflecting the levels, criteria and indicators of the development of spiritual values in students.

The model developed as part of the study has a holistic description, its components are interrelated and serve to determine the final results; has a main purpose as a means of organizing educational activities aimed at the development of spiritual values in students in higher education institutions; represents an open system as a system of preparing students for professional activity. Also, on the basis of qualification requirements in higher education institutions, students develop spiritual values in the teaching of ethnoculture, history and theory of national ideas and methods of teaching the basics of spirituality.

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DOI NUMBER: **10.5958/2249-7137.2020.00174.3**

THE RETROSPECTIVE PLOT OF KARAKALPAK STORIES PUBLISHED IN INDEPENDENCE PERIOD

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ABSTRACT

The following article deals with the analysis of Karakalpak stories that have been studied by the period the Independence period. Also it deals with plot functions of the structure of the story, its role and features; and determination of artistic skills and values as well. The features of the sequence, the retrospective plot in the Karakalpak stories are considered. The difference of retrospective plot from other stories of the story is analyzed, and the notes of the great practical and theoretical importance of the study of Karakalpak stories included.

KEYWORDS: *Story, Period Of Independence, Poetics Of Stories, Plot, Plot Structure.*

INTRODUCTION

Literature means a criterion for national value and self-awareness. It is one of the main criteria for enrichment, formation, improvement of thinking, consciousness, and the spiritual world of mankind. Therefore, the study of literary works, including stories, their poetics, and issues of scientific analysis has a certain scientific importance. The aim of genre story is to educate, and improve any talent holder, and create an arena for initial literature readers, to be a threshold for growth, to show a road of epic works and a direction to new achievements.

The study of ideological and thematic areas, genre and style features, the national originality of stories of the period of independence of the Republic of Uzbekistan, analysis of the contribution of stories to the development of Karakalpak literature, their evolution determines the relevance of our scientific work.

We also analyzed a number of scientific views on the genres of the story and the issue of its study, plots in stories, issues of plot structure in the general literature of the Turkic peoples.

Izzat Sultan's opinion about the stories of Uzbek literature: "The story is a reflection of one small event in human life. In almost all nations, it is considered the genre that has received the greatest development. In the Uzbek literature of the twentieth century A. Kadyri, G. Gulyam, A. Kakhhor, Sh. Halmurzaev and other writers created the best examples of the story. " [1.170]. By the way, we find other features of the story from other epic genres, distinguishing features, especially the constituent parts of the plot structure. And in the Karakalpak literary scholars, theoretical scholars view the story as an "epic view", and not as a "genre". This is proved by his following thoughts: "The story is an eventual prose work that is an epic view and describes one or more episodes. Sometimes, it is called a "novel". A story in the history of literature has been existed for a long time. In it, all events take place very concisely and with the participation of just a few heroes. " [2.189]

Indeed, when comparing the stories of any people, the number of heroes participating in the story is very small. We can observe a lot of the actions, which reveal the relationship of man with man, man with animal, etc.

Here, events are transmitted shortly and concisely. The main distinguishing feature of the story is the description of the writer. And also, events are reflected in it through one of the distinguishing features that are striking in the content of the story, for example through recollection, retelling, diary, writing, sleep motive or question-answer, dialogic and monological forms.

In the dictionary of literary terms about the genre of the story and the features of its structure, the following opinions were given with noteworthy scientific views:

"The story is a small form of epic issues. The story usually describes one or more events connected with each other and occurring over a short period of time from the life of the hero. "

The short duration of the events implies a small volume, a simple plot, a small number of characters involved. Not every event can be or called the story. At the heart of the story we can see the integrity of the event. For this, it must have a beginning and an end. Based on the description of the whole event, the author of the story through these events and opinion reveals the content of the character. There are two types of storytelling:

1. Descriptive story, contouring;
2. Conflict story or short story.

These features prevail in literary criticism, naming the first as a story is practiced, and the second as a short story. [3.408]

And in the Karakalpak stories you can find these signs from scientific sources.

In 1991, when the independence of the Republic of Uzbekistan was proclaimed, a lot of changes had been happened: society and ideologists created a new way of thinking in life, way of life, and views in the human mind and feelings. This can be recognized in the literature through stories that were created during the years of independence.

The period of independence has brought a lot of flourishing to the Karakalpak prose. The genre of the story is distinguished by such tasks as modernity, the development of scientific technology and the formation of scientific views, creating the image of a comprehensively developed and free-thinking person. Story events of the story genre by the 90s are written in a deep nationality,

in various paintings, phenomena based on chronicles, concentric, retrospective plots. This, in turn, gives rise to the need for scientific research, the study of the poetic features of the Karakalpak story over the years of independence, the adoption of relevant views and conclusions.

The plot is born from the reality of life, together with the presentation of real life events, there is considered the main center of the work of art. This is manifested in how much the writer knows life, how skillfully he is able to artistically describe everyday reality.

“Just as ideas arise from situations, events, and reflections on objects, the ideological content of a literary work is also born in the reader’s soul as a result of a free narrative of the event described in it. The event described in the work is called a “plot”. (“Plot” in French means “subject”, that is, that which is described or stated). Often in small works of literature (for example, in a story) one small event and its content is described, in this case we are talking about a compressed plot of the work. And the plot of works inherent in large genres can be multidisciplinary. In this case, we are talking about the complexity of the plot. In both cases, the plot remains a small or large event, which is the basis of the content of the work”. [1.108]

The definition of the plot in a work of art became widely known in the late XIX, early XX century. The great writer M. Gorky in his article “Conversation with Youth” with the name of the language and plot as the main elements of literature gives a classic definition of the plot:

“The plot is a relationship, communication, contradiction, sympathy, antipathy between people, the story of the appearance, growth, organization of one or another character.” [4.215]. Definition is that the main features of the plot are determined by showing life reality, the history of the formation of the most important relationships between people and the character of the hero. Therefore, the first qualitative feature of the plot is the relationship and communication between people. And this is manifested in the masterful description in an artwork of the features of life situations. The second sign, events do not develop on their own; this is facilitated by various causes of a domestic nature, contradictions, sympathies, antipathies between people that lead to conflict. The conflict, which is the main core of the plot - the struggle of contradictions, arises, develops from this place. The conflicts are described by the writer on the deepest life basis present to us a picture of the strong development of the plots. The third qualitative feature of the plot is movement, growth, and history of the characteristics of the appearance of one or another character, type. All these events, differences are closely related to how each writer has learned the life and life of people, how and in what storyline and what description methods he uses.

In Karakalpak prose, including in the genre of the story, in the development of recent years of independence, you can see how striking its wide possibilities are. Here, in the stories, the image of the peculiar features of plots and conflicts is distinguished by the transfer through a very compact image of events aimed at a very deep disclosure of the spirit of the times, a deep disclosure of the human character even in slightly complicated pictures, the internal psychological state, feelings, grief and joy are depicted with previously unseen speed the basis of amazing changes in the human mind, respectively of modernity, are transmitted in special ways, through sharp turns in thoughts. The image in such ways - a retrospective plot or an image of events that occurred suddenly, randomly, or psychological turns in a person's life - is an explanation through phenomena, actions that appear as a result of changes in his inner

experiences. Of course, such images expand and improve the features of the possibilities of the story genre in different directions. Researcher of prose in Uzbek literature A. Rakhimov writes: "A retrospective way to build the plot has become an instrument for characterizing the hero's inner world." [5.10] "Such methods of retrospective plot cause to damage to the short, compact, substantial features of the story genre, therefore verbosity, long narration, longitude of events affect its genre features" - he argues and puts forward the condition that the content and volume of the story should be limited to not more than twelve to thirteen pages. [6]

Kh. Dosmukhammedov, in his Ph.D. dissertation "Updating artistic thinking in Uzbek narratives" made some clarifications to this opinion and noted that new artistic searches, unexpected, sudden actions, events in creating an image, character, image of the flow of events in G. Gulyam's stories, A. Kakhkhara, A. Kadiri, and of modern writers (90s) Sh. Kholmiraev, Tagay Murat, O. Atakhan, N. Eshonkul, A. Agzam develop features of sharp psychological states of plots. [7.3]

Indeed, when considering world literature on the development of stories, the stories of Jack London, Ernest Hemingway, Aziz Nesin, Gafur Gulyam, Abdullah Kakhkhar, Abdullah Kadiri, Naim Davkaraev, Zholmurza Aymurzaev, Ibrahim Yusupov attract a person by their volume, regardless of the number of events -many or few, the breadth of the possibilities of this genre, content, the perfection of artistic thinking, attractiveness and vitality ... So, in some of them retrospective plots are also used. The use of retrospective stories means innovative achievement. This method is not determined by the volume, such a phenomenon as innovative differences in the development of the story genre leads to new thinking, new artistic searches and opens the way to the development of the story genre on a global scale.

The story "Saqau Gereng" ("Deaf and Mute") by A. Abdiev is written on the basis of a retrospective plot. [8.91] In the story, events take place in a short time. The writer masterfully depicts how women living in the neighborhood for many years suddenly begin to steal from each other, a sharp turn in the consciousness of the heroines, the emergence of psychological states. They lived very close together, were very close friends. Suddenly unexpected events began to occur. Disappearing of jam in the fridge-freezer, cherry jam in a three-liter jar on the balcony, tomatoes, cucumbers, tomato sauce, the worst thing was the completely unexpected appearance of a ghost in a white robe, a dying process, acting against conscience and others. These paintings are masterfully depicted by the writer. The story ends with strong reflections and deeply meaningful and touching events.

A retrospective plot is not limited to the image of the sudden appearance of the plot; the basis of the phenomena of sudden changes in the human mind in real life, in everyday life is shown here. Also it shows how the consequences defeat long-term contradictions through a struggle in the human soul with friction, torment, and in the end, having endured all the hardships and defeats. We see similar everyday pictures in the story of I. Oteuliev "Duzak" ("Hell") [9.225-234]. In the minds of the old man Amet, engaged in hunting for muskrats, catching them with the help of nets, an ambush that turned all this into an interesting and amateur occupation, a sudden change, a turn occurs. He gives up this hobby and takes an oath never engage in hunting animals again, never torment creatures.

What was the reason for this?! Well, this is exactly what the writer expertly substantiates. The reason for this, first of all, is that he analyzes such areas as crying muskrats from hopelessness,

when they got into strong networks and felt that they could not be saved from them, the similarity of their voices when crying for the crying of a newborn baby, the transition of these voices hallucinations, the incessant crying of many babies, attempts to break free, the formation of fatigue in the soul, thoughts of the old man, in addition to everything else, the rude attitude of his son and daughter-in-law, his illness, the constant caring attitude of doctors in white coats, copulating his health and return to the carefree life. The appearance in the soul of an old man of new feelings is one of the features of the image of events of random plots.

And in the story "Bakhyt Qusy" ("The Bird of Happiness") [10.43-51] a retrospective plot suddenly occurs in the minds of our daughters, it is even explained on the basis of events expertly characterized by the writer, and is ultimately resolved by the presentation of long-term everyday contradictions, internal human conflicts soul, the order of confused thoughts, achieving victory as a result of various disputes, proving the purity of a girl's heart, dedicating the joy of her every step, like a beautiful spring. On this basis, such feelings as decency, purity of thoughts, pure love are exalted, it is easily explained how expensive it is for a person to take only one step, the wrong step taken by him. It is clearly noticeable how great the influence of retrospective plots on the development of the story genre is. In the story, a retrospective plot is aimed at developing the idea of a girl's heart struggling for her happiness.

In the stories of A. Atajanov, the structure of the plots is distinguished by its retrospective orientation. The story is sometimes interrupted by the author, with the help of the narrator; an acquaintance with the hero takes place. Or his adventures are set out, which can contribute to the reader's appearance of certain points of view about the hero or character.

In the story "Kuyin" ("Tornado"), the story begins with the fact that one guy is looking for teacher Ayman, who teaches students at school at this time. Teachers sitting in the school's study begin to gossip about Ayman, telling different tales about the guy who was looking for her. If some assumed it was Ayman's husband, others thought it was just a friend. In the story, the author confidently talks about how, in the short period of time when Ayman goes beyond the threshold and reaches the guy who was looking for her, the author conveys information about Ayman's first marriage with this guy, about marriage to an unloved person and humiliation from the mother-in-law, about how they placed themselves high and did not put the Ayman family in anything, all her hardships in her husband's family, how she could not endure and went to her parents' house with a small child, how her sick mother, her financial disability, difficult days cured her parental home. And the nearness of the younger brother Ayman is transmitted through the following dialogue: Brother: "If we, being half-hungry, feed these two parasites, then we will probably soon be left without a roof, mother. Without a roof ...

Because of the strong fury of the young guy his horse's teeth gnashed. " [11.16]

Through this single retrospective plot outlined in the episode, the character's character is revealed. In the stream of these events, the guy who at the beginning of the story came to school in search of Ayman remains a mysterious person until the end of the story.

In the story "Kuyin", the retrospective story, developing further, is masterfully inscribed in that short period of time from Ayman's search by a stranger to Ayman's meeting with his first husband: Ayman's recovery from a serious illness, difficulty finding a job, the story of the illegal arrest of her younger brother, the story of her marriage to her younger brother (drunk, tractor driver, but kind-hearted), the director of the school where she works. And Ayman returns home,

not even saying hello to his ex-husband. After returning home, where she lives with her second husband, Ayman had a terrible headache, the mother-in-law felt that the daughter-in-law was eating some internal pain, and here the author goes to the second retrospective plot, where the second husband, the mother-in-law, under what circumstances he divorced with his first wife, his addiction to drinking, the unfavorable atmosphere in the house - all this is depicted in one bundle, then masterfully associated with the events of the first plot: the second husband Ayman returns from work, a big quarrel arises. So, we can consider A. Atazhanov's special skill that throughout the whole story he skillfully used the first retrospective plot in two places, at the beginning and at the end. Then the writer masterfully mixes the two plots and eventually reveals Ayman's image as a patient, hardworking woman, she fights for family life, seeks to maintain at least a second marriage, and at the end of the story, in connection with the arrival of her first husband, doubts creep into her.

And in the story "Adam keulinin ..." ("The soul of a man ..."), on behalf of a beautiful young woman, events are described that took place in one young family. A young beautiful woman in the form of memories tells the lyrical hero about the events that happened to her in her youth. [11.36]

She tells how she married in love, sent her husband to study for complete happiness, and herself, with the help of her friend Gulzar, got a job, sent her husband money, and was awarded such happiness as motherhood. But after graduation, her husband takes a grudge, puts himself higher than his wife, considering her uneducated, says that he was mistaken in choosing the second half, even renounces his son Zhalgas, as a result the family breaks up. All this is stated on behalf of a young woman. The events of the story are given on the basis of such a retrospective plot.

Most of A. Atazhanov's stories depict events in a retrospective plot direction. In general, in the Karakalpak narrative, from the point of view of literary science, it is necessary to theoretically study such problems as the writers' skill in plotting, plotting plots on life reality, the ability to interconnect, and separately indicate individual style features.

In the story "Turmis degen ..." ("Life is ...") O. Embergenova depicts the images of teachers, a highly developed, educated Alpibay Jamalatdinovich, teacher Janyl Kamalovna, backward from modern life, wife of Alpibay Farid, who considers herself an intelligent, loyal girl educator. The story begins with an episode where biology teacher Zhanyl Kamalovna, according to the plan, attends the lesson of Alpibay Jamalatdinovich. And in another episode, the circumstances of leaving to the parents of Farida, the wife of Alpibay, are already fifteen days gone. In the final episode of the story, they transmit how in a park, among a whole group, they are pre-schooled, at the very end of the whole group one swarthy, nice little boy turns around and stumbles upon him. Then the teacher runs and calms him, and then her dialogue with Alpibay begins. [12.20]

This story of the writer is written on the basis of a retrospective plot. Here, the author, after returning home Alpibay, makes a digression, clarifying the circumstances of the departure of his wife Farida to her parents. In a retrospective plot, a sudden depiction of events or psychological turns in a person's life is explained through phenomena, actions that occurred as a result of changes in his inner feelings.

Since the stories of the period of independence in Karakalpak literature, that is, stories created from the 1990s to the present day, were not the subject of special studies, this gave rise to the need for separate scientific studies and special conclusions.

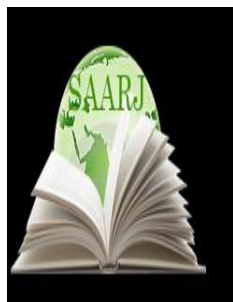
The Karakalpak tales of the period of independence differ from the stories created before this period by phenomena in the human soul, renewal in society, trends of the times, actions of heroes, and the disclosure of national characters can be observed. The plot events in the Karakalpak stories by the 90s are distinguished by the development in national identity, in various paintings, phenomena, chronicles, concentric retrospective plots.

It is clearly shown that the stories of the retrospective plot structure are the main novelty in the Karakalpak narrative.

As a conclusion, we can say that the plot features of the retrospective and concentric directions in the Karakalpak narrative are one of the tasks requiring more in-depth research. The stories put at the center the appearance of rhythmic foundations, closely connected with the spirit of the times, everyday realities.

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DOI NUMBER: **10.5958/2249-7137.2020.00175.5**

PEDAGOGICAL ACTIVITY OF FORM MASTER IN THE FORMATION OF STUDENTS' STRUGGLE SKILLS AGAINST "PUBLIC CULTURE"

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ABSTRACT

The following article deals with article the pedagogical activity of the form master in the formation of students' skills of struggle against "public culture". In the article also stated that the form master should also work with parents to develop students' coping skills to struggle against "public culture."

KEYWORDS: "Public Culture", Form Master, Spiritual And Moral Values, Family Traditions, Interpersonal Social Relations, Social Environment, Global Information Flows, Media, Creative, Enterprising.

INTRODUCTION

Morality is the inner identity of a person, which normalizes, directs and regulates one's behavior. Everyone should be able to think about the future and plan future activities. It can be fulfilled by the spiritual and moral values that have been acquired by person. Everyone who is formed today must have the ability to think about their future. To do this, a person is assisted not only by knowledge, but also by values, spiritual and moral norms, and cultural skills, as a person's culture is one of the factors that determine his or her future.

The concept of development of the public education system of the Republic of Uzbekistan until 2030 sets priorities such as "... the implementation of five initiatives, including comprehensive measures to create additional conditions for the education of young people" [1]. In the effective solution of such a task, the spiritual and educational activities of teachers, including form master have particular importance. Class teachers are the main person who plays a big role to develop

students' knowledge, carry out pedagogical activities such as raising their cultural level, preventing them from succumbing to foreign ideas.

Nowadays, when the attacks on "public culture" in society are growing, it is especially important for educators to develop measures aimed at raising the cultural level of students. It is known that the learning process is improving and becoming more complex day by day. The scope of pedagogical activity aimed at modernizing its content is expanding. Today, the number of programs, competitions, projects aimed at student development is growing. Most of these innovations are based on international experience. International experience can include functional literacy, competence and ultimate goal, success-based business. It is obvious that the spiritual and moral development of students, the formation of their skills to fight against the "public culture", which is becoming more and more widespread, is secondary. This indicates that the balance between teaching and education in the education system of Uzbekistan is being undermined.

Today, without denying the great importance of education, we must recognize the invaluable importance of using the heritage of our ancestors in the formation of students as cultured, mature individuals. "Public culture" by its nature seeks to push aside national cultural values. He is increasingly trying to capture the minds of young people through his show business-oriented goals.

One of the problems facing educators today, including form masters, is to overcome the obstacles posed by the representatives of "mass culture" in ensuring the spiritual and moral development of the younger generation. One of the important means of spiritual and moral formation of the future citizens of Uzbekistan is to convey to the minds of young people the essence and unique significance of the rich spiritual and moral cultural heritage created by our ancestors.

The carrier of cultural and spiritual values is the multinational people of Uzbekistan. Inculcating national and cultural values in students is one of the important tasks of teachers, as well as families, communities, religious institutions, cultural and educational organizations. Form masters, on the other hand, need to take a special initiative in ensuring cooperation between these institutions.

Today, the desire of most members of society to acquire cultural values is waning, and interest in the means of promoting "public culture" is growing. As a result, today's young people are moving away from the ancient values, cultural riches, heritage of our ancestors and do not understand its essence. Representatives of the show business, who are the promoters of "public culture", are using it effectively. As a result, the cultural level of members of society is declining and socio-economic relations are becoming more complicated. The desire for material interests is growing in the minds of young people, and the essence of spiritual, moral and cultural values is declining.

Disappeared spiritual traditions are emerging in place of lost spiritual values. In order to fill this gap, the President and the Government of the Republic of Uzbekistan are pursuing a policy aimed at studying the heritage of our ancestors. It is known that when the cultural level of an individual decreases, there will be difficulties in the development of all spheres of society. This leads to a decrease in the positive impact on the development of the spiritual sphere of society. In order to change the consciousness of the youth of Uzbekistan, it is necessary to strengthen their

sense of identity. Self-awareness, on the other hand, is based on the assimilation of cultural and spiritual riches created over many centuries. Therefore, special attention is paid to strengthening pedagogical measures to develop the spirituality of the younger generation. The basis of human spirituality is pride in the great past of its people and homeland. This encourages young people to be creative and strive to strengthen the achievements of their people.

The following views expressed in the address of the President of the Republic of Uzbekistan ShavkatMirziyoyev to the OliyMajlis of January 24, 2020 are of special importance in raising the morale of young people and he said: "Intelligence and knowledge is the greatest heritage for good upbringing; the greatest poverty is ignorance!" Therefore, for all of us, the acquisition of modern knowledge and be the owner of true enlightenment and high culture is a continuous vital necessity [2].

Based on these ideas, it is necessary to strengthen the work on raising the morale of students and their integration into public life. To become real citizens and students of independent Uzbekistan, it is necessary to create a favorable pedagogical environment in the educational process. Spiritual and moral development of students, inculcation in their minds of centuries-old cultural riches of the Uzbek people is one of the urgent tasks of the educational process. The basis of the social order of the education system is the spiritual and cultural development of the younger generation.

Recognizing that in the period of historical development of the country, culture has preserved, collected and passed on the spiritual experience of the nation, fostered the unity of our people, patriotism and national pride, emphasizing the priority of culture, ensuring a higher quality of life. In order to form a responsible, independent-minded, creative person, the President of the Republic of Uzbekistan adopted a resolution on November 28, 2018 about "The further development of the national culture in the republic of Uzbekistan" PP-4038 [3].

The formation of general cultural competencies in students is also a priority in the state educational standards of general secondary and secondary special, vocational education based on a competency-based approach [4]. Modern education implies the upbringing of a person with high morals, creativity, possessing the necessary competencies, concerned with the fate of the homeland and the people, mastering the spiritual and cultural riches, centuries-old traditions of the multinational people of Uzbekistan.

The upbringing of a creative, enterprising, competent citizen of Uzbekistan with high moral qualities, his continuous pedagogical support is based on the system of spiritual and moral values. The system includes:

- Devotion is a love for the Uzbek people and homeland, serve to the people;
- Social involvement is a personal and national independence, mutual trust, to meet the needs and interests of the state and citizens, honesty, compassion, pride and maturity;
- Citizenship is a serving for a motherland, the rule of law, civil society, the rule of law, multiculturalism, freedom of conscience and faith;
- Family - love and trust, health, well-being, respect for parents, care for adults and children, concern for life expectancy;
- Labor and creativity - diligence, creativity and ingenuity, purposefulness and perseverance;

- Science is the appreciation of knowledge, the pursuit of naturalness, the scientific landscape of the world;
- Religious values are the formation of ideas about faith, spirituality, religious worldview, tolerance and interreligious dialogue;
- Art and literature - beauty, harmony, the spiritual world of man, moral choice, aesthetics, moral development,
- Nature is a gradual development, motherland, nature conservation, ecological consciousness;
- Humanity is the world within the world, the diversity of peoples and cultures, human development, international cooperation.

These problems form the basis of the class teacher's work in the field of spiritual education. On the basis of the formation of similar feelings, students develop the skills to fight against "public culture".

The form master should rely on the ideas of humanity, cooperation, caring for the majority in his pedagogical activity. There are certain educational goals:

- 1) Maintaining the spiritual and moral health of students, acquainting them with the spiritual and moral values of the Uzbek people.
- 2) To inculcate in students the culture, history of the Uzbek people, the natural and ecological peculiarities of our Republic.
- 3) Expanding opportunities for family upbringing.

The form master should also consider the solution of a number of tasks in the process of spiritual and moral education:

- To teach students to distinguish between good and evil, to form a sense of aspiration to do good deeds;
- The use of methods to combat the behavior and aspirations of students in the presence of a tendency to immorality, "public culture";
- The formation of such qualities as patriotism, patriotism, the pursuit of goodness in students on the basis of teaching the values of the national cultural traditions of the Uzbek people;
- Parents having pedagogical and psychological knowledge on child rearing on the basis of centuries-old family traditions of the Uzbek people.

In order to achieve the set goals, class teachers can use diagnostic, educational, labor, aesthetic, socially useful, value-oriented, artistic-creative, physical-health activities. The form master is based on a number of principles:

- The principle of ensuring the continuity and continuity of education based on the laws of dialectical knowledge and the formation of personality, taking into account the needs of students;
- The principle of naturalness of education and its basis in natural sciences;
- The principle of the teacher's approach to students with confidence.

All members of the pedagogical team of the school take part in the educational process. Spiritual and moral education is based on high values and the heritage of our ancestors. Therefore, the content of spiritual and moral education should include: the emergence of a sense of duty and responsibility for their homeland and behavior, the need to work, humane treatment of others; careful treatment of nature, obedience to the law, formation of socially acceptable attitudes to family life, the formation of communicative skills related to the culture of communication, self-awareness and upbringing of students by themselves.

Form master should conduct educational activities based on certain values. In order for students to develop the skills of combating "popular culture", they must acquire the skills of love for the motherland, respect for family, the need for a healthy lifestyle, a sense of beauty, diligence, care for the motherland, communication skills.

General and special methods can be included in the means of developing students' skills of combating "mass culture". Enrichment of students' spiritual and moral knowledge is achieved on the basis of informing them about the areas of spirituality. As a result, students develop knowledge of ethical norms and values.

One of the important methods of spiritual and moral education is to involve students in labor, social, artistic and sports activities.

The form master uses certain forms of work in the formation of students' skills of struggle against "public culture": additional classes, educational hours, conversations, activities of spiritual and moral content; students' art works; joint holding of festive events; watching videos and multimedia together; thematic activities in the aesthetic direction; including the organization of exhibitions.

The form master also does some work with parents in order to develop students' skills to fight against "public culture": to organize meetings of parents on spiritual and moral issues. These topics include "The role of the family in the development of the child's personality", "Family values", "Reading in the family", "The influence of the media on the personality of students", "Formation of positive qualities in students through art and literature", "Protect your child from the attack of " public culture " .

In order to develop students' skills in combating "mass culture", the class teacher conducts various lectures with parents, open days, joint educational activities, and questionnaires, tests to determine the effectiveness of their work in the field of spiritual and moral education in the family, also advises, provides information for parents and exhibitions of students' work, organizes joint holiday events.

Working on the formation of students' skills of combating "mass culture" is carried out in the process of educational work of form master. Students' cultural outlook is formed in the process of collective creative activity. The richer and more diverse the collective creative activity, the deeper the students learn about the national cultural heritage.

The main form of work of a class teacher is manifested in educational hours. The essence of the educational hours should be to form in students the skills of combating "mass culture" on the basis of the presentation of national cultural riches to students. During the educational hours it is necessary to work on the formation of a responsible attitude to the environment, different people, self, to decide on an analytical approach to the culture, clothing, worldview, art of different

peoples, to enrich their knowledge in the field of national identity. It is important that the content and topics of educational hours attract not only students but also parents, focusing on current issues. Educational hours should serve to develop students' skills of independent thinking, creativity, reflection, an objective approach to today's problems, a fair assessment of the behavior. It is important that each educational hour ends with a reflection on team creative activity. Such reflection helps to determine the future development trajectory of students in the classroom. The modern educator must be able to embody the path of their future development in the eyes of the students. The indicator of the effectiveness of the pedagogical activity of the class teacher is reflected in the level of development of the class community, the psychological environment, interpersonal relationships, and the indicators of development of each student. These indicators are determined using sociometry, pedagogical observation, tests and questionnaires. Information on psychological diagnosis is reflected in the formation of students' skills of combating "popular culture", the development of interpersonal relationships, the formation of critical thinking, the ability to be careful with cultural values.

Parents also should feel that students have a stronger sense of self-awareness. As a result, they understand each other, cooperate, help and support each other. Students also develop a sense of love for the motherland, parents, others, nature, self-awareness, respect for values, pride in their ancestors, respect for their own people and the culture of other nations, the qualities of national and religious tolerance.

Teaching materials on regional ethnography develops students' sense of patriotism, national pride, and respect for historical sites. As a result, patriotism and civic feelings are stabilized in the younger generation, and a sense of belonging is strengthened. It is recommended to use sources on the history of the Uzbek people, works of great thinkers, examples of folklore, proverbs and hadiths as didactic materials in the educational process. Familiarization of students with the work of famous people who have a place in the history and culture of our people strengthens their sense of national pride.

Another of the main tasks of the form master is to inform students with museums, shrines, libraries, theaters. At the same time, ensuring that students participate in various Olympiads, competitions and contests also helps them realize their potential. As a result, a favorable pedagogical and psychological environment for the spiritual, moral and cultural development of students will be created in the classroom, school and family.

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DOI NUMBER: **10.5958/2249-7137.2020.00176.7**

THE TEACHER'S ROLE IN FORMING STUDENTS' OBJECTIVE VIEW OF "PUBLIC CULTURE"

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ABSTRACT

The following article deals with the role of the teacher in forming students' objective attitudes toward "public culture". It is noted that in this process, along with professional knowledge, teachers should have been developed a spiritual, cultural, political, ethical, media outlook skills.

KEYWORDS: *Public Culture, Objective Point Of View, Values, Ideals, Spiritual And Moral Values, Family Traditions, Educational Content, Interpersonal Social Relations, Social Environment, Global Information Flows, Media.*

INTRODUCTION

Nowadays, attacks on public culture are having a significant impact on students, leading to insufficient formation of independent thinking and outlook on life. Therefore, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan №187 of April 6, 2017 "On approval of state educational standards for general secondary and secondary special, vocational education" based on a competent approach recognizes the formation of intercultural competence in students as one of the priorities [1].

The basis of activities aimed at the organization of the educational process is the formation of a national educational ideal student. This represents the main purpose of education. High moral perceptions of the person as the main subject of national life determine the direction of education and development of students. The basis of the Uzbek people's way of life is family relations, education and the state's care for its citizens.

The second decade of the XXI century has become especially important for the education system of Uzbekistan. During this period, the spiritual, cultural and moral development of young people

has become a priority. To achieve this goal began to appeal to the centuries-old spiritual heritage of our ancestors, because the scale of the attacks of public culture has been expanded. Human values, beliefs, worldviews remain subject to the goals of show business. This, in turn, leads to the need to form a person who has the opportunity to develop themselves independently and express their views. Teachers have a task to form a person who understands himself and able to develop himself, also he should be creative, enterprising, and to have an independent point of view. Only members of a society with the same qualities can ensure socio-economic and cultural development. Alternatively, a person as an individual can only be formed in a particular society. Therefore, it is necessary to draw the attention of the pedagogical community to the formation of an individual with an active outlook on life.

The purpose of the educational process is determined by the idea of forming a spiritually mature person. One of the important tasks facing the state and society is to form a competent, highly spiritual, creative, enterprising person who knows the history and culture of his people and incorporates it into his work. Solving such a task requires a very complex pedagogical process, organized on the basis of modern requirements.

Centuries-old experience of ancestors, pedagogical activity, spiritual and moral values, family traditions, educational content, interpersonal social relations, social environment, global information flows, mass media, literature and art influence the formation of healthy spiritual and cultural worldview in students. That is why educators who work with students lay the foundation for the formation of a healthy spiritual and cultural worldview in them.

The influence of the teacher on the formation of personal spirituality is incomparable. In order to succeed in this field, educators themselves must know the basics of personality formation, national spiritual values, and act as a spiritually healthy person. In addition to setting high standards for the professional and spiritual level of teachers, it is necessary to create favorable conditions for their independent learning and professional cultural development, because in addition to professional knowledge, teachers must have a developed spiritual, cultural, political, ethical, media outlook [2; 17-b.].

Only when the teacher realizes his mistakes and shortcomings and strives for professional development will he be able to clearly fulfill the tasks set for the pedagogical process. There are a number of qualities that make up his professional career:

- Socio-personal qualities: ideology, citizenship, pedagogical orientation and aesthetic culture;
- Professional and pedagogical: theoretical and methodological training, psychological and pedagogical training for professional pedagogical activity, the formation of practical pedagogical skills and abilities;
- Possession of individual features of pedagogical processes and their pedagogical orientation: pedagogical observation, thinking, memory; emotional responsiveness, willpower qualities, temperament traits, health status.

At the same time, the spiritual and cultural orientation of the teacher is part of his professional qualities. This in turn ensures that they treat students with value. The positive qualities of a teacher, although incomplete, allow forming an idea of his pedagogical qualities: a clear manifestation of originality, love of students, inner strengths and abilities, purposefulness, organizational and emotional leadership, ability to express their ideas and worldviews.

An integral part of a teacher's professional career is his or her creative approach to his or her profession and students. Behaviors performed by students encourage the teacher to think and provide them with the necessary values. A creative, talented teacher thinks deeply about the content and content of teaching materials, takes a creative approach to them. Typically, while most teachers rely on the volume of teaching material, creative teachers try to enrich it by analyzing its content. For this purpose, additional materials are selected and presented to students. Such educational materials include educational materials selected from the heritage of our ancestors and serve to form in students an objective opinion about "public culture". We have seen that such an approach is reflected in the work of a number of creative teachers we have observed.

Creative teachers always try to solve 2 important problems in the educational process: the use of quality materials in the learning process within the subject, the use of methods of easy delivery of this material to students; to design it in a purposeful way for the effective organization of the educational process. Such work requires a creative approach from the teacher to the process of spiritual and moral education of students [3].

Today, the activity of the teacher in the field of spiritual and moral education is very responsible and requires, first of all, the formation in students of an objective attitude towards public culture. In this sense, the teacher must be able to work in collaboration with the minds of art and culture, to master the innovations in this field, to be able to thoroughly analyze the situation. Apparently, the tasks set before the teachers are extremely complex. The teacher must be an actor in a certain sense, but it is impossible to make mistakes in the process of improvisation carried out by the educator.

At present, rapid changes are taking place in various fields, such as art, culture, science and technology, economy. Therefore, teaching students to accept new truths is an important task of the educator. To do this, it is necessary to form in students the knowledge of new realities and the competence to use them. Among the new requirements for education are: to teach students to acquire knowledge, to acquire new knowledge and skills and to develop the competence to use them in real-life situations.

It is well known that in order to be competitive in all areas of life, everyone needs to improve themselves. Only then will such individuals move forward, become more successful, and rise spiritually. To do this, each person must regularly acquire new knowledge as a role of the teacher is unique, because he must be able to take a creative approach to the educational process, demonstrating his abilities. To do this, it is important that the teacher is able to create a mutually compatible environment in the educational institution. Educating students based on high spiritual and moral principles is a two-way pedagogical process. On the one hand, the teacher must mobilize all his resources to develop students spiritually and morally, to form in them the skills to fight against the negative attacks of popular culture, on the other hand, to strive for independent learning as a professional, to encourage students and colleagues. At the same time, the social environment that integrates students should be able to accept education as a corresponding phenomenon [4; 165-b.]

This means that it is important that the student accepts education as a value, and that a highly developed team understands that it is a product of the learning process. The main task of the state

and society is to inculcate in students the high moral standards through the heritage of our ancestors in order to form an objective view of popular culture.

The professional art of the educator is that he is able to demonstrate his skills in front of every student. He must first be able to influence the psychology of the students. For this, it is important to express one, to set an example for them as a spiritually high person, to know, interpret and present cultural values well. At the same time, the teacher demonstrates his professional skills, personality and abilities. It is especially important that the teacher uses effective methods to successfully achieve the goals of the educational process, using them to open up opportunities for students. This in turn allows students to get to know each other better, identify and take into account their interests, individual characteristics.

Each student is directly involved in the active learning process. A common form of active learning method is teamwork. In this process, each participant encourages others to be active, helping them to learn and be educated. It is important for the teacher to be able to instill positive tendencies in team members, to establish confidence in their own strengths and abilities, to form leadership qualities and aspirations to learn innovations. One of the most common forms of group work is pair work, in which students work independently, activities are directly controlled by the teacher. As a result, students have the opportunity to acquire knowledge, skills, competencies and competencies within the program. The teacher assigns the roles he or she performs to each member of the couple. Students, on the other hand, complete tasks of the same nature. In the process, they advise and assist each other.

From a psychological point of view, such an approach provides students with equal opportunities and serves to reduce the psychological differences between them.

The method of working in pairs is widely used in modern pedagogy, because this method is interesting and productive. Students share assignments, they discuss important issues together. In this case, the teacher is able to assess not only the work done by students, but also the assignments themselves, because these assignments require students to be creative, to think at a high level. Another important issue is to create a competitive environment among students. During competitions, students strive to acquire new knowledge in order to achieve high results. Active creative work helps students develop self-confidence and the ability to evaluate themselves and their peers independently. The use of such forms of teaching in practical training gives effective results.

One particular form of active team teaching is small group teaching. To do this, the students in the class are divided into several small groups, with 4-5 students in each group. Each group is given tasks that serve the spiritual and moral development of students. In this way, in small groups, students work on the assignments, and the results are discussed among the whole class. Students will be able to share tasks, search for information, and work on them. These types of work create an atmosphere of business communication, debate, cooperation between team members. On this basis, they develop teamwork experience and initial work skills. At this point, the teacher will be able to evaluate all members of the team as well as each student based on their contribution to the result obtained. This approach, in turn, will be the basis for justice, equality and friendship. The teacher gives the group members the opportunity to evaluate each other's work. This creates an environment of dialogue between students. If the teacher directs the psychological environment to group work from the beginning of the lesson, students will be able

to think more deeply about the learning materials and complete the tasks at the required level. An integral part of a teacher's talent is a sense of love for students. That is why students react to teachers at different levels. While most teachers are treated with kindness and unconditional respect, others are treated in terms of necessity.

When a teacher treats students with love, a personal communication develops between the teacher and the student. In this process, the teacher emerges as a leader. It is only in this situation that an environment of spiritual and moral upbringing is formed. Love for the student is an important feature of a teacher and inspires not only the class community but also the educational institution to success. If a teacher enters the hearts of his students out of love, a non-discriminatory, mutually trusting, tolerant, compassionate relationship is formed between them, and its influence is strong and effective. Such an attitude is manifested in the fact that students become attached to the teacher, the formation of a relationship based on free and mutual trust between them, the establishment of sincere communication, unconditional listening to the teacher.

In order to feel and support the feeling of love for students, the teacher must know their specific characteristics, create situations of success, strengthen friendly relations, and be sincere, close in communication.

Based on the above, it should be noted that the humanity of the teacher is the basis for determining the effectiveness of spiritual and moral education, identifying his professional abilities, because the humanity of the teacher is the main source of forming an objective point of view in students, to engage with them. Only when the teacher himself is humane, honest, fair, can he form in students an objective attitude towards popular culture, self-awareness, respect for universal and national values, the ability to apply them in their work and effectively.

Today, special attention is paid to the pedagogy of cooperation. Cooperation between people creates a sense of business communication between members of society, respect for each other's feelings, support, working together for the betterment of society. It is based on humanity. Humanism is manifested in universal values, understanding of the infinite potential of man, belief in his abilities and self-improvement, respect for the pride and maturity of the individual, giving him the freedom of choice [5; 75-79-p.].

There is a strong need for human activity in all areas of life. This need is formed in the process of social relations, education. The student's personality can be shaped through the teacher's activities. In this place, the teacher appears as a teacher of enlightenment, a propagandist of spirituality, a friend, a partner. A teacher can contribute to the formation of a highly spiritual person with such qualities.

The process of spiritual and moral education of students, the formation in them of an objective view of popular culture is a multifaceted, complex pedagogical phenomenon. Therefore, it is impossible to exaggerate or reduce the role of the teacher in the formation of the student's personality. Teachers have the opportunity to inculcate national and universal values in the minds of the younger generation, to ensure that they have a clear idea of our cultural heritage by enjoying the heritage of our ancestors, to convey to them the universal aspects and negative features of popular culture. One of the urgent tasks facing educators is to develop mechanisms for the effective use of this opportunity in the educational process.

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DOI NUMBER: **10.5958/2249-7137.2020.00177.9**

SOCIAL CONDITION DEIXIS AND ITS EXPRESSION IN UZBEK LANGUAGE

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ABSTRACT

As it is known, the social status of occupation in the communication is determined, compared to the participants-curry, relationship status, position and role in the family. Speech communication is an important tool for providing information about the social status of the participants. For example, the speech units selected by the owner, the speech etiquette forms can transport information about the social status of the speaker. In particular, the participants' concluding remarks in the life of society are received great attention in the communication culture of Uzbekistan. In this article deixis theory in linguistics, deixis of the social condition, its representatives are discussed. In communication gestural units they are mainly used to express participants' social condition. The social status of linguistics in the speech of the participants of the dialogue is pointed as social deixis, we used terminology of social condition deixis. After all, the social status (social further status) of speech participants is provided in terms of social deixis. The speech units that express social status deixis not only explain speaker and social condition of other participants, but also inform about its subjective evaluation. Linguistic and also extralinguistic units are used to make deixis of social status in the Uzbek language. Language units of deixis of social status language include pronouns, contact units, social lexic units and some supplements. Personal pronoun organize complicated deictic character as a tool to form of social status and person's deixis. They indicate participants of the speech which makes clear individual's deixis and determine social status deixis via showing their relations and social factors in the same time. Supplement -s which indicates grammar meaning of possession, personal suffixes, respect does a task of clarifying social status deixis too. Also, one of active language units that could explain speech participants' social status is reference units. Reference

units' have a special duty of not only grabbing attention of listener in the speech, but also defining social relationship between speech participants. Communication units are actively used as a tool of indicating speech participants' social status in our speech. Even spelling name incorrectly to the listener indicates disrespectfulness, lowers of listener's social status, or using words that mean relativity with strangers services as a respect. In speech deictic points which have social symbol are used in lexical field too. This include socially specialized lexic units. In the conversion of speech participants practicing certain field's representatives' special words, slangs indicate that they are in a one group and they are socially equal. Character (right) which was formed by human's job, position, adjectives identifies not only that person's duty (responsibility), but also his position along communicative act. Overall, in Uzbek language expression units of the social condition deixis are various, therefore when each of them are analysed deeply they could obviously give intriguing informations about not only pragmalinguistics, but also sociolinguistics of Uzbek linguistics' researches.

KEYWORDS: *Deixis, Social Deixis, Deixis Of Social Status, Pronouns, Units Of Conversion, Socially Special Lexical Units, Some Affixes.*

INTRODUCTION

It is well known that society places certain demands on human behavior through moral and social norms. These norms determine the content of human behavior, how to act in a particular situation. It seems that as long as a person lives inseparably from society, in his speech he also obeys the moral and social rules of society. He communicates in his speech, understanding the role of himself (the speaker), the listener and the other in society, that is, his social status (profession, personal qualities, financial status, gender, age).

It is known that the social status of communication participants is determined by their occupation, kinship status, position and place in the family. Speech is an important tool for providing information about the social status of communication participants. For example, specific reference units chosen by the speaker of speech, forms of speech etiquette can carry information about social status. Especially in the Uzbek communication culture, when composing sentences, great attention is paid to the role of the participants in the life of society. V.I. Karasik emphasizes that communication is artificial and provocative if the social status of the participants is not taken into account [6. p.4].

In speech, sign units are often used to express the social status of communication participants. It is known that the phenomenon of deixis, derived from the Greek word δειξις ("**deixis**"), which means to show, sign, began to be studied in world linguistics as a universal category that applies to all levels of language in world linguistics from the second half of the twentieth century. In the work devoted to the study of dexterity, along with the diexes of personality, time and space there are different types of social dexterity, such as normative state, evaluation, emotional, discourse, denotative and chronotopic dexterity, communicative dexterity, subject dexterity and quantitative dexterities.

In linguistics, referring to the social status of the participants in a speech dialogue is considered a social dexterity, and we used the term social dexterity in this article. Indeed, the term social dexterity also refers to the social status of the participants of the speech (social status [4]).

For the first time in world linguistics, Ch. Fillmore distinguished the traditional classification of dexterity: social dexterity along with dexterity of person, time and space [1]. This classification was supported by G.Rauch, J.Renkema, S.Levinson, G.Yuler, and the social status dexterity was shown as a component that referred to the interaction of the participants, determined the level of social communication between them, and complemented the traditional trinity of dexterity.

The language units that form the dexterity of social status not only refer to the social status of the speaker himself and other speech participants, but also express his subjective assessment. Sh.Safarov noted that the attitude towards the interlocutor has a hidden or open, positive or negative, direct or indirect and other feature; all these types of relations constitute the content of the phenomenon of social dexterity [12.B.212.].

Both linguistic and extra linguistic tools are used to create dexterity of the social situation in the Uzbek language. The language units that make up the dexterity of social status include **pronouns, reference units, socially lexical units, and some suffixes.**

It is well known that pronouns are universal, with the possibility of being applied to any person, regardless of age, gender, large, small, female, male, in general, depending on the speech situation.

Personal pronouns: **I** and **We** represent the person we speak to; **You**, the person whose speech you are focusing on; **He**, **She** **It** or **They** are well known that they represent a person who is not involved in verbal communication in the singular and the plural. . The meaning of "belonging to the speaker" is the central meaning for all personal pronouns, and the remaining pronouns are assigned to the pronoun "I".

In choosing these units, the speaker pays attention to the social status of the participants in the speech. In particular, the personal pronoun **I** serve not only to refer to the speaker himself, but also to express his various communicative purposes. That is, in verbal communication, the pronoun **I** lead to dexterity of social status by referring to the social status of the speaker's personality, i.e., his superiority over other speech participants (or vice versa). For example: "The coupler put a palm on his chest. **I am!** He said, pounding his chest. This is me, Batir, Batir! ... In a word, **I** have become a Botir faction from that day on! At the same time, I was the chairman of the village council! (T. Murad. "Bu dunyodao`libbo`lmaydi" (You can't die in this world).

The pronoun **I** used in the passage of text refers to the high social status of the speaker. It also demonstrates a communicative purpose, such as pride in one's position. This is also confirmed by the repeated use of the diamond in several places and the palms on the breasts, the behavior of the breasts.

Ipronoun is often used in conversation, putting it at the beginning of sentences, pausing after the rhyme, expressing the speaker's self-confidence, perhaps overconfidence, that is, arrogance, attracting the listener's attention, behaving superior to the speakers, or vice versa., serves to reflect the inferiority of the participants. What social status the pronoun refers to is determined by the context of the text. For example: - What, doyou want to continue the work of emir Alimkhan ... from where he came?

- **I ... I ...**

- How many years have passed since the establishment of Soviet union? Answer!

"**I'm** ... an honest communist, SharofRashidovich, honest!" said Rajabov, closing the box. - My true communist word. **I** don't walk the paths that some people walk. ... Guilty, SharofRashidovich is guilty. **I ... I** don't understand. "

In this passage of text **I** express the feeling of guilt in front of the interlocutor of the speaker through the pronoun. This condition is a sign of his low social status. This is confirmed by the speaker's sentence "**the box is gone**", "**Guilty, SharofRashidovich, is guilty**".

In the Uzbek language, the pronoun **I** is combined with **one (one simple)** word to form deixis of social status. For example: - Don't worry about me, Robia. I am a farmer. " (P. Kadyrov "Yulduzlitunlar" (Starry Nights)) In such places, the text circle is very important to determine the social status indicated by the rhymes.

In such places, personal pronouns acquire a complex deictic character as a means of shaping the dexterity of social status and personality. They simultaneously point to the participants in the speech, revealing both the dexterity of the person, their interrelationships, and the dexterity of the social situation.

In speech **I** sometimes is used instead of the pronoun **We**. For example: - Let Mavlonobe given a horse from **us**, - added Babur. MullaFazliddin bowed and thanked several people. "Congratulations!" Congratulations! He heard. (P. Kadyrov "Yulduzlitunlar" (Starry Nights)).

In this text **us** refers to the greatness of the position of the speaker, and in the following example we refer to the formality of the relationship between the speaker and the listener, the social practice, the position of the speaker: - Here we ask the question. Remember where you are sitting, comrade Sharipov. (From the investigation document.)

In speech the use of words such as poor, **slave, man, oppressed, "benavo, notavon, telba, shikasta, kamina"** (in Uzbek language) instead of **I** in speech also reveals the deixis of social status by pointing out that the speaker is inferior to other speech participants. For example: "I want to say to your servant that in such an important matter we must obtain the consent of all influential bays"; "With my soul! But I am poorly aware of some of the bays' thoughts. Let me tell you - it was a shame. P. Kadyrov "Yulduzlitunlar" (Starry Nights)"

Linguist J. Hamdamov used words and phrases such as poor, slave, oppressed as its stylistic equivalent instead of the first person singular, respect, sincerity, humility and modesty admits that it has such content [13].

In speech, pronoun **You** is used to indicate the grammatical meanings of disrespect, pointing to people who think they are young, equal, close to oneself, as well as low social status. For example: Who are you to linger us? We only "oppose" you, we only blame you. The Soviet leadership, in particular, is not the first to be blamed! You made yourself the first important person "I am being late". T.Murod. "Bu dunyodao`libbo`lmaydi" (You can't die in this world)

In this passage of text, the pronoun **You** denotes the personality of the listener, as well as the dexterity of social status, pointing to his low social status.

In order to express respect for young, older, unfamiliar, high-ranking individuals, the speaker uses the pronoun *you* in plural instead of the pronoun *you* in singular in the second person. You are accustomed to expressing respect for the person in the singular in the plural pronoun. For example, "Amirzoda, you are not a king, your judgment is obligatory," he urged Bobur to be more courageous. P. Kadyrov "Yulduzlitunlar" (Starry Nights).

In Uzbek, the interrogative form of the interrogative pronoun **Who**, which refers to the second person, can indicate the high social status of the person (or vice versa). For example: 1. "Do you know whose offspring you brought to market? Who are you, the descendants of Mirzahojaboy!"; 2. Who are you to linger me? With you, we will only "oppose", only blame. T.Murod "Bu dunyodao`libbo`lmaydi" (You can't die in this world).

In the first of the given examples, the pronoun *someone* reveals a deix of social status by pointing to the high social status of the person, and in the second example to the low.

The speech also refers to the high social status of the person, which is meant by the pronoun. For example: "Count L.N. Tolstoy." "Nikolai's stick," Olimtoy read shyly, holding the yellowed and torn booklet in both hands. "Nikolai?" Which Nicholas?

"Himself!" said Valera, pointing her index finger at the ceiling. (A. Mukhtor. "Chinar")

In this passage, the adjective **himself** refers to the high social status of the person mentioned at the top of the text, which is also indicated by the paralinguistic means of **"pointing the index finger at the ceiling."**

In speech, sometimes demonstrative pronouns also refer to a person's social status. In this case, it is intended to indicate an individual, the suffix *-s* or the word *person* is used to denote the meaning of respect and lead to the dexterity of social status. Of course, it is important to note that the suffix *-s* is used to express the grammatical meaning of respect. For example: They (this person) will not allow it, - she said, looking at her husband.

Pointing to the addressee by means of a demonstrative pronoun is often used in acute verbal situations, when the person being pointed out is found guilty, in reprimanding, in short, in expressing a negative attitude. For example: "Madiyev shook hands with party and Soviet leaders. He hid his index finger. "We won't be with them!" T.Murod. "Bu dunyodao`libbo`lmaydi" (You can't die in this world)

In addition to pointing to the members of Soviet Union figures in the microtext, it is clear that the speaker had a low opinion of them. This is confirmed by the paralinguistic tool that pointed his finger at them.

In our speech, deictic units with the sign of sociality are also observed at the lexical level. Including socially oriented lexical units. The use of jargon in the speech of the participants of the dialogue, which is typical of the speech of the representatives of a particular field, indicates that they are representatives of one industry, equal social status. "The character (right) of an individual, formed under the influence of profession, position, position, along with the obligations (duties) of this person, determines his position in the communicative act" [10.B.7.].

In our language, lexemes such as *command* and *order* are applied to people of high social status, because the *order* is specific to "leadership", high-ranking officials, and at the same time the

word refers to his social status. For example: - Stop here!-**ordered**SharofRashidov. (T.Murod. "Bu dunyodao`libbo`lmaydi"(You can't die in this world).

For a listener who knows that SharofRashidov is a historical statesman, the figurative function of the command verb may not be important. However, for a listener who did not know the person until the period of verbal communication, the general knowledge of the verb to command allows one to understand the reference to the social status of the subject of activity.

Some lexemes are used in a figurative sense to refer to a person's social status: If he came from above - he would return from a meeting of activists. If it came big from above - the gardens were back from the sheep. When it got bigger from above ... it was back from fishing. SharofRashidov came in with cancer. (T.Murod. "Bu dunyodao`libbo`lmaydi"(You can't die in this world).

In this microtext, the large lexeme is used in a figurative sense, indicating the great social status of SharofRashidov.

The social period, the influence of the environment on speech communication, is also manifested in deictic units. For example: What does Moscow say? What does the above say? (T.Murod. "Bu dunyodao`libbo`lmaydi"(You can't die in this world) used in the microtext, Moscow, although the above words mean the concept of place, it says that here the leaders in Moscow are understood in the sense of the above leaders, referring to the verb of speech and referring to a person's social status. It is known that during the former Soviet Union, the task from the leaders of Moscow was unconditionally fulfilled, and their opinion was very important. From today's point of view, however, this application has lost its effectiveness. The scientist Sh. Safarov noted that "social status is constant and changing, as well as the signs of social dexterity in the text can be moved?" [12] .

In the Uzbek language, the suffixes -lar, ('s) which express the grammatical meaning of possession, person-number, respect, also serve as a unit that forms the deix of social status. For example: Dear Ulmas brother, could you answer one of my questions ... He held up his book "My love is my love".

"Did our aunt read that book?" (S.Ahmad "Kiprikdaqolgan tong " (Morning on the Eyelashes")

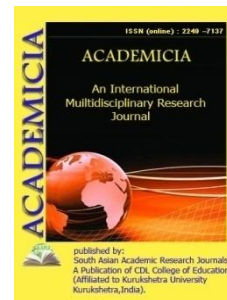
Or: The lady immediately supported the girl's words and turned to her son: - Send an envoy to MirzaBoysunqur, my lord! Lose the enmity in between! (P. Kadyrov ""Yulduzlitanlar" (Starry Nights)

In the cited passages, the formation of the social status dexterity is entrusted to the affixes. Linguist G. ZikrillaeV admits that the semantics between personal pronouns and person-number suffixes of the verb can be seen not only between the person and the number, but also in the grammatical meaning of respect [5.B.65.].

Thus, the units that make up the dexterity of the social situation in the Uzbek language are diverse, and each of them, if analyzed in deeply, will undoubtedly provide interesting material not only for pragmalinguistics, but also for sociolinguistic researches of Uzbek linguistics.

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DOI NUMBER: **10.5958/2249-7137.2020.00178.0**

THE ROLE OF TEXT PROPOSITIONS AND CRITICAL THINKING IN THE PROCESS OF READING BABURNAMA ZAHIRUDDIN MUHAMMAD BABUR

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ABSTRACT

This article reveals the importance of teaching basic concepts of reading materials and the way of conveying the information from the written literary works. In addition, the ways of developing students' critical thinking is mentioned here. The art of reading books, cognitive process of reading materials and the modern methods of it are described in this article.

KEYWORDS: *Critical thinking, five initiatives, to convey the information, effects, observing, memorizing, mastering basic skills, ideas, enthusiasm, to determine, to clarify meaning.*

INTRODUCTION

In real life, our reading purposes constantly vary and therefore, when devising exercises, we should vary the questions and the activities due to the type of text studied and the purpose in reading it. When working on a page of classified ads, for instance, would be highly artificial to propose exercises requiring the detailed comprehension of every single advertisement. This would only discourage the students and prevent them from developing reading strategies adapted to the true purpose of their reading. [2, p 4]

Reading aims to develop the reading skills we need to find information quickly, to clarify what is important in a text, to compare various sources of information and to read critically and obviously. As we know, Reading includes texts from the Humanities, Social Sciences, and History and so on. While reading books, they help us to develop and refer our reading skills. Purposeful reading saves time for us to spend on other study activities. Care has been taken to

select up-to-date sources that have become classic texts. We accept the importance of knowledge of the world and familiarity with the way different genres of text are organized in reading., and hence have attempted to activate the students' background knowledge and to attract attention to text structure. In our reading classes, tasks to develop insight into the reading process, encourage discussion and provide a reason for reading on. Students exchange information or opinions on the texts. By thinking about the different types of material that we read and how these are linked to the purpose that we have in reading. We, teachers try to demonstrate how advances in our conceptual knowledge about the reading process have changed some of our approaches to designing and using materials for the teaching of reading. When we look at different ways of providing feedback to learners on their reading.

For independent work in reading, we ask our language learners to read Z.M. Babur's "BaburNama" in order to grasp the information that is mentioned there.

Reading for research. To to read	Factual information (facts, dates, numbers, geographical places)	Identifying viewpoints	Summary/ review (quotations about Babur)
Babur the writer			
Babur the youth			
Babur the warrior			
Babur on alcohol			
Babur on India			
Babur the Father			
Mughals after Babur			
Babur the Shah			
Babur and religion			
Babur and the description of landscapes			

Here, the students can sharpen their critical reading abilities and broaden their horizon. As a skill, reading is clearly one of the most important; in fact in many instances around the world we may argue that reading is the most important foreign language skills, particularly in cases where students have to read English material for their own specialist subject but may never have to speak the language; such cases are often referred to a "English as a literary language". [1. p 89]

Teachers can benefit greatly from focused reflection and critical examination of their own teaching experiences, which then lead to improvement and further development. Teachers need an approach, which will focus on the unique contribution that each individual brings to the learning situation, and on how the teacher can assist the learner in learning most effectively.

On a worldwide level, the format of teaching reading skills may vary according to local circumstances. Many teachers consider dividing reading into intensive, classroom based work with an adjunctive extensive reading programme to give further out-of-class practice. Some classes will be called 'reading' and will therefore focus primarily on the development of reading skills. Sometimes teachers include reading skills as part of another class either for reasons of

expediency- because there is only one timetabled period for English-or for reasons of principle- because they believe that reading is best integrated with the other skills such as writing. R.V. White (1981) makes some suggestions about the stages and procedure of a reading lesson that may help us (a) to put the skill into a classroom context, and (b) to see some of its possible relationships with the other language skills.

Stage 1. Arouse the students' interest and motivation by linking the topic of the text to their own experience or existing knowledge. Give some pre-reading/focusing questions to help them to do this.

Stage 2. Give them points to search for in the reading text, or ask the students to suggest the points.

Stage 3. After reading, encourage a discussion of answers.

Stage 4. Develop into writing by using the information gained for another purpose. [1, p 100]

In addition, the next strategy is summarizing. We are able to use this strategy only after reading the text. We must know one thing: summarizing is not just retelling the whole text by heart but to get the gist and the main point in the text. Always we use that strategies in our lessons and it is very essential to increase our knowledge.

We also use speed –reading skills such as skimming and scanning. Those strategies do not take much time and we do not use them for intensive reading. Skimming a text involves running our eyes over it quickly to get the main idea and this strategy is particularly useful, especially, for students who have to read long reports within a little time. By skimming the report or the text, we can still follow the gist and stop when we found particular interest to them. In overall while skimming the text, we get the main idea of the text not spending much time.

Day and Robb, argue that in learning the target language extensive reading is “an excellent vehicle for learning that language”. Research shows that learners who read extensively develop not only reading skills but also all other language skills including listening, speaking and writing. More than that extensive reading increases motivation and positive attitude to learning the In-Service Language Teacher Education-Uzbekistan 103 target language. Day and Robb, [3, p3] employ five principles out of 10 principles of extensive reading suggested by Day & Bamford.

	Table 10. Principles of Extensive Reading as cited by Day and Robb (2015, p. 3).
Principle 1	The reading material is easy. For extensive reading to be possible and for it to have the desired results, texts must be well within a learner's reading competence in the foreign language. In helping beginning readers select texts that are well within their reading comfort zone, more than one or two unknown words per page might make the text too difficult for overall understanding. Intermediate learners might use the rule of hand – no more than five difficult words per page.
Principle 2	A variety of reading material on a wide range of topics must be available. The success of extensive reading depends largely on getting students to read. Research clearly demonstrates that we learn to read by reading. And the more we read, the better readers we become.
Principle 3	Learners read what they want to read. The principle of freedom of choice means

	that learners can select texts as they do when they read in their first language. That is, they can choose books they know they can understand and enjoy and learn from. And, just as in Firstlanguage reading, learners are free to stop reading anything they find too difficult, or that is not interesting.
Principle 4	Learners read as much as possible. We know that the most important element in learning to read is the amount of time spent actually reading. There is no maximum amount of reading that can be done; the more the learner reads, the better.
Principle 5	Reading speed is usually faster rather than slower. This is very important. When we read slowly, one word at a time, comprehension is poor. We have to go back to the beginning, and read again.

We discovered the pleasure of observing, measuring, and analyzing students' knowledge at our Institute. We are satisfied with the most of our students' success and achievements in reading books and grasping the main points of them. Our language learners have to work with the essential vocabulary, collocations, and phraseological units by comparing with the Uzbek language. Below we formed a special table for students in order to fill in the blanks after reading Baburnama. We then looked at the gained materials for classroom practice and procedure and discussed a range of approaches and materials that feature in reading classrooms. Our students try to assess and monitor their progress regularly and organize time, materials in a personally way and fully exploit all resources available.

Word study	Dealing with unfamiliar words, collocations	Using word structure, affixes	Clarify and confirm	Choosing keywords for database searches

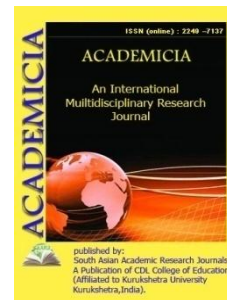
We are satisfied most of our students' reading success. We found that teachers whose students consistently gained in achievement provided more responses by working with students to arrive at their answers, had fewer but appropriate behavioral contacts, and monitored students' work, their psychological features more closely.

We can expand our own professional ability to assess our students' needs, identify problems and develop solutions. We become more familiar with your teaching job we will find that you learn to trust your instincts and your ability to judge when to switch techniques.

At first, we need to learn about methods and approaches, motivation, engagement, and you should look for opportunities to talk to experienced teachers about what they think of different types of working with language learners.

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DOI NUMBER: **10.5958/2249-7137.2020.00086.5**

TO STUDY THE CONTEXT OF ORGANIZATIONAL LEVEL FACTORS FOR PROMOTION OF GENDER EQUALITY IN THE STATE OF GAMBELLA REGION IN ETHIOPIA

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ABSTRACT

It is not possible to achieve a controversial goal, such as gender equality, without a clear strategic plan setting out policy, objectives, action, time frame and resources. Any organizational entity of the public or private sector nature should contribute to enhancing greater gender equality in order to minimize the widely expanding gender equality gap between men and women. It should be able to contribute substantively to greater gender equality by having the appropriate gender mainstreaming structures, policies and procedures in place. The objective of this article was to show the existing situation of organizational (input) level factors towards the promotion of gender equality in the Gambella Peoples' National Regional State of Ethiopia. The study has shown that the basic policy documents did not exist in several public sector organizations. Certain basic gender and gender-related strategies to implementing the gender and gender-related policy documents were not practiced in the public sector offices. The existing gender and gender-related strategies to implementing such gender policy documents were not clear to the civil servants. Gender focal point networking were absent in the public sector organizations. It has also shown that equal hiring or employment opportunities or practices were existing, gender unit department (division) activities were incorporated in the basic organizational core policy goals, objectives, and projects, and job responsibilities and mandates for the gender unit departments or divisions were existing in the public sector offices.

The human resources development aspect and the work organization aspect of the organizational human resource practices were not building the capacity of the public sector staff in terms of a number of elements. But, documenting, updating, respecting, and utilizing the existing job descriptions for the GU staff were practiced as the organizational human resource practices to building the capacity of the public sector staff at the regional and local administrative level in the Gambella regional state.

KEYWORDS: *Organizational (Input) Level Factors and Promoting Gender Equality*

1. INTRODUCTION

As Hunt (2000) and UN (2002) stated, gender mainstreaming involves all the steps between analysis and incorporating that analysis into the policy and program decisions that can contribute to equality of outcome for men and women in all development work. In other words, gender mainstreaming is a concern for advocacy, networking and knowledge management as much as it is about analysis. It is about policy influence as much as it is about project and program design. Ensuring that such diverse elements produce coherent results requires a clearly defined gender mainstreaming strategic plan (Mourison 2004, pp1-2).

The Swedish International Development Agency (SIDA) has identified gender mainstreaming strategies as being relevant in three linked arenas or “spheres” of the organization: a) In the organization’s structures, policies and procedures, and its culture (the inputs); b) in the substantive activity that the organization pursues (it’s program, the throughput); and in the impact of the organization’s performance to increasing gender equality in the broader community-the outcome/impact-namely gender equality (Shalkwyk et al. 1996. p 3).

Shalkwyk also noted that activities in each arena are critical to ensuring effective gender mainstreaming process/strategy in every entity. He claimed that if strategies and assessments have tended to distort these three arenas, and have often forgotten the fact that change in the third level is the final goal, increased/reduced gender equality, it is important not to conflate these three arenas since different strategies and indicators of change apply to each of them (Mourison 2004, p2).

2. Data Presentation, Analysis and Discussion on the Context of Organizational (Input) Level Factors in Gambella Regional State Public Service Offices

2.1 Existence of Gender and Gender-related Policy Documents in the Public Sector Organizations

TABLE 1 RESPONSE RATES FOR THE EXISTENCE OF GENDER AND GENDER-RELATED POLICY DOCUMENTS IN THE PUBLIC SECTOR ORGANIZATIONS AT THE REGIONAL ADMINISTRATIVE LEVEL IN THE GAMBELLA REGION.

Indicator	Strongly Agree	Neutral	Disagree / Strongly Disagree	Total
ADLI Policy Document	13 (26%)	2 (4%)	35 (70%)	50

				(100%)
PASDEP Policy Document	5 (10%)	5 (10%)	40 (80%)	50 (100%)
Employment and Labor Works Policy Document	47 (94%)	0	3 (6%)	50 (100%)
Family Law Policy Document	43 (86%)	0	7 (14%)	50 (100%)
The 1993 Women's Policy of Ethiopia Policy Document	42 (84%)	2 (4%)	6 (12%)	50 (100%)
NAP-GE Policy Document	10 (20%)	3 (6%)	37 (74%)	50 (100%)
RAP-GE Policy Document	5 (10%)	4 (8%)	41 (82%)	50 (100%)
National Health Policy Document	4 (8%)	0	46 (92%)	50 (100%)
National Hygiene and Sanitation Policy Document	2 (4%)	0	48 (96%)	50 (100%)

Source: Field data collected from Public Civil Servants by the author, October 2012/13.

Table 1 shows the response rates of the 50 (1 Core-process owners, 1 HRM sub-process owner, 1 Plan and Information sub-process owner, the Focal Person, and 1 Officer) research respondents from the 10 selected public sector offices/bureaus purposively selected for the existence of such policy documents at the regional administrative level. The Table showed that 70% and 80% of the survey informants respectively rejected the existence of ADLI and PASDEP policy documents in their organizations at the regional administrative level. However, 94%, 86%, and 84% of the respondents respectively accepted the existence of work and labor law, family law, and the 1993 Ethiopian Women's policy documents in their public sector organizations at similar administrative level.

The Table also shows that 74% and 82% of the respondents respectively denied the existence of National Action Plan for Gender Equality (NAP-GE) and Regional Action Plan for Gender Equality (RAP-GE) in the public sector offices at the regional administrative level in the regional state. Similarly, 92 and 96% of the respondents also respectively denied that National Health, and National Hygiene and Sanitation policy documents do not exist in their public sector offices at the same administrative level.

Even though the respondents have accepted the existence of the 1993 Ethiopian Women's Policy, the research informants have confirmed that both the NAP-GE and RAP-GE policy documents do not exist in their public sector organizations at the regional administrative level in the region. This may also show that these policy documents are not available in the district and local administrative levels in the region, since the regional administrative level is the place where new policy documents are disseminated to the lower levels. Similarly, though the research informants have accepted that Employment and Labor Works Law, and Family Law do exist in their public sector organizations, they denied the existence of ADLI, PASDEP, National Health, and National Hygiene and Sanitation policy documents in their public sector offices at the regional administrative level. This implies that most of the gender and gender-related policy documents are not in place at the local and regional administrative levels in the regional state, regardless of the 1993 Ethiopian Women's Policy, the Family Law, and the Employment and Labor Works Policy Document. The fact that the NAP-GE and Regional Action Plan for Gender Equality (RAP-GE) are not established in the region poses a critical gap and constraint to the implementation of gender mainstreaming strategy/process, threatening the attainment of effective gender equality, in the region as a whole.

Table 2 below showed that 57.9% (223) of both male and female informants responded that the organizational gender policy documents were clear to them at both local and regional administrative levels in the Gambella regional State. However, 38.2% (147) of them responded that the organizational gender policy documents were not clear to them at the same administrative levels in the region.

TABLE 2 CLARITY OF THE GENDER POLICY DOCUMENTS RESPONSE RATES BY GENDER IN THE PUBLIC SECTOR ORGANIZATIONS CROSS TABULATION

	Level Of Clarity Of The Stated Gender Policy Documents In The Organization				Total
	Very Clear/ Clear	Uncertain	Not Clear	Not Very Clear	
Male	134 (63.2%)	11	48	19	212
Female	89 (51.4%)	4	71	9	173
Total	223 (57.9%)	15	147 (38.2%)	(3.9%)	385

Source: Field data collected from Public Civil Servants by the author, October 2012/13.

2.2 Existence of Gender and Gender-related Strategies in the Public Sector Organizations

The survey result below presents and describes respondents' survey opinions on the existence of such strategies to effectively mainstream gender in the public sector offices at the regional administrative level in the Gambella regional state. The proposed gender and gender-related strategies include: Existence of Political Will to Managing Gender Issues; Planning Issues; Gender Analysis (Sex-disaggregated data) Issues; Gender Networking Issues; Gender Advocacy and Sound Information Issues; Gender Knowledge Management Issues; Meeting Management Issues in Relation to Gender Activities; Leadership Issues; team and Membership Issues; and

Communication Issues for the attainment of greater and effective gender equality in the Gambella regional state of Ethiopia.

TABLE 3 RESPONSE RATES FOR THE EXISTENCE OF GENDER STRATEGIES FOR THE STATED GENDER AND GENDER-RELATED POLICY DOCUMENTS IN THE PUBLIC ORGANIZATIONS

Indicator	Strongly Agree / Agree	Neutral	Disagree / Strongly Disagree	Total
Political Will to Managing Gender Issues	18 (36%)	0	32 (64%)	50 (100%)
Planning Issues	37 (74%)	0	13 (26%)	50 (100%)
Gender Analysis (Sex-disaggregated data) Issues	9 (18%)	3 (6%)	38 (76%)	50 (100%)
Gender Networking Issues	14 (28%)	4 (8%)	32 (64%)	50 (100%)
Gender Advocacy and Sound Information Issues	42 (84%)	2 (4%)	6 (12%)	50 (100%)
Gender Knowledge Management Issues	13 (26%)	1 (2%)	36 (72%)	50 (100%)
Meeting Management Issues in Relation to Gender Activities	17 (34%)	0	33 (66%)	50 (100%)
Leadership Issues	11 (22%)	0	39 (78%)	50 (100%)
Team and Membership Issues	28 (56%)	5 (10%)	17 (34%)	50 (100%)
Communication Issues	31 (62%)	0	19 (38%)	50 (100%)

Source: Field data collected from Public Civil Servants by the author, October 2012/13.

The above Table 3 shows the response rates for the availability of gender and related strategies for 50 (1 Core-process owners, 1 HRM sub-process owner, 1 Plan and Information sub-process owner, the Focal Person, and 1 Officer) research informants from the 10 selected public sector

offices at the regional administrative level. The Table showed that respective 74, 84, 56, and 62% of the survey respondents accepted that gender strategies such as planning, gender advocacy and sound information, team and membership, and communication did exist in their public sector offices at the regional administrative level. However, respective 64, 76, 64, 72, 66, and 78% of them accepted that gender strategies such as political will, gender analysis, gender networking, gender knowledge management, meeting management, and leadership were not existing in the their public sector offices at the similar administrative level in the region. This implies that the most important gender and gender-related strategies to implement the gender and gender-related policy documents were not available in the public sector offices at the regional administrative level in the Gambella region. This also indicates that the most important strategic factors such as political will and leadership issues were also not taken into account, with the rest four strategic factors, by the public sector offices at the same administrative level in the region. This also indicates that existence of such strategic factors in the public sector offices at the district /zonal/ and local /woreda/ administrative levels in the region is doubted, since existence of such a situation can jeopardize the attainment of effective gender equality in the region as a whole.

Table 4 below discloses that 52.5% (202) of the survey informants responded that the organizational gender policy strategies were not clear to them at both local and regional administrative levels in the Gambella regional State. Nonetheless, 41% (158) of them responded that the organizational gender policy strategies were clear to them at the similar administrative levels in the region. This, generally, implies that the gender and related strategies to implementing such gender policy documents are not clear to them at the local and regional administrative levels in the Gambella regional state.

TABLE 4 SEX OF THE RESPONDENT * LEVEL OF CLARITY OF THE STATED GENDER POLICY STRATEGIES IN THE PUBLIC SECTOR ORGANIZATIONS
CROSS TABULATION

	Very Clear	Cle ar	Uncertain	Not Clear	Not Clear	Very	Total
Male	31	60	18	103 (48.6%)			212
Female	17	50	7	99 (57.2%)			173
Total	158 (41%)		25 (6.5%)	202 (52.5%)			385

Source: Field data collected from Public Civil Servants by the author, October 2012/13.

2.3 Existence of a Gender Unit Department/Division in the Organization

Table 5 below shows that 86.2% (332) of the survey informants agreed that there was a gender unit department in their public sector offices at the regional and local /woreda/ administrative levels in the Gambella region. However, only 2.1% (8) of them responded that there was not any gender unit department (division) in their public sector offices at the same administrative levels. This implies that gender unit structures were existing in most public sector organizations at both administrative levels in the Gambella region.

TABLE 5 SEX OF THE RESPONDENT * EXISTENCE OF A GENDER UNIT DEPARTMENT IN THE PUBLIC SECTOR OFFICES OR BUREAUS CROSS TABULATION

Sex of the Respondent	Male	182 (85.8%)	26	4	212
	Female	150 (86.7%)	19	4	173
Total		332 (86.2%)	45 (11.7%)	8 (2.1%)	385 (100%)

Source: Field data collected from Public Civil Servants by the author, October 2012/13

2.4 Existence of a Gender Focal Point Net Working in the Public Sector Organizations

Table 6 below exhibits that 51.45 (194) of the survey informants responded that gender focal point networking did not exist in the public sector organizations at the regional and local administrative levels in the Gambella regional state. Nevertheless, 40.5% (156) of them said that gender focal point networking did exist in the public sector organizations at the same administrative levels in the region. This implies that significant number of the contributors have confirmed the absence of gender focal point networking in the public sector organizations at the regional and local administrative levels in the Gambella regional state.

TABLE 6 SEX OF THE RESPONDENT * EXISTENCE OF A GENDER FOCAL POINT NET WORKING IN THE PUBLIC SECTOR OFFICES OR BUREAUS CROSS TABULATION

Sex of the Respondent		Yes	Neutral	No	Total
Sex of the Respondent	Male	74	31	107 (50.5%)	212
	Female	82	0	91 (52.6%)	173
Total		156 (40.5%)	31 (8.1%)	198 (51.4%)	385

Source: Field data collected from Public Civil Servants by the author, October 2012/13

2.5 Organizational Human Resources Practices for Gender Departments in the Public Organizations

5a. Existence of Equal Hiring or Employment Practices

Table 7 below shows that 75.3% (290) of the survey informants from 385 accepted that there exists an equal hiring or employment practices in the public sector offices at the local and regional administrative levels in the Gambella regional State. However, only 6.5% (25) of them denied the existence of similar practices in the public sector offices at the same administrative levels in the region.

5b. Incorporation of gender unit departments' activities in the basic organizational core policy goals, objectives, and projects in the public sector offices or bureaus

Table 7 also entails that 55.8% (215) of the informants accepted that GU department (division) activities are incorporated in the basic organizational core policy goals, objectives, and projects in the public sector organizations at the regional and local administrative levels in the region. The table, however, also shows that 38.2% (147) of the respondents denied the incorporation of GU department (division) activities in the basic organizational core policy goals, objectives, and projects in the public sector organizations at the same administrative levels in the region.

TABLE 7 EXISTENCE OF EQUAL HIRING PRACTICES AND INCORPORATION OF GU SECTIONS' IN THE PUBLIC SECTOR OFFICES OR BUREAUS CROSS TABULATION

Opinions on the Existence of Equal Hiring or Employment Practices in the Office					
		Yes	Neutral	No	Total
Sex of The Respondent	Male	174 (82.1%)	28	10	212
	Female	116 (67.1%)	42	15	173
	Total	290 (75.3%)	70 (18.2%)	25 (6.5%)	385
Opinions on the incorporation of gender unit departments' activities in the basic organizational core policy goals, objectives, and projects					
		Yes	Neutral	No	Total
	Male	125 (53.3%)	9	78	212
	Female	90(59%)	14	69	173
	Total	215 (55.8%)	23 (6%)	147(38.2%)	385

Source: Field data collected from Public Civil Servants by the author, October 2012/13

By using Pearson Chi-square test output for 385 observations for the sated indicators (respondent sex and the variables), the p-value is 0.000 and 0.022 or less than 0.05. Therefore, we reject the null hypothesis (Ho) and conclude that there is a positively significant correlation between the two variables and respondents' sex at the 5 percent level of significance. The Chi-square test result below, therefore, ensures that there exists a positively significant relationship between sex of the respondents and their opinions in regard of such indicators at a 5% level of significance.

TABLE 8 CHI-SQUARE TEST

	Sex of the Respondent	Existence of Equal Hiring Practices	Incorporation of Gender Unit Departments' Activities
Chi-Square	3.951 ^a	98.766 ^a	5.260 ^a
Df	1	1	1
Asymp. Sig.	.047	.000	.022

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 192.5.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 96.3.

Source: Field Survey, 2013/14.

5c. Existence of Job Responsibilities and Mandates for Gender Unit Departments in the Public Organizations

The following survey result shows the civil service employees' opinion survey level on the existence of job responsibilities and mandates for gender unit departments in the public sector offices at the regional and local administrative levels in the Gambella regional state.

TABLE 9 SEX OF THE RESPONDENT * EXISTENCE OF GU JOB RESPONSIBILITIES AND MANDATES RESPONSE RATES CROSS TABULATION

			Fully Existing	Existing, Not Exhaustive/Co mplete	But Uncert ain	Not Existing at All	Total
Sex	Of	Male	80 (37.7%)	107(50.5%)	6	19	212
The Responde nt		Femal e	49 (28.3%)	93 (53.8%)	3	28	173
Total			129 (33.5%)	200 (51.9%)	9 (2.3%)	47(12.2 %)	385(100 %)

Source: Field data collected from Public Civil Servants by the author, October 2012/13.

Table 9 above shows that 51.9% (200) of the survey informants from 385 accepted that there existed, but not exhaustive, job responsibilities and mandates for gender unit departments or divisions in the public sector offices at the regional and local administrative levels in the region.

The result also shows that 33.5% (129) of the respondents said that job responsibilities and mandates did fully exist in the public service offices at the same administrative levels in the region. However, 12.2% (47) of the respondents replied that job responsibilities and mandates for gender unit departments or divisions did not exist at all in the public service offices at the same administrative levels in the region.

This, generally, shows that 85.4% (329) of the respondents agreed that job responsibilities and mandates for the gender unit departments or divisions were existing in the public sector offices at both administrative levels in the region. Therefore, based on the survey opinions of the respondents, it can be said that job responsibilities and mandates for the gender unit departments or divisions were existing in the public sector offices at both administrative levels in the region.

TABLE 10 CHI-SQUARE TEST OUTPUT

	Sex of the respondent	Level of the existence of job responsibilities and mandates for gender unit department posts
Chi-Square	3.951 ^a	227.270 ^b
Df	1	3
Asymp. Sig.	0.047	0.000

Source: Field Survey, 2013/14.

0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 192.5.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 96.3.

The above Chi-square test result confirms that there exists a positively significant relationship between sex of the respondents and their opinions regarding the indicators at a 5% level of significance.

TABLE 11 RESPONDENTS' SEX* EXISTENCE OF HR PRACTICES, AND DELIVERY OF GENDER-SPECIFIC TRAININGS (THE HUMAN RESOURCE DEVELOPMENT (HRD) ASPECT) IN THE PUBLIC SECTOR ORGANIZATIONS CROSS TABULATION

The Existing Human Resources Development Planning Incorporates Gender-Specific Issues.

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Respondents' Sex	Male	31	34	13	59 (27.8%)	75 (35.4%)	212
	Female	28	24	16	45(26.0%)	60 (34.7%)	173

Total	117(30.4%)	29 (7.5%)	239 (62.1%)	385
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A number of gender-specific trainings have been given to the organizational employees.

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Respondents' Sex	Male	54	26	11	62(29.2%)	59(27.8%)	212
	Female	34	22	10	54(31.2%)	53(30.6%)	173
	Total	136 (35.3%)		21(5.5%)	228 (59.2%)		385

A Number Of Gender Specific-Awareness Forums, Workshops, And Review Meetings Have Been Delivered To The Employees.

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Respondents' Sex	Male	44	29	0	72(34.0%)	67(31.6%)	212
	Female	22	32	0	59 (34.1%)	60(34.7%)	173
	Total	127 (33%)		0%	258 (67%)		385

Source: Field data collected from Public Civil Servants by the author, October 2012/13.

The survey result (table 11 above) shows that 62.1% (239) of the survey informants responded that the existing organizational human resources development planning does not incorporate gender-specific issues at the regional and local administrative levels in the region. However, 30.4% (117) of the respondents appreciated that organizational human resources development planning does incorporate gender-specific issues. The table also shows that 59.2% (228) of the survey informants responded as there were no gender-specific trainings given to the public service organizational employees, while the reverse is true for 35.3% (136) of the survey responses. The table also shows that 67% (258) of the respondents said that a number of gender specific-awareness forums, workshops, and review meetings were not delivered to the public sector employees. But, (33%) 127 of them accepted that several gender specific-awareness forums, workshops, and review meetings have been delivered to the public service employees. This implies that the human resources development aspect is not building the capacity of the public sector staff in terms of incorporating gender-specific issues into the organizational human resources development planning; offering gender-specific trainings; and delivering a number of

gender specific-awareness forums, workshops, and review meetings to the employees at the same administrative levels in the region.

TABLE 12 CHI-SQUARE TEST RESULT

	Respon dents' Sex	Human resources development planning incorporates gender-specific issues.	Gender-specific trainings have been given to the organizational employees.	Gender awareness workshops, and review meetings have been delivered to the employees.
Chi-Square	3.951^a	251.416^b	132.143^b	111.296^a
Df	1	3	3	1
Asymp. Sig.	.047	.000	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 192.5

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 96.3.

c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 86.5.

Source: Field Survey, 2013/14.

The above Chi-square test also ensures that there exists a significant association between the perceptions of both sexes in this regard at a 5% significance level.

TABLE 13 RESPONDENTS' SEX* EXISTENCE OF DOCUMENTED, UPDATED, AND APPLIED JOB DESCRIPTIONS FOR GU STAFFS (THE HUMAN RESOURCES MANAGEMENT (HRM) ASPECT) IN THE PUBLIC SECTOR ORGANIZATIONS CROSS TABULATION

Job descriptions for GU staff are documented and updated:							
		Strongl y Agree	Agree	Uncert ain	Disag ree	Strongly Disagree	Tot al
Respondent	Mal	63(29.7	51(24.1%)	62	20	16	212

Sex	e	%)					
	Fe	58(33.5	51(29.5%)	57	4	3	173
	m.	%)					

Job Descriptions for GU staff are respected and applied:

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Respondent	Mal	68	74	18	21	31	212
Sex	e	(32.1%)	(34.9%)				
	Fe	66	81	7	6	13	173
	m.	(38.2%)	(46.8%)				
Total		289 (75.1%)		25 (6.5%)	71 (18.4%)		385

Source: Field data collected from Public Civil Servants by the author, October 2012/13

Table 13 shows that 57.9% (223) of the informants agreed that the existing job descriptions for GU staff were documented and updated by the public sector organizations. However, 36.1% (139) of the respondents said that public sector organizations (employees) did not document and update the existing job descriptions for GU staff. The survey result also shows that 75.1% (289) of the informants responded that the existing job descriptions for GU staff were respected and practiced by the public sector organizations. However, 18.4% (71) of the respondents said that the existing job descriptions for GU staff were not respected and practiced by the public sector organizations. This implies that documenting, updating, respecting, and utilizing the existing job descriptions for the GU staff is in practice as the organizational human resource practices to building the capacity of the public sector staff at the regional and local administrative levels in the region.

TABLE 14 CHI-SQUARE TEST RESULT

	Sex of the Respondent	Job Descriptions for GU Staff Documented Updated.	Job Descriptions for GU Staff are Respected and Applied.
Chi-Square	3.951 ^a	63.728 ^c	155.249 ^b

Df	1	1	3
Asymp. Sig.	0.047	0.000	0.000

- a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 192.5.
- b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 96.3.
- c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 86.5.

Source: Field Survey, 2013/14

The above Chi-square test also confirms that there is a significant relationship between the perceptions of both male and female respondents. For instance, respectively 29.7 and 33.5% of both male and female respondents strongly agreed that the existing job descriptions for GU staff were documented and updated by the public sector organizations. Similarly, respective 32.1 and 38.2% of male and female respondents strongly agreed that the existing job descriptions for GU staff were respected and practiced by the public sector organizations. On the other hand, respective 24.1 and 29.5% of male and female participants agreed that the existing job descriptions for GU staff were documented and updated by the public sector organizations. The same 34.9 and 46.8% of both male and female respondents agreed that the existing job descriptions for GU staff were respected and practiced by the public sector organizations.

TABLE 15 RESPONDENTS' SEX* THE WORK ORGANIZATION (WO) ASPECT IN THE PUBLIC SECTOR ORGANIZATIONS CROSS TABULATION

Staff Meeting Provides Opportunities To Share Experiences, Ideas, And Suggestions For Gender Unit Section.

		Strongly Agree	Agree	Uncertain	Disagree	StronglyDisagree	Total
Resp. Sex	Mal e	19	22	9	75(35.4 %)	87 (41.0%)	212
	Fe m.	9	11	4	77(44.5 %)	73(42.2%)	173
Total		60 (15.6%)		13 (3.4%)		312 (81%)	385

Gender unit staff is given opportunity to provide inputs and suggestions into decision-making process.

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Resp. Sex	Male	37	51	14	52(24.5%)	58(27.4%)	212
	Female	25	29	17	52(30.1%)	50(28.9%)	173
Total		142 (36.8%)		31(8.1%)	212 (55.1%)		385

There Exists a Team Work Among The Organization Staff Members And The GU Staff Members.

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Resp. Sex	Male	31	21	6	81 (38.2%)	73(34.4%)	212
	Female	22	9	3	60 (34.7%)	79(45.7%)	173
Total		83 (21.6%)		9 (2.3%)	293 (76.1%)		385

Information Is Shared Freely Among All Staff Members And Gender Units' Staff.

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Resp. Sex	Male	30	26	6	82(38.7%)	68 (32.1%)	212
	Female	14	16	4	49(28.3%)	90 (52.0%)	173
Total		86 (22.3%)		10 (2.6%)	289 (75.1%)		385

GU Staff Is Encouraged To Take Initiative And Be Self-Motivated.

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Resp. Sex	Male	11	15	2	85 (40.1%)	99 (46.7%)	212

Fe m.	2	7	5	85 (49.1%)	74 (42.8%)	173
Total	35 (9.1%)	7 (1.8%)	343 (89.1%)			385

Source: Field data collected from Public Civil Servants by the author, October 2012/13.

Table 15 above portrays that 81% (312) of the informants said that staff meetings did not provide opportunities to the gender unit section or department to share experiences, ideas, and suggestions with the other staffs in the public sector organization at the regional and local administrative levels in the region. However, 15.6% (60) of them admitted the reverse condition. The table also shows that 55.1% (212) of them said gender unit staffs were not given the opportunity to provide inputs and suggestions into the organizational decision-making process. But, 36.8% (142) of the informants supported the opposite side. The survey result also shows that 76.1% (293) of the research participants responded that there existed no team work among the staff members and the GU staff members of the public service organizations. However, 21.6% (83) of them responded that there existed a team work among the organizational staff members and the GU staff members of the public service organizations. The survey result also informs that 75.1% (289) of the participants said information was not shared freely among all the organizational staff members and gender units' staff. Even so, 22.3% (86) of them said that information was freely shared among all the organizational staff members and gender units' staff. Finally, the survey result shows that 89.1% (343) of the survey informants said GU staffs were not encouraged to take initiative and be self-motivated in the organizational operational activities. However, 9.1% (35) of the informants said that GU staffs were encouraged to take initiative and be self-motivated in the organizational operational activities.

The Chi-square test in Table 16 ascertains that a significant relationship (at the 5% significance level) does exist pertaining the perceptions of both male and female respondents in this aspect, as significant percentages of both sexes are the contributors to the survey result.

Table 16 Chi-square Test Output

	Sex of the responden t	Staff meeting provides opportunities to share experiences, and ideas.	Gender unit staff is given opportunity to provide inputs and suggestions.	There is a team work among the organizatio n staff members.	Information is shared freely among all staff members.	GU staff is encouraged to take initiative and be self- motivated.
Chi-Square	3.951^a	128.349^b	97.917^c	112.789^b	255.165^c	142.780^c
Df	1	3	4	3	4	4
Asymp. Sig.	.047	.000	.000	.000	.000	.000

0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 192.5.

0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 54.5.

c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 43.6.

Source: Field Survey, 2013/14

3. SUMMARY AND CONCLUSION

Any organizational entity of the public or private sector nature should contribute to enhancing greater gender equality in order to minimize the widely expanding gender equality gap between men and women. It should be able to contribute substantively to greater gender equality by having the appropriate gender mainstreaming structures, policies and procedures in place.

The study showed that the National Action Plan for Gender Equality (NAP-GE), Regional Action Plan for Gender Equality (RAP-GE), Agricultural Development Led Industrialization (ADLI), Plan for Accelerated and Sustainable Development to End Poverty (PASDEP), National Health, and National Hygiene and Sanitation policy documents did not exist in several public sector organizations. Though the existing gender policy documents were clear to the civil servants, the most important gender and gender-related strategies (such as political will and leadership issues) to implementing the gender and gender-related policy documents were not available in the public sector offices. The existing some gender and gender-related strategies to implementing such gender policy documents were also not clear to the civil servants. Even though the gender unit structures were existing in most public sector organizations, gender focal point networking were absent in the public sector organizations.

The study has also shown that equal employment opportunities or practices were existing in the public service organizations. Gender unit department (division) activities were incorporated in the basic organizational core policy goals, objectives, and projects. Job responsibilities and mandates for the gender unit departments or divisions were existing in the public sector offices;

However, the research showed that the human resources development aspect was not building the capacity of the public sector staff in terms of incorporating gender-specific issues into the organizational human resources development planning; offering gender-specific trainings; and delivering a number of gender specific-awareness forums, workshops, and review meetings to the employees at both administrative levels in the region. The practices of documenting, updating, respecting, and utilizing the existing job descriptions for the GU staff were practiced as the organizational human resource practices to building the capacity of the public sector staff at the regional and local administrative level in the Gambella regional state. Finally, the study has confirmed that the work organization aspect of the organizational human resource practices was not contributing to building the capacity of the public sector staff in terms of:

- i. Providing opportunities to the GU staff to share experiences, ideas, and suggestions among their sections and with other departments through staff meetings;
- ii. Creation of opportunities to the GU staff to provide inputs and suggestions into organizational the decision-making processes;

- iii. Establishing a team work among the organizations' staff members and the GU staff members;
- iv. Freely sharing information among all staff members and gender units' staff; and
- v. Encouraging GU staff to take initiative and be self-motivated at the regional and local administrative levels in the region.

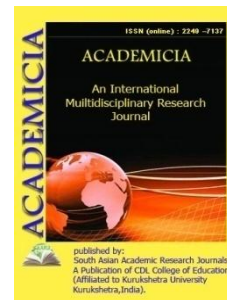
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DOI NUMBER: 10.5958/2249-7137.2020.00108.1

TEACHING STUDENTS MUSIC THE IMPORTANCE OF CONVERSATION AND STORYTELLING

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ABSTRACT

This article highlights the importance of conversational and storytelling techniques in teaching music to students in institutions of higher education. The school's repertoire includes compelling stories and stories in the composer's creative biography in music, making them interesting and engaging students through the use of storytelling, and their interest in music and composer's life. This should be done with the use of video and audio recordings of each lesson. On this basis, students develop emotional and emotional feelings for singing, musical performances of different character, positive and negative aspects of music. At the same time, it is important to develop the ability to recognize, distinguish, contrast and repeat similar pieces of music, to learn the sound, the rhythm, the dynamic interactions.

KEYWORDS: Music Culture, Conversation, Story, Thought, Purpose, Oral, Fiction.

INTRODUCTION

It is well-known that the use of a dialogue about music is important for effective teaching of music culture lessons. Conversation is a dynamic, question-and-answer method of learning that deepens the essence of music that is learned in the music culture class. During the interview, students acquire new musical knowledge by thinking, drawing, concluding, and summarizing them, which will further enhance their desire to learn music¹.

Each new and ongoing course has a clear purpose.

Conversations for a specific purpose may be as follows:

- Entrance or Organizing (Didactic Task - Preparing Students for a New Lesson).
- Talking about music (didactic tasks - introducing students to new visual aids and handouts) for each set goal.

- Dialogue synthesizing or reinforcing (or didactic task - structuring, reinforcing, remembering and understanding music students).

Conversations are divided into educational and musical roundtables. The roundtable is the arrangement of the music, or the order of the songwriters' placement, and the students' feedback. The music conversation should be free, and questions should be asked clearly, clearly and clearly. Conversations should be logically interconnected with each other, reveal the essence of the music being studied, and provide a systematic way of acquiring knowledge².

In terms of the meaning and form of questions about music, students must be receptive to the level of development. It is important to note the relevance of a piece of music to life events as it is oral.

Fiction is a short story, fairy tale, and poetry. It is not as easy as it may seem at first, because each student has his or her own perception of the music.

At the same time, general music should improve students' abilities, their individuality, their singing voice and their ability to think in terms of their level of movement.

The quality of a student's musical ability depends on his or her individual inclination, willpower, and mental abilities. It depends on the characteristics of its emotional and auditory components.

On this basis, students develop emotional and emotional feelings for singing, musical performances of different character, positive and negative aspects of music. At the same time, it is important to develop the ability to recognize, distinguish, contrast and repeat similar pieces of music, to learn the sound, the rhythm, the dynamic interactions³.

The school's repertoire includes compelling stories and stories in the composer's creative biography in music, making them interesting and engaging students through the use of storytelling, and their interest in music and composer's life. This should be done with the use of video and audio recordings of each lesson.

There is more evidence that learning is more effective than listening to and learning from a student.

In addition, the life and creativity of scholars, composers and composers working in the national and foreign music world is embedded into students through interesting stories. For example, V. Mozart's troubled childhood, his richness of interesting facts, for example, the fact that 8-year-old Wolfgang musicians were not convinced that he was a grown-up liliput, so that Wolfgang had a cat. stuck, stopped playing and chased after the cat; N. Rimsky-Korsakov has traveled the world three times, with great interest and respect for the culture of the Orient, and created a symphonic "Shahrizoda" based on the images of "Thousand and One Nights", and HojiAbdulazizAbdurasulov twice. traveling to the eastern countries, promoting Uzbek music there, studying the national music of the Oriental peoples and applying their peaks in our music practice, resulting in the "Desert Iraq", "Gadayi", "Algeria". An example of this is the creation of a number of classical songs and songs.

The story of the creation of a musical. For example, the story and the fate of famous historical works can only be described in interesting ways. It is necessary to use clear and documentary evidence and facts.

In the course of the school repertoire, the plot of the work is a short story to introduce students to the artistic images of major musical works. This is not the main purpose of the plot, but it also helps to bring the children into the musical and artistic image of the work. It is advisable to use historical examples to illustrate the role of music in the lives of celebrities and celebrities.

Examples of music history include "Farabi and Music," AlisherNavoi's performance, and the lives of other artists, which can serve as a basis for students' national pride.

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DOI NUMBER: **10.5958/2249-7137.2020.00110.X**

THE ROLE OF MUSIC FESTIVALS IN DETERMINING THE GIFT OF YOUTH

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ABSTRACT

It is not an exaggeration to say that this article will help to show the prestige of festivals. It should be noted that the festivals organized by F.Abdurakhimova show that all participants are working on their own. It is not wrong to say that this article aims to highlight the accomplishments and future goals of the participants. It should be noted that in accordance with the joint decision of the Ministry in cooperation with the relevant organizations, a deputy director was introduced to each children's music and art school. But unfortunately, some of our creators who fail to do this or who do not do their best, have been labeled by the Minister as very serious, who blindly violate the President's trust. At the initiative of our teacher Khotira Akramova, it was the first specialized kindergarten in the Republic. The educational institution was also transferred to a pre-school institution located in Jalakuduk district. It is not an exaggeration to say that these achievements are a drop in the river, so we vow to serve our Motherland in response to our dedication and selfless work for our Motherland, our bright future.

KEYWORDS: *Contest, Art School, Instrument, National Music, Young Generation, Culture, Youth, Education, Art Schools, Music, Ensemble.*

INTRODUCTION

As we know, at a video conference of the President of the Republic of Uzbekistan held on August 3, 2017 with representatives of creative intelligentsia of Uzbekistan, it was established to make partnerships with creative centers and children's music and art schools by popular artists and other famous literary and art masters. In order to carry out the assigned tasks, for the position of the director of the children's music and art schools of the Ministry of Culture of the Republic

of Uzbekistan positions are assigned, namely "People's Artist of the Republic of Uzbekistan", "People's Singer of the Republic of Uzbekistan", "Honoured Artist of the Republic of Uzbekistan", "Honored Worker of Culture of the Republic of Uzbekistan" "Honored Trainer of the Youth of the Republic of Uzbekistan".

Commenting on social, political, and spiritual events, IAKarimov first of all addresses these problems in direct connection with the nature and its laws: "Watch how nature awakens in the early spring," says the author, - overnight the hardened branches of the tree begin to sprout, and the seed which is thrown to the ground bursts forth. Even in the mountains, where at first glance there seems to be no sign of life, green grass springs up and the tulips begin to open like a rug. All of this is due to the incredible manifestation of the invisible power of nature." [1.164]

This included the creation of "Master and Mentor Disciples" schools, the transfer of our original national music and art heritage to the younger generation, the rise of a sense of pride in our culture, our values, and our patriotic upbringing.

The role of the teacher in the spiritual education of the younger generation, especially adolescents, is special. "To the heart of the human being," IA Karimov said, "the path begins with education. The largest school in the world is the most prestigious teaching and mentorship in the profession [2.131-132].

It should be noted that in accordance with the joint decision of the Ministry in cooperation with the relevant organizations, a deputy director was introduced to each children's music and art school. But unfortunately, some of our creators who fail to do this or who do not do their best, have been labeled by the Minister as very serious, who blindly violate the President's trust. How can good music and art work if the situation continues ?. From whom do they derive knowledge and example?

In order to find a solution, the minister said that he would now appoint a director and his deputies to the children's music and art school and oversee their activities.

It was emphasized that the building, as well as the facilities for children's music and art schools, should be used exclusively for school activities and for students. The reason for this is that some of the music and art schools' buildings, along with their equipment, have been used for other organizations, resulting in students having their classes without proper equipment.

In the regions, the court buildings were rented out to the judiciary, with the abuse of the President's attention to children's music and art schools, and their full provision of modern furniture, which makes sense to bring the criminals out of their chains? Who are the special music rooms for? What kind of specialist can be a child who has been educated in such an environment in the arts? The first leader is definitely responsible for answering these questions. Esteemed Shavkat Mirziyoev always tells that the leaders should be just and honest.

Raising children, especially in arts and culture, requires a delicate approach. The above can be frustrating if not corrected in the above incredible situations.

In his visit to Surkhandarya region January 19-20, 2018, the President of the Republic of Uzbekistan, Sh.Mirziyoyev put forward a number of suggestions while addressing existing problems.

The ensembles of children's music and art schools the following results were achieved in the final stage of the Republican Contest.

Final stage of the Republican Ensemble of children's music and art schools was held in Tashkent from March 29 - April 1, 2018 on the base of PD-3022 of President of the Republic of Uzbekistan dated May 31, 2017 "On measures for further development and improvement of culture and art".

The competition was held in two stages:

- In the first round, the participants performed on "Folk Instruments", "Variety music, "Performance of variety musical instruments" and "Choir trends";
- In the second round, ensembles of traditional musical performance, traditional singing, folklore and choreography were presented. The competition was attended by 68 ensembles from Karakalpakstan, Tashkent city and regions.

The opening and closing ceremonies of the competition and awarding of the winners took place at the Republican Specialized Music Academic Lyceum named after R. Glier.

Deputy Minister of Culture Kamola Boltaboevna and Deputy Minister of Culture congratulated participants of the ceremony. In his welcoming speech, the Deputy Minister spoke about the ongoing reforms in the field of culture and art, and the great work to support talented students.

At the end of the competition, the winners were awarded with diplomas and prizes.

The winners of the competition were:

- "Nihol" Ensemble - Children's music and art school No. 1 of Surkhandarya region;
- "Allegro" Ensemble - Children's Music and Arts School No. 8 in Navoi;
- "Variety" Ensemble" - Children's Music and Arts School No. 22 in Tashkent;
- "Variety vocal duet" - Children's music and art school number No. 14 of Tashkent city;
- "Variety vocal ensemble" - Children's music and art school number No. 4 of Samarkand;
- "Margilan Nihollari" ("Sprouts of Margelan") - Children's music and art school number No. 8 of Margilan city;
- "Choir Team" - Children's Music and Arts School No. 15 in Chirchik;
- "Tuhdona" Ensemble - Children's Music and Arts School No. 16 in Surkhandarya region;
- "Stars of the Rainbow" - Children's music and art school No. 5 of Tashkent region;
- "Sabo" Ensemble - Children's Music and Arts School No. 1 in Surkhandarya region;
- "Shodlik" Ensemble - Children's Music and Arts School No. 1 in Navoi region;
- "Lola" Ensemble - Children's Music and Arts School No. 1 in Andijan region;

On April 7, 2017, the 3rd International Music Festival "Navruz Sounds" was held at the State Conservatory of Uzbekistan. The event was organized by the International Charity Fund "Soglom Avlod Uchun" ("For Sound Generation"), State Conservatory of Uzbekistan, Ministries of Culture, Public Education of the Republic of Uzbekistan, Kamolot, Youth Movement and

other organizations. Young musicians from Tajikistan and Kyrgyzstan were able to demonstrate their talents.

Education in the Republic of Uzbekistan is carried out in the following types: preschool education; general secondary education; secondary special and vocational education; higher education; postgraduate education; advanced training and retraining of personnel; extracurricular education [3.4].

Establishment of new children's music and art schools, cultural facilities, regular contests, creative projects and festivals in various areas of the country. The enrichment of traditions and their further development on the basis of world experience is an important factor. At the same time, the process of reforming the educational process and improving the teaching methodology are yielding positive results. One of the most promising areas is the introduction of innovative developments and advanced pedagogical technologies. In turn, we are discovering new names from our children.

To meet the individual needs of children and adolescents, to organize their leisure activities, government agencies, public associations, and other legal entities and individuals are engaged in extracurricular activities in cultural, aesthetic, scientific, technical, sports and other fields.

Out-of-school facilities include children, adolescent art palaces, homes, clubs and centers, children's and youth sports schools, arts schools, music schools, studios, libraries, health facilities and other institutions.

The activities of out-of-school educational institutions are defined by the legislation [4.5].

It should be noted that this year's festival focused on the development and popularization of a multi-instrumental form of play.

The event focuses on the participation of large orchestral groups as well as smaller ensemble groups. This shows that there is a wide range of creative young people working in different parts of the country.

In her repertoire, Zamira Jurayeva noted that she was lucky to win the third place in the works of Uzbek composers under the direction of Dilshod Hamrakulov from Khujand, Tajikistan.

Compared to the festivals held earlier this year, it was a different spirit. Gulnozakhon Tukhtasinova, head of the Shodlik ensemble at the Music School # 7 in Andijan region, said that it was difficult to find truly talented people because of the large number of participants. But all the work and efforts were very fruitful. Our students were awarded first degree diplomas.

According to the Protocole of the Meeting of the Cabinet of Ministers of the Republic of Uzbekistan held on 5 March 2018, from April 3-5, the IV International Festival of Folk Music Ensembles and Orchestras "Navruz sounds" was held.

The multi-instrumental national ensemble and orchestra festival has been traditionally held since 1996 at the initiative of the State Chamber Orchestra of Uzbek national instruments "Sugdiyona". The festival, dedicated to the Year of Supporting Entrepreneurship, Innovative Ideas and Technology, will have a positive impact on identifying young musicians and strengthening their knowledge.

The festival is organized by the Ministry of Culture of the Republic of Uzbekistan, the International Charity Fund "Soglom Avlod Uchun" ("For Sound Generation", Shaykhontohur District Council of the Democratic Party of Uzbekistan "Milly Tiklanish" ("National Resurrection"), the Central Council of the Youth Union of Uzbekistan, the Swiss Cooperation Office at the Embassy of Switzerland in Uzbekistan. Office, State Conservatory of Uzbekistan and State Conservatoire of Uzbekistan and Association of Coppers and Observants of Uzbekistan, winner of Golden Trophy international festival, National Chamber Orchestra "Sogdiana" and Creative Descriptive Mirror Association is being conducted.

Minister of Culture of the Republic of Uzbekistan, Rector of the State Conservatory of Uzbekistan, Professor BS Sayfullaev, Chairman of the International Charitable Foundation, S. Inamova, Chairman of International Judges, People's Artist of the Kyrgyz Republic, Professor T.M. Murtaliyev welcomed the participants and welcomed the growing popularity of the Navruz Sounds Festival.

According to the charter of the IV International multi-instrumental national ensemble and orchestra "Navruz sounds", the musicians aged 15-19 participated. The event was attended by ensembles and orchestras from Mongolia, the Buryatia Republic of Russia, Tajikistan, Kyrgyzstan and the Republic of Kazakhstan along with a group of music and art high schools and colleges.

The festival, which lasted three days, covered more than 700 musicians. As part of the event, there was a competition for the best sound ensembles and orchestras. National musical ensemble of the Republic of Mongolia, State Conservatory Lyceum of the Republic of Mongolia, R.Glier Uzbek Rhythm Orchestra, Bukhara Province, Bukhara College of Art ensemble, Buryatia Republic of Russian Federation, PI, Tchaikovsky College of Arts, Aryuun Domog orchestras were awarded by the jury and awarded I degree diplomas and prizes.

There was also a master class for young artists. In addition, there was an international scientific-practical conference "Issues of upbringing students and youth in art culture".

The closing ceremony of the festival was attended by the President of the International Charity Fund "For Healthy Generation", Honorable TA Karimova, who presented books about the First President of the Republic of Uzbekistan IA Karimov.

All teams were awarded with Diplomas, Certificates, as well as prizes and special gifts from the Ministry of Culture, the Charity Generation, the Swiss Cooperation Office and the Central Council of the Youth Union of Uzbekistan. Conducting of the IV International festival of ensembles and orchestras "Voice of Navruz" in the Republic is a great interest of our people.

The regional stage of the V International Music Orchestra "Voice of Navruz" and multi-instrumental ensembles took place at the children's music and art school in Andijan.

At the festival, organized by the regional departments of culture, public education, regional council of the Democratic Party of Uzbekistan "Milly Tiklanish" and other organizations, to support young people, showing their talents and potential in the country. the special attention is paid to creation of modern conditions and opportunities.

At the festival, teams of national musical ensembles and orchestras from the region's children's music and art schools demonstrated their talent and talent in performing national and world classical music, using new creative styles.

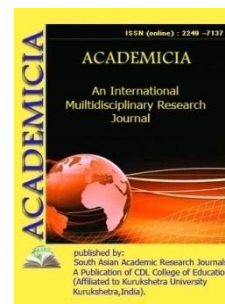
Teams of the Music School № 7 named after T.Sadykov in Andijan district and the children's music and art school # 3 in Andijan were recognized as winners in various contests and won the national stage of the festival.

The winners and prize-winners were awarded by the organizers.

In conclusion, the efforts pursued by our President, Sh.Mirziyoev in all spheres as well as in the areas of art have been successful. The planned programs for each purpose are producing their results. This is evidenced by the fact that we have made some progress over the last 3 to 5 years. As our scholars have rightly said, "The state with a high spirituality has a great future." It is not an exaggeration to say that we should strive to make our future brighter and brighter. According to the results of the meeting of the President Sh.Mirziyoev with the intelligentsia on August 3, 2017, the Association of Composers and Composers of Uzbekistan in Andijan region, which is currently operating in all regions, indicates the great future of Andijan region. In fact, it would have been far less effective if the President had not appointed all education officials responsible for the process. Our research shows that in the suburbs we have discovered many creative young people, even young adults, whom we did not know. It is encouraging that their talent is not only one-sided. Today there are 29 children's music and art schools in Andijan region, the most active of which are children's music school # 1 and # 3 in Andizhan, # 12 in Jalakuduk district, and # 25 in Pakhtaabad district. It is gratifying that our cheerful mentor Khatira Akramova is the first to hold Andijan region at these festivals and still continues to win. At the same time, Andijan was one of the first to participate in these festivals in preschool educational institutions. At the initiative of our teacher Khotira Akramova, it was the first specialized kindergarten in the Republic. The educational institution was also transferred to a pre-school institution located in Jalakuduk district. It is not an exaggeration to say that these achievements are a drop in the river, so we vow to serve our Motherland in response to our dedication and selfless work for our Motherland, our bright future.

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DOI NUMBER: **10.5958/2249-7137.2020.00111.1**

FEATURES OF TRADITIONAL AND NON-TRADITIONAL APPROACHES TO CONTINUOUS EDUCATION

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ABSTRACT

The article is devoted to the gradual use of non-traditional teaching methods, the phased application of new pedagogic and information technologies based on the extensive use of interactive teaching methods, the basic principles of non-traditional forms of education that form the core of the pedagogical process in all parts of the continuing education system, and their knowledge has a positive effect on the effectiveness of training. The teacher directs the learning activities of the students to achieve these goals through their activities, meaning that a certain part of the learning content is absorbed by them. Student performance depends on the degree to which they form a learning motivation. Students, in turn, absorb learning material through a teacher-provided or independent, creative search. In traditional educational settings, it would be better to equip students with more theoretical knowledge, to teach them knowledge from a willing teacher, and to the way we were living at that time. However, in the current market economy, such an approach is not appropriate. The market is essentially volatile. After the independence of the Republic of Uzbekistan began the introduction of teaching methods, called innovative technologies, which were developed and tested by advanced scientists of the foreign countries, which stimulate pupils in the educational process. Our great ancestors Abu Nasir Farabi, Abu Ali Ibn Sina, Yusuf Hosib, Abu Raihon Beruni, Ahmad Yugnaki, Mahmud Kashgari, Alisher Navoi, Zakhridin Muhammad Babur paid great attention to the education and upbringing of the younger generation. Under these circumstances, development has become a key concept in all parts of the system of continuous education that is the driving force of the new pedagogical technology.

KEYWORDS: *Traditional, Non-Traditional, Humanization of Education, Democratization, Information Technologies, Inductance, Deductiveness.*

INTRODUCTION

Reforms in the system of continuous education in the country are being carried out on the basis of the “National Program for Personnel Training”. However, taking into account the factors of its further development requires wide use of new technologies and advanced science in the world practice, because new technologies are a prerequisite for the intellectual, creative and moral development of students. Under these circumstances, development has become a key concept in all parts of the system of continuous education that is the driving force of the new pedagogical technology.

Research and observations in many countries, including our republic, show that the biggest disadvantage for all levels of education is the inability of students to apply their knowledge to practical activities and to survive independently from difficult economic and economic situations. In traditional educational settings, it would be better to equip students with more theoretical knowledge, to teach them knowledge from a willing teacher, and to the way we were living at that time. However, in the current market economy, such an approach is not appropriate. The market is essentially volatile. Then, today's situation will not be tomorrow. This requires the strengthening of the practical orientation of education, the increased emphasis on learning about events, objects, and the social relations between people in the learning process. It is important for students to reduce the amount of training they receive in cognitive activities, to strengthen their intellectual activities, to test their performance in different ways, to use their empowerment tasks, and to put into practice theoretical knowledge.

The system of continuous education in each country should serve to address its most important socio-economic objectives. Therefore, it is an educational institution that actively prepares people for social, economic, cultural and political activities. The education system, in turn, also plays a key role in the implementation of social reform. Education therefore needs to be responsive to the needs of the community and retain positive experiences in this regard.

The use of modern pedagogical technologies in the continuous education process requires humanization and democratization of pedagogical relations. Because any pedagogical technology used without humanizing and democratizing pedagogical relationships will not have the desired effect.

Technology, based on the humanization and democratization of pedagogical relations, is opposed to authoritarian education and creates a favorable social and technological environment for collaboration, care, education, self-development and self-development in the pedagogical process. In this process, the individual is the subject of his or her learning activities and, together with the teacher, solves the educational and educational tasks as two subjects of a single learning process.

Humanistic pedagogy and psychology emphasize the unique nature of the learning process and the individuality of the student in the development of educational technology. However, at this stage of transition, it is important that education and technology be implemented within existing opportunities, not by a sudden jump, but by maintaining existing forms and methods of continuous education. For example, we cannot immediately abandon classroom and high school lectures in secondary schools, colleges, and vocational colleges, and move on to new forms of

education. It will be useful for these schools to gradually introduce new pedagogical and information technologies based on the widespread use of non-traditional lessons and interactive teaching methods. First of all, it is necessary to develop the system of teacher training, to prepare future teachers for the organization of modern educational process.

In higher education, the emphasis has been on enhancing the professional training of science teachers and the development of professional knowledge. There is a growing need for more and more students to use modern teaching methods and non-traditional ways of teaching in the classroom. This is because non-traditional methods of teaching give students a wide range of opportunities, from the newest modern teaching methods to the use of pedagogical technology and effective teaching methods and tools. Currently, the main task of the educational process is to implement a continuous system of updating the content of education. Its main purpose is to bring up a fully developed personality.

Personnel training in higher education institutions is one of the most important issues at present. That is why the demand for personnel is increasing. But in order to provide modern education, first of all, the trainer must have such knowledge.

– Non-traditional teaching methods cover a wide range of issues, including computer-animated dynamic modeling of many processes that theoretical and practical knowledge cannot be demonstrated through traditional means, and computer classes using multimedia products, and students' learning skills using test questions included in this program. Identifying, foreign countries activating learners in the classroom. Designed and tested by scientists from America, England, France, Japan, and the Flanders, it is possible to use innovative forms of education, such as innovative technologies, as well as to use the pedagogical views and advanced ideas of the subject teachers of the Republic. The advantage of this system is that it is able to recognize complex processes on the subject with a dynamic model that is close to reality.

The organization of the learning process with the help of information and technical means is essential. In particular, the basic principles of non-traditional forms of education and their essence have a positive effect on the effectiveness of education. The principle of non-traditional education has two aspects.

The first is; - The commonality of personality development through education, the second; - teaching that non-traditional teaching methods have a specific system. Problems of research, analysis, use of non-traditional forms of teaching in ensuring the effectiveness of education and the organization of classes on the basis of advanced pedagogical technologies are among the most pressing problems.

After the independence of the Republic of Uzbekistan began the introduction of teaching methods, called innovative technologies, which were developed and tested by advanced scientists of the foreign countries, which stimulate pupils in the educational process. These include: Problem Teaching, Game Technology, Mental Attack, Personal Training, Networks, Cluster Method, Boomerang Technology, Scorabey Technology, Scales Technology, Fan technology, Technology of Skeleton and many others. The way in which the lesson is selected depends on the nature of the subject and the subject matter.

In addition, gaming technology is also a non-traditional way of teaching, enabling and activating students.

Psychologists say that getting into a game does not depend on the age of the person who is capable, but for anyone of any age, the game is specific. The educational purpose of the game is to promote independence, nurturing a will, cooperation in the formation of certain approaches, attitudes, spiritual aesthetics and worldview, teamwork, communication. Activity-enhancing games are focused on developing attention, memory, speech, thinking, comparison, skill, comparison, finding imitation, imagination, creative impetus, reflexion, finding optimal solutions, and motivating learning activities. It is especially desirable now that teachers are more aware of the importance of working with textbooks in teaching non-traditional methods of teaching when preparing teachers for the learning process. It is important to pay more attention to the method of working with textbooks, to understand that in a wide variety of information flows, we need to educate students on how to read fiction books and to teach them how to use textbooks effectively. considered necessary. It is well known that from the beginning of the school year, if they have a great interest in reading, this will continue in the future.

In continuing education, the importance of preparing teachers for the organization of the learning process through non-traditional methods of education is unparalleled and provides the basis for all-round ability and ability. There are a number of methodological recommendations on this issue, which have highlighted the positive role that education can provide to learners and their development through non-traditional methods of education.

Our great ancestors Abu Nasir Farabi, Abu Ali Ibn Sina, Yusuf Hosib, Abu Raihon Beruni, Ahmad Yugnaki, Mahmud Kashgari, Alisher Navoi, Zakhriddin Muhammad Babur paid great attention to the education and upbringing of the younger generation.

In his works, Abu Raykhan Beruni noted that the use of different methods, forms and methods of education should be used to keep the students' attention from the lessons. He also emphasized that teaching should be not only inductive, but also deductive. According to Beruni, such training enhances thinking, enhances the quality of cognition, and enriches mental knowledge. In general, the main components of the learning process are learning objectives and the content, learning activities, methods and forms of instruction that follow.

The social order placed by the society in front of secondary schools constitutes the educational purpose and educational purpose of the educational process, the content of education. The teacher directs the learning activities of the students to achieve these goals through their activities, meaning that a certain part of the learning content is absorbed by them. Student performance depends on the degree to which they form a learning motivation. Students, in turn, absorb learning material through a teacher-provided or independent, creative search.

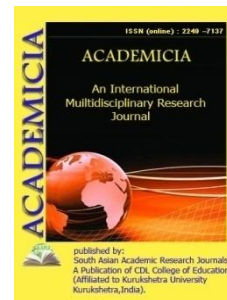
The teacher manages the learning process by the learner. In response, students inform the teacher about their activities. Thus, continuous learning processes form a holistic system.

It was previously noted that the content of education is not only in the acquisition of skills and abilities, but also in the knowledge, methods of work, and experience of creative activity, as stated in the textbooks, taking into account the demands of modern schools. Through these aspects, students learn to think independently, act intelligently, understand and solve any problems.

The experience of leading teachers suggests that they need to have a solid and strong learning motivation for students to fully absorb the learning content. When stereotypically organized throughout the learning process, students' knowledge and learning needs are not met. In this regard, the teacher must possess the pedagogical knowledge, training and skills that enable them to effectively and efficiently use educational tools, methods and forms that will help them develop students' needs, interests, and learning motivations.

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DOI NUMBER: **10.5958/2249-7137.2020.00113.5**

STATISTICAL ANALYSES OF CLIMATE CHANGE (CASE STUDY OF RIVERS EAST SENATORIAL DISTRICT OF RIVERS STATE NIGERIA)

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ABSTRACT

The formation of settlement mainly depends on the climatic conditions of that location, Variation in temperature has been a challenge to scientist because of its direct and indirect effect on meteorological phenomena. The temperature trends globally revealed a continuous variability that is seasonally dependent within any particular year considered. Data's for Rivers east Senatorial district were taken for a period of 5 years (2008 - 2013) and evaluated for possibility of climate change. Including the concentration of carbon dioxide over the senatorial district around the same time as temperature was assessed from Nigeria metrological center. The highest minimum temperature of 17.9oc was recorded in okrika in 2009. The highest maximum temperature mean temperature of 42.1oc was recorded in port Harcourt in 2012. The mean minimum and maximum temperature showed a reducing and increasing temperature respectively, occasioned by natural and manmade activities such as gas flaring, bush burning, illegal refining of crude oil and other activities. the concentration of carbon dioxide over the Rivers East Senatorial district has been one of the contributing factor of rising temperatures in the senatorial district. This investigation examination the inconstancy of temperature (day by day, month to month and annual). the study uncovered expanding occasions of extraordinary temperature in wide territories in the senatorial region aside from in Ogu/Bolu of and Okrika nearby government zones of the area. In coming down season, expanding temperature of the atmosphere state and debilitating temperature limits are seen in Port Harcourt. All in all, expanding temperature of the atmosphere and upgrading temperature limits were normally watched Obio/Akpor, Port Harcourt and Ikwerre Nearby Government Territories.

KEYWORDS: *Climate change ·Rivers East Senatorial district, Monthly temperature variability
Daily temperature variability*

INTRODUCTION

Outrageous climate occasions, for example, heat waves, floods, dry seasons or tempests have been appeared to show an expanded recurrence in late decades yousufet al , Worldwide atmosphere models recreate a connection between a hotter atmosphere and changes in extraordinary climate occasions lan cuo et al (2018), and there have additionally been observational confirmations of this connection. The proceeded with development of green house gases may drive any number of changes to the atmosphere framework including the exceptionally advanced expectation for an expansion in mean worldwide calefactions. Be that as it may, as substantiated by numerous agents (Hansen et al. 1988), changes in calefaction changeability are additionally significant in deciding the future calefaction conveyances. The calefaction patterns differ on a worldwide scale, from the generally chilly climate situationat Cold district to the typically hotter situations at the Tropics. Also, these patterns are occasionally needy, IPCC Environmental Change (2014). Changes in calefaction patterns impact A worldwide calefaction alteration. As indicated by the International Board on Environmental Change (IPCC), the Green House Gas (GHG) outflow is the principle course primary driver of An Earth-wide calefaction boost and the repercussion of the An unnatural weather change/calefaction rise will be on the expansion for a significant stretch, as far as the GHG emanation isn't managed, US Ecological Assurance Agency(2014).

Ochei, et al (2015) look at the season, between regular and spatial variety of TS recurrence and its action over Nigeria and uncovered that, the most elevated pace of movement and recurrence are overwhelming over the focal and western pieces of the nation. It was likewise seen that over the Sahel district the movement are will in general diminishing around places which incorporate Maiduguri and Sokoto. (By and large) for the likewise the general change and pattern over nation have created an extraordinary worry throughout the years particularly how it moves from decade to decade whole nation. This suggests there is upward increment in TS pattern by some chose territories like Sokoto, Enugu and Ibadan while the other spot like Nguru, Katsina, Bauchi, Yola, Lagos, Calabar, Wari and Port Harcourt show a decline with a negative relationship coefficient at 95% essentialness level. The worldwide normal external calefaction has expanded over the twentieth era by around 0.6C and there is proof that the heating of the last 50% of the 20thera is expected principally to hominid exercises (IPCC, 2001), however the average yearly calefactions over northwardwestern Northward America has climbed 1–2C in a similar period (Hansen et al, 1999; Cayan et al, 2001). This is a bit of proof that the atmosphere modifications in different locales are unique. For chiefs in a nation or a locale, it is lacking to simply realize the worldwide normal environmental modification. In China, there are generous long haul calefaction ascends with extents similar to those saw in the worldwide normal calefaction (Wang plus Gong, 2000; Wang et al, 2001) plus the provincial highlights of calefaction varieties here plus there (Liu et al, 2004). In an ongoing report, local patterns in late calefaction files in China have been dissected from the day by day surface air calefaction most extreme plus least throughout 1961–2000 (Qian plus Lin, 2005). The outcomes demonstration note worthy variations in significant calefaction files in the course of recent years, particularly in northward China, the Yangtze Stream valesplus Xinjiang. Diminishing patterns of diurnal calefaction run were seen in territory China overall during 1961–2000 through more grounded diminishes in Upper east China, focal

South China plus the Xinjiang district. Patterns of calm days show a profound decline in the center scopes close to 40N sideways the Yellow Waterway vale. There are expanding patterns of heartfelt days in the upper-center Yellow.

Tabri et al (2011) by Investigation of long haul climatic datasets is at present of uncommon enthusiasm to established researchers. Right now, patterns of the yearly greatest (Tmax), least (Tmin) and mean (Tmean) midaircale factions and rainfall (P) time arrangement were analyzed in the west, south and southwest of Iran for the era 1966-2005. The greatness of the climate patterns were gotten via the slants of the relapse outlines, plus the measurable hugeness was dictated by methods for the Mann-Kendall, Mann-Whitney and Mann-Kendall rank measurement examinations. Pre-brightening was utilized to dispense with the impact of sequential relationship on the Mann-Kendall test. The outcomes indicated a heating pattern in yearly Tmean, Tmax plus Tmin at most of the stations which for the most part started during the 1970s. All things considered, the sizes of the noteworthy positive patterns in yearly Tmean, Tmax plus Tmin were (+)0.412, (+)0.452 plus (+)0.493°C every decade, individually. Notwithstanding, the varieties of the P arrangement wasn't tunvarying ahead the district plus there was different examples (expanding plus diminishing patterns). Kousari et al (2011) display that a huge lessening in the rainfall was found in summer in various positions. A large portion of the eastern plus midway found stations demonstrated a diminishing in comparative dampness pattern, whilst this situation wasn't noted in Zagros plusnorthwardpiece of Iran. The current outcomes additionally demonstrated that the mounting pattern of least air calefaction had an impact in expanding the average air calefaction in the postings with calefaction rising pattern. This impact of least calefaction was altogether further than that of the most extreme calefaction, that could be the consequence of expanding the measure of ozone harming substances plus the impression of got warm dynamisms, from terrestrial as the night progressed. This expansion in the calefactionplus a lessening in relative mugginess will cause an increment in the dissipation of the got rainfall.

Experimental investigations have indicated that calefaction contrasts are not any more evident. Parker et al. (1992) analyzed the extended calefaction feat from focal Britain (Manley 1974) and discovered no proof of expanded difference in late eras. Parker et al. (1994) thought about bury yearly occasional calefaction abnormalities from the 1954–1973 retro to the 1974–1993 period for a large portion of the world. They discovered a little increment in changeability in general plus a particularly enormous increment in focal Northward America. Be that as it may, Karl et al. (1995) inferred that an expansion in CO₂ shall diminish high recurrence calefaction change, and they discovered that everyday inconstancy during the twentieth century is down in the Northward Half of the globe, especially in the US plus China. Karl et al.(1997,) far along expressed, Expectations of the everyday variations in calefaction are less sure than those of the average, yet perceptions have proposed that this changeability in a significant part of the Northward Side of the equator's mid-scopes has diminished as the atmosphere has gotten hotter. Some PC models additionally venture diminishes in inconstancy. The whole issue is additionally befuddled by the numerous operational definitions and factual methodologies that have been utilized to measure calefaction changeability. Moreover, the writing contains numerous articles on patterns in extraordinary calefactions which might be identified with variations in the average and additionally variations in the difference (Mearns et al. 1984, Hansen et al. 1988, Balling et al. 1990, Tarleton and Katz 1995, Hand truck and Hulme 1996).But whilst the logical discussion

on this component of worldwide modification proceeds, the general population appears to be persuaded that the globe's climate has gotten increasingly factor in the ongoing years.

A few works have been done on atmosphere frameworks everywhere throughout the world. For example in Europe, Turkes et al (2002) assessed mean, most extreme and least air calefaction information in Turkey through the era 1929–1999. Their outcomes uncovered spatio-fleeting examples of long-haul patterns of calefaction, change focuses, and huge heating and chilling eras. The US Natural Insurance Office (USEPA) revealed an expansion in level of warming in the course of the most recent 30 years, US Ecological Assurance Organization (US EPA) Climate and Atmosphere (2014). Normal worldwide calefactions show a comparable pattern, and the best 10 hottest ages on record universal have all happened meanwhile 1998. Inside the US, calefactions in parts of the Northward, the West, and The Frozen Northward have expanded the utmost, NOAA, National Habitats for Ecological Data, Condition of the Atmosphere. In Focal Asia, it was seen that the district's normal close external air calefaction rose by 1°C – 2°C whilst the twentieth aera Houghton et al (2001).

Karl et al (1993) broke down calefaction information from 37% of worldwide land mass and discovered high augmentation in the base contrasted with the greatest calefaction. By and large, year 2014 was the hottest year athwart worldwide land and sea surfaces since records started in 1880. The every year arrived at the midpoint of calefaction was 0.69°C over the twentieth century normal of 13.9°C, effectively breaking the past records of 2005 and 2010 by 0.04°C, NASA (2014). In Nigeria, as per the year 2012 Nigeria Atmosphere Audit, greatest calefactions during the hot season (February - Walk in the south and Walk – April in the northward) indicated that the calefactions extended somewhere in the range of 30.1 and 40.0°C. The most extreme calefaction slowly expanded inland from the waterfront zones, except for Jos and its environs Nigerian Meteorological Organization (NIMET) In: Yearly Atmosphere Survey Release, National Climate Anticipating and Atmosphere Exploration Center (2012). The southeast waterfront zones had mean most extreme calefactions of 30.0 – 33.0°C, whilst the shoreline of the southwest and the internal urban communities of the south recorded greatest calefactions within 33.0 – 36.0°C. Most extreme calefaction the climate example of Nigeria, Ojo (2012). The soggy south-westerly breezes vis the South Atlantic Sea beat the nation through the blustery period (April – October). On the opposite section, northward-easterly breezes, that increase plus carriage powder particulates from the Sahara Desert win from the northward toward the south piece of Nigeria through over the northward focal parts ran between 36.0° - 38.0°C during the period per the omission of Jos and its vicinities which had mean most extreme calefaction extending between 30°-36°C. TS event is because of numerous communication of synchronous elements one of it is the local full scale dissemination of the climate which is one of the central point deciding the climate condition straightforwardly with calefaction estimations of a streaming air masse Marz plus Stryszyska (2001). At long last, the 1062-station subsection of the US Chronicled Climatology System arranged by the National Climatic Server farm was included to the investigations (Hughes et al. 1992). A large number of these stations unlocked in the later nineteenth era plus many proceed via 1995. Respectively of these 3 day by day greatest plus least calefaction datasets is viewed as of high quality plus conceivably valuable in the examinations of variations constancy over the time of feat. The basis association sand CDIAC exposed these information to thorough excellence affirmation watches that wiped out anomalies, significant discontinuities, plus other moderately standard information issues. Be that as it may, in each

system the hour of perception varies from position to position plus period to period, plus municipal impacts haven't been explicitly addressed, albeit many stations in the previous Soviet Association plus the US are dominantly rustic .

The point of this work was to inspect the regular calefaction variety utilizing day by day most extreme calefaction over the streams east senatorial region of waterways province of Nigeria.

Study Area

The examination zones are eight nearby government regions of Waterways State, establishing the Streams East senatorial locale, it lies between Scope $4^{\circ}30'N$ - $5^{\circ}30'N$ and Longitude $6^{\circ}30'E$ – $6^{\circ}45'E$ it has an all out land zone front of around 26,899 square kilometers (km²) with an anticipated populace gauge at 3,278,712 individuals as at 2014. It has an elevation which ranges from around 10,200 meters (around 400,000 feet) to a pinnacle of 300 meters overhead sea level in the sheer Slopes extend near Egbeda. The atmosphere is described with a normal temperature of somewhere in the range of 37 and 40°C in a Radiant day. Harmattan airstreams cause the coolest weather among December and February. The warmest temperature as a rule happens in December.

Clearly the pace of Environmental Change is distinctive among locales. This distinction is brought about by various classification of land surfaces with changed exercises, going from investigation exercises, gas flaring, unlawful refining of rough, vanishing transpiration and carbon cycle, and so on influencing the atmosphere in various manners.

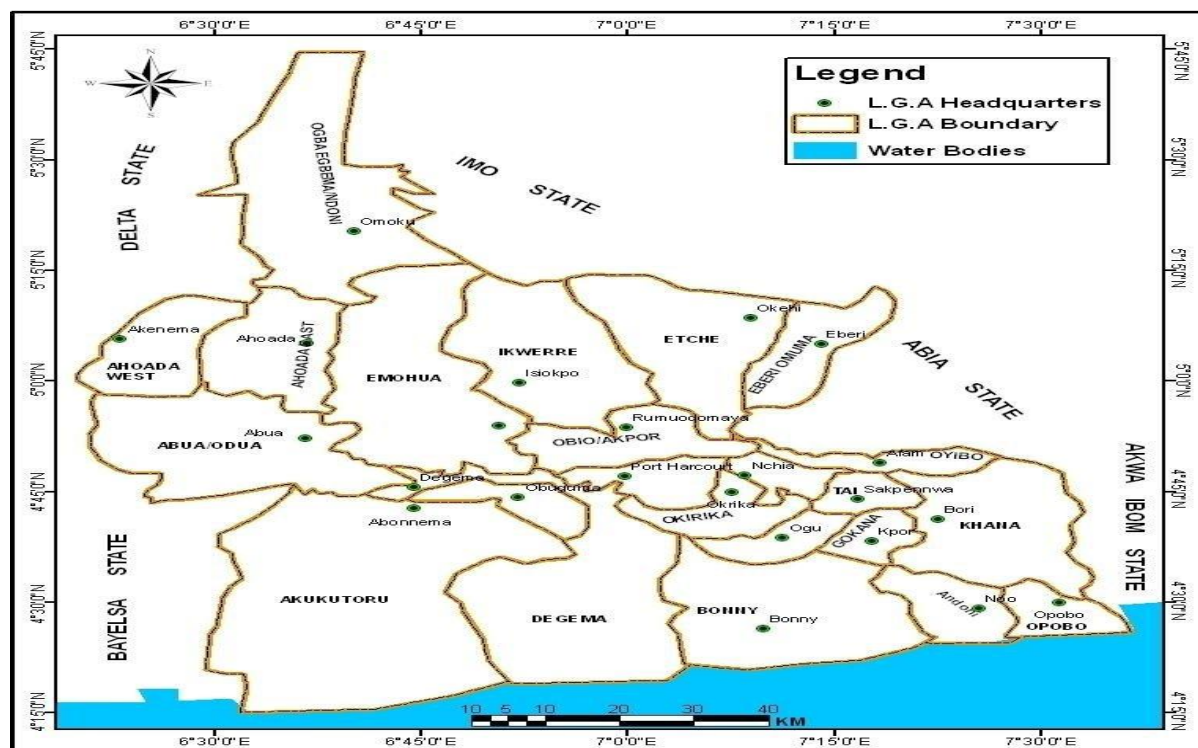


Fig. (1). Guide of Streams State indicating the distinctive Nearby Government Territory and study Areas of Port Harcourt, Obio/Akpor, Emouha, Ikwerre, Etche, Omuma, Okrika and Ogu/Bolu Neighborhood Government Zones Of Waterways East senatorial Locale .

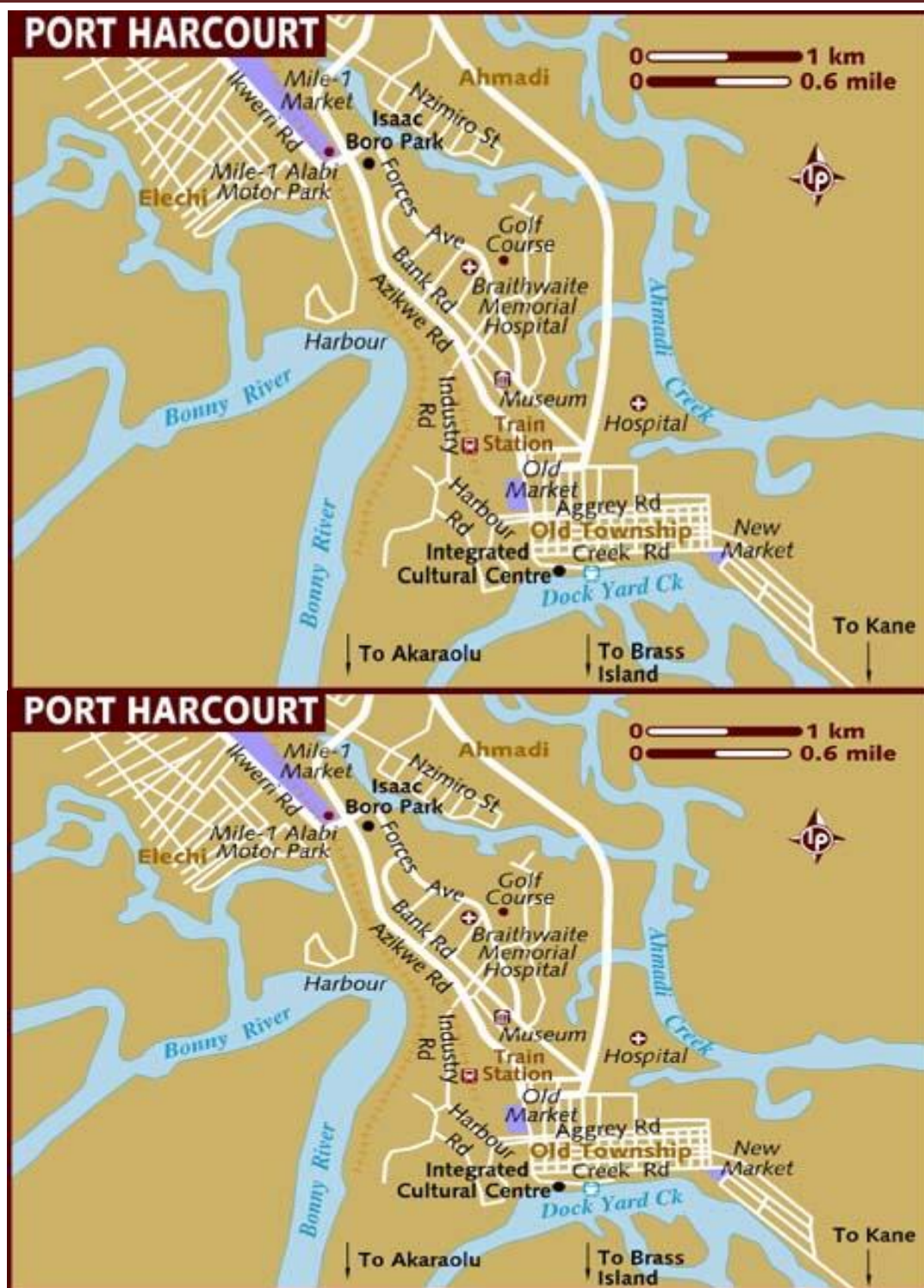


Fig. 2 showing the capital of rivers state (one of the study locations)

TABLE 1. SHOWING RIVERS EAST SENATORIAL DISTRICT HAS A PROJECTED POPULATION OF 2,670,903.

LGA	Projected population (2014)
Emouha	263,817
Etche	325,953
Ikwerre	247,908
Obio/akpor	607,324
Ogu/bolo	97,586
Okrika	290,114
Omuma	131,145
Port harcourt	707,056

Source; Wikipedia

MATERIALS AND METHODS

The area of Streams east senatorial region is inside the topographical scopes Of Waterways State 4.30°N – 6.45°N and longitudes 5.30°E – 5.45°E individually. Streams state possesses an absolute territory of 11,077 square kilometers. The state is situated between the Equator and the Tropic of Malignant growth. The scope of state falls inside the tropical zone, the climatic conditions are totally tropical. The information utilized right now meteorological surface calefaction information in degree Celsius, at five minutes update cycle, from 16 distinct stations/areas in Waterways East as appeared in (Fig. 1). The information utilized right now every day greatest and least calefaction events which were separated from the information band of Nigerian Meteorological Office for a period 5 years (2008-2013). Spellbinding and inferential insights were utilized for the examination. The expressive insights utilized incorporate mean, standard deviation, rates. The inferential insights utilized incorporate straight relapse and Pearson minute relationship. Direct relapse was utilized in the pattern investigation of calefaction , communicated as $z = c + nxi$

calefaction, expressed as $z = c + nxi$

Where

I= integer;

C = is constant

n = is also constant

z and x, = is the regression line, while

x= is the independent variables

Pearson moment correlation was used to determine the linear relationship between the two variables which is expressed as

$$R = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{n(\sum X^2) - (\sum X)^2} \sqrt{n(\sum Y^2) - (\sum Y)^2}}$$

n = number of data

Σx = sum of all x

Σy = sum of all y

Σx^2 = the square of each x score and the squares

Σxy = the sum of the product of each x score and its corresponding y scores

$(\Sigma x)^2$ = the square of the total x scores

RESULTS AND DISCUSSION

The aftereffects of the explanatory examination of every day, month to month and yearly calefaction of Waterways East senatorial region is as introduced underneath. Our outcomes change significantly with the famous discernments about a warming world. We find diminishing inconstancy inside years and inside months. Also, we locate a negative connection between's worldwide normal calefaction flights and worldwide scale month to month calefaction difference, which implies that hotter worldwide calefactions are related with lower intra-yearly calefaction fluctuation (for example progressively steady calefactions). We likewise discover no proof for an expanding recurrence in the quantity of days wherein record high calefactions happen, and a measurably unimportant down ward pattern in the recurrence of days in which record low calefactions are set.

Figure 3 and 4 shows calefaction practices of the region, Investigation on occasional calefaction variety as potential effect on climate dependability was completed utilizing straight relapse examination and individual minute connection. The outcomes in Figure 3 shows a pattern investigation of calefaction variety over the examination time frame the investigation uncovered that there was a positive give up the years. It was seen that all the areas of study has its most extreme mean calefaction to be between 36.4 oc – 42.1oc with the years 2012 and 2009 having the most noteworthy calefaction record, being Port Harcourt and Obio/Akpor separately. This suggests calefaction over the investigation time frame is in a consistent state.

Figure 5 shows the yearly least calefaction of the investigation term. The examination uncovered that the base measure of calefaction was in gotten in 2009 and 2010 separately. The outcome further show that the area where least calefaction was seen in the Streams East Senatorial locale where Okrika and Ogo/Bolu .

Figure 6 shows the outcome on pattern examination of calefaction variety over the investigation time frame the examination uncovered that there was a positive and had a superior calefaction throughout the months with the long periods of January to April having the most elevated calefaction record of between 41-420⁰c (Max) which last shows a little abatements from the long periods of May to September with a calefaction of about 17.9 – 18.4⁰c (Max) this suggests calefaction over the examination time frame is in a consistent state. The Yearly Calefaction Varieties over the examination time frame it uncovered that yearly calefaction over the investigation time frame was in positive throughout the years. This suggests calefaction variety throughout the years is averagely on the expansion with 2012 with most noteworthy variety in calefaction with a recorded of 42.1⁰c (Max) trailed by 2009 with 40.4⁰c and 2008 having 41.0⁰c and so on. This means calefaction variety over the investigation time frame for the most part differs significantly with time as appeared in figure 6. The outcomes are reliable with various

late examinations (for example Karl et al. 1995, Thompson 1995, Knappen bergeret al. 1996) that show unobtrusive (and non self-evident) atmosphere reactions that are exceptionally reliable with nursery material science. The upgrade of the degrees of barometrical carbon dioxide through gas flare, shrub consuming, unlawful refining, consuming of combustibles and non burnable materials is figure by most worldwide atmosphere models to raise the calefactions during the dry season or time in the high scopes . Ongoing outcomes by Balling et al. (1998) demonstrate this is by all accounts happening in the coldest and driest air masses in the Northwardward Side of the equator—hose discovered throughout the winter over Siberia and northwardwestern Northward America. This decrease of the equator-to-shaft calefaction slope results in adapt that is more 'summerlike' .Clearly the pace of Environmental Change is diverse among districts. This distinction is brought about by various class of land surfaces with changed albedo, vanishing transpiration and carbon cycle influencing the atmosphere in various manners Meissner et al ,(2003).

TABLE 2. SIZE AND DURATION OF DATA USED IN THE WORK.

Local government Name	Geographical Longitude	Geographical Latitude	Number of Data Points	Duration of Data (Years)
Emouha	8.85°E	9.89°N	31388	2008 – 2012
Etche	8.77°E	7.79°N	20551	2008-2011
Ikwerre	7.15°E	6.14°N	38819	2008-2013
Obio/akpor	7.17°E	7.49°N	24021	2010– 2013
Ogu/bolu	3.60°E	6.91°N	9823	2011-2013
Okrika	5.23°E	6.40°N	23118	2008– 2013
Omuma	6.18°E	9.62°N	25898	2008– 2011
Porthacourt	7.04°E	4.81°N	26368	2008-2011

TABLE 3. MEAN MAXIMUM AND MINIMUM TEMPERATURES.

Station/ Location	Maximum Temperature (°C)	Time Maximum Temperature is recorded (Local Nigerian Time)	Minimum Temperature (°C)	Time Minimum Temperature is recorded (Local Nigerian Time)
Emouha	40.1	26Mar2009@15h00	21.0	12Jan2008@06h00
Etche	37.2	12Jan2010@15h00	20.9	12Dec2013@06h00
Ikwerre	36.7	18Feb2008@15h00	20.2	19Jan2010@06h00
Obio/akpor	41.9	01Apr2010@16h00	21.3	26Dec2009@06h00
Ogu/bolu	37.8	01Sep2011@18h00	18.4	01Sep2010@16h00
Okrika	36.3	03Mar2010@15h00	17.9	27Dec2009@06h00
Omuma	37.4	28Mar2012@16h00	20.9	03Dec2011@06h00
Porthacourt	42.1	16Feb2013@16h00	21.1	26Dec2012@06h00

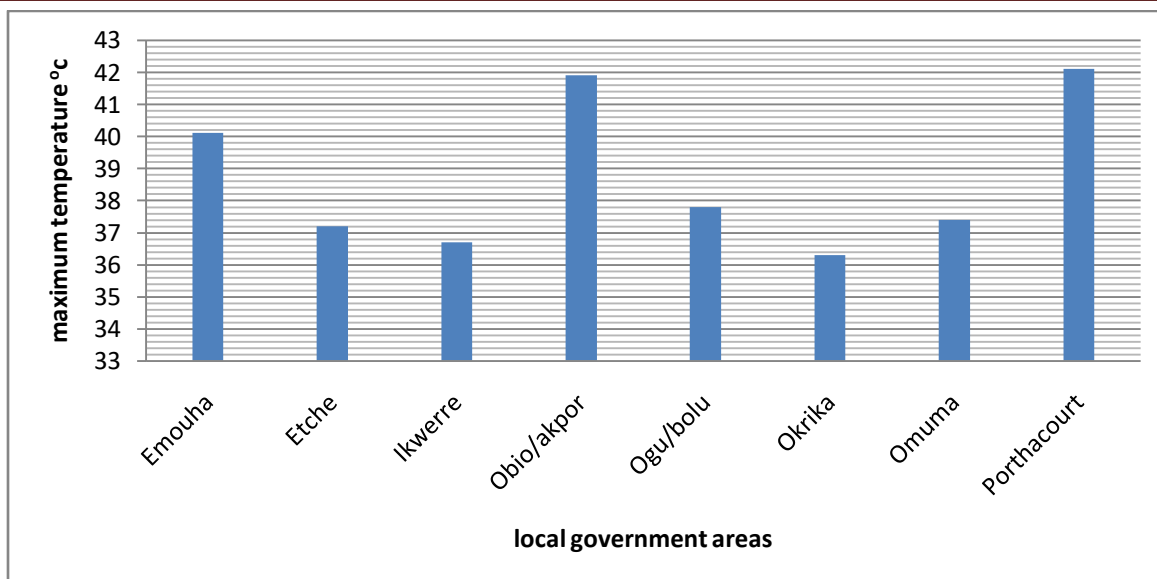


Fig.3; mean maximum temperature of the local government

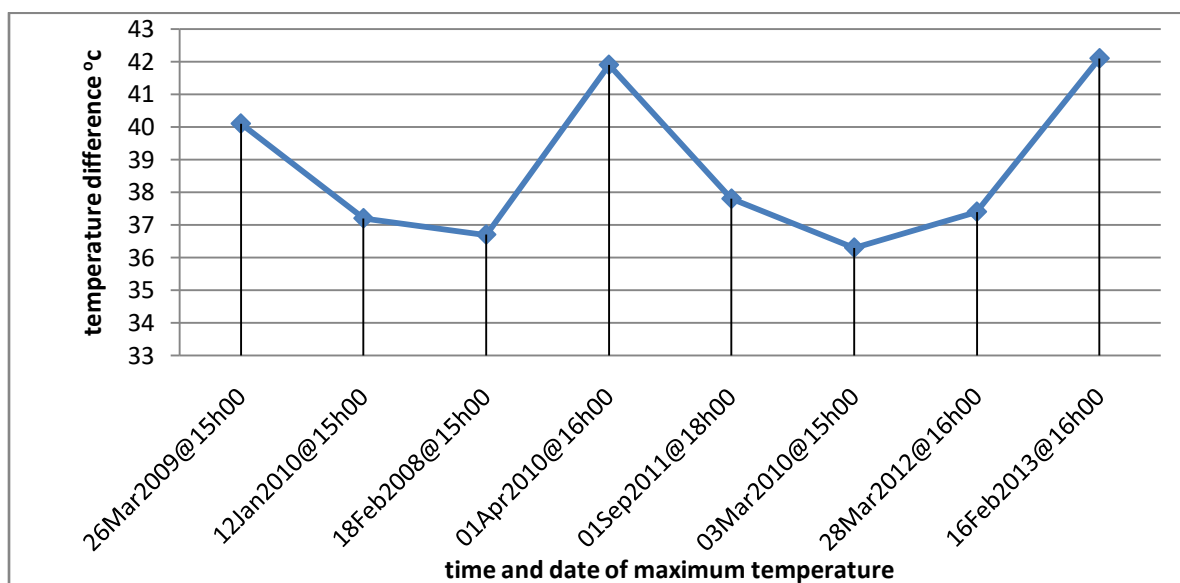
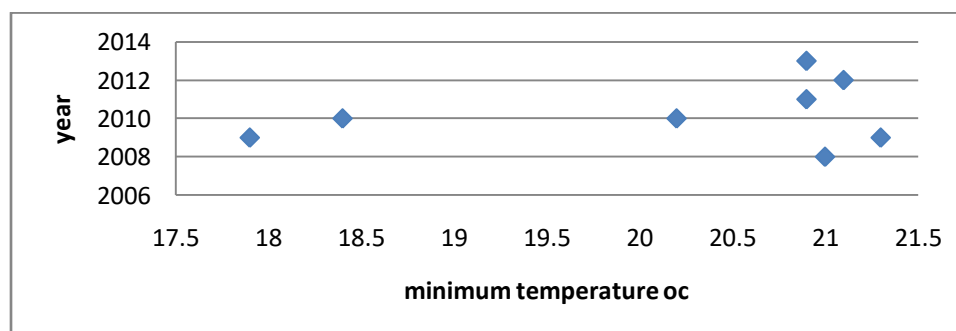


Fig. 4; Showing Maximum Temperature with time and date for Rivers East



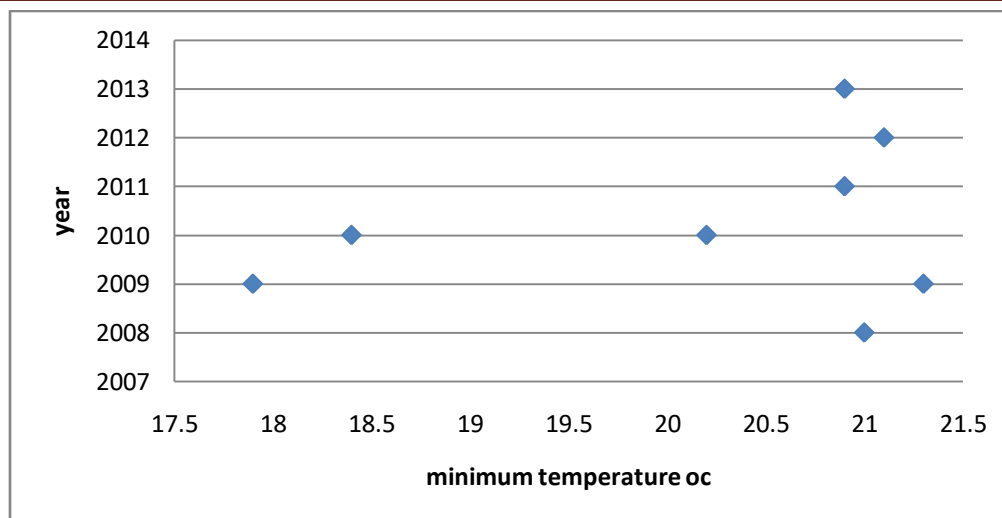


Fig.5. Showing mean Yearly Temperature In Rivers East

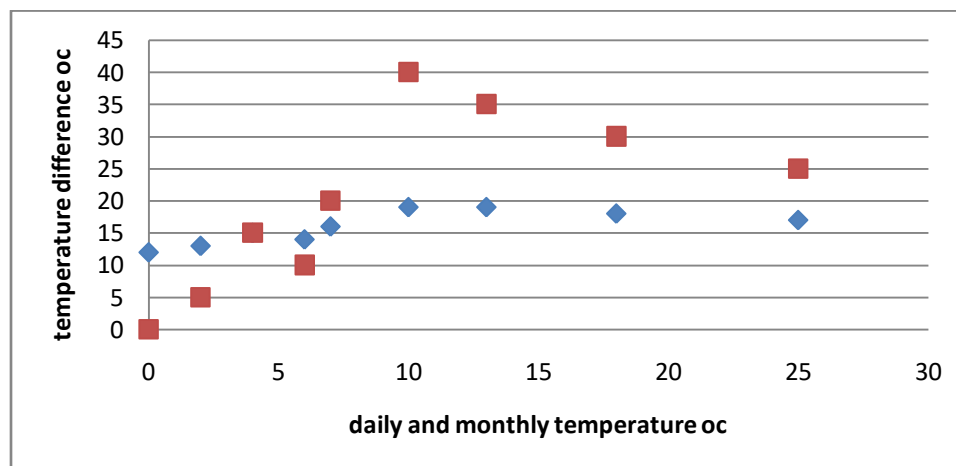
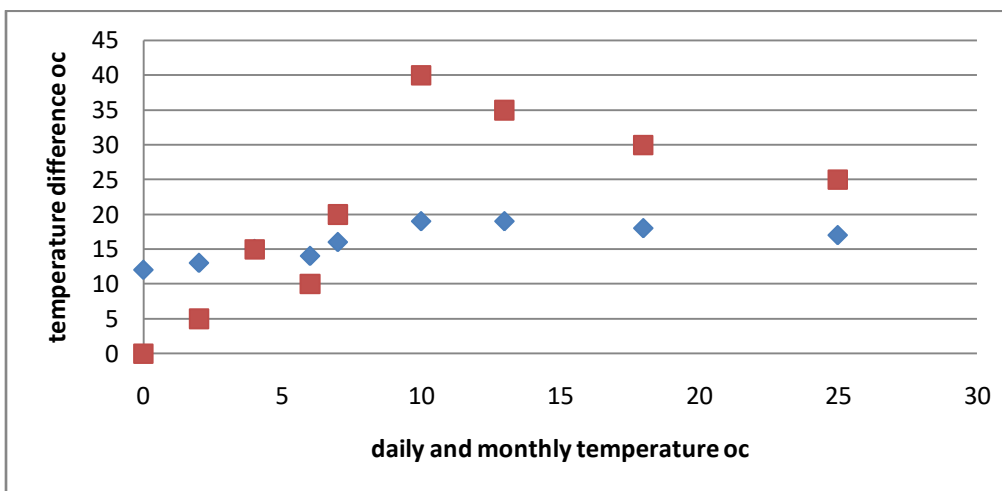


Fig.6 showing daily and monthly temperature in Rivers East

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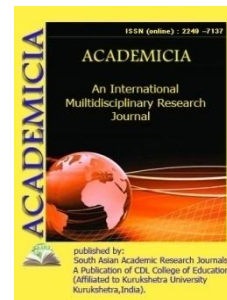
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DOI NUMBER: **10.5958/2249-7137.2020.00189.5**

THE ROLE OF THE IMMUNE - MICROBIOLOGICAL STATE OF THE ORAL CAVITY AS A RISK FACTOR FOR DEVELOPMENT IN THE EARLY DIAGNOSIS AND PREVENTION OF DISEASES OF THE ORAL MUCOSA IN CHILDREN

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ABSTRACT

A special place among dental diseases is occupied by diseases of the mucous membrane (CO) of the oral cavity (PR) (OCR). They remain one of the urgent problems of pediatric therapeutic dentistry. Recently, there has been an increase in the number of inflammatory diseases of SRO. This is due both to an increase in the number of adverse factors affecting the body, and to a decrease in the standard of living of the population. The severity and prevalence of COPD diseases is determined by the nature of the etiological factor and the intensity of aggression.

KEYWORDS: Dental Diseases, Oral Mucosa, Pediatric Therapeutic Dentistry.

INTRODUCTION

She analyzed the goals (5), tasks and main activities carried out in the framework of the National Program for the Prevention of Diseases of the teeth and PR in children aged 0 to 18 in Bulgaria in 2009-2014, the organizational and managerial structure of this program.

The structure and intensity of dental pathology among the examined same sex and adolescence was determined. The interrelation of the influence of environmental, nutritional and endogenous factors on the manifestation of caries and occlusion anomalies has been shown [10]. The characterization of allergic lesions and changes in MOP in various diseases of organs and systems in children was given in their work (1) and the symptoms and principles of treatment of these diseases in pediatric practice were considered. Another author (9) also proved that various forms of organ pathology manifest themselves in PR with certain symptoms, which in some cases helps to make the correct diagnosis of the underlying disease.

The contamination of aerobic and anaerobic microflora PR in children with gastroduodenal diseases was studied. In children with gastroduodenal pathology, a symbiosis of pathogenic anaerobic microorganisms was observed, which aggravate the course of the disease (7). The other group, the scientist argues, that the immunological mechanisms play an undeniable role in the pathogenesis of DECS diseases. One of the factors determining the state of PR resistance is saliva (2, 12).

One of the links of innate immunity is endogenous antimicrobial peptides (cathelicidins (LL-37), defensins (HNP 1-3)) secreted by PR epithelial cells, neutrophils, lymphocytes and monocytes. The level of HNP 1-3 in the group of children with bronchial asthma was significantly lower with decompensated and subcompensated forms of caries in comparison with the compensated form. The level of LL-37, HNP 1-3 in the saliva of asthmatic children is significantly lower than in children in the control group.

The author of his studies found that the lysozyme content in the PR fluid of patients suffering from chronic generalized periodontitis is accompanied by a decrease, against the background of which there is an increase in the concentration of ceruloplasmin, which is compensatory in nature and reflects the state of metabolic processes in PR (4).

It can be seen that the problem of the prevalence, prevention, microbiological and immunological aspects of the problem has not been studied enough, there are few developments on effective and reliable methods for the prevention of COPD diseases among the population, especially in rural areas and children. Also, risk factors for development were not studied, and existing preventive measures were prescribed without taking into account the territory of residence, environmental factors, and the state of local oral immunity, which made them ineffective.

Goal: The development of an integrated approach to identifying risk factors for the formation and development, early diagnosis and prevention of diseases of MOP in children in a hot climate.

Materials and research methods: At the first stage, the object and scope of the study were chosen; it was taken into account that all the studies were randomized, age-gender differences, the group of healthy and sick people with COPD were representative among themselves. In addition, there were more opportunities for an in-depth dental examination.

At the second stage, the dental status in children was determined according to the recommendations of WHO experts [2005]; "Card for dental examination of the child" which consists of 48 points. In addition, medical and social aspects through the questionnaire - Oral Health - Related Quality of Life (OHRQoL) proposed by John M.T. [2002] and Pahel B.T. [2007] as modified by O. Yariyeva [2019]. At the third stage of the studies, 210 healthy and 81 sick children with diseases of the MOP conducted immune-microbiological studies using their oral fluid.

To carry out the studies, 1961 children were examined, from 12 to 18 years old, studying at the school in the city of Bukhara, and they were divided into the following age groups: 14-14 years old (n = 1015, 51.8%); 15-18 years (n = 946, 48.2%); by gender - 1,009 boys (51.5%) and 952 girls (48.5%).

The survey began with a survey of the child, parents or close relatives, PR examinations were carried out using fluorescent lamps and paid attention to CO. Its peculiarity is compliance, the

presence of folds, frenulum of the tongue and excretory ducts of the salivary glands, a drop of secretion, for the presence of the first and second elements of the lesion of CO, and when examining teeth and dentitions was carried out in a certain order using a dental mirror and probe, starting from the upper jaw, each tooth was examined successively.

The intensity of dental caries in the period of temporary occlusion was determined using the index kp, in the period of a replaceable occlusion using the index kp + KPU, in the period of constant occlusion of KPU. The hygienic state of PR in children was assessed using the requested PR hygiene index - IGR-U (Green J.C., Vermillion J.R., 1964), PMA (Schour, Massler) and tooth enamel resistance test (TER). A blister test was used to determine the hydrophilicity of tissues and the latent edematous state of SOP; Schiller-Pisarev test was used to determine the intensity of gingival inflammation; Yasinovsky's test was carried out to assess the emigration of leukocytes through SOPR and the amount of desquamated epithelium; determination of durability of gingival capillaries according to Kulazhenko. Microbiological studies; collection of biological material and its delivery to the bacteriological laboratory was carried out according to traditional methods (Zubkov MN, 2004). Sowing of biological material was carried out according to Gold. Further identification was carried out according to Bergy's Manual Systematic Bacteriology (1997). Intergeneric and interspecific identification was carried out by taxonomic characters of representatives of the Enterobacteriaceae family, Staphylococcus spp, Streptococcus spp, Enterococcus spp, Candida spp, as well as facultative and obligate-anaerobic microorganisms using nutrient media of HiMedia firm (India). To determine the pathogenicity factors of microorganism strains, plasmocoagulase and hemolytic ability, lecithinase and hyaluronidase activity were studied.

To study antimicrobial resistance, disco-diffusion methods were used. Sensitive (S), conditionally resistant or intermediate (SR), resistant (R) strains were evaluated according to the growth diameter on a nutrient medium (Iskhakova Kh.I. et al. 2015).

Determination of the concentration of immunoglobulins of the main three classes of IgA, IgG, IgM in the blood serum of healthy and sick children involved in the examination was carried out by the conventional method of radial immunodiffusion according to Mancini (1964); determination of the level of total IgE, sIgA content was determined by ELISA by traditional methods; the determination of lysozyme in saliva was carried out using the methods of Bektimirov A.M-T. and Adylova Sh.K. (1987); the level of lactoferrin was determined on a two-site solid-phase ELISA using a test system manufactured by Vector Best; determining the cellular composition of the gums used the method proposed by Leonov L.E. et al. (2002).

Statistical processing of the material was carried out by traditional methods of variation statistics. The arithmetic mean number (M), the error of the average number (m), the reliability criterion (t) were determined.

Study results and discussion. It was found that most often children had ARVI (95.4%, n = 1870), diseases of ENT organs (24.9%, n = 488) and allergic reactions to medicines and food products (11.0%, n = 216) .

Most of the children and their parents surveyed indicated that performance was good and excellent (86.3%, n = 1692). Close results were in the responses about the success of children in physical education and sports - 88.5% (n = 1735).

Also, such factors as “Abuse of father or mother with alcohol and smoking” are not included in the risk group for children; identified in 5.1% and 29.7% of cases, respectively; “The presence of closely related or long-distance marriages of the parents of the examined children”; found in 5.1% and long-term marriages in 10.4% of cases, respectively.

Thus, it was found that factors such as children's school performance, physical education and sports success of children, parental abuse of alcohol, tobacco and Nasa, the presence of family marriages are practically not associated with the formation and development of children with COPD. In this regard, these factors were excluded as risk factors for the development of DECS diseases in children. In more than half of the cases (51.5%), women during pregnancy had toxicosis in the 1st or 2nd half of pregnancy and anemia of various degrees (9.5%) and acute respiratory viral infections (13.5%) were more common. Including, in 90.2% of the mothers of the examined children, the birth was normal, and in 80.7% of the respondents, the birth was natural, without outside interference, in other cases (19.3%) there was an external intervention - surgical intervention, stimulation of labor, overlaying forceps and others. The results show that mothers most often used vitamins, iodomarin and vitrum during pregnancy - 25.1%, respectively, $n = 492$; 10.6%, $n = 208$ and 7.1%, $n = 139$; of the mother's antibiotics during pregnancy, penicillin, ampicillin, amoxil were most often used - 8.7%, respectively, $n = 171$; 6.9%, $n = 135$ and 6.5%, $n = 127$. In addition, artificial feeding from the moment of birth was observed in (7.0%) children, in other cases (93.0%), breastfeeding was observed for 1 to 12 months.

A comparative analysis showed that among the risk factors for the development of COPD diseases in children, the above are not determinative, and therefore we indicate them as risk factors for the development of COPD diseases in children. We found that 1249 students (63.7%) have a dentist at the place of study, in 36.3% of cases ($n = 712$) there is no dentist at the place of study. In the studies, only 137 children examined (7.0%) were registered at the dentist, 1824 students (93.0%) were not registered at the school dentist. The absence of a school dentist in 1/3 of the examined children indicates the absence of preventive measures to be taken to prevent dental diseases, including COPD diseases in the examined children.

Given these difficulties, we propose a different approach to the prevention of dental diseases, including diseases of maternal cancer in older children.

Next, the presence of inflammatory diseases of the dentition was examined in the examined children; most often pulpitis was detected - in 731 cases (37.3%); periodontitis (3.3%, $n = 65$), abscesses and phlegmon (0.4%, $n = 8$), periostitis (0.7%, $n = 14$). It was also revealed that milk teeth changed on time in 1631 examined children (83.2%), malocclusion was detected in 284 children, which amounted to 14.5%; in 1788 cases (91.2%), children did not detect changes in the hard tissues of teeth; hypoplasia was found in 153 cases (7.8%). Thus, in examined children of high school age, inflammatory diseases of the heart disease were rare, except for pulpitis, which was diagnosed in the examined (37.2%), these facts indicate that the dental incidence was not high. Particularly noteworthy indicators of the state of MOP in the examined children were not found (78.7%, $n = 1544$), in addition, it turned out that gingivitis was found in 296 examined children (15.1%). In subsequent places there were such nosological units as stomatitis (6.0%, $n = 117$) and PR candidiasis (0.2%, $n = 4$).

The parameters of the indicators for assessing SOPR in the examined children 12-14 years old ($n = 1015$) most often established a "satisfactory condition" (25.8%, $n = 505$); almost one in ten

children (9.5%, $n = 186$) showed an unsatisfactory state of PR; children of 15-18 years old were also observed -10.2% ($n = 200$); At 12-14 years, 16.5% ($n = 324$) had a markedly reduced percentage of "good condition" PR. Also, PR hygiene was found to be good in 27.7% of cases ($n = 543$), and in 1347 examined (68.7%) it was rated as satisfactory, in addition, in 71 cases (3.6%) it was rated as unsatisfactory. A close, direct relationship was established between the state of PR hygiene and the development of pathological processes in SRO in both age groups of children - in children 12-14 years old ($\rho = 0.51$) and 15-18 years old ($\rho = 0.64$), and it can be seen that the older the children, the closer the relationship between the compared indicators in children. In this regard, it must be emphasized that the state of hygiene of PR can be used as risk factors for the development of diseases of MOP in children of senior school age.

As can be seen from table No. 1 and 2, a number of samples of the functional state of the oral cavity as GI, PI, Schiller Pisarev test, Kulazhenko test, Yassinovsky test and blister SOPR deteriorate in parallel with age and with SOP pathologies. These data states that the functional state and fluid mobility in organs and tissues of the oral cavity is associated with the general conditions of the body.

TABLE NUMBER 1. SAMPLES ASSESSING THE CLINICAL AND FUNCTIONAL STATE OF THE ORAL CAVITY IN THE EXAMINED ACCORDING TO AGE-RELATED COMPARISON (IN% AH)

Indicators	Norm	The age of the examined	
		12-14 years old	15-18 years old
Hygiene Index, score	1	3,9±0,02	4,2±0,02
Periodontal index, score	0-1	3,1±0,04	3,4±0,05
Prospect Schiller-Pisarev, %	0	38,9±1,2	42,7±1,0
Sample Kulazhenko, seconds	50-60	37,4±1,3	39,7±1,5
Sample Yasinovsky, 1 µl	80-120 Lei	89,5±2,9	93,2±3,7
	25-100 EC	46,1±2,0	49,5±2,1
Blister test, minutes	25-60	32,5±1,5	34,6±1,7

Note: Leu - white blood cells in 1 µl; EC - epithelial cells.

At the next stage, the data of the microbial landscape of PR in healthy and sick MOP of children of high school age were comparatively analyzed. It was found that in children with MOP diseases, the sowing rate of representatives of normal microflora was significantly lower compared to the parameters of sick children with MOP diseases of the same age. This applies to inoculation of non-pathogenic *Streptococcus* spp (75.2% and 60.5%, respectively), non-pathogenic *Neisseria* spp (32.9% and 14.8%, respectively). But the sowing rate of UPM and pathogenic microorganisms was significantly greater in sick children with diseases of OCR. This mainly concerns gram-positive cocci (*S.epidermidis*, *S.aureus* and *Enterococcus* spp), gram-negative bacteria (*E.coli*, other genera of the *Enterobacteriaceae* and *Pseudomonas* spp family) and *Candida* fungi. Anaerobes (*Bacteroides* spp, *Peptostreptococcus* spp) with a small difference, but still sown more in children of patients with COPD diseases.

Thus, in sick children with COPD diseases, the sowing rate of UPM and pathogenic microorganisms was significantly greater in relation to representatives of the normal microflora of PR. This is assessed as a violation of the microbiocenosis of this biotope in children with diseases of MOP, which manifests itself as a dysbiotic state of PR. This condition can be one of

the risk factors for the formation and development of COPD diseases in children, and can also contribute to the further colonization of UPM and pathogenic microorganisms. This fact is of diagnostic and prognostic value for the verification of diseases of SOPR and determining the outcome of these diseases. По результатам определяли процентное содержание лимфоцитов, моноцитов, палочко- и сегментоядерных нейтрофилов, доказано, что каждую минуту в слюну попадает 1 млн. лейкоцитов, 90% из которых составляют полиморфноядерные нейтрофилы. При развитии гнойно-воспалительного процесса они активно уничтожают возбудителей, способствуя выздоровлению СОПР. Установлено, что по процентному содержанию лимфоцитов среди обеих возрастных групп практически достоверных отличий не было - соответственно $1,3 \pm 0,1\%$ и $1,4 \pm 0,1\%$ ($P > 0,05$). По содержанию моноцитов, разных форм нейтрофилов также достоверных отличий между данными возрастными группами детей не обнаружено ($P > 0,05$).

Те же параметры были определены у здоровых и больных детей с заболеваниями СОПР того же возраста показывают, что параметры лимфоцитов и моноцитов у детей с заболеваниями СОПР оказались достоверно сниженными по отношению к данным здоровых детей - соответственно $1,0 \pm 0,1\%$ и $1,3 \pm 0,1\%$; $2,0 \pm 0,1\%$ и $2,7 \pm 0,1\%$ ($P < 0,05$).

Параметры палочкоядерных нейтрофилов, наоборот были повышенными у больных детей с СОПР по сравнению к данными здоровых детей - $3,8 \pm 0,4\%$ и $2,9 \pm 0,4\%$. Данные показатели были тесно взаимосвязаны с параметрами микробиоценоза ПР больных детей с заболеваниями СОПР, так как у больных отмечали дисбиотические явления в данном биотопе.

Таким образом, установлено, что между возрастными группами здоровых детей практически отсутствуют межвозрастные отличия по процентному содержанию клеток неспецифической резистентности - лимфоцитов, моноцитов, палочко- и сегментоядерных нейтрофилов. Но, у детей с заболеваниями СОПР того же возраста отмечали достоверное снижение процентного содержания лимфоцитов и моноцитов, а также увеличение уровня палочкоядерных нейтрофилов. Данный дисбаланс изменений является следствием развития патологического процесса в СОПР у детей, что может быть дополнительным критерием диагностики данного состояния. According to the results, the percentage of lymphocytes, monocytes, stab and segmented neutrophils was determined, it was proved that 1 million leukocytes enter the saliva every minute, 90% of which are polymorphonuclear neutrophils. With the development of a purulent-inflammatory process, they actively destroy pathogens, contributing to the recovery of MOP. It was established that there were practically no significant differences in the percentage of lymphocytes among both age groups - $1.3 \pm 0.1\%$ and $1.4 \pm 0.1\%$, respectively ($P > 0.05$). According to the content of monocytes, various forms of neutrophils, there were also no significant differences between these age groups of children ($P > 0.05$).

The same parameters were determined in healthy and sick children with COPD diseases of the same age and show that the parameters of lymphocytes and monocytes in children with COPD diseases were significantly reduced relative to the data of healthy children - $1.0 \pm 0.1\%$ and $1,3 \pm 0.1\%$; $2.0 \pm 0.1\%$ and $2.7 \pm 0.1\%$ ($P < 0.05$).

The parameters of stab neutrophils, on the contrary, were increased in sick children with SOP compared with healthy children - $3.8 \pm 0.4\%$ and $2.9 \pm 0.4\%$. These indicators were closely interrelated with the parameters of the microbiocenosis of PR in sick children with diseases of MOP, as patients noted dysbiotic phenomena in this biotope.

Thus, it was found that between age groups of healthy children there are practically no inter-age differences in the percentage of cells of non-specific resistance - lymphocytes, monocytes, stab and segmented neutrophils. But, in children with COPD diseases of the same age, a significant decrease in the percentage of lymphocytes and monocytes was noted, as well as an increase in the level of stab neutrophils. This imbalance of changes is a consequence of the development of the pathological process in SOP in children, which may be an additional criterion for the diagnosis of this condition.

CONCLUSIONS

1. The above comparative analysis to identify risk factors for the formation and development of DECS diseases in children of high school age shows that factors associated with the history of the examinee's life, past illnesses, academic performance and physical education, parents' lifestyle; that is, the obtained results showed that all these parameters can hardly be risk factors, and therefore they were excluded as the main risk factors for the development of COPD diseases in children.

2. Between the state of oral hygiene and the development of pathological processes in OPR of the oral cavity, a close, direct relationship was established in both age groups of children - in children 12-14 years old ($p = 0.51$) and 15-18 years old ($p = 0.64$), and it can be seen that the older the children, the closer the relationship between the compared indicators in children. In this regard, it must be emphasized that the state of oral hygiene can be used as risk factors for the development of diseases of MOP in children of senior school age.

3. In a comparative analysis of the results of studying the microbial landscape of the oral cavity in healthy children of senior school age, the following features were established: firstly, representatives of normal microflora of the oral cavity were sown relatively more in healthy children 12-14 years old, in relation to healthy children 15-18 years old; secondly, UPM strains were sown more in healthy children 15-18 years old compared with these parameters of children 12-14 years old; thirdly, almost identical results were obtained from the biological material of anaerobes (*Bacteroides* spp and *Peptostreptococcus* spp); fourthly, fungi of the genus *Candida* are relatively more found in biomaterials from the oral cavity in children of a younger age (12-14 years), compared with the age group of 15-18 years.

4. It was established that between the age groups of healthy children there are practically no inter-age differences in the percentage of cells of non-specific resistance - lymphocytes, monocytes, stab and segmented neutrophils.

5. Comparative parameters of factors of non-specific resistance of PR fluid in healthy children of senior school age have shown that, according to the content of IgG, IgA, IgM, sIgA, lysozyme and lactoferrin, there are no age-related differences between healthy children of senior school age; When comparing local immunity factors, it was found that in sick children of high school age with COPD diseases these indicators change in different directions, if IgG is increased in patients, then IgA and IgM were reduced in relation to the parameters of their healthy peers.

6. The proposed recommendations for the determination of the microbiocenosis of PR and local immunity factors for early diagnosis and prediction of the outcome of diseases of acute respiratory infections make it possible to justify the optimal etiotropic treatment. The application of our recommendations can be saved in the diagnosis and treatment of each child with diseases of OCR.

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DOI NUMBER: **10.5958/2249-7137.2020.00190.1**

VIOLATION OF THE FORMATION OF BONE ORGANS OF THE DENTITION SYSTEM IN CHILDREN WITH RESPIRATORY SYSTEM PATHOLOGIES

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ABSTRACT

A survey was conducted in 300 children from 7-18 years of age, of which 150 children identified anomalies of occlusion, including 118 with VAT, observed in 2015-2019 in the center "Dentistry" at the base of the Bukhara medical Institute and the regional children's dental clinic. Immunological studies were conducted in 118 children with NND with combinations of HPA and 32 children without pathology of HPA and without hPa. Among the parameters of immunity at the system level, serum immunoglobulins were considered: class a, M, G, and e immunoglobulins. In 22% of children, Parents noted a nasal tinge of speech, despite the ENT treatment at preschool age. From the anamnesis, it was found that in children with NND in 62% of cases, two or three diagnoses of ENT disease were established in the anamnesis. NND caused by chronic nasopharyngeal diseases persisted for a long period of time in 46% of patients. Thus, on the basis of the obtained research results, a new scientific idea was formulated and scientifically justified regarding the systemic immunity of children with HND and HFA, which allowed to enrich the scientific concept of humoral immune system dysfunction and identify new patterns of the studied combined pathology.

KEYWORDS: Occlusion, Immunoglobulins, ENT Disease, Pathology

INTRODUCTION

Relevance of the topic

The development of the dental system is influenced by many interdependent factors, as the pathology of the upper respiratory tract (VDP) often found among children is an important problem of theoretical and practical dentistry, which has attracted the attention of many scientists today[1, 5, 6, 7, 8, 12, 17,19,21,23].

According to epidemiological studies, the prevalence of oral respiration among children and adolescents can reach from 40 to 60%[10, 13, 15, 22]. Depending on the duration, oral respiration

(RD) can cause numerous functional, structural, postural, and behavioral changes, including ESR, which is structurally and functionally closely related to VDP[6, 9, 20, 22]. Children with nasal breathing difficulties (ND) have a 2-2.5-fold increased risk of developing dental anomalies[4, 6, 13, 14].

The purpose of this study

The goal was to assess the state of PTSD in children with NS and its impact on the formation of ZD.

Research materials and methods

A survey was conducted in 300 children from 7-18 years of age, of which 150 children identified anomalies of occlusion, including 118 with VAT, observed in 2015-2019 in the center "Dentistry" at the base of the Bukhara medical Institute and the regional children's dental clinic. We conducted both clinical research methods and special ones using the help of an otorhinolaryngologist; anterior active rhinomanometry was performed[2]; statistical methods were used to identify differences between different groups of examined individuals depending on the HPA and nasal breathing disorders (NND).

The examined patients were divided into groups by type of occlusion in accordance with the classification of Persin Ls and ICD-10: with distal occlusion (DO), mesial occlusion (MO), cross occlusion and physiological occlusion (FO), as well as depending on the presence or absence of NND in subgroups with and without ENT history.

During the examination of patients, clinical methods were used, including a survey, facial examination, oral examination, to determine the quality of life (QL) of children, using the questionnaire-OralHealth - Related Quality of Life(OHRQoL), proposed by JonuM.Tefal (2002) with modification by O. A. Yarieva (2019). In addition, special research methods were used, including anthropometric, orthopantomography, telereöntgenography of the head and functional methods.

Using the photometric method assessed the condition of the soft tissues of the facial profile[16]; using anthropometry measurements of tooth size, transversal and sagittal dimensions dentition and apical bases, the size of the sky; kramena plaster models of the upper jaw (in/h) was determined by the dimensions of the palatal arch: length, width, depth, angle "alpha"[3].

Orthopantomography was used to assess the condition of the periapical tissues of the teeth, the presence of the rudiments of the eighth teeth, and a telereöntgenographic (TRG) study studied the size of the pharynx in the lateral projection of the head[18]. To study the ventilation function of the nose, anterior active rhinomanometry was performed using "Rhinomanometr-300" [2, 11].

For biochemical studies, the sampling of venous blood and saliva in children was performed in the morning on an empty stomach. The calculation of shaped blood elements was performed on the sysmexkx-21 hematological analyzer in capillary blood taken from EDTA. Immunological studies were conducted in 118 children with NND with combinations of HPA and 32 children without pathology of HPA and without hPa. Among the parameters of immunity at the system level, serum immunoglobulins were considered: class a, M, G, and e immunoglobulins. The serum content of the above-mentioned immunoglobulins in children was studied by the immune-enzyme method on the analyzer "COBAS-411" using kits from the company "HUMAN". As

indicators of local immunity, we studied: lysozyme, lactoferrin, secretory immunoglobulin A in saliva (sIgA). The amount of secretory immunoglobulin A, lactoferrin and lysozyme in saliva was also determined by enzyme immunoassay using human kits.

RESULTS AND DISCUSSION:

The obtained results show that out of 150 examined children with NND there are UP to 55 children, MO – 30 children, PO – 33 children and 32 children with nnd with physiological occlusion (FO). The difference in the frequency of positive ENT history in the groups with physiological occlusion and HPA was significant. Among all patients with NND, no physiological occlusion was detected, and in 100% - various types of occlusion abnormalities: DO-47%, MO-25%, and PO - 28%.

Morphometric features of ESR based on facial photometry data in patients with various types of occlusion revealed highly significant differences between DO and MO in all parameters, between MO and most parameters, and between do and PO in some parameters. NND was reflected in a significant decrease in the nasolabial angle in patients with UP to 4.2% and an increase in this angle in MO-5.2%; a decrease in the angles of the supramental fold-11.8% in MO and 7.7% in PO; facial bulge-4.1% in MO and 7.8% in PO; in the middle part of the face-5.1% for MO and 6.2% for PO in groups with MO and PO with a history of NND. Differences in angular parameters between patients with NND and healthy patients were most pronounced in the group with PO. In General, the photometric study showed an increase in the disproportionality of facial characteristics in NND.

In the study of diagnostic models of the jaws, the length and width of the dental rows and apical bases were determined in groups with different types of occlusion. In NND, there was a significant decrease in the distance between the first premolars in/h and the lower jaw (n/h), as well as between the first molars in/h (by 6.4%), compared to the norm. In groups with various types of occlusion abnormalities, there was a tendency to narrow the dentition in NND compared to the norm: between the teeth 1.42.4 – by 5.9% for BEFORE and 10.2% for PO, between the teeth 3.4-4.4 – by 6.5% for BEFORE, 7.5% for MO and 8.9% for PO, between the teeth 1.6-2.6 – by 7.2% for BEFORE and 8.5% for PO.

With HND, the length of the anterior segment in / h of the dentition was significantly longer. On the plaster model, calculations showed that the greatest length of the palate is typical for patients with MO (34.0±0.5 mm). For PO, the values of the palate length are intermediate (32±0.4 mm), and for DO – the smallest (30.8±0.6 mm). The palate width was mak in patients with FO (36.9±0.4 mm) and the smallest in MO and PO (33.5±0.4 mm and 34.1±0.9 mm, respectively). The width of the sky of Prideaux occupied an intermediate value. The sky depth did not differ significantly in the four subgroups studied, and the alpha angle was min at MO (24.5±1.9) and mcprido (33.7±1.2). In FO, a statistically significant difference in the depth of the palate was found: 16.9±0.2 mm in patients with NND.

Comparison of the size and position of the jaws in patients with MO (81.4±1.8 mm), prido and PO elongation was approximately the same and was 75.5±0.9 mm and 75.8±0.8 mm, respectively, this is due to an increase in the length of the chin. A, the base length in/h (A' - Snp) was significantly increased relative to the norm only at UP to (48.3±0.5 mm and 44.5±0.8 mm respectively); the n/h angle (ArGoMe) was significantly increased relative to the norm at MO. The SNB angle was also significantly increased at MO and significantly reduced at UP to, and at

PO approximately corresponded to the norm.

NND under accompanied by an increase in the length of its base in/h and the 3,9% and length of branches n/h is 4.7%, a decrease in the angle of the mandible - 2.0%, decrease the angle of in/h - 5.1%, and the angle of the plane of the base/h relative to the anterior skull base (15.9%). In addition, it revealed a reduction of the rear upper dentoalveolar height by 6% and increase rear lower dentoalveolar height is 4.8%. In MO, patients with NND had an increase in the n / h angle by 3.8%, the angle of the anterior apical base position by 7.4%, as well as a decrease in the incisor angle in/h (by 12%) and a decrease in the dentoalveolar heights of n/h (by 10%).

Comparative analysis of pharyngeal space characteristics showed that in MO there was a significant increase in all parameters of the pharyngeal width, as well as the angle of inclination of the soft palate relative to patients with FO. Patients with SPO significantly differed from the group with FO by reducing the lower width and length of the longitudinal axis of the pharynx, as well as increasing the angle of inclination of the soft palate. Comparison of pharyngeal sizes in patients with NND, there was a significant decrease in the upper width (by 11.5%) and lower (by 14.5%) width, the upper (by 18.2%) and lower (by 24.9%) minimum width; the upper (by 8.8%) and lower (by 7.5%) width and angle of inclination of the soft palate (by 4.1%) were increased in PATIENTS with a comparison with the group with FO. When MO in patients with NPD in comparison to patients rules by a sharp change in the parameters: the upper (8.1%) and lower (9.3%) width, the upper one (54.7%) and lower (23.0%) minimum width, average width (32.1%), longitudinal axis (7.1%), length (10.3%) and angle (by 13.4%) of the soft palate. Changes in the upper width (by 9.0%), the longitudinal axis (by 4.0%) and the angle of inclination of the soft palate (by 3.8%) were detected: Mak area was observed in individuals with FO ($20.0 \pm 0.5 \text{ cm}^2$), min – in PA ($12.0 \pm 0.6 \text{ cm}^2$). The reduction of the pharyngeal area in all types of occlusion abnormalities relative to the norm was statistically significant by 26%, 30% and 37% for MO, BEFORE and AFTER, respectively.

The results of the analysis of rhinomanometry of the total volume air flow (SOP), as well as the total resistance (SS) of the nasal passages at p=150papri FO and min at MO, differing from the normal by 30%. During the PO and BEFORE them were intermediate. Significant differences in SOP and SS indicators were found between MO and FO, as well as between PO and FO. Prido with NND was accompanied by a decrease in the value of SOP and an increase in SS, but a large variation in rhinomanometry indicators did not allow us to demonstrate significant differences with the group with FO: In MO and PO, the deterioration of rhinomanometry was most pronounced.

When examining patients for determining children's QOL using the questionnaire-OHRQoL, special attention was paid to the presence of ENT diseases, their severity and duration. The main complaint made by patients (parents) in the nnd group is aesthetic disorders (100%) related to the position of the incisors and the external condition of the lip. Parents note that children with NND-46% quickly get tired during physical activity and after school. There is a violation of the closing of the lips - 28%, violation of the purity of pronunciation of speech sounds 28%. In 22% of children, Parents noted a nasal tinge of speech, despite the ENT treatment at preschool age. From the anamnesis, it was found that in children with NND in 62% of cases, two or three diagnoses of ENT disease were established in the anamnesis. NND caused by chronic nasopharyngeal diseases persisted for a long period of time in 46% of patients. Examination of

children's QOL for the formation of HPA showed that the QOL analysis in a group of children whose I/h extension was performed in a removable bite revealed a narrowing of I / h and a difficult ND at the time of treatment to an orthodontist, there was a decrease in QOL in all sections of the test. There was a significant decrease in physical comfort, functional disorders were noted, which was associated with NND, dryness in the PR, impaired taste sensations, nasal speech in some children: Physical discomfort and functional disorders -2.6; emotional well-being -2.2; social well-being-2.4; family well-being - 2.66 points; that is, emotional and social comfort were reduced due to aesthetic, speech disorders that accompany anomalies in the position of the teeth with narrowing in / h and RD.

Results assessment of QOL in children aged from 7 to 12 years - 36.6%, from 12 to 17 years - 42.3% parents gave a positive response. QOL of the examined children was slightly different depending on their emotional state, that is, the lowest QOL was observed in children from 12 to 17 years of age according to the responses of the respondents. Parents Yes assessed social status of their children, which according to the analysis of the results was relatively the worst in children 5-7 years (average of 50.7%) and on the best in children 12-17 years (average of 18.1%).

The parameters of family well-being of children depending on the presence of dental problems showed that the majority of parents of children 5-7 years old answered the question "are You upset about your child's dental problems?"» they answered in the affirmative-on average, 51.4%, while parents of children over 7 years of age answered positively relatively less in relation to other age groups. In the examined children aged 5-7 years, QOL was noticeably lower-an average of 0.71 units, respectively. (an average of 201 points) than children 7-12 years old). We found that the more parents are upset by dental problems in their children, the lower the QOL in these children.

In response to the question "do you feel guilty about your child's dental problems?", the results show that the trend of changes is very similar to the previous case, that is, the older the child, the less the parents feel guilty about their dental problems-on average, 34.0% and 38.3%, respectively, for the age groups of children. Assessment of children's QOL gave the same result, that is, the older the child, the higher the QOL – respectively, for age groups of children, the average is 0.79 units. (average 223 points); 0.52 units. (average of 274 points).

The analysis of the obtained research results presented in table 1 showed a peculiar dynamics of all studied antibodies in the blood serum of children with HND and HFA. Thus, in children with NND and HPA, there was a decrease in the level of class A antibodies in the blood serum of 38% relative to the indicators of the comparison group (HS). As is known, when an antigen or endotoxin enters the body, plasma cells initially synthesize class M antibodies. The obtained results of studies presented in the table indicate a decrease in this class of antibodies in the blood by an average of 25% when compared with the indicators of children with HND and HPA - the main group (OG). Apparently, one of the reasons for the identified changes in relation to Ig A and M is the chronization of the pathological process, which leads to the depletion of the humoral link of the immune system. It is possible that the duration of this combined pathology in children of NND depletes this system of immune protection of the body. Usually, the duration of the pathological condition should induce IgG synthesis instead of IDM in the blood. Consequently, IgG dynamics usually inform about the duration of the pathological condition.

TABLE 1 INDICATORS OF SYSTEMIC IMMUNITY IN CHILDREN WITH NND WITH CHA COMBINATIONS

Classimage s,	Children with HPA in the Nndp=118	Children without an Hour Nndp=32
Ig A, мг/дл	74,81±5,27*	125,74±5,23
Ig G, мг/дл	1347,67±22,52	1180,71±11,16
Ig E, мг/дл	307,51±21,33*	69,12±3,28
Ig M, мг/дл	80,24±7,04*	110,16±5,21

Note: * - confidence of differences P<0.05

In our studies, the level of IgG increased relative to the indicators of the comparison group by an average of 16%. A similar dynamics was observed with respect to IDE, where its concentration exceeded the GS indicators by an average of 5 times. The revealed fact of changes in the indicators of class E antibodies indicates that in children with HPA in combination with nndp, Pathological changes are observed not only from the side of HPA or HND, but also from the detoxification system.

Thus, on the basis of the obtained research results, a new scientific idea was formulated and scientifically justified regarding the systemic immunity of children with HND and HFA, which allowed to enrich the scientific concept of humoral immune system dysfunction and identify new patterns of the studied combined pathology.

Analysis of indicators of local immunity in children NND and HPA, as can be seen from the presented research results (table 2) are characterized mainly by the suppression of all studied saliva indicators. The content of lysozyme in the saliva of children of the main group compared to the control was reduced by 4.7 times in relation to the GS indicators. A significant decrease in the content of sIgA in the saliva of children with HPA in combination with HND is on average 2.5 times. The level of lactoferrin had a significantly reduced value in relation to the indicator of children with HPA, without HND, where it was equal to 876.51±23.56 ng/ml, compared to 1628.93±33.24 ng/ml in the comparison group. Thus, we found more significant changes in local immunity than in systemic immunity in children with HND and HFA. At the same time, the leading value of IgE in the development of this combined pathology in children is shown.

According to literature data, the loss or absence of a section of the GSTM1 gene leads to the absence of the corresponding enzyme involved in the detoxification of the xenobiotic and thus, the body's ability to metabolize the xenobiotic is reduced. In this situation, there is.

TABLE 2 INDICATORS OF LOCAL IMMUNITY IN SALIVA IN CHILDREN WITH ND COMBINATIONS PDF

Indicators of ground-ommun-	Children with HPA in the Nndp=118	Children without HPA with Nndp=32
Lysozyme, mcg/l	0,49±0,03*	3,88±0,15
Lactoferrin, ng / ml	876,51±23,56*	1838,93±21,14
sIg A, мг/л	98,38±8,16*	269,23±9,67

Note: * - confidence of differences P<0.05

increased Ig levels due to xenobiotics and allergens. Loss of a section of the GSTM1 gene and high IgE values, in our opinion, is one of the predisposing factors to h and PDF aggravation. Therefore, the observed dynamics relative to IgE in the blood serum of children with ND is Claimed to be one of the markers of this disease.

CONCLUSIONS:

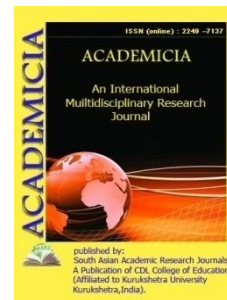
1. The Frequency of NND among patients with AO (36%) was significantly higher than in those with FO (21%). NND is most often combined with DO (61%) and PO (22%). In addition, the indicators of nasal passage in FO and min in MO differ from those in FO by 30%, while the NND is accompanied by a decrease in the total volume of air flow and an increase in the total resistance for all types of AO dentition; and the deterioration of rhinomanometry is most pronounced in MO with NND.
2. NND accompanied; when reduced TO the width of the palate (4.3%); MO reduced angle alpha (by 27.8%), increased depth of heaven (9.6%); with a reduced width (13.9%), angle alpha (на28.4%) and length of heaven (by 8.0%); with FO in individuals with NND increased depth of heaven (by 12.0%) and other;
3. Indicators of family well-being of the examined children, depending on the presence of dental problems, showed that certain patterns were revealed when analyzing the data: first, it was found that the more parents were upset by dental problems in their children, the lower the QOL of these children; second, the older the children, the less parents were upset by dental problems in their children; third, the parameters of parents' anxiety due to dental problems in their children are inversely proportional to the level of QOL of the child; fourth, the parents' sense of guilt towards their child due to dental problems gradually decreases with the child's age; fifth, the parents' sense of guilt towards their child due to dental problems in their children is inversely proportional to the children's QOL level.
4. Comprehensive study of the immunological parameters of blood and saliva in children with HND and HCH Allows us to recommend the concentration of IDE in peripheral blood as diagnostic markers. Elevated concentrations of the detected marker can be used for the differential diagnosis of hPa and HPA severity in children.

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DOI NUMBER: **10.5958/2249-7137.2020.00115.9**

SOME ASPECTS OF SOCIAL LIFE OF HARYANA FROM 16TH TO 17TH CENTURY

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ABSTRACT

Social history of a region generally endeavors to present the varied aspects of daily life of the inhabitants of villages, towns and cities in the medieval period. The dwelling houses were congregated together usually at a central site, with the land of the cultivators spreading around. The roofs of the houses were flat. The house of the poorer classes had a small courtyard and one room or two. The most common plan of the house of the well to do classes was that the courtyard was surrounded by a wall. The entrance served as a temporary cattle-shed and the men of the family frequented it to smoke and gossip. Usually, there was a detached sitting room, variously called diwan-khana or baithak. Female apartments were separate. The rooms were dark, damp and badly ventilated. The houses were of bricks and in lanes near to each other for the sake of shade. The sanitary condition was not proper but the inside of the houses were kept very clean. In the houses of the common people very little furniture was kept in the rooms. For lighting in the houses of the nobles and the rich men, other appliances and devices were in vogue. Ordinarily, the earthen pots (diya) filled with mustard oil with cotton wicks were used for light. The people of Haryana in general were vegetarian but in common high class people and the Muslims were non-vegetarian and used to drinking. Rice, millet and pulses, milk and milk products were chiefly consumed in general in the rural areas. Khicheri was relished both by the gentry and commonalty. In the matter of diet, the Muslims were notoriously extravagant and fastidious. However, the diet of the peasants was much cheaper and they used pulses and vegetables. The imported fruits dry and fresh were costly and were used only by the rich. Common people used to eat seasonal fruits which grew wild in the jungles and were easily available and gathered for sustenance by the poor. Ice fetched a high price and used by the rich

people. Indian dress varied from place to place and clan to clan and according to their social status and financial conditions. Indian dresses were chiefly determined by the geographical factors, climatic conditions and the changing needs and customs of the different areas. Clothes were generally woven by the village weavers with yarn spun by the peasant women folk. These garments except turban were made of 'khaddar', the rough cotton. The upper classes spent lavishly on their dresses and used silk, brocade and fine muslin according to their social status and financial conditions. Children used to remain naked till four to five years age. The peasants and the poorer classes tried their best to cut their dress requirements to the minimum. The love of ornaments was inherent in the human races. The love of jewellery was not confined to the people of any religion, sect or class. Various kinds of ornaments of gold and silver were worn according to their financial and social position. The Hindu women, except widows, were generally loaded with as much jewellery as their husbands could afford. Beside ornaments, the women decorated themselves by various kinds of 'tawizees' (amulets).

KEYWORDS: Ornaments, Inhabitants, Climatic

INTRODUCTION

Social history of a region generally endeavors to present the varied aspects of daily life of the inhabitants of villages, towns and cities. The villages were surrounded by cultivated holdings with or without some waste area. The dwelling houses were congregated together usually at a central site, with the land of the cultivators spreading around. In some cases, especially in the hills, small homesteads and farm buildings were found separately located on the land holdings. The average village was more a congeries of flat roofed mud hovels separated by narrow alleys. According to Ghulam Huasain, a contemporary historian generally the roofs of the houses were flat and people slept there for six months in a year as they used to do in the most parts of India wherever the houses were of bricks. The house of the poorer classes had a small courtyard and one room or two. The most common plan of the house of the well to do classes was that the courtyard was surrounded by a wall. The entrance to this was through a deohri or a porch, which was generally ornamented in some way. This served as a temporary cattle-shed and the men of the family frequented it to smoke and gossip. Usually, there was a detached sitting room, variously called diwnkhana or baithak. The cattle-shed usually adjoined the house. Cooking was done in a partly roofed shelter in a corner of the court-yard around which rooms were situated. The rooms were dark, damp and badly ventilated. Houses were built in an irregular way, leading to the congestion, divided into small quarters creating narrow streets and lanes, where hardly the rays of the sun could reach. The houses were of bricks and in lanes near to each other for the sake of shade.

The sanitary condition in an average village was not upto the mark. Drainage was faulty and the level of the floor of the house was sometimes lower than the adjacent ground. The village lanes and surroundings were often dirty enough, however, the inside of the houses were kept scrupulously clean. Both in the rural and urban areas houses were generally of mud with thatched roofs and in some area they were covered with tiles or khaprail. But in the towns the houses were of baked bricks and built close together, eaves touching eaves in order to make the maximum use of available space. Common houses were usually single storied but the houses of well to do

classes had often two or three, even six or seven storeys. Indian houses in general were remarkable well adapted to the climate, or rather to counteract the effect of hot, by having large and lofty apartment, with specious verandas, in which they sit and dine frequently in the hot season. Only a few houses had courtyard on one side, the usual plan being to leave a little open space in the middle of the house around which rooms were erected. The houses of the rich people were generally built with an enclosure, surrounded with galleries or verandas, for music purpose. The courtyards were decorated with plants, shrubs and fountains. Female apartments were separate.

In the houses of the common people very little furniture was kept in the rooms, consisted of a palung, charpai or khatiya depending on the status of the user. Palung was the high quality bedstead, the bottom of which laced with a thick wide cotton rope, niwar. Infants were made to sleep on khatola. The difference laid in the size and the charpai was a piece of furniture with very simple construction, low feet with the sides and ends formed of a common rough wood and the bottom of laced cord. Khatola was a bed, small in size. The palungs or the beds of the ruling class people were well decorated and studded with gold and silver. The carpets were used by people of upper class, covering it with a white or coloured sheet. For winter season, the complete bedding consisted of ghalicha, taushak, razai, or lehalf (quilt), doshala and kambal (blanket).

Ordinarily, the earthen pots (diya) filled with mustard oil with cotton wicks were used for light. For lighting in the houses of the nobles and the rich men, other appliances and devices were in vogue. For enhancement of the light and keeping of the wind from a candle fanus and jharwere used. Fanus was a kind of cover for the lamp and jhar was a chandelier. On the occasion of illumination all the above devices of lights were used by the department which looked after the arrangements of lightening for the royal household.

Food and Drinks:

The people of Haryana in general were vegetarian but in common high class people and the Muslims were non-vegetarian and used to drinking. The Hindu masses were, generally vegetarian by habit and consisted chiefly of rice, millet and pulses. Wheat was not apparently a part of the diet of common people even in the wheat producing region. In the hilly region maize and rice was the staple article of food. Grain was also eaten to some extent either parched or in the form of pulses or dal. In summer, barley was consumed in the form of flour mixed with water and gur or jagry. Milk and milk products were consumed in general in the rural areas. Rice was very popular among the wealthy people. Food grains were supplemented by herbs, beans and other vegetables which were available in the smallest villages also. Khicheri was relished both by the gentry and commonalty. It was the normal food of the masses prepared with the mixture of pulses, vegetables with rice and butter. It was also popular among the Mughals and the Pathans. In the day time they munch a little parched pulse or the grain (sattu) and grams etc. Vegetables were generally cooked with meat. The common man used roti (thick bread) and chapati (thin bread). Breads of wheat, jowar, bajra, maize were generally used. Muslims took bread with kabab, generally, on special occasions puri, a kind of cake fried in ghee. Bread (Nan) of different type was eaten by the people of upper strata of Muslim society. Pickles were in great demand. In the matter of diet, the Muslims were notoriously extravagant and fastidious. However, the diet of the peasants was much cheaper and they used pulses and vegetable. An Amir or a noble could spend twenty rupees in the preparation of half a seer of pulao, a kind of

dish made of rice, species, flesh or fowl. Muslim nobles were accustomed to sumptuous meals. Qima and Nargisi kofta was also popular among the rich people. Qima was finely minced meat. Yet meat was the favourite dish of Muslims and meat shops were scattered in all big cities and towns. The Muslim freely took beef, mutton, fish, chickens and the meat of much other kind of birds. Ghee and mustard oils were used for culinary purposes. In the markets of the cities and towns cooked food with various preparations, boiled rice, curry, ghee and simple bread, khir (rice boiled in milk along with sugar) was available in the eating-houses. For the royal kitchen ghee was brought from Hissar- Firoza. It was meant for the general consumer as well. Among sweetmeats different kinds of Halwas were in vogue i.e. Halwa-i-adrykh, Halwa-i-badam, Halwa-i-pista, Halwa-i-nakud, Halwa-i-sheer, Halwa-i-khajoor, Halwa-i-nishashta, faluda, firni, khajoor, gulgula-a-juwarshir, shakarpara, etc. In those days, there were big and small shops of confectioners in the cities and towns and different kinds of sweets were popular. The common people both Hindus and Muslims could not afford the rich and dainty dishes due to general poverty. The poor people sometimes satisfied hunger by chewing grams, parched, fried or boiled (bokali) but the well-to-do-peasants and middle class people used milk, ghee, butter and curd etc. Most of the cusins were liked by the nobles and well to-do-people but the frequency with which they were prepared and expenses incurred on those, varied according to their financial positions.

The imported fruits dry and fresh were costly and were used only by the rich. The fruits mostly eaten were watermelon, mangoes, oranges, lemons, palm, pear and grapes etc. Common people used to eat seasonal fruits which grew wild in the jungles and were easily available and gathered for sustenance by the poor.

Ice fetched a high price and was used by those who could afford it. Only well-to-do classes especially the nobles used it for cooling the water for preparing Sherbat (beverage) during the summer. Ice was brought from Sirmur (Kumaon). Sometimes salpetre was also used for cooling water. Rose water sharbat and lemon juice mixed with ice were used by the rich people. Sharbat was in common use in those days and especially for entertaining the honoured guests. The use of wine and other intoxicants were very common among the people.

Many kind of earthen pots such as goli (a kind of earthen pitcher circular, small in circumference, long and circular in shape), matka (large circular and small necked earthen pot), thaliya (small pitcher), surahi (long necked water pot), jhajhar (an earthen pot for storing water) and koza (small earthen pot for drinking water) etc. were in general use for cooling and storing water. Pitchers full of water were kept on a wooden frame, called gheraunchi. Among the pots and pans were degcha, degchi and manideg (to cook hundred maunds of rice or meat), handiya (an earthen pot for cooking curries i.e. pulses, meats and vegetables etc.), dohi (wooden spoon), rakabi (a dish), qab (a large dish), tabaq (a vessel), karahin (made of iron), Chamcha (spoon), lota (a pot or a pipkin), were referred in the contemporary literature.

A flat wooden board on short legs, if large, was called takhat and Chauki if small was in vogue on which a printed or white cloth called dastar khwan (khawn, a tray elegantly railed in, and in generously painted and gilt as well as covered with a fringed towel of rich embroidery) was spread and edibles were placed on it. The food-articles were brought from the kitchens in khwans. After having finished their meals they just like before the meals used to wash their hands in the chillumchi (a large flat brass vessel with concave lid perforated with holes and slits of different forms) and usually betel- leaves (bira-i-pan) were served to the guests. They also enjoyed hooka

and remained gossiping for some-time, literary discussions continued till late night and people often retired for siesta after lunch.

Dress & Ornaments:

Indian dress varied from place to place and clan to clan. The ward robe of men in the rural area of Haryana comprised of pajamas or the loin cloth, dhoti or sheet round the legs, tahmat or majhla as the lower garment and the shirt as the upper. In the cold weather, waistcoat or a loose coat wadded with cotton or a woolen blanket were in use. Some people also used a light quilt called dulai or razai or quilted gowns of cotton and quilted caps. During the winter the common people except paupers put on small quilted coats which lasted for years. The head dress of men was a turban. Usually the dress of Hindu women comprised of ghagara or lehnga (skirt) as the lower garment and a shirt or a kurti of cotton as the upper. Married women also wore a bodice called angiya or choli which left lower portion of the trunks naked. Hindu widows wore only white cloths. The favourite apparel of upper class of both Hindu and Muslim women were salwar and a loose shirt and women of all classes covered their heads and the upper front of their body with a piece of cloth called dupatta or orni. The Muslims of upper classes spent lavishly on their dresses and used silk, brocade and fine muslin according to their social status and financial conditions.

Due to the state of general poverty, the middle class or common people wore very simple dresses less costly, suiting to their professions or status. A complete suit of female called a tuil and clothes of male called a jora. Clothes of silk stuffs, shawls and handkerchiefs were generally used only by the rich. The dress of a soldier consisted of ungrukha white trousers and a high crowned cap and jubba. The orthodox Sikhs wore short drawers, tamba and pagri. Turban or pagri was often twenty yards in length. These garments except turban were made of 'khaddar', the rough cotton. Clothes were generally woven by the village weavers with yarn spun by the peasant women folk. Children used to remain naked till four to five years age. Indian dresses through the ages was chiefly determined by the geographical factors, climatic conditions and the changing needs and customs of the different areas. In those days, greater emphasis was given on the protective requirements of the dressing. The peasants and the poorer classes tried their best to cut their dress requirements to the minimum.

The love of ornaments was inherent in the human races. The leisured and rich classes paid great attention to the physical adornment. Wearing of ornaments was not so popular among the Muslims. The Muslim men used to put on amulets while the Hindus and the Sikhs adorned themselves with earrings and hand rings. The Rajputs considered it a mark of dignity and nobility to put on earrings and bracelets. Even common people among the Hindus wore ornaments, if they could afford it. The ornaments were made of various sorts of material, from the cheapest up to the most valuable and also sometimes studded with pearls and diamonds, used according to one's status. The nobles and upper class people put on rich bracelets on their arms and jewels on their turban and necklace (string of pearls round their necks hanging down) during the days of ceremonies and rejoicing.

The men, too, wore ornaments on different parts of the body, though not as profusely as the women used to wear. The common people wore silver rings on their fingers and other ornaments if they could afford. Men of high status wore a special signet ring usually of silver as well. The

other ornaments wore by the males were mundran (small earrings), chhap, Kara and hassi or necklace.

The women in general have always been fond of adorning themselves with a great number and varieties of gold and silver ornaments and jewelleries. A women's social position was greatly determined by her jewels. The love of jewellery was not confined to the people of any religion, sect or class. Various kinds of ornaments of gold and silver were worn by the Muslim ladies according to their financial and social position. The Hindu women, except widows, were generally loaded with as much jewellery as their husbands could afford. Ladies bedecked every limb of their body from head to foot with different types of ornaments, i.e., for the head, forehead, ear, nose, neck, arms, wrists, fingers, waists, legs anklets and feet etc. In the sixteenth century Abul Fazl enumerated thirty-seven ornaments in his list of ornaments in the *Ain-i-Akbari*. But by the eighteenth century the number of ornaments had increased more than three fold. Many of the ornaments which were in vogue during Akbar and his immediate successors' reign had gone out of fashion and new ones with new names came into use. Some of the ornaments which were in common use and popularly, worn by the women, were kara, bangles or Churian, Chhap, earrings, chhala, ring, hassi, nath, nose ring, koka or noli, long patri (a thin ring), necklace of coins (rupees or eight anna piece strung together), dholna like a locket, made of either of gold or silver and tikka usually of gold for the forehead, pazeab and anklet were usually of silver. New ornaments came to be used. The ears of both male and female and nose of girls were pierced though at a very tender age. And ornaments of brass, silver or gold according to the wealth of their parents were thrust through the pierced holes. Poor women, who could not afford gold or silver, made use of seeds, shells and flowers. Some time copper and brass ornaments were also used by them. Beside ornaments, the women decorated themselves by various kinds of 'tawizees' (amulets).

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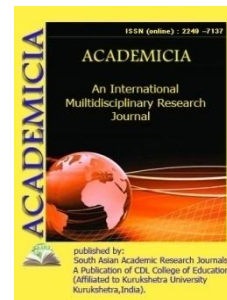
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DOI NUMBER: 10.5958/2249-7137.2020.00123.8

DEVELOPMENT OF STUDENTS' SPEECH CULTURE DURING RUSSIAN LANGUAGE LESSONS

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ABSTRACT

This article refers to speech competence, the concept of "culture of speech" in modern society, about aspects and basic qualities of speech culture. Thorough communication skills are the key to the successful activity of the subject and to a successful life in general.

KEYWORDS: *Speech Culture, Aspect, Quality, Competence, Expressive Means, Linguistics.*

INTRODUCTION

Our epoch is the epoch of change. The formation of a new education system is currently underway. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process. Other content, different approaches, different law, other relations are offered. The content of education is enriched by new procedural skills, the development of the ability to operate with information, and the creative solution to the problems of science and practice, with an emphasis on the individualization of educational programs. Due to the fact that the concept of "speech culture" in modern society has acquired a somewhat vague meaning, and the requirements of the labor market are very high relative to the speech culture of the person, recently the term "speech competence" has been introduced into everyday life. It is speech competence today that is the category that characterizes the degree of development of speech. The main task of the school now is the development of a socially active person. The formation of a culture of speech in the framework of the implementation of communicative competence is an urgent problem, the solution of which is important both for each individual

person and for society as a whole. Society is unthinkable without communication. It is in the field of communication that a person carries out both his professional and personal plans. Here he receives confirmation of his existence, support and sympathy, help in the implementation of life plans and needs. Therefore, thorough communicative abilities and skills are the key to the successful activity of the subject, and to a successful life in general.

Each educated person, of course, must be able to evaluate speech behavior - his own and the interlocutor, to relate his speech to a specific communication situation. Why is it that today, in the twenty-first century, journalists, scientists, linguists, psychologists, sociologists, writers, and teachers are especially keenly aware of speech problems.

The language of any nation is not a historical memory embodied in a word. Millennial spiritual culture, the life of the Russian people is peculiar and unique reflected in the Russian language, in the monuments of various genres - from ancient Russian chronicles and epics to works of modern fiction. And, therefore, the culture of the language, the culture of the word appears as an inextricable link of many, many generations.

MATERIALS AND METHODS

The culture of speech in its traditional sense is the degree of proficiency in the literary language (its norms, stylistic, lexical and grammatical-semantic resources) in order to communicate most effectively in various communication conditions.

One of the main components of the language culture is the expressive means of the language. To know them, to be able to use them in speech in all their structural diversity - every native speaker should strive for this.

The concept of speech culture in linguistics is interpreted in two ways. On the one hand, this concept is used to designate special science and the corresponding academic discipline, and on the other hand, a specific phenomenon of social and linguistic reality, which is the subject of research of this science.

Speech culture is a section of linguistics (linguistics) that studies the speech life of a society in a certain period (objective historical point of view) and establishes on a scientific basis the rules for using language as the main means of communication between people, an instrument for the formation and expression of thoughts (normative regulatory point of view) .

The culture of speech is a combination of human skills and knowledge, ensuring the appropriate and uncomplicated use of language for communication purposes. In other words, the culture of speech is understood as such a choice and such an organization of language means that, in a certain communication situation, subject to modern language norms and communication ethics, can provide the greatest effect in achieving the stated communicative tasks.

This definition allows us to distinguish 3 aspects of speech culture: normative, ethical and communicative.

The normative aspect implies the conformity of speech to the requirements that have formed in a given linguistic collective in a certain historical period; it is associated with correctness, exemplary speech, with observance of literary norms of pronunciation (orthoepic norm), stress (accentological norm), word usage (lexical norm), morphology (morphological form), construction of phrases and sentences (syntactic norm).

The communicative aspect is associated with the selection of appropriate and justified linguistic means in a particular communication situation, with the deliberate use in speech practice of those words, word forms and phrases that most closely correspond to the communicative situation and meet the goals of communication. This aspect involves the knowledge of the speaker with functional varieties of the language, as well as the ability to navigate the pragmatic conditions of communication.

The ethical aspect of speech culture is determined by knowledge of the rules of speech behavior and the ability to apply them in specific communication situations. This aspect of the culture of speech is associated with the concept of speech etiquette, which refers to the developed system of rules for speech behavior and speech formulas used in certain communicative situations.

RESULT AND DISCUSSION

In the school and university standards of the new generation, it remains a priority to improve the communicative skills of students, deepen text skills, develop a speech culture, and develop a responsible attitude to the word. The need to develop the ability to see the totality of all the visual and expressive means of the language that are used in the text, to classify and determine their role in the text fragments, to give examples correctly, arises in preparation for the state final certification.

Thus, the main goal of teaching the Russian language at school is associated with the culture of students speech development.

The main qualities of the culture of speech are correctness, accuracy, consistency, purity, wealth, expressiveness, relevance. Assessing the quality of speech, the concept of communicative expediency of all its sides is used.

The accuracy of speech is most often associated with the accuracy of usage.

The accuracy of the usage depends on how much the speaker knows the subject of speech, how much he is erudite, whether he knows how to think logically, whether he knows the laws of the Russian language, its rules.

Thus, the accuracy of speech is determined by:

- Knowledge of the subject,
- logic thinking
- The ability to choose the right words.

A careless attitude to the language can lead to misunderstanding, wrong actions, conclusions, to a violation of speech ethics, and sometimes even to a quarrel.

The accuracy of speech is reduced by ignorance about the existence of paronyms and homonyms in the language, and the inability to neutralize these phenomena in speech. The purity of speech is the absence in it of superfluous words, weed words, parasitic words. Of course, there are no named words in the language, they become so in the speaker's speech due to their frequent, inappropriate use. Unfortunately, many people are actively inserting "favorite words" into their speech: so to speak, that means that, as a matter of fact, you see, of course, yes, so, you know, in fact, this is the most, etc. This makes a very unpleasant impression on listening.

Our speech experience leaves no room for doubt that the structure of speech, its properties and features can wake people's thoughts and feelings, can maintain keen attention and arouse interest in what is said or written. These features of the speech structure give grounds to call it expressive.

Expressiveness of speech refers to such features of its structure that support the attention and interest of the listener or reader; accordingly, speech possessing these features will be called expressive.

CONCLUSION

The expressive means of the language are sometimes reduced to the so-called expressive-visual, i.e. tropes and figures, but expressiveness can be enhanced by units of the language of all its levels, starting with sounds and ending with syntax and styles. Even a single sound, not to mention some combination of them, may turn out to be expressive in speech.

Wealth and diversity, originality of the speech of the speaker or writer in many respects depends on how much he realizes what the originality of his native language is, its richness. The Russian language is one of the most developed and processed languages in the world with a rich book-writing tradition.

The speaking person needs to have a sufficient supply of words to express his thoughts clearly and clearly. It is important to constantly take care of expanding this stock, to try to use the wealth of the native language. The richness of the language is determined by the semantic richness of the word, i.e. its polysemy.

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DOI NUMBER: **10.5958/2249-7137.2020.00124.X**

RESEARCH OF TECHNOLOGICAL PARAMETERS AND PHYSICAL AND MECHANICAL PROPERTIES OF DOUBLE-LAYER KNITWEAR

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ABSTRACT

The article presents the results of an analysis of the technological parameters and the physic mechanical properties of new variants of the structures of double-layer knitwear worked out on a long-plane flat-wing machine. In order to reduce the consumption of raw materials, improve the quality of knitwear and expand the technological capabilities of the Long Xing flat-plate machine and the range of knitted fabrics, a method for producing double-layer knitted fabrics on a flat-plate machine has been developed. An analysis of the results of the study shows that the structure of double-layer knitwear helps to reduce bulk density, increase the strength of knitwear in length and width, reduce the elongation and shrinkage of knitwear, which improves shape stability, which positively affects the consumer properties of the developed samples of double-layer knitwear.

KEYWORDS: *Flat-Fang Machine, Double-Layer Knitwear, Connecting Thread, Technological Parameters, Physical And Mechanical Properties, Surface And Bulk Density Of Knitwear.*

INTRODUCTION

The loop structure of a knitted fabric is characterized by the fact that the filling with threads of a unit of its area, in comparison with fabrics, is less. As a consequence of this, the volume of knitted material is higher (density of knitwear 0.2-0.3 g / cm³, fabric density 1.1-1.3 g / cm³) [1]. At the same time, the thread consumption during the development of a unit area per knit is less than the weaving one. The latter is one of the determining criteria for the advantage of the economy of the knitted mode of production.

MATERIALS AND METHODS

The structure of double knitwear of combined weaves, when knitting which uses two systems of threads: one for the formation of loops of the front side, the other on the wrong side, do not go to the other side. In accordance with the peculiarities of the structure, such a knitwear is named Ph.D. Pospelovym E.P. double-layer [2].

In order to expand the range of knitted fabrics, reduce the consumption of raw materials and improve the quality of knitwear on the Long Xing flat-wing machine, 3 variants of double-layer knitwear were developed.

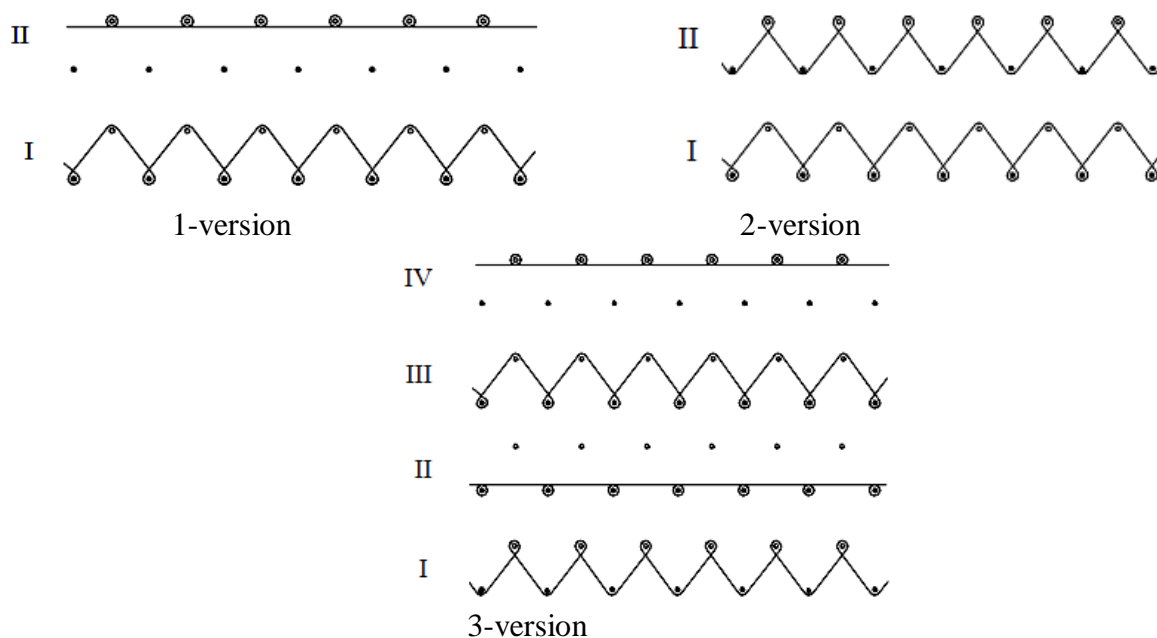


Fig. 1. Graphic record of the production of double-layer knitwear

The connection of the layers of knitwear is carried out with the main threads by the press method of connection.

A graphical record of the production of double-layer knitwear on a flat-wing machine is shown in Fig. 1.

The front and back layers of knitwear are knitted from polyacrylonitrile yarn with a linear density of 31 tex x 2.

Technological parameters and physico-mechanical properties of the proposed options for double-layer knitwear were determined by the standard method [3, 4] in the “CentexUz” laboratory at TITLP, the results are shown in table 1.

TABLE 1 TECHNOLOGICAL PARAMETERS OF DOUBLE-LAYER KNITWEAR

Indicators		Versions		
		I	II	III
Type and linear density of threads, tex	Front layer	PAN 31 tex x 2	PAN 31 tex x 2	PAN 31 tex x 2
	Back layer	PAN 31 tex x 2	PAN 31 tex x 2	ПАН 31 tex x 2
Loop step A, mm	Front layer	1,5	2,5	1,67
	Back layer	1,67	2,0	1,67
Loop height B, mm	Front layer	1,25	1,25	1,45
	Back layer	1,16	1,25	1,43
Horizontal density P_H , loop	Front layer	33	20	30
	Back layer	30	25	30
Vertical density P_V , loop	Front layer	40	40	35
	Back layer	38	40	35
Length of the thread in loop l, mm	Front layer	5,8	10,7	3,5/10,45
	Back layer	11,3	11,5	4,3/11,6
Knitted surface density M_S , g/m ²		487,6	390	357,1
Thickness T, mm		1,9	1,9	2,05
Bulk density δ , mg/cm ³		256,6	205	174,2
Absolute volumetric relief $\Delta\delta$, mg/cm ³		-	51,6	82,4
Relative lightness θ , %		-	20,2	32,1

Comparing the bulk density of the double-layer knitwear, we have: for the III version of the double-layer knitwear with a surface density of 357.1 g / m² and a thickness of 2.05 mm, the bulk density is 174.2 mg / cm³, the bulk density of the II version of double-layer knitwear with a surface density of 390 g / m² and a thickness of 1.9 mm is 205 mg / cm³, and the bulk density of version I of a double-layer knitwear with a surface density of 487.6 g / m² and a thickness of 1.9 mm is 256.6 mg / cm³.

Then the absolute relief of the II version of the double-layer knitwear in comparison with the I version is:

$$\Delta\delta = \delta_I - \delta_{II} = 256,6 - 205 = 51,6 \text{ mg/cm}^3$$

The absolute relief of the III version of the double-layer knitwear compared to the I version is:

$$\Delta\delta = \delta_I - \delta_{III} = 256,6 - 174,2 = 82,4 \text{ mg/cm}^3$$

where, $\Delta\delta$ - absolute volumetric lightness, mg/cm³;

δ_I - bulk density of the I version of a double-layer knitwear, mg/cm³;

δ_{II} - bulk density of the second version, mg/cm^3 ;

δ_{III} - bulk density of the III version of knitwear, mg/cm^3 .

The relative relief of version II with respect to version I of a double-layer knitwear is:

$$\theta = \left(1 - \frac{\delta_{III}}{\delta_{II}}\right) \cdot 100\% = \left(1 - \frac{205}{256,6}\right) \cdot 100\% = 20,2\%$$





The relative relief of version III with respect to version I is:

$$\theta = \left(1 - \frac{\delta_{III}}{\delta_I}\right) \cdot 100\% = \left(1 - \frac{174,2}{256,6}\right) \cdot 100\% = 32,1\%$$

According to the results of the study of technological parameters presented in table. 1 it can be noted: a comparison of the samples of double-layer knitwear with each other in terms of bulk density showed that the III-Version of double-layer knitwear has the lowest bulk density, where rows of iron formed by the needles of the back and front needle beds are included in the weave structure.

The developed samples of knitted fabrics were tested for physico-mechanical properties according to the standard method in the laboratory conditions of TITLP and in the certification center "CentexUz". The results were listed in table 2.

TABLE 2 INDICATORS OF PHYSICAL AND MECHANICAL PROPERTIES OF A DOUBLE-LAYER KNITWEAR

Indicators		Versions		
		I	II	III
Type and linear density of threads, tex	Front layer	PAN 31 tex x 2	PAN 31 tex x 2	PAN 31 tex x 2
	Back layer	PAN 31 tex x 2	PAN 31 tex x 2	PAN 31 tex x 2
Breathability B,  /  *sec		34,5	58,4	48,6
Detrition resistance D, thousand cycle		43,8	41,6	44,05
Breaking load P, H	by length	643	412	716
	by width	401	306	531
Tensile elongation L, %	by length	69	94	53
	by width	91	108	38
Irreversible deformation  %	by length	20	15	14
	by width	25	28	18
Reversible deformation  %	by length	80	85	86
	by width	75	72	82
Shrinkage Sh, %	by length	0	2	1
	by width	1	4	3

By breathability is meant the ability of materials to pass air. Breathability is characterized by a coefficient of air permeability, which shows the amount of air passing through 1 cm^2 of material in 1 s at a given pressure difference on both sides of the material [3, 4].

The air permeability index of prototypes of double-layer knitwear varies from 34.5 to 58.4 $\text{cm}^3/\text{cm}^2 \cdot \text{s}$ which is achieved by changing the structure of the layers of knitwear, i.e. air permeability changes by 41% (table. 2).

The highest air permeability index for the II version of double-layer knitwear is 58.4 $\text{cm}^3/\text{cm}^2 \cdot \text{s}$.

The lowest air permeability rate for version I of double-layer knitwear is 34.5 $\text{cm}^3/\text{cm}^2 \cdot \text{s}$. This is due to the fact that a change in the structure of the layers of knitwear affects the porosity, size and shape of the pores and their number.

RESULT AND DISCUSSION

During operation, the products are abased against surrounding objects in contact with them and as a result of wiping individual parts become unusable.

The abrasion resistance indices of knitted fabrics vary within a very wide range - from 20 to 500 thousand revolutions of the device. Observations show that the ratio between the data of the experimental wear and the performance of the device will be different for different products from the same type of fabric, depending on their purpose. The abrasion values of all version of double-layer knitwear are close to each other.

The most durable abrasion among the options for double-layer knitwear is the III version of double-layer knitwear, its abrasion resistance is 44.05 thousand rpm. In this double-layer knitwear, looped rows of smoothness are included in the structure of knitwear.

Bursting characteristics are the main indicators adopted for the qualitative assessment of knitted fabrics. All state standards and technical specifications for knitted fabrics include standard parameters for tensile elongation and tensile load.

The breaking load of the experimental samples was determined by standard methods on a dynamometer "AG-1".

The breaking load along the length of option III of a double-layer knitwear is 10% greater than that of option I of a double-layer knitwear by 10%, and that of version II of a double-layer knitwear is 36% less.

The breaking load across the width of the III version of the double-layer knitwear is 25% more than that of the I version of the double-layer knitwear.

The breaking load across the width of the II version of the double-layer knitwear is less than 23.7% than the version of the double-layer knitwear, where the connection of the layers of knitwear is carried out with the press connection with the main threads.

Based on the breaking load indices of the experimental samples of double-layer knitwear, it can be concluded that double-layer knitwear, where the looped rows of ironing are included in the structure of knitwear, is stronger than double-layer knitwear, where there are no looped rows of smoothness.

As can be seen from the analysis of the physico-mechanical properties of the double layer knitwear, the tensile elongation of the developed version belongs to the III stretch group. The breaking elongation along the length of the III version of the double-layer knitwear is 23.2% less than that of the I version of the double-layer knitwear and is 53%. The tensile elongation along the length of version II of a double-layer knitwear is 27% greater than that of version I of a double-layer knitwear (table 2).

The tensile extension along the width of the III version of the double-layer knitwear is less than the tensile elongation across the width of the I version of the double-layer knitwear by 58.3% and is 38%.

The tensile extension along the width of the second version of the double-layer knitwear is greater than the tensile elongation of the first version of the double-layer knitwear by 16%.

When designing products, it is important to know what elastic properties the canvas has.

For these samples, the fraction of reversible deformation was determined, which includes elastic deformation, the main part of elastic deformation and the proportion of irreversible deformations, which includes plastic deformation and part of elastic deformation that did not have time to manifest itself within the time specified in the methodology "rest" sample.

The fraction of reversible deformation of the experimental samples of double-layer knitwear varies in length from 80% to 86%, while the proportion of reversible deformation in width varies from 72% to 82%.

Such indicators of the fraction of reversible deformation testifies to the ability of the studied samples of double-layer knitwear to quickly take their original size after stretching.

The shrinkage of the experimental samples of double-layer knitwear in length varies from 0% to 2%, while the shrinkage in width varies from 1% to 4%.

In the obtained double-layer knitwear, also two single weave fabrics are connected with the wrong sides using the main thread.

CONCLUSION

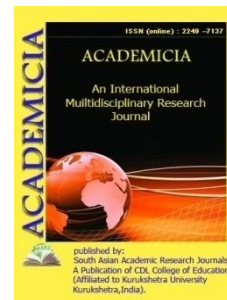
The proposed knitwear can be produced on a flat-wing and circle knitting machine, it can be used as a cloth going for cutting and sewing, the upper ones, the wrong side of which differs from the front quality of the yarn.

An analysis of the results of the study shows that the structure of double-layer knitwear helps to reduce bulk density, increase the strength of knitwear in length and width, decrease the elongation and shrinkage of knitwear, which improves shape stability, which positively affects the consumer properties of samples of double-layer knitwear.

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DOI NUMBER: **10.5958/2249-7137.2020.00125.1**

THE POLICY OF SOVIET POWER TO LIMIT PRIVATE PROPERTY IN UZBEKISTAN

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ABSTRACT

This article describes the policy of the Soviet authorities to restrict private property in Uzbekistan and its negative consequences, and provides an idea of the peculiarities of political decisions to limit property and the factors of degradation of the economic life of society.

KEYWORDS: *Privatization, Private Property, Monopoly, Soviet Power, Restriction Of Politics.*

INTRODUCTION

During the years of independence in Uzbekistan, the support of private property in the transition to market relations, ensuring the rights and protection of the legitimate interests of the property class has risen to the level of public policy. Because the main goal of reforms in our country is to increase the income of the population through the development of private property, in short, to create decent living conditions, and is an important factor in the democratic changes taking place in the country.

Unfortunately, in the first quarter of the last century, more precisely in 1917 year, when the bolshevik power in our country found a decision, the monopolistic attitude of the ruling party in all spheres of the life of the state and society began to be felt, the private relations that had developed in agriculture, gardening, production, crafts and other areas for centuries began to Even the lands and places of mosques and madrasas, which were community-owned, began to be transferred to the state. This situation, of course, negatively affected the socio-economic lifestyle of the population.

MATERIALS AND DISCUSSION

As a result of the implementation of the policy of “military communism” conducted by the Bolsheviks, a militarized society arose, the main signs of which were the absolute centralization and gross periodization of management, the abolition of private property, the confiscation of economic activities, the imposition of labor with punitive measures, the destruction of the existing system of market economy, the violent exchange of national and As a result, the number of peasant farms and the population for work has significantly decreased. In particular, by the beginning of 1921, the number of peasant farms decreased by 15% compared to 1915, and the number of men employed in them by 36% [2, 243]. A new economic policy, developed to address such conflicts, turned out to be a temporary measure. The state nevertheless went on the way of limiting private property.

The policy of Soviet power on the restriction of private property in Uzbekistan and the transfer of any property to the state power can be seen as follows:

First, Even in the early twentieth century, a large part of the population lived in a traditional society. The main income of the people came from agriculture, animal husbandry and handicrafts, and partly from trade. Between 1924 and 1925, 84% of the working age population was engaged in agriculture. The drought, which began in 1917, continued into the chronicle. Farming has become a difficult situation in practice. Meeting people’s needs for bread was the biggest challenge. Under such circumstances, the state gradually began to take possession of all property instead of supporting private property. This has led to the separation of farms that serve the basic needs of the population. Instead, the dominant ideology began to propagate the falsehood of "One man for all, all for one man."

Secondly, it is true that a large part of the population did not have such a large fortune in their hands. However, a small number of farms allowed for the cultivation of agricultural and melon products. Most of the land was concentrated in the hands of the local rich, and they engaged in farming by hiring ordinary peasants. On December 2, 1925, at the extraordinary session of the Central Executive Committee of the UzSSR, a decree "On the nationalization of land and water" was adopted. According to him, more than 50 desiatins of land were confiscated in Samarkand region and more than 40 desiatins in Fergana region. Farms with 7–10 tenths of husbands were reduced [3]. By 1926, 575 farms had been liquidated in the Fergana region alone. As if that were not enough, the Bolshevik government went on to nationalize their property by "listening" to the local rich. The local rich, separated from their property, were exiled to an entirely different territory. Their families were in a difficult situation.

Thirdly, power, they opposed all forms of private property. As dangerous as the intelligentsia, which was the front line of the people, seemed to them, the materially superior part of the population became the target of the current government. Such a policy did not bypass not only large landowners, but also artisans who had their own craft workshops. The workshops of artisans who made a living through carpet weaving, stonemasonry, leather, coppersmithing, weaving, and dozens of other crafts began to close. The Bolsheviks brought industry and factories into the country and pretended to lighten the burden of the population. In fact, at the heart of such a reform was the loss of the population's desire for production, ability and entrepreneurial skills, and the goal of becoming dependent on the state.

Fourth, the Bolsheviks also began to take over cultural institutions. Preparations were made for the creation of an organizational and institutional structure for the inculcation of communist ideology in the minds and hearts of the people. So far, Russian-style schools, new-style schools set up by the Jadids, and amateur art groups have been closed and nationalized. Now the established schools had to become not only a means of imparting knowledge, but also a means of propagating the Bolshevik ideology. The policy of repression against the Jadids was a “decisive” blow to the initiators of the new method of schools. Educational and cultural institutions have shifted to the dominant ideology.

Fifth, mosques and madrasas were separate property during the khanate regime. The state exempted such property from any taxes. These properties are used for the repair of mosques and madrasas, social protection of students and strangers. From 1920 to 1922, the foundation's property began to be limited. Their property was also transferred to the state. The state began to support atheist policies based on the ideas of the Communist Party. He aimed to inculcate his faith by weakening the faith of the people. But such a policy later had its negative consequences.

Result

Today, it is important to study the policy of Soviet power to limit private property as a holistic scientific study. In our opinion, it is worthwhile to pay attention to the following aspects:

- Analysis of the state of private property in Uzbekistan in 1917-1930 and the consequences of its acquisition into state power in the Soviet period and in the years of independence;
- Comprehensive coverage of the objectives and directions of the establishment of the Bolshevik power in the territory of Uzbekistan, its policy on monopolization of public and public life, its reforms related to the restriction of private property;
- Analysis of the consequences of the process of nationalization of land properties by indicating the total amount of private owners in the envisaged period, their place in the socio-economic life of the country;
- To reveal through archival sources and literature that the social situation of the population in the cities and villages in 1917-1930 years has deteriorated due to the policy of nationalization, which led to their dominant ideology;
- to examine the tendencies of the gradual destruction of the rich traditions of the population in agriculture, craftsmanship and trade by the state, etc.

CONCLUSION

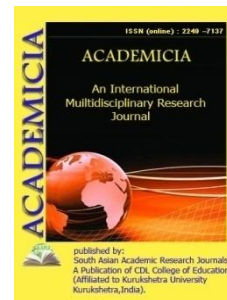
In general, in 1917–1930, the restriction of private property in the territory of Uzbekistan and its socio-economic consequences were extremely costly for our people. When the Bolsheviks came to power, the state of private property and its tendency to become completely state-owned increased. At the same time, efforts are being made to destroy folk traditions associated with farming, handicrafts and trade. The socio-economic situation of the population was deteriorating from year to year and the property of religious institutions was limited, all of which was manifested as a product of the economic policies of the former colonial system.

In conclusion, in a democratic society where private property is decided, the democratic outlook of citizens should be highly developed. Ensuring the active participation of citizens in the

process of property reform in the new era remains even more important through a deeper understanding of the content of democratic market reforms in modern Uzbekistan, the essence of the reactionary policy of restricting private property in the recent past.

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DOI NUMBER: 10.5958/2249-7137.2020.00126.3

THE ROLE OF MASS MEDIA IN THE HISTORY OF THE PERIOD OF INDEPENDENCE

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ABSTRACT

The article covers the role, formation, development and legal basis of mass media in the history of the Republic of Uzbekistan in the period of independence. The most important thing is that censorship was canceled. With the Prohibition of censorship, pressure on the media was taken. This constitutional rule is a legal guarantee of the truly free functioning of the mass media and unprecedented importance in the process of the renewal of society. In Uzbekistan, the granting of freedom of the mass media and the strengthening of this freedom in the legal sense is a process directly related to independence, and even open information was kept secret due to the fact that during the old regime-Soviet power, the system of administrative command and the cult of the individual found a firm decision. Nevertheless, the introduction of changes and additions to legal and normative documents in the process of development in this sphere is dictated by the times and the period itself.

KEYWORDS: *Ensure Freedom Of Speech At The Oliy Majlis, The Constitution Of The Republic Of Uzbekistan, Mass Media, The Press, Television, Radio, Internet.*

INTRODUCTION

The special emphasis on the issue of mass media at a new stage of development of our country is a logical continuation of the gradual reforms carried out in order to raise this sphere to the level of "Fourth authority" from the first period of independence of the Republic of Uzbekistan. In the years of independence, a number of legislative acts regulating and defining the development of the media sector were adopted and widely applied to life. Nevertheless, the introduction of changes and additions to legal and normative documents in the process of development in this sphere is dictated by the times and the period itself. Therefore, for those who study the history of the period of independence, it is an important task to study and assess these processes.

MATERIALS AND METHODS

It is known that the mass media is an institution that collects and processes all information about the events that are taking place, and supplies them to the public as news-information. It is worth noting that today the internet, which embodies the features and capabilities of the press, radio and television, is perfect for the speed and scope of information delivery, is rapidly entering our lives. Therefore, in the years of independence, about 10 legislative acts aimed at liberalizing and developing the press and media, ensuring freedom of speech, fully meeting democratic demands and standards were adopted and a solid legal base was created in this regard. [2, 499]

Today, the media operates in such specialties as political, social, economic, spiritual, educational and sports in Uzbekistan. The scope and relevance of the activity of this sphere necessitates further improvement of the legislative mechanism, creation of the necessary conditions for free activity. In this regard, President Sh. In Mirziyoyev's congratulation to the press and media employees on June 27, 2018, Mirziyoyev said that "transparency in our newspapers, TV channels is given permission for analysis and impartial criticism, the number of materials being prepared directly from foreign countries is growing, we support in every way". [3, 1]

The legal status of the mass media in the society, aimed at ensuring direct freedom of thought, speech and press of man, is determined by the constitutional rules. In particular, Article 67 of the Constitution of the Republic of Uzbekistan is an example of this. As noted in it "the media is free and works in accordance with the law. They are responsible for the correctness of the information in the established order. Censorship is not allowed." [1]

For the first time in the history of Uzbekistan, the land principle of the mass media is strengthened on the basis of this article as a constitutional principle. The most important thing is that censorship was canceled. With the Prohibition of censorship, pressure on the media was taken. This constitutional rule is a legal guarantee of the truly free functioning of the mass media and unprecedented importance in the process of the renewal of society. At the same time, this constitutional provision serves as a solid foundation in the adoption of several laws, which are the basis of the legislation of mass media.

The first President of the Republic of Uzbekistan I.A. Karimov noted in his speech at the joint session of legislative chamber and senate of Oliy Majlis, an extremely important condition for deepening the process of democratic renewal in Uzbekistan and ensuring the freedom of citizens – this is the implementation of concrete measures for the introduction of andoses for the development of mass media. [4, 25] Today, the issues of increasing the position of the mass media in society, further liberalization of press, television, radio activities, ensuring their independence and freedom in practice have been identified as one of the main tasks of reforming and updating our lives.

RESULT AND DISCUSSION

In Uzbekistan, the granting of freedom of the mass media and the strengthening of this freedom in the legal sense is a process directly related to independence, and even open information was kept secret due to the fact that during the old regime-Soviet power, the system of administrative command and the cult of the individual found a firm decision. Before the declaration of independence, the law "on mass media" was adopted on June 14, 1991. [5, 56] It is stated that "all mass media in the SSR of Uzbekistan is free. This law on the basis of the Constitution of the

Uzbek SSR guarantees every citizen the right to freedom of speech, to appear in the media, to express his opinion and convictions. The mass media work in accordance with the law in the selection, reception and popularization of information. Media censorship is not allowed" " it was stated. In this way, the right of citizens to freely express their thoughts in written or oral speeches in the Press, that is, the word earth is first guaranteed on the basis of law. In accordance with Section VIII of the law "on amendments to certain laws of the Republic of Uzbekistan" signed on May 6, 1995, certain amendments were introduced to this law. [6, 80] These provisions were not limited to the ordinary level of law, but also increased to the level of the Basic Law – constitution, taking into account the significant importance of the mass media. In accordance with the decision of the Oliy Majlis on December 26, 1997, in connection with the implementation of the new law "on mass media", the law "on mass media" of 1991 and the amendments introduced to it in 1995 were found to have lost their power. The provisions of Article 2 of the 1991 law "the word land and the media" are further improved in the 1997 law and are defined in the form of 3 separate articles – "The Media land", "The word land" and "Non-censorship". [6, 63]

The important news is that in the law, the concept of mass media landkinligi is described separately in each of the concepts of the word landkinligi. That is, in 2-article: "the mass media in the Republic of Uzbekistan are free and they operate in accordance with the Constitution of the Republic of Uzbekistan, this law and other legislative acts", then in 3-article: "everyone has the right to leave the mass media, to express his opinion and opinion publicly", the rule of freedom of expression is given a concise, clear. [6, 63]

Rule in 4-article on the Prohibition of censorship has been developed as follows: "censorship of mass media is not allowed in the Republic of Uzbekistan. No one has the right to demand that the published messages or materials be agreed upon in advance, as well as their text be modified or completely removed from the publication." [6.63-64]

Based on the activity of more than 5 thousand non-profit organizations, more than 870 newspapers and magazines, about 100 state and non-state television stations in Uzbekistan, it can be summarized that in the years of independence, significant work was carried out on radical reform of the activities of civil society institutions, development of Mass Media. If in the first years of our independence there were 475 Mass Media in our Republic, by 2009 this number was 1110. In particular, more than 600 of them were operating in the regions. [7.45]

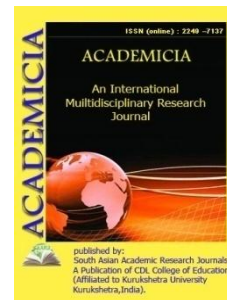
CONCLUSION

During the history of the independence period, the number of mass media has quadrupled and amounted to 1500 people. It can be seen that the number of websites and information portals with domain en in the internet network also increases year by year.

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DOI NUMBER: **10.5958/2249-7137.2020.00127.5**

PHILOSOPHICAL VIEWS OF UMAR LIFE

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ABSTRACT

The article analyzes the scientific and philosophical legacy of Umar Khayyam. The political, social and cultural contexts of the wise era were covered. The list of scientific and philosophical works of Umar Khayyam is presented in a logical order. The categories of the universe, the universe, the principles of dialectics, the dialectic determinism, the theory of cognition are detailed in the scientific article.

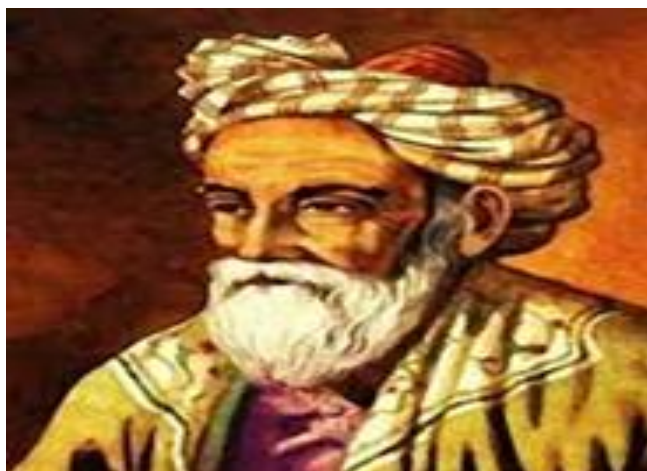
KEYWORDS: Existence, Humanity, Cognition, Dialectics, Action, Contradictions, Perfection, Perfection, Achievement Of True Happiness.

INTRODUCTION

The great philosopher, poet, astrologer, mathematician and doctor Guiyuddin Abulfotih Umar ibn Ibrahim al-Khayyam en Nishopuri was born on May 18, 1048 in Nishapur, Iran, into a family of artisans. Nishapur (Nisaburi) is the birthplace of the thinker. The border of the homeland of Omar Khayyam with the eastern and southeastern coasts of the Caspian Sea, Khurasan and its hometown Nishapur, bordering Ashgabat and Merv (Mar) in the north and Herat and Balkh in the east. Abulfate Umar is his name. Their father's name was Abraham.

Guiyosiddin is the title of Umar Khayyam. In the Middle Ages of Khayyam, these were images of thinkers of medieval thinkers who were known for their knowledge and great potential.

Khayyam is an alias for tentmaker in Arabic. Indeed, the ancestors of Umar Khayyam were engaged in tents. The great philosopher, poet, astrologer, mathematician and doctor Guiyuddin Abulfotih Umar ibn Ibrahim al-Khayyam en Nishopuri was born on May 18, 1048 in Nishapur, Iran, into a family of artisans.



Umar Khayyam (1048 - 1122 (1123) (1232)) Most of the works of Umar Khayyam are the fundamental problems of philosophy: existence - the Universe; man - man; world movement; about contradictions, their struggle; the role of man in the universe; as the essence of life - the most pressing problems.

MATERIALS AND METHODS

Umar Khayyam Nishopur studied at a madrasah in Balkh, Samarkand and Bukhara. The Seljuk minister, Nizamulmulk, offered him the government of Nishapur, but Umar Khayyam did not agree. Since 1074, he led the Isfahan Observatory and conducted research in mathematics and astronomy. His work and discoveries in the fields of astronomy, mathematics and philosophy are known.

List of philosophical works of Omar Khayyam
1. "Risolatul –cavn wa-t-taklif " ("Universe and its functions ")
2. "Risala fi-l-wujd" (Existence Treatise)
3. "There is Risala fi Kulliyati" ("A Treatise on the Commonality of Being")
4. "Answers to three questions"
5. "Navro'znoma"
6. "The world of the mind is the subject of all science"
7. "Book on request (about all creatures)
8. "Ruboiyot"

Toward a rich philosophy, Omar Khayyam Cathedral is a rubayom dedicated to a miracle. According to various sources, the number of Khayyam Rubays varies from 11 to 1200. There is little doubt that he was the author of the Rai'ahs attributed to Khayyam. In particular, the poet's views on alcoholism, easy life, luxury, blasphemy and atheism are often unreliable, especially when his contemporaries said that he was "a great scientist, thinker and God-fearing person." There are reports that such Rheais were deliberately fabricated by some groups against Islam. Even the Rubio manuscript by Omar Khayyam, stored in London, turned out to be false. Omar Khayyam is probably not an Uzbek family without royalties. Its philosophical content is deep and artistic. Published several times in the translation of Shomukhamedov. He later translated several Arabic verses into Uzbek.

Omar Khayyam as a philosopher perceives the world through a mirror and measures the problems of the Universe and Man with the help of a common philosophy. In this sense, in the work of Omar Khayyam, we are faced with a brutal philosophy that is unique not only to other philosophers, but also to Khayyam. The French philosopher Laroche Foucault argued: "Philosophy is the triumph of the past and the future, and the sadness of the present is the victory over philosophy." Rubies of Omar Khayyam is also a volcano of fiery emotions that could not reach the heart of a great thinker who flashed with brightness.

Omar Khayyam about life. Material existence exists for man, for human consciousness, which has its own objective law, which can be seen in his profound philosophical rule:

You were in front of me day and night

There was a whole spoiled girl.

Put your foot in the ground carefully

This soil was a black eye.

Can you change the world? If you can't do anything to change the world, don't worry about it! Khayyam offers the man what he can do. He says that the material world does not exist and does not exist, but changes and develops in accordance with its laws. According to Khayyam, a person dies after he dies, and particles of the human body appear on the earth that sprout from the earth and then return to the human body in the form of herbs, herbs and plants, and therefore matter moves around. He says: "The letter on the face of every beautiful grass in the ditch is a face. The soil is like tulips. Therefore, be careful to put your feet in the carrot. "

RESULT AND DISCUSSION

For Umar Khayyam, birth and death, good and evil, halal and haram are the same: they are all based on their natural law. A material being - the universe - is an eternal process that continuously moves from one state to another, from one state to another, from one quality to another. The great thinker skillfully declares in his famous tetrastich that every corner and cradle of the land on which we once walked was the head of the king or the hands of God or the apple of his eye. The philosophical poet clearly illustrates this point. When people die and their bodies turn to dust, they repeatedly emphasize that, among other things, cans can be made. The transition of a substance from one state to another in rubies reflects the emergence of the old and the appearance of the new: imagine rubies on earthenware, a pot and soil:

Stupid leg stomps the earth

I don't know that this creature is the soil of the face,

Every brick decorating the deck of the palace -

The head of the sultan and the finger of the minister.

From the point of view of a scientist, the category of norms of existence is not excluded:

If you drink wine, drink it wisely

Or a flower with a floral face

Drink in secret and drink in secret.

Cheer up, be consumed by shame.

From inanimate nature to life, flora and fauna, all living things, all living things, from plants to people, die. Material existence, the world existed before man, before human consciousness, existed and has its own objective law.

Omar Khayyam, reflecting on existence, refers to the ideas of Farabi and IbnSina about the relationship "existence is mandatory" and "possible." God is the first being, the first reason is God.

The poet's royal power is based on philosophical topics, such as the depth of human thinking, the meaning of life, human dignities and shortcomings, enlightenment and ignorance, as well as humanity in dialectical observation and philosophical depth.

The May image, which is often found in many Rubioevs, was used as a symbol of divine love and the glorification of the joys of life.

The distinctive orientation of philosophical ideas in the rubik style gave the scientist the status of a world famous scientist not only in the East, but also in the West.

The theory of knowledge of Omar Khayyam A deep knowledge of the sciences of Umar Khayyam does not raise doubts that it is possible to know the universe and nature. One can know the material world, and mankind is able to know nature - the material world. He says that there are many mysteries that nature does not know, and that these secrets will be revealed in the future. The knowledge in the works of Umar Khayyam is a reflection of what is happening in the human brain. As a practicing scientist, he was able to demonstrate in practice that the role of practice is deep. For instance:

1. In 1074, at the invitation of Malikshah and Nizam-ul-property, he built an observatory in Isfahan and headed it.
2. In 1079, ZigiElhaniy created a revised calendar (calendar) based on observations at the Nishapur Observatory based on the "Honorary Securities" of his time. This calendar also surpassed the Gregorian calendar, which was introduced 500 years later in Europe.

Like many poets and scholars of Persian folklore, Omar Khayyam sought to solve scientific and philosophical problems that were of great importance for his time. He answered his question about the purpose of life in this world. Life tells you that if you have lived in this world, you will no longer have to worry about it, live with joy and have fun.

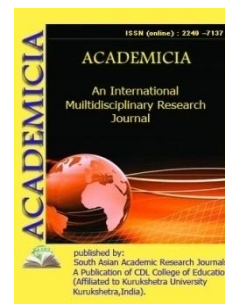
The great philosopher, scientist, mathematician, astronomer, judge and poet Umar Khayyam died in 1122 in Nishapur, Iran. In 1929, AbduraufFitrat wrote a book entitled Persian poet Umar Khayyam. This booklet contains 35 prose translations of prose.

CONCLUSION

The philosophy of Omar Khayyam can be compared with the philosophy of the ocean. No matter how much you use this Ocean, you still will not feel depressed, and continue to satisfy your thirst again. Khayyam's philosophy is spread all over the world through its cutting, and it is still in the hearts of people.

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DOI NUMBER: **10.5958/2249-7137.2020.00128.7**

COMPARISON OF LINGUACULTURAL ASPECTS OF ENGLISH AND UZBEK ENDOCENTRIC COMPOUND WORDS

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ABSTRACT

The present article elucidates endocentric compound words and their types. In recent years there has been an upsurge of interest in the study of different types of compound words in the material of different languages. Consequently, several approaches have been developed. It is noteworthy to say that conceptualization of compound words is understood by English and Uzbek scholars differently. The author reckons that analysis of endocentric compound words in Uzbek and English is essential. However, this theme hasn't been learnt thoroughly so far and doing research on them, comparing with those in English are the tasks that awaiting their fulfilment. Topicality of the research is conditioned by the necessity of defining the criteria of differentiating compound words from free word combinations and comparative study of endocentric compound words in the English and Uzbek languages for the first time and investigating the semantic, syntactic relations between the constituents of endocentric compound words, and linguocultural properties of the endocentric words in both languages as well. To study and compare endocentric compound words in the English and Uzbek languages taking into consideration their semantic, syntactic and linguocultural properties in order to reveal their isomorphic an allomorphic features in both languages could be the main purpose of this research. While doing the research there are used different methods, such as: comparative method, immediate constituents analysis of the word structure, distributional analysis and componential analysis of the word meaning as well. The results obtained: new data concerning semantic, syntactic properties of endocentric compound words in the English and Uzbek languages, and linguocultural peculiarities of endocentric compound words are distinguished. General summary and recommendations: the research on the various properties of endocentric compound words

on the material of related and non-related languages should be appropriate to continue including their cognitive and linguocultural properties.

KEYWORD: *Compound Words, Endocentric, Exocentric, Copulative, Appositional, Comparative Linguistics, Conceptualization.*

INTRODUCTION

As time is going as storm, consequently, languages and the structure of languages have been changed within the period. Though, everything is discovered, every field is investigated, there are many left that have not been explored yet. Language emerged as soon as human beings came into being. Over the centuries, the time passes too quickly and we have to catch up with all changes those are going around us. Every thousands of new words and set phrases appear to enrich the vocabulary of the languages. Language is one of the natural phenomena that is always in the process of development. There is the necessity of defining the criteria of differentiation compound words from free word combinations. Language is one of the natural phenomena that is always in the process of development. As there are no fields left being discovered or investigated, however, some of them are deferred to do a research on it. We studied the semantic and syntactic properties of the endocentric compound words on the material of the English and Uzbek languages. Taking into consideration the fact that in the Uzbek language the semantic and syntactic relations between the components of the endocentric compound words have not been elucidated enough in the scientific literature some changes have been introduced in the theme of the research. Although, in the order the investigation of the linguocognitive and linguocultural properties of the endocentric compound words were provided, it was found out that these questions could be separate theme of another mastership dissertation. Therefore, we supposed the linguocognitive properties of the endocentric compound words and paid more attention on elucidating the semantic, syntactic relations between the constituents of endocentric compound words and the linguocultural properties of them on the material of both languages.

MATERIALS AND METHODS

Cultural Linguistics advances multidisciplinary inquiry into the relationship between language and cultural conceptualizations. It champions researches that advances our understanding of how features of human languages encode culturally constructed conceptualisations of experience. Edited by world-renowned linguist Professor Farzad Sharifian, Cultural Linguistics publishes monographs and edited volumes from diverse but complementary disciplines as wide-ranging as cross-cultural pragmatics, anthropological linguistics and cognitive psychology to present new perspectives on the intersection between culture, cognition and language.

The tendency for different fields of knowledge to penetrate one into another is one of the determinative features of the 20th century science.

The scientists who works in this field are: A. Wierzbickaya, R.M. Keesing, R. Langacker, V. Maslova, V. Karasic, S. Vorachev, V. Telia, V. Shaklein, F. Vorobev, J. Stepanov, E. Levchenko, V. Kononenko, V. Zhayvoronok.

According to V. Maslova's research, the term "linguoculturology" is the science, which appeared at the intersection of linguistics and culturology. This science investigates the questions of reflection and consolidation of nation's culture in language.

Consequently, we came into one conclusion that linguoculturology is a new actively developing field of linguistics. According to R.M. Frumkina the emergence of linguoculturology began in a time when it was found that there was no place for culture in the science of language. Every culture has a number of concepts which are the markers of its identity. For example, the key markers in British culture are law, lie, privacy, etc. Moreover, every language is an original system which is etched in native speakers' mind and build up their world perception, therefore linguoculturology is a promising field for linguistic investigations.

Linguoculturology is a new interdisciplinary science, which studies some specific features of language and culture. It deals with the impact and reflection of culture in the language. As we know, that any language has some means of delivering culture, language is the vehicle, which assists to carry some cultural specificity. Initially, this science is based on utilizing and expressing the national culture in words, set expressions, texts. As we know that any language keeps its historical and contemporary hierarchy, the past and the future sequence of development. Language is the one, which shows the past time, today's life and future expectations. The cultural specific words, utterances and texts, which belong to any language can be comprehended completely by only the group of people who belong to this or that language.

As compared languages are included in two different language families, the cultural specific compound words differ from one another. While analyzing the two language sources, we can say that there are some analogies and alternatives between two languages. Thereupon, we used comparative method in order to compare the development of languages through putting into execution a feature-by-feature comparison.

The criteria for the English and Uzbek languages differ from each other. When there are phonological, graphical, morphological and syntactic types of criteria for determining the compound words in English, Uzbek compound words were not investigated so widely as in English. Uzbek compound words have some specific criteria to be found as compounding, but not having been investigated broadly. Stress is one of the unsolvable problems in Uzbek compound words. Whereas, in English determinant of compound words has a heavy stress, the determinatum has the middle stress. English compound adjectives do not hold this rule and they can be marked with double stress. The head of a compound word can be stressed, but the modifier does not take stress, even if it is a noun compound or an adjective compound. There are no exceptions concerning stress in different parts of speech as English has.

According to E.A. Vasilyevskaya "compound words consist of at least two morphemes which do not include affixes in it", equally, K.L. Ryashentsev defines them in the following ways "compound words are lexical-grammatical units which have combined components grammatically, semantically, graphically (spelling), and have their own intonation, and structural integrity.

However according to S.N. Mamatov "a compound word is a complicated unit which includes two stems". A. Khojiyev characterizes compound words as "those which always have semantic, syntactic, phonetic integrity and are always used in the same form in speech."

In the school books, it is defined in the following way: "compound words are words which have two or more roots", but Sh. Rakhmatullayev and A. Khojiyev emphasize that "compound words are not the words which consist of two words, but two or more stems". Opposing to them, B. Mamatov, does not agree to this definition and gives his own one in the following way: "not

all compound words consist of two or more stems or roots, sometimes a component or both components of a compound word may consist of both a stem and a derived word". As an example he gives the following compounds: beshiktervatar, ishlab chiqarish, tinchliksevar. According to B.Madaliyev "compound words are words which express one whole notion or meaning through joining two or more word combinations".

The analysis of the works of some Uzbek scholars shows that, there are some unprovable hypothesis, as compound words are based on two words which give one meaning, but according to our point of view, we can emphasize that compound words consist of only stems that give one integrated meaning. As you see, that only structural features of compound words are analyzed, and the syntactical, morphological and spelling features are left without taking into consideration.

Compounds formed by the word-building pattern Verb + postpositive are numerous in colloquial speech or slang, e.g., bliss-out, fall -bout/horse-around, pig-out.

In the Uzbek language, a compound word consists of two or more independent stems, which have integral meaning, binding lexically (A stem plus B stem). A compound word may consist of two stems consisting of two different parts of speech and can function independently in a sentence. Usually, compound words can answer one question, for example: ertapishar meva (early-ripen fruit), the word answers the question "qanday meva?" (what fruit?). Another criterion for a compound word is a word stress, which usually falls on the first components, whereas English compound adjectives can have two stresses, which means that both constituents are stressed. Uzbek compound words and free word groups are similar, as the English ones. Both compounds and free word groups may be spelt similarly, belong to one part of speech, even the components may be the same. However, as we mentioned before, compounds are words, which consist of two stems, have semantic integrity and one stress, usually answers one question. On the other hand, free word groups are group of words whose each component can answer different questions and has its own stress and function as different parts of a sentence.

Professor F.F. Fortunatov emphasizes that "free word group is divided into equal and unequal components". However V.V. Vinogradov mentioned that "free word group is close up to a word than a sentence".

B. Madaliyev, one of the Uzbek scholars notes that "free word group consists of two words or group of words which are interconnected with each other semantically and grammatically and which becomes an integral unit". Compound words have grammatical and semantic integrity, however free word group shows syntactical integrity in its structure, whereas compound words signify lexical integrity. A free word group combines syntactically, but compound words lexically. On the one hand lexicology and morphology study compound words, whereas, syntax studies free word groups. As an example: oq qush (a white bird) - rangi oq bir qush (so'z birikmasi), oqqush (swan) - qushning bir turi (qo'shma so'z); katta qo'rg'on (large fortress)-xajmi katta qo'rg'on (so'z birikmasi), Kattaqo'rg'on- joy nomi (qo'shma so'z).

As a whole, compound words belong to one of the parts of speech and can get as a whole form grammatical inflexion and word building affixes. The components of a free word group are combined syntactically. It seems that compound words have some connection between constituents on the first sight. However, they do not interconnect grammatically.

In order to compare and contrast the structure of compound words in both languages, we tried to use a method, called Immediate Constituent Analysis of the word structure. Which helped us to make the system of grammatical analysis which arranges compounds into constituents. As English is the member of Indo-European language family, it has another way of word formation. Whereas, Uzbek compound word formation reflects oriental way of forming a word, which totally differs from English, therefore the study of contrasting two language sources is essential.

Structurally, compound words are classified into endocentric, exocentric, copulative, and appositional. As I.V Arnold states, “in the endocentric nouns the referent is named by one of the elements and given a further characteristics by the other.” (I.V. Arnold. The English Word. M., “Высшая школа” 1986 стр-123-124) So endocentric compound words are those which contain head and modifier, the former denotes the basic meaning of the whole compound, the latter helps to restrict this meaning: moonshine and sunshine the components moon and sun are hyponyms whereas shine is hyperonym.

B. Madaliyev singles out some specific features of compound words as following:

1. The constituents of a compound word lose their grammatical function and they “hardened” as one word; elchixona, ish xaqi, beklaro’ti.
2. The components of a free word group are interconnected with each other with the help of affixes, conjunctions and auxiliary words, but compounds are not.
3. The components of a free word group can be used in its individual meaning, but the constituents of compound words express together one integrated lexical meaning.
4. The constituents of a compound word cannot be used separately, one cannot use one element without the other one, it has one integral meaning when both components are used together.
5. Compound words emerge when two or more stems are connected lexically with each other, however a free word group appears as a result of syntactic combination of more than one word.
6. Each constituent of a compound word does not have a separate stress, whereas, each element of a free word group have its own meaning and stress and a compound word has an integral meaning
7. While combining components of a compound word it faces a phonetic change, but elements of free word group never faces phonetic change phonetic phenomenon.
8. There is the pause between the constituents of a free word group, but not compound words. When you practice orally, the second component of a compound word is pronounced faster than the first component: Dilorom (ism) compound word; Dil orom olmoqda (free word group).

Praying mantis - a large, green insect that holds its front legs in a way that makes it look as if it is praying when it is waiting to catch another insect (LDCA). The same insect in the Uzbek language is called as “beshiktervatar”, the definition for that insect is given as “a green insect with net body, when it is hunting or feeling some trouble it automatically raises its front breasts and start swinging. When we translate it word for word it becomes as a cradle swinger (beshiktervatar). Cradle (beshik) is the kind of bed for a baby, especially one that moves gently from side to side. Cradle is one of the national-specific artifacts and therefore it is taken as the special point for naming an insect, the shaking position of cradle is similar to the position of

insect while hunting its trophy. Whereas, utilization of cradle for growing a baby is not as much developed in the Uzbeks culture. Therefore, Englishmen use another word to identify what insect it is, if in praying position. According to English people's world picture, the insect seems to be praying to god while being busy with hunting.

Woodpecker is a bird that uses its strong beak to make holes in the tree trunks in order to find insect to eat (LDCA). The characteristic feature of the bird is taken as the specific function of it. Its beak for making a hole in a tree is chosen as the main characteristic of it. If we analyze the same word in the Uzbek language, it sounds "qizilishton" (red trousers), the same definition has been given to that sort of the bird. However, from the Uzbek example it is clear that the sign that has been selected to call the bird is not its characteristic feature but its appearance. Calling differently the same type of a bird in different languages shows that they have different types of culture that performs its individuality.

Bluebell is a small plant with blue flowers that grows in the woods (LDCA). The reason why this kind of flowers is called after a bell is that the flower bands as bells. However, the same sort of flower in the Uzbek language is called as "angishvonagul" (thimble flower) the special feature of this flower is that the bunch of the flower gathers in inflorescences, it looks like a thimble. The comparison of these two language shows that a bell is more preferable to be chosen as one of the features of this flower in English, but in the Uzbek language the same quality (exterior view) of the flower is chosen but it is named differently.

An Evil eye bracelet is a curse believed to be cast by a malevolent glare, which is usually directed toward a person who is unaware. Many cultures believe that the evil eye will cause the receiver a misfortune, bad luck or injury (LDCA). Many nations have such beliefs that this kind of necklace may cause to a human being misery, frustration, they believe that it can injure human beings. The same type of jewelry is called as ko'zmunchoq (eye bracelet) in the Uzbek language. Ko'zmunchoq is the kind of bracelet that often worn by children in order to be safe from evil glance. When you look at amulet, you see that the eyes are looking to you and it seems the reflection of an eye in each one. Therefore, this sort of bracelet is called as evil eye in the western culture. In most of the cultures including the Muslim culture. The shape, which is alike with the eyeballs is taken as the first sign of naming the bracelet.

Honeydew melon - a type of melon with yellow skin and green flesh (LDCA). The main reason to name it after honey, it is as sweet as honey and when one can try it, he does not need to chew it but, as soon as one is put a slice of it in the mouth it automatically melts, at once spurts as dew and tastes as honey. This was the cause of calling this type of fruit as honeydew. The same sort of melon is called "obinovvot qovun" in the Uzbek language. As you see that, the inner part of it has been chosen as the main aspect of naming it in both languages. However, for the Uzbek nationality, hard candy (navot) is sweeter than honey, this type of sweets is consumed in the oriental countries therefore English people does not know that what sort of candy it is.

Brown eyes are sometimes called hazel eye too because of the green-brown color of some people's eyes. The same sort of eye in the Uzbek language is named as qo'yko'z (sheep's eye). An English endocentric word "hazel eye" takes its name after the nut of the hazel tree. The nuts are as round as human beings' eyeballs and their color is nearly similar with the hazelnut, therefore it is called as hazel eyes. Whereas, the same featured facial part of humans is called differently in the Uzbek language, "qo'yko'z" is the type of eyes, which are and look like green-

brown colored, drawing attention to the eyes of sheep, you can easily realize that sheep's eyes are almost similar to the humans' brown eyes. Both languages are based on different features while of naming one and the same part of a body.

Now let us analyze the endocentric compound word "walking stick". Walking stick is a stick that is used to support someone while she walks. The stick takes its name after helping person to walk, therefore it is called in such a way. The same stick that helps to move called as "qo'ltiqtayog" in the Uzbek language. The definition, which is given in the Uzbek explanatory dictionary is as follows: the person whose legs hurt or who is disable to walk, they may lean against it in order to balance their body, the top of this stick is comfortable to place in the armpits. If we translate it word for word, it sounds as "armpit stick". The special stick, which can be placed under arms is taken as the main feature of naming this word.

Mono eyelid is a single eyelid, instead of double eyelids. Mono eyelid is not solely an Asian trait. This kind of eye called as "bodom qovoq" (almond eyelid) is the sort of eyelid that swelled as an almond. As you see that, the shape of this kind of eyelid is taken as the first feature to name it. Paying attention to the name of English endocentric compound word "mono eyelid", the first component of this compound word means that is the type of illness that makes one eyes swell than usually it is.

Muttonchops is long hair growing down each side of men's face, fashionable especially in Europe and America in the 18th century. As we know, that chop is a piece of meat and this chop is the piece of mutton (the meat from an adult sheep eaten as food). This English endocentric word denotes that men's style of cutting his beard is similar with the piece of mutton however the same type of beard is called differently in the Uzbek language as "takasoqol". This endocentric words translated into English as follows: billy goat beard. The Uzbek compound word represents that the shape of this kind of beard style resembles with the beard of a male goat. Comparing these two languages, you can see that they use different parts of the body of different domestic animals to name one and the same phenomenon.

But there are some similarities in naming one and the same thing in the English and Uzbek languages.

Eyeglasses	ko'zoynak
Electrical pole	simyog'och
Horn flower	karnaygul
Barefoot	yalangoyoq
Bareheaded	yalangbosh
Glad tidings	xushxabar
Centipedes	mingoyoq
Light brown	bug'doyrang

Some words which are endocentric compound words in one language but in another language they may be simple word consisting of one morpheme. Examples:

Sash	belbog'
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Ostrich	tuyaqush
Barefood	oyoqyalang
Reference	ma'lumotnoma
Popular	hammabop

The analysis of the English and Uzbek endocentric words' analysis shows that some of them represents their cultural specific features that only this nation can comprehend. Endocentric compounds words reflect named nation' life styles, habits, traditions and history as well. Even geographical location can influence how to name the things. To sum it up, we can say that some compound words can denote some cultural specific features of this or that nation.

DISCUSSION

Every person is a part of culture, which includes national traditions, customs, language, history and literature.

Nowadays, the economic, cultural, and scientific contacts between nations are becoming wider and wider. Thus, the investigation dedicated to cross-cultural communications, correlations of language with culture and language personality are important today. The activation of cultural studies turned the spotlight on linguoculturology. Linguoculturology is a complex discipline, which has social, esthetic, philosophic nature. Russian scholar V.A Maslova considers linguoculturology as a science, which describes the culture of the people and gives the following definition to it: "Linguoculturology- it is a science, emerged at the intersection of linguistics and culture studies and explores the expression of the culture of the people, which is reflected and fixed in language". As we know that any culture, so language is a transport, which assists to carry some cultural specificity of a nation by means of lexical units, set expressions and texts, especially by set phrases, proverbs and sayings. Endocentric compound words are also one of the language means which express culture specific properties.

An evil eye bracelet-, is an artifact, which is believed to protect from a malevolent glare, which is usually directed toward a person who is unaware of it.

Many culture believe, that the evil eye will cause the receiver misfortune, bad luck or injury (LDCA). So many nations wear this kind of necklace as a protection from evil glance.

The same type of jewelry is called as "ko'zmunchoq" (eye bracelet) which comprise black beads with white points worn as a protection from evil eyes. In the Uzbek culture "ko'zmunchoq" is often worn by children in order to be safe from evil glances. When you look at an amulet, you see as if the eyes were looking at you. It seems that there is reflection of an eye in each bead. Therefore, this kind of bracelet is called an evil eye bracelet in the English culture. In this case, we can see the similarity between the English and Uzbek cultures, which finds its reflection in these endocentric compound words of the both languages.

Honeydew melon- a variety of melon with yellow skin and vary sweet green flesh (LDCE). Honeydew – 1) a sweet fluid, as manna, exuded from various plants.

The main reason to name it after honeydew- it is sweet as honey and when one eats it, he does not need to chew it. As soon as a piece of it is put in the mouth it melt at once, spurt as dew and tastes as honey. This was the cause of naming this variety of melon as honeydew melon.

The same sort of melon is called “obinovvot qovun” in the Uzbek language. “Ob” means “water”, “novvot” is variety of candy, which is too sweet and widely consumed in the Uzbek families. It is very popular and nationally specific types of sweets.

So both endocentric compound words naming one and the same variety of melon are named differently and have national-specific peculiarities.

Brown eyes are sometimes called hazel eyes too, because of their reddish brown color. Hazel bush is any of genul (Corulus) of shrubs or trees of the birth family bearing edible nuts called hazelnut. The color of ripened hazelnut is reddish brown.

Whereas, the same featured facial part of a human being I named differently in the Uzbek culture: “qo’yko’z”. The hazel eyes, which were described before are likened to the eyes of sheep. If you pay attention to the eyes of a sheep, you can easily realize that sheep’s eyes are almost similar to the humans’ brown eye. Both languages are based on different features of naming the same part of a body.

We think that geographical location of a country also plays some part in naming surrounding us objects, creatures and animals. In Uzbekistan, we do not have woods where hazel tree grow. But, sheep breeding is widely spread in Uzbekistan and Sheep is one of the most numerous domestic animals here. It explains the emergence of such endocentric compound words in the English and Uzbek cultures.

CONCLUSION

There are different views on defining compound words. According to Bauer “compounding is the process of putting two words together to form a third”, however, this statement is rather vague on the first sight. Compound words are free lexical unit, which consists of more than one stem and function both grammatically and semantically as a single word. As Lipka emphasizes that one of the essential criteria for a compound word is its freeness. Adams thinks that the order of the constituents in a compound word is fixed which leads to conclusion that they cannot be separated by inserting another free form between them. I.V. Arnold stresses that in a compound word the immediate constituents obtain semantic integrity and structural cohesion that make them functioning in a sentence of a separate lexical unit.

On the basis of the above-said, we can define compound words are such language units which have at least two constituent stems having semantic integrity and structural cohesion and which occur as a free forms in the language.

By analyzing linguistic literature and samples of compound words we come to the conclusion that it is necessary to use several criteria to differentiating compound words from free phrases in both language: 1) spelling is one way of differentiating compound words from free phrases, because compound words have three kinds of spelling such as: solid spelling, with a hyphen and with a break: life-saving, lifesaving, life saving; 2) phonetic principle of stressing in the next criterion. As the analysis of the material shows that, English compound words have unity stress in the most of the compound nouns: blackboard, blackbird. This principle does not hold with adjectives, because compound adjectives have a primary and secondary stresses called a double stress. Therefore, stress cannot help us to distinguish all compounds from free word groups. Example: snow-white, long-legged. 3) semantic unity is another criterion that helps to distinguish compound words from free phrases. Semantically, a notion greenhouse- a building

chiefly of glass, with controlled temperature, used for cultivating plants; a green house- a house which has green color. In this example, a free phrase expresses two separate notions.

We can add another criterion- a syntactic or functional criterion. A compound word fulfills one function in a sentence as an integrated unit structurally and semantically. As to a free phrase, each its component has its own function in a sentence: greenhouse fulfills the function of a subject or an object, but the components of the free phrase “green house” fulfills two functions separately “green” – an attribute, “house” – a subject or an object.

By analyzing the linguistic literature and researching collected materials we have come to the conclusion that word composition has become one of the most productive types of word formation in both languages. In 1960-ies and 1970-ies word composition was not so productive as affixation but in the 1980-ies it exceeded affixation and comprised 29,5% of the total number of neologisms in the English vocabulary. The main pattern of coining the two component neologisms are $N + N = N$, $Adj + N = N$.

The reason is to our mind, realization of the principle of economy in the language. The tempo of life nowadays is vary quick and intensive, therefore, the nominators and creators of neologism in the language coin compound words, whose meanings are equal to the content of free phrases and sentences and in this way economize the language mean ad time.

Endocentric compound words of the English and Uzbek languages usually consist of two constituents: the “head” (hokim yoki aniqlanish) is the main part, which is clarified and “modifier” (tobe yoki aniqlovchi qism) – the subordinate part which clarifies the head or concretize it. In both compared languages, the head comes as the main source or the cardinal stem, which stands second and the modifier is the part of word, which comes in the first place and identifies the meaning of the head. Consequently, the modifier parts conveys to the head and draws main attention to the drift of the head.

Snowball- a ball of snow that children make or throw at each other

Eyeball- the round ball that forms the whole of an eye, including the part inside the head

Tabriknoma- tabrik so'zlari yozilgan maktub, tabrik xati – a letter of congratulation

Tavsifnoma- biror kishiga oid ma'lumotlar uni sifatleri qayd etilgan hujjat, yozma tavsif – a letter of reference.

“Ball” is the head constituent and the important part which bears the main meaning “snow” and “eye” are the element, which add supplementary meaning to the head. The modifier part clarifies what sort of “ball” it is. In these example, the constituent “ball” is the head and the association between the head and the modifier is similar with the relation between hyperonym and hyponym. Exocentric compound words differ from endocentric compound words by the absence of the head constituents in their structure, they have partially or completely transferred (figurative meanings), and they are idiomatic unit of the language. For example: bluestocking “an intelligent and very educated women who spends most of the time studying and is therefore not approve by some men”. Both components of this exocentric word do not take part in the definition of it, so it is an idiomatic word.

If we some up characteristic features of endocentric and exocentric words they look in the following:

Endocentric compounds:

Head (usually right head constituent) confers its core meaning to the compound

Left hand constituent limits specifies or modifies the meaning of the head

Head is found inside the compound word

Exocentric compound

- head is implicitly expressed

- head is considered to be external to the compound

- often have metaphorical connotation and are idiomatic compound words.

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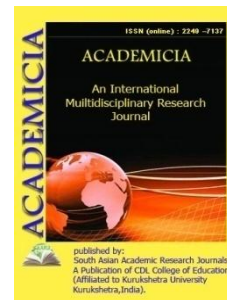
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DOI NUMBER: **10.5958/2249-7137.2020.00087.7**

A SURVEY OF ENGAGING PROBLEMATIC OF GOVERNANCE AND SERVICE DELIVERY IN NIGERIAN DEMOCRACY

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ABSTRACT

Purposeful governance is a fundamental instrument employed in the achievement of effective and efficient administration of resources and service delivery. Governance and social responsibility require that representatives elected via a legitimate and popular mandate, should give the citizenry adequate and effective representation that would guarantee decent living standard for everyone in terms of availability of basic social needs. The attainment of this objective connotes the purposefulness of governance. It is in this vein, that this research paper interrogates the issues of governance and the state of service delivery in Nigeria's socio-political and economic development milieu. The study made use of both primary and secondary data in the analysis of the phenomena under investigation. While the multi-stage sampling technique was used to select a sample of 6000 respondents from four out of the six geo-political zones, the chi Square statistical technique and Yule's Q were employed to test and determine the validation or otherwise of the stated hypotheses. The study found out that the framework of governance in deference to public service delivery in Nigeria is substandard, lacks purposeful direction thus; efficient and sustainable service delivery has been undermined. Consequently, the institutionalization of a systematic process of good governance control is required to encourage and sustain active public participation to ensure accountability, efficiency and effectiveness in service delivery.

KEYWORDS: Nigeria, Purposeful Governance, Service Delivery, Transparency, Accountability

INTRODUCTION

The idea of a democratic system of governance connotes equality and rights of opportunity for everybody, recognition of accepted governance, representativeness, popular sovereignty, minority rights, consensus consultation, right to select among alternative programmes, agreement on issues of primary importance, along with basically periodic elections (Oke, 2005, 2010), it gives room for participation in the political decision making process, it refutes uncertainty, autocracy and protects individual personality and values (Ake, 1991, 1996). Democratic ideals lay emphasis on open competition, popular and accountable association, transparency, freedom to organize, protest and guarantee civil rights and wellbeing. While governance involves the capacity to formulate and implement workable policies, and strongly associated with the level to which government is perceived and accepted as legitimate. It is concerned with improving communal wellbeing, receptive to the requirements of public welfare, capacity to guarantee law and order, deliver indispensable public services and able to create the right policy environment for productive activities (Cheema and Maguire, 2004; Sharma, 2007). Conventionally, government has definite primary roles which are universal and do not vary from one country to another or from one administration to another. There are, in addition, in contemporary political dispensations, certain more explicit goals and objectives which a particular political party in power may have chosen as its own focal point which it advanced in its electioneering pledges, and on the basis of which it got elected into power. Aspects of those goals, objectives and programs are usually assigned to individual government ministries and departments to accomplish. Because administrations have specified tenures, timetables are by and large set for the execution of such programs. It is the duty of an elected official, a political appointee or an office holder to make his/her self acquainted with the explicit goals and programs assigned to his/her office and to utilize modern managerial techniques to fulfill such responsibilities with a view to ensuring the discharge of effective service delivery.

In Nigeria, politics is overshadowed by non-accountability and impunity hence, those elected to political offices as well as political appointees/leaders do not consider accountability to the electorates but to themselves and their political mentors. The problem with the Nigerian political structure is the ineffective implementation of policies, neglect of campaign promises and gross abuse of political power (Anao, 1999; Osaghae, 2006). The objective of this study therefore, is to examine the concepts of governance and service delivery (facilitated by democratic doctrines) as significant features of Nigeria's political dispensation; to assess the current condition of key services (such as health, education, water and electricity) and to what extent these services have impacted the citizenry; and to suggest appropriate policy towards the attainment of effective and sustainable public service delivery in Nigeria. However, this study is not oblivious of the fact that, other forms of government apart from democracy have from time to time produced some acceptable level of governance and delivery of public goods. This study was conducted between March, 2012 and August, 2014. The Study is divided into six sections. Following this section is the conceptual analysis. The next section deals with governance and service delivery in Nigeria, problems and realities. The next portion discussed the methodology. The following section deals with statistical analyses and implication of findings while the following section deals with conclusion and recommendations.

CONCEPTUAL ANALYSIS

This section interrogates the concepts of democracy, government, governance and good governance as it affects delivery of service. The idea of democracy offers the prospect to participate in decision making in the political process. It renounces unpredictability and dictatorship and promotes the consent of the governed protecting human personality and ideals (Ake, 1991). Democracy in whatever form is concerned with recognition of popular sovereignty, equal opportunity, majority rule, representativeness, minority rights, right to choose between alternative course of action, popular consultation, consensus on basic concerns and more fundamentally periodic elections (Ake, 2001; Oke, 2005; Majekodunmi, 2013). The notion of democracy bestows the opportunity to take part in decision making by all adult citizens (Oke, 2010). The citizenry enjoys wide spread participation in the political process. Democracy presents a genuine base for the establishment and solidification of good governance through varying institutional procedures for citizens' participation (Touraine, 1991; Held, 1993; Clapham, 1994; Ghali, 1995).

Governance is the method by which we cooperatively solve the problems and needs of society. It refers to the institutions of the state which makes decisions within specific administrative and legal frameworks and allocates public resources in an accounting manner. A governance perspective encourages partnership between the public, private and non-profit sectors to attain mutual goals (Hambleton 2004, 2008). It is vital at this junction, to distinguish between governance and government. Government essentially is a collective body of elected and appointed body authorized to make laws and arbitrate for the well being of society, while governance is conceived as the practice and arrangement by which a government administers the resources of a society to solve socio-economic and political problems in the society (Mann, 1984; Arowolo and Aluko, 2012). Thus, the institution of government exists to provide good, effective and efficient governance.

Governance may be viewed as the method of exercising effectiveness, efficiency and equity in the management of public affairs that deals with the production, distribution and utilization of public goods such as roads, safety and security, electricity, water, education, healthcare, etc, provided by the state (Cheema, 2005, UNDP, 1997, 2000). The issue of good governance has pre-occupied the attention of development agencies and international institutions, these include, the World Bank and several inter-governmental organizations. These institutions have made the issue of good governance a critical precondition in their aid and donation policies to countries with poor track records on governance. The World Bank (2000, 2004) defines good governance as the procedure or method of exercising authority in the administration of a country's economic and social resources for the purposes of development. By this definition, good governance represents the use of power by the government to promote democracy, accountability and transparency; to formulate and implement good policies; to effectively and efficiently direct the human and financial resources of a country to achieve sustainable development that would reduce poverty (Yahaya, 1999; Igbo, 2006).

Daniel Kaufmann *et.al* identified six dimensions of good governance which include:

1. Voice and accountability (VA), the extent to which a country's citizens are able to participate in selecting their government, as well as freedom of expression, freedom of association, and free media.

2. Political stability and absence of violence (PV), perceptions of the likelihood that the government will be destabilized or overthrown by unconstitutional or violent means, including political violence and terrorism.
3. Government effectiveness (GE), the quality of public services, the quality of the civil service and the degree of its independence from political pressures, the quality of policy formulation and implementation, and the credibility of the government's commitment to such policies
4. Regulatory quality (RQ), the ability of the government to formulate and implement sound policies and regulations that permits and promotes private sector development.
5. Rule of law (RL), the extent to which agents have confidence in and abide by the rules of society, and in particular the quality of contract enforcement, the police, and the courts, as well as the likelihood of crime and violence.
6. Control of corruption (CC), the extent to which public power is exercised for private gain, including both petty and grand forms of corruption, as well as *capture* of the state by elites and private interests (Kaufmann et al, 2006: 4).

Aside the objectives of good governance, there is an intense debate as to what type of political system is well-suited for engendering good governance or put succinctly, what theoretical congruence exists, between democracy and good governance? Two key perspectives can be identified in this regard. Prominent African scholars like Goran Hyden and Richard Joseph recognize a symmetrical linkage between democracy and good governance. To Goran Hyden, good governance refers to “the conscious management of regime structures with a view to enhancing the public realm” (Hyden, 1992: 7). The major components of the governance structure include authority, accountability and reciprocity; these components reinforce the democratic values and practices interchangeably. For example, authority seeks expression in the legitimate use of power where the citizenry elect and control their leaders, while the measurement of accountability refers to the degree to which the people can hold their elected or appointed officials answerable for their actions or inactions. Reciprocity concerns the nature and quality of the social interaction among people in a political environment where individuals are free to form associations to promote and protect their interests (Hyden, 1992. Good Governance in these respects is equivalent to liberal democracy. On his part, Richard Joseph argues that accountability is the most fundamental principle of good governance, actualized through open competitive elections in a democratic society; according, “free and fair elections are the bedrock of any democratic society and the most important means of making governments accountable to the citizenry” (1990: 205). This libertarian position on the association between democracy, good governance and development was supported by Nyong'o (1988), Ihonvbere (1996), Awa (1991), Fatton (1992) and Alderman (1978).

The opposing stance to the libertarian proposition is that good governance is not connected to any particular type of political system. Good governance in effect is concerned with purposeful, effective and productive governance that may be found in a democratic, dictatorial, totalitarian or socialist regime, depending on the type of structures and political leadership provided by the rulers in the management of political power and its results. In this case, the idea of good governance is understood to be holistic substantial and far-reaching (Dunn, 1986; Charlick, 1991; Chabal, 1992). While democracy is undeniably a preferred form of government which may enhance good governance mainly, with respect to the ideologies and principles it propagates and

guarantees, nonetheless, it does not add up to nor is it naturally linked with good governance. The establishment of good governance in Africa according to Mafeje (1995), will be determined among other things by two factors; the degree to which decisions taken by the people would affect and aggregate the interests of the majority and the extent to which their source of revenue are assured.

The concept of service delivery conceptualized as the correlation between policy makers, service providers, and poor people could be linked to the degree of effective governance. It includes services and their supporting systems that are typically considered as a state responsibility. These include social services- primary education and basic health services; infrastructure- water and sanitation, roads and bridges; and services that promote personal security- justice and police (Levin, 2004; Lund, 2004). Carlson et al. (2005) conceptualized service delivery as the association between policy makers, service providers and the poor. In Nigeria, where poverty is prevalent and the indices of human well being such as life expectancy, food security, safety and security, rank poorly, the most critical services required include the provision of physical infrastructure (roads, potable water), empowerment and social mobility goods (education, credit or local capital, employment, access to justice), and life-enhancing and welfare goods (healthcare, social security and safety nets, human rights, policing). These public goods provide the enabling environment for optimizing human capacity and overall development (HDR, 2013). Service delivery interventions can present an access route for more far- reaching governance reforms (Ekott, 2013). Reforms that are necessary to promote longer-term social and political change have more chance of success if linked to reforms in service delivery, which have tangible results and accrue benefit to the public. It is the degree to which the political leadership promotes these ideals and sustains it that the services provided may be considered as effective.

Effective service delivery can be achieved with the participation of the end users in the decision-making, implementation, monitoring and evaluation processes. Without the active involvement of the people in these processes, satisfactory and people oriented service delivery is unlikely to be achieved. If the people are to be actually involved in service delivery, the processes must be open to scrutiny. Transparency opens the process of rule making and regulations known to everyone; accountability not only makes it possible for citizens to interrogate the process, it also assures that those responsible would respond to the contentment of distressed citizens (Cooper, 1990). The extent to which government responds to citizens' demands for particular goods and services depends on the scope of participation and the mechanisms for feedback available to government, the way they are accessed and the amount of time taken to respond. The lack of effective feedback mechanisms to monitor the implementation of policies and programs in Nigeria is a major challenge to public sector management (Hyden (2002; Zhou, 2013). Transparency and accountability involves the establishment of applicable oversight institutions and functions, that would ensure that the management of public utilities are scrutinized and that people have access to justice and can seek redress through legal processes if aggrieved (Olowu and Sako, 2002; Joseph, 1987).

GOVERNANCE AND SERVICE DELIVERY IN NIGERIA: PROBLEMS AND REALITIES

Governance involves mutual and active commitment from political actors, state agencies and groups in the making of policies, in providing public services efficiently, in providing feedback for effective reforms, and being accountable to the citizens in the running of public affairs (Laski, 1964; Awoyinfa, 2011; International IDEA, 2014). It has been asserted that policy

making processes are weak in Nigeria, that because the society is not pluralistic enough therefore, checks and balances mechanism are poor managed (Ola, 1978; Ola and Tonwe, 2009). The problem with Nigeria is not just governance in a general sense, but the various aspects of governance institutions that maintain development and provide service delivery. These represent government ministries and departments that manage public resources and are often beneficiaries of technical assistance interventions by donor agencies (Brown, 2008). North (1990) avers that these institutions are the principal determinant of the long-run performance of economies. Rodrik (1999; Rodrik et al., 2004) perceives vibrant institutions as both the result and foundation of development. It has been observed that the quality of institutions and institutional mechanisms facilitates the rate of growth and development in any given country (Aron, 2000; Jutting, 2003). Therefore, the greater the capacity of a country to provide viable public institutions, the more success it would achieve in terms of sustainable growth and socio-economic development.

Another prominent factor that subsists in Nigeria is the non-existence or non-specification of government goals and programs. There could be some broad idea of government's purpose such as the commitment to enhancement of the well-being of citizens through the provision of certain basic public services or amenities. However, this omnibus declaration requires further detailed specification in terms of the specific programs to be implemented, by whom, for whose benefit and at what cost (Osaghae, 2006). Thus, in Nigeria, many states and local governments do not have spelt out goals, strategies and policies, or where available, there are no effective mechanisms relevant for prosecuting them. Consequently, there is most often no standardized procedure for measuring the effectiveness or otherwise of ministries, departments and organizations (Okpalaonwuka, 1997). Unlike well developed and established democracies, our contemporary political parties have no 'genuine manifestoes', which spell out their ideologies, policies and programs. As a result many of the candidates could not present a well planned and structured programme of action to the electorates. It is no surprise then that the electorates do not know what to expect of their government and its agencies, and that government functionaries themselves have no clear thought-out roles within the broader scope of governance. Unfortunately, this is a fundamental flaw in our system of governance and the customary norm at all levels of government (Newman, 2013).

According to Obadina (2000), The problem of effective deliverable services in Nigeria results from a crisis of governance. Good governance serves to improve the quality of life of the people. However, there is growing dysfunctional infrastructure at all levels of government in the country. This assertion is corroborated by Oyovbaire (2007) that good governance is a prerequisite for authoritative allocation of values to improve the human condition and that delivery of efficient services is essential to qualitative living for all people. The capacity of a government to provide effective and efficient services to the citizenry depicts the characteristics of good governance. Regardless of the yearly budgetary allocations for the provision of services in various sectors of society, there has been little improvement and an apparently progressive degeneration of the existing social services. Some of the challenges facing the country are poor social infrastructure and institutions; bad roads, erratic power supply, limited access to portable water, lack of basic healthcare, ineffective regulatory agencies etc. The plethora of policies put in place by the government is ineffective due to weak institutions and deteriorating infrastructure (Hoff, 2003). Generally, it is the duty and aim of Government to improve the welfare of its citizens through provision of basic services. In the Nigerian setting, services provided at the state and local

government levels usually include primary, secondary and tertiary education; health, sanitation, works and transportation (building, roads and bridges, including waterways), land and natural resources; Agriculture including aquaculture and horticulture; Environment; Culture, Sports and Youth development; Industry and Commerce, etc. Nigeria's domestic policies in respect of provision of services currently tilt towards liberalism and deregulation in view of improved service delivery. Government obviously is gravitating towards a policy of leaving the mainstream economic activities- the provision of goods and services at commercial rates- to the private sector, while retaining to itself responsibility for those goods and services where the economic incentives are not adequate for the private sector to provide them at the quantity, quality and price considered acceptable to or affordable by the average Nigerian.

This apparent economic stance of government was what inspired the National Economic Empowerment and Development Strategy (NEEDS) document and its codicils: the State Economic Empowerment and Development Strategy (SEEDS), as well as the local government equivalent (LEEDS). The NEEDS vision is based on the Constitution; the Kuru Declaration; previous initiatives, such as Vision 2010; and the extensive consultation and participation all over Nigeria that was part of the NEEDS process. The programme's core values depicts the Vision 2010 report, which acknowledged honesty and accountability, cooperation, industry, discipline, self-confidence, and moral rectitude. These documents have the following main goals: wealth creation, employment generation, poverty reduction and value re-orientation (NEEDS Document; 2004). The Millennium Development Goals (MDGs) also feature significantly in the country's transformation and growth initiatives. MDGs were unanimously adopted by the member states of the United Nations in September 2000 as guiding principles to be adopted in the development of individual nations. As member state of the United Nations, Nigeria adopted the MDGs eight point agenda which includes: the eradication of extreme poverty and hunger, achievement of universal primary education, promoting gender equality and empowering women, reduction of child mortality, improving maternal health, combating HIV/AIDS, malaria and other pandemic diseases, environmental sustainability and the development of global partnership for development (UNDP, 2003, 2010). The emergence of SERVICOM (Service Compact Agreement with all Nigerians) introduced in 2004 by Obasanjo's regime which results from an empirical study conducted by Wendy Thomas and his group in 2004, was meant to revamp the dwindling nature of the public agencies and service delivery (Thomson, 2004). Despite great natural wealth, the achievement of these laudable goals has become a mirage, and Nigeria remains poor and socially underdevelopment. If present trend subsists, the country is unlikely to meet the Millennium Development Goals. Poverty and Inequality, Weak and Inappropriate Public Sector have been the bane of Nigeria's socio- economic progress. Rather than focusing on delivering essential public services, successive governments in Nigeria, have assumed control of major sources of national income. Consequently, corruption thrived in public service and has become entrenched in society (CBN, 2003; Abani et al, 2005; Ibrahim and Igbuzor, 2009).

SIGNIFICANCE OF THE STUDY

This study is relevant in the following ways:

- 1) Governance is a serious business which aims to allocate and use resources to improve the standard of living of its citizens- this is a serious challenge in Nigeria.

- 2) The provision of effect and efficient services is reflective of good governance mechanism and strong institutional framework- this is also problematic in Nigeria.
- 3) In the midst of these maladies therefore, it become necessary to conduct this research in an effort to proffer solutions to our nagging situations.

OBJECTIVES OF THE STUDY

Therefore, this study aims to fulfil the following purpose:

- 1) To investigate the status of service delivery in Nigeria;
- 2) To make effort and unravel the causes or otherwise of poor service provision in Nigeria using key selected services; and
- 3) To make useful suggestions to improve the situation.

RESEARCH HYPOTHESIS

Three hypotheses were proposed and tested for this study. These were:

1. There is no relationship between good governance and focused service delivery in Nigeria;
2. There is no relationship between effective implementation of government policies and programmes and provision of adequate delivery of services in Nigeria
3. There is no relationship between adequacy and potency of existing structures of government agencies and institutions and effective, consistent and qualitative service delivery in Nigeria.

METHODOLOGY

The descriptive survey design was adopted for this study. Nigerians of voting age were randomly selected on a nationally representative sample of 6,000 respondents in four of the six geopolitical zones to provide empirical information on the impact of governance and service delivery on the citizenry in Nigeria. The North East and North West Region of the country were excluded due to the high rate of violence and insecurity and its portended risk to research/field assistant in those areas. The principal sampling unit was the electoral ward. The sample size of 6,000 respondents was drawn from the population for administration of questionnaire through the use of multi-stage sampling design which consists of eight states (8); two (2) each from the four geopolitical zones; 32 local government areas (i.e. 4 LGs each) and 64 wards (i.e. 2 Wards each); out of which 5,721 questionnaires were completed and returned (overall response rate of 95%). The Questionnaire was centred on three key service areas: health, education and electricity. It borders on availability and quality of personnel, availability and quality of services, as well as consistency of services delivered. These questions were coined to measure the effectiveness or otherwise of governance in regard to service delivery. This study was conducted between March, 2013 and February, 2015.

Primary and secondary data formed the nuclei of data collection for analysis. The primary source of data was based on the administration of questionnaire, while the secondary source included perusal of textbooks, journals, newspapers, magazines, internet amongst others. The data collected were analyzed using standardized methods. To this end, the Chi-Square (χ^2) and simple percentage were used to test and analyze the questionnaire

Background characteristics of the respondents

Out of the 5,721 respondents, majority of them were males numbering up to 3,342 which represented 58.4% while 2,379 of them were females representing 41.6%. This implies that men are more likely to participate in research activities than women. Also, the age category of 40 years and above constituted the highest frequency of 3,225 representing 56.4% of the respondents while those below the 40 years category make up the frequency of 2,496 representing 43.6%. This indicates that majority of the respondents with sufficient experience are within the age bracket which enhanced their capacity to give informed opinion. Furthermore, the study revealed that 2,019 of the 5,721 respondents representing 35.3% were single while 3,702 representing 64.7% were married. This shows that majority of the respondents are people considered to be responsible and experienced, who can therefore give reliable responses useful to this study. Finally, the study reveals that 1,368 respondents representing 41.4% had primary education/less while 4,353 of the respondents representing 58.6% had secondary/tertiary education. This distribution implies that majority of the respondents are enlightened and therefore in a position to make informed decisions.

TABLE 1: RESPONSE RATE FOR THE 8 SELECTED STATES

Region	States	Response Rate	%
North Central	Nasarawa	541	9.5
	Benue	742	13.0
South East	Enugu	729	12.7
	Imo	749	13.1
South South	Rivers	809	14.1
	Delta	746	13.0
South West	Oyo	819	14.3
	Ekiti	587	10.3

Source: Field Work (2012/2014)

STATISTICAL ANALYSIS AND IMPLICATION OF FINDINGS

Frequency Distribution

TABLE 2: BEARING IN MIND THE PROVISION OF SUCH SERVICES AS HEALTH, EDUCATION AND ELECTRICITY, WOULD YOU SAY THAT THE GOVERNMENT OF NIGERIA IS DELIVERING GOOD GOVERNANCE?

Response	Frequency	Percentage
Positive	2,070	36.2
Negative	3,651	63.8
Total	5,721	100.0

Table 2 reveals that 2,070 of the respondents representing 36.2% are of the view that good governance is delivered in Nigeria while, 3,651 representing 63.8% do not share that view. This implies that majority of the respondents' share the view that Nigerians are lacking good governance in respect of service delivery.

Hypothesis 1

Null hypothesis: There is no relationship between respondents' marital status and their opinion about purposeful governance in Nigeria.

Alternative Hypothesis: There is a relationship between respondents' marital status and their opinion about purposeful governance in Nigeria.

TABLE 3: BEARING IN MIND THE PROVISION OF SUCH SERVICES AS HEALTH, EDUCATION AND ELECTRICITY, WOULD YOU SAY THAT THE GOVERNMENT OF NIGERIA IS DELIVERING GOOD GOVERNANCE?

Purposeful Governance?	Marital Status		Total
	Married	Single	
Positive	532	1,538	2,070
Negative	3,170	481	3,651
Total	3,702	2,019	5,721

Source: Field Work

Cal. X^2 = 2161.32

Crt. X^2 = 10.83

Df = 1

α = .001

Q = -0.90

Research Results and Decisions (significance)

Using the degree of freedom 1 and the level of significance $\alpha = .001$.

The calculated X^2 (2161.32) is greater than the critical X^2 (10.83). Data are statistically significant with a sample error of 1%. Therefore we reject H_0 and accept H_R .

Statistical inference

With the probability of 1% sampling error and a 99.9% confidence level, there is a relationship between respondents' marital status and their opinion about purposeful governance in Nigeria.

The Yule's Q of -0.90 implies that there is a very large negative relationship between respondents' marital status and their opinion about purposeful governance in Nigeria.

This means that majority of the respondents are of the opinion that, the provision of services in Nigeria is not satisfactory although, efforts are being made towards that direction.

Frequency Distribution

TABLE 4: ARE YOU OF THE OPINION THAT THE IMPLEMENTATION OF GOVERNMENT POLICIES AND PROGRAMMES REGARDING SERVICE DELIVERY IN NIGERIA ARE EFFECTIVE?

Response	Frequency	Percentage
Positive	1963	34.3
Negative	3,758	65.7
Total	5,721	100.0

Table 4 reveals that 1963 of the respondents representing 34.3% are of the view that government policies and programmes regarding service delivery are effectively implemented, while 3,758

representing 65.7% do not share this view. This implies that majority of the respondents' share the view that government policies and programmes in regard to service delivery are not well implemented.

Hypothesis 2:

Null hypothesis: There is no relationship between respondents' age grade and their opinion about effective implementation of government policies and programmes regarding service delivery in Nigeria.

Alternative hypothesis: There is a relationship between respondents' age grade and their opinion about effective implementation of government policies and programmes regarding service delivery in Nigeria.

TABLE 5: ARE YOU OF THE OPINION THAT THE IMPLEMENTATION OF GOVERNMENT POLICIES AND PROGRAMMES REGARDING SERVICE DELIVERY IN NIGERIA ARE NOT EFFECTIVE?

Policies and Programmes on Service Delivery not Effective	Age Grade		Total
	40 years+	Less 40 years	
Positive	2,357	1,401	3758
Negative	868	1,095	1963
Total	3,225	2,496	5,721

Source: Field Work

Cal. X^2 = 179.47

Crt. X^2 = 10.83

Df = 1

α = .001

Q = +0.36

Research results and decisions (significance)

Using the degree of freedom 1 and the level of significance $\alpha = .001$, the calculated X^2 (179.47) is greater than the critical X^2 (10.83). Data are statistically significant with a sample error of 1%. Therefore we reject H_0 and accept H_R .

Statistical inference

With the probability of 1% sampling error and a 99.9% confidence level, there is a relationship between respondents' age group and their opinion about effective implementation of government policies and programmes regarding service delivery in Nigeria.

The Yule's Q of +0.36 indicates a large positive relationship between respondents' age group and their opinion about effective implementation of government policies and programmes regarding service delivery in Nigeria.

Interpretation (result summary)

This means that majority of the respondents are of the opinion that the implementation of government policies and programmes regarding service delivery in Nigeria are not effective.

Frequency Distribution

TABLE 6: ARE THE SERVICES RENDERED BY GOVERNMENT AGENCIES AND INSTITUTIONS EFFECTIVE, CONSISTENT AND QUALITATIVE IN THE FOLLOWING AREAS?

Response	Health	Education	Electricity	Frequency	Percentage
Positive	832	692	520	2,044	35.7
Negative	998	1003	1676	3,677	64.3
Total	1830	1695	2196	5,721	100.0

Table 6 reveals that 2,044 of the respondents representing 35.7% are of the view that **services rendered by government agencies and institutions are effective, consistent and qualitative** while 3,677 representing 64.3% share a contrary opinion. This implies that majority of the respondents' share the view that **services rendered by government agencies and institutions are not effective, consistent and qualitative**.

Hypothesis 3:

Null hypothesis: There is no relationship between respondents' sex and their opinion about effective delivery of services in Nigeria.

Alternative hypothesis: There is a relationship between respondents' sex and their opinion about effective delivery of services in Nigeria.

TABLE 7: ARE THE SERVICES RENDERED BY GOVERNMENT AGENCIES AND INSTITUTIONS EFFECTIVE, CONSISTENT AND QUALITATIVE?

Effective, Consistent and Qualitative Services	Gender		Total
	Male	Female	
Positive	1,241	803	2,044
Negative	2,101	1,576	3,677
Total	3,342	2,379	5,721

Source: Field Work

Cal. X^2 = 6.91

Crt. X^2 = 6.64

Df = 1

α = .01

Q = +0.07

Research results and decisions (significance)

Using the degree of freedom 1 and the level of significance $\alpha = .01$, the calculated X^2 (6.91) is greater than the critical X^2 (6.64). Data are statistically significant with a sample error of 1%. Therefore we reject H_0 and accept H_R .

Statistical inference

With the probability of 1% sampling error and a 99.9% confidence level, there is a relationship between respondents' sex and their opinion about effective delivery of services in Nigeria.

The Yule's Q of +0.07 implies that there is a small positive relationship between respondents' sex and their opinion about effective delivery of services in Nigeria.

Interpretation (result summary)

This means that majority of the respondents agree that the services rendered by government agencies and institutions are not effective, consistent and qualitative. Although, the gap between effectiveness and non- effectiveness is quite moderate.

CONCLUDING COMMENTS AND RECOMMENDATIONS

This study was conducted to measure the effectiveness and progress of governance through the provision of basic services in the Nigerian socio- political environment. It was observed that a lot of people are disenchanted with the service structure and performances of various public sector saddled with such responsibilities. Actualizing effective and efficient service delivery would require strong institutions and governance control mechanism that encourages accountability and transparency and displays zero tolerance for corruption. This requires clarity of policy and a strong commitment to its implementation. Efforts to strengthen service delivery should therefore be directed at building the capacity of service delivery institutions and putting in place practicable policies and programmes. To restore confidence, government should deliver its promises on good governance which include: rule of law, free and fair elections and accessibility to deliverable services. Others include, poverty alleviation, anti corruption, power supply, security, employment generation and sustainable development. Nevertheless, there is observed from the responses that the governance of service delivery has been moderately effective though not satisfactory, resulting in positive changes in availability, accessibility, and quality. However, it is becoming obvious that the Nigerian government, considering the plethora of issues and challenges of governance, can no longer effectively manage and monitor the provision of services by its agencies and parastatals. It is high time the government determine the strategic services to provide and streamline its functions to ensure effectiveness.

In the light of the above, the following suggestions are proffered:

- 1.) There is need to plan and implement policies that will promote transparency and accountability, engender institutional and structural innovations, produce social and cultural re-orientation to advance human development.
- 2.) There should be determined commitment of the three tiers of government (federal state and local government) in the areas of fund allocation to ensure provision of social services beneficial to the people.
- 3.) Lack of proper coordination and genuine commitment, deficient infrastructural facilities and lack of continuity of developmental policy action and enforcement should be discouraged through proper planning and execution.
- 4.) Poor state of basic infrastructure and weak institutions inhibits sustainable growth and improvement in social welfare. Leadership and stronger institutions could thus, be achieved through education, promotion of popular democracy and free and fair election.

- 5.) The government should as a matter of priority investigate the cause(s) of failures in the execution of service delivery development policies and take pragmatic actions to tackle this serious and persistent malaise.
- 6.) Adequate feedback mechanism, a strong post implementation monitoring, a cultivated maintenance culture involving community participation should be developed.
- 7.) Governance in Nigeria requires a strong law enforcing institution that would prosecute and punish offenders to encourage moral rectitude and fight corruption.
- 8.) Above all, the citizens' through various civil society associations should demand for transparency and accountability in the disbursement of funds, implementation of service delivery programmes; to ensure efficiency and prevent mismanagement. Satisfactory services cannot be achieved through passivity but by placing demand, agitation and pressure on the apparatus or agency of governance.

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APPENDIX A

Response rate for the 8 selected states

Geo-Political Zones	States	LG	Wards	Response Rate	%
North Central	Nasarawa	Karu Kokona	Gurku/Kabusu Gitata Panda/Kare Agwada Bassa Ninkoro	541	9.5
	Benue	Gboko Makurdi Okpokwu Kwande	Gboko South Modern Market North Bank 1 Mbatan Ojoga Okpoga West Moon Mbayoo	742	13.0
South East	Enugu	Udenu Ezeagu	Ezimo Orbai Amata Oghe ii Obinofia Awha	729	12.7
	Imo	Ahiazu Mbaise Oru West (Mgbidi)	Mpam Oru-na-lude Oparanadim Aji Ozara Ohakpu	749	13.1
South South	Rivers	Emohua	Odegu I	809	14.1

		Andoni	Ibaa Obelle Unyeada i Asarama Ekede		
	Delta	Okpe Ndokwa East	Ughoton Oviri- Okpe Mereje i Ashaka Ase Aboh/Akarrai	746	13.0
South West	Oyo	Ido Ibadan North	Batake/Idi-Iya Akinware/Akindele Ido/Onikede/Oluna Awo Ward iv, N5A Ward I\i, N2 Ward ii, N3	819	14.3
	Ekiti	Efon Ijero	Efon iii Efon viii Efon v Ijero Ward 'C' Ipoti/Odo/Owa Ward 'C' Iloro/Ijunrin Ward 'B'	587	10.3



DOI NUMBER: **10.5958/2249-7137.2020.00155.X**

THE STUDY OF THE TECHNOLOGICAL PARAMETERS OF DOUBLE LAYER KNITWEAR WITH VARIOUS METHODS OF CONNECTING LAYERS

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ABSTRACT

In this article, in order to reduce the consumption of raw materials and expand the assortment of knitted fabrics, as well as maximize the use of technological capabilities of a flat-wing machine of the PROTTI-242 type (Italy), 7 variants of structures of two-layer knitwear and methods for their preparation are developed. The developed variants of two-layer knitwear differ from each other in the way of connecting the layers of knitwear and the type of raw material.

KEYWORDS: *Knitwear, Two-Layer Knitwear, Yarn, Polyester Thread, Lycra, Extruded, Thread Length, Loop, Thread, Raw*

INTRODUCTION

While designing the dressing of any new knitted fabric or knitted products, they are operated on with its parameters such as loop step A, height of the loop series B, length of thread in the loop l. The surface density of knitwear and its other properties depend on them. Knowing the dependence of each of these properties, on the parameters of knitwear of a particular structure, it is possible to choose the optimal dressing.

The main results and findings

The double-layered knitwear of weaving and warp knit weaves, diverse in structure, can satisfy the most varied requirements with respect to parameters and property indicators that are presented in the practice of manufacturing clothes and technical goods.

The parameters of any knitted fabric are influenced by the properties of the raw materials, the type of weaving and finishing.

A two-layer knitwear consists of two identical or two different single weaves; one weave may have different parameters from the other. This circumstance determines the interaction of the layers. When connected to another layer, one layer can change its initial parameters, and the other, in turn, change the parameters of the first. Therefore, the density and length of the threads in the loops of the layers of the two-layer knitwear cannot be determined by the corresponding formulas for single weaves. In addition, these parameters depend on the type and method of connection.

The technological parameters of knitwear can be determined in three ways: [1-4].

1. According to standards (SAUS state all-union standard and technical specifications TS). This method can be applied when it is not necessary to determine the parameters of knitwear by calculation (for example, when calculating the mass of finishing parts, twigs, erasers, etc.) or when the technological parameters of knitwear established by existing calculation formulas have significant deviations from the actual figures (for example, when determining the parameters of knitwear for new weaves or made from new types of raw materials).

It should be borne in mind that the existing SAUS and TS do not cover all varieties of varieties of dressings.

2. Experimentally by refills. The method most often used in research projects related to the development of knitwear for new weaves. This method requires the necessary equipment, raw materials, etc.

3. Estimated method. This method can be applied in all design cases. The sequence of calculation of technological parameters depends on the method adopted for calculating the loop length l . In order to reduce the consumption of raw materials and expand the assortment of knitted fabrics, as well as maximize the use of technological capabilities of a flat-wing machine of the PROTTI-242 type (Italy), seven variants of structures of two-layer knitwear and methods for their preparation had developed.

The developed variants of two-layer knitwear differ from each other in the way of connecting the layers of knitwear and the type of raw material.

The technological parameters of two-layer knitwear were determined by experimental methods in the CENTEX UZ laboratory, the measurement results are shown in Table 1. Studies in combination with practice have established a list of indicators that characterize the quality of knitted fabrics: their structure, physical properties and appearance.

The indicators characterizing the structure of knitted fabrics are: surface and bulk density, density (the number of loops per unit length) in the longitudinal and transverse directions, the length of the thread in the loop, the skew angle of the loop rows and loop columns, the thickness of the knit. A graphical record of the production of two-layer knitwear is shown in Fig. 1.

<p>I-option</p>	<p>II-option</p>
<p>III- option</p>	<p>IV- option</p>
<p>V- option</p>	<p>VI- option</p>
<p>VII- option</p>	

Fig. 1. Graphic record of the production of two-layer knitwear.

As raw materials were used: cotton yarn, polyester thread, highly extensible lycra thread and polyacrylonitrile yarn.

As a basic weave, a two-layer knitwear was developed, where the connection of the layers of knitwear is carried out by press connection with additional threads (I-variant), (Fig. 1).

The bulk density of all variants of two-layer knitwear is significantly less than the basic weave due to changes in the structure of two-layer knitwear and the use of various types of raw materials. The bulk density of knitwear varies from 283 to 378 mg / cm³ (table, Fig. 3).

The bulk density of the II option of the two-layer knitwear with a surface density of $M_s = 541 \text{ g/m}^2$ and a thickness of $T=1.43 \text{ mm}$ is 378 mg/cm^3 , and bulk density of the base weave (I variant) at a surface density of $M_s = 534 \text{ g/m}^2$ and thickness $T=1.4 \text{ mm}$, equal to 381 mg/cm^3 .

Absolute volumetric relief, compared with the basic is:

$$\Delta\delta = \delta_{\text{б}} - \delta = 381 - 378 = 3 \text{ mg/cm}^3 \quad (1)$$

where: $\Delta\delta$ – absolute volumetric lightness, mg/cm^3 ;

$\delta_{\text{б}}$ – bulk density of the base web, mg/cm^3 ;

δ – bulk density of the experimental canvas, mg/cm^3 ;

Relative relief is: (Fig. 2, 3).

$$\theta = \left(1 - \frac{\delta}{\delta_{\text{б}}}\right) \cdot 100\% = \left(1 - \frac{378}{381}\right) \cdot 100\% = 1\% \quad (2)$$

The bulk density of the III version of the two-layer knitwear with a surface density of $M_s = 424 \text{ g/m}^2$ and a thickness of $T=1.38 \text{ mm}$ is 307 mg/cm^3 , and bulk density of the base weave is 381 mg/cm^3 .

Absolute volumetric relief, compared with the basic is:

$$\Delta\delta = \delta_{\text{б}} - \delta = 381 - 307 = 74 \text{ mg/cm}^3 \quad (3)$$

TABLE 1 TECHNOLOGICAL PARAMETERS OF TWO-LAYER KNITWEAR

Options	Type of raw materials used			Loopstep A (mm)	Hinge column height, V (mm)	Horizontal Density, Rg	Vertical Density, Rv	Surface Density, $M_s, \text{g/m}^2$	Thickness, T mm	Bulk density $\delta \text{ mg/m}^3$	Absolute volumetric relief $\Delta\delta \text{ mg/m}^3$	Relative lightness, $\theta \%$
	Oneside	Secondside	Connecting thread									

I	x/6 20texx3	x/6 20texx3	lycra 7,7	1,25	0,9	40	55	4,86	534	1,4	381	-	-
II	п/э 16,7 texx2	x/6 20texx3	lycra 7,7 tex	1,25	1,0	40	50	4,6	541	1,43	378	3	1
III	x/6 20texx3	x/6 20texx3	-	1,67	1,39	30	36	5,5	424	1,38	307	74	20
IV	п/э 16,7 texx3	x/6 20texx3	-	1,67	1,67	30	30	6	502	1,64	306	75	20
V	ПАХ 31 texx2	x/6 20texx3	-	2,0	1,67	25	30	10,2	526,2	1,86	283	98	26
VI	x/6 20texx3	x/6 20texx3	lycra 7,7 tex	1,67	1,43	30	35	5,8	481	1,43	336	45	12
VII	п/э 16,7 texx2	x/6 20texx3	lycra 7,7 tex	1,61	1,51	31	33	6,3	500	1,62	309	72	19

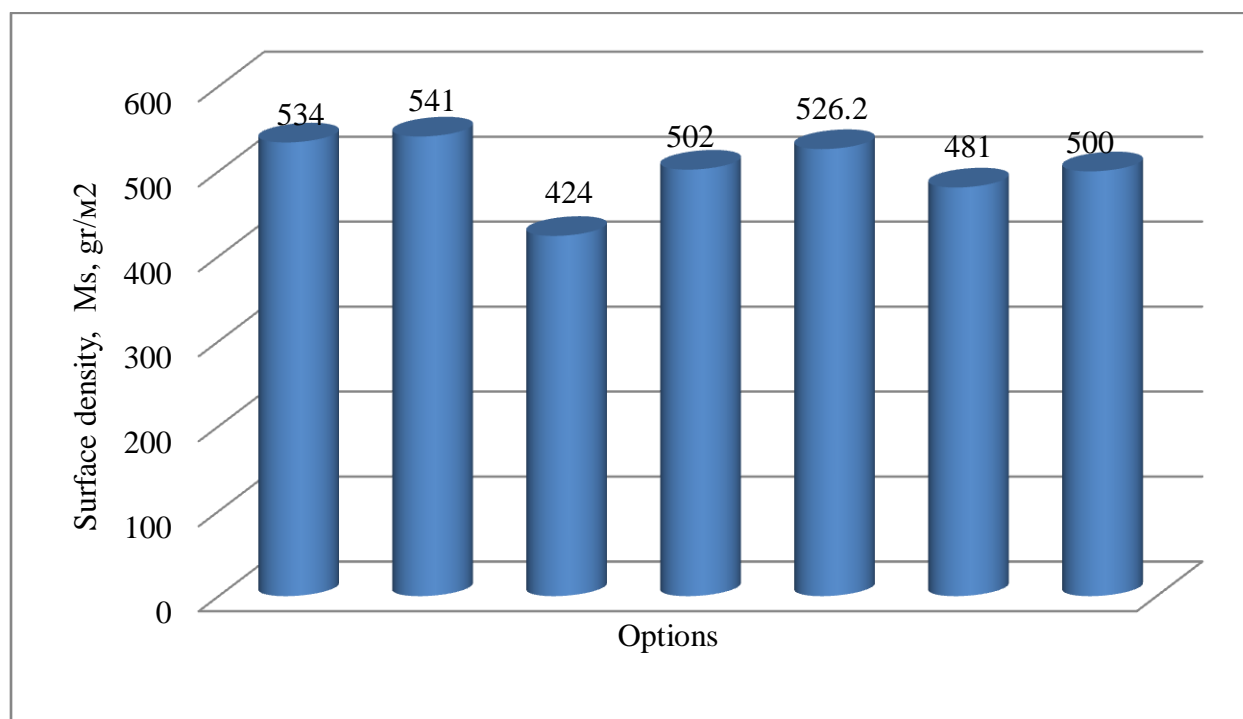


Fig. 2. Histogram of changes in the surface density of a two-layer knit Relativereliefis:

$$\theta = \left(1 - \frac{\delta}{\delta_0}\right) \cdot 100\% = \left(1 - \frac{307}{381}\right) \cdot 100\% = 20\% \quad (4)$$

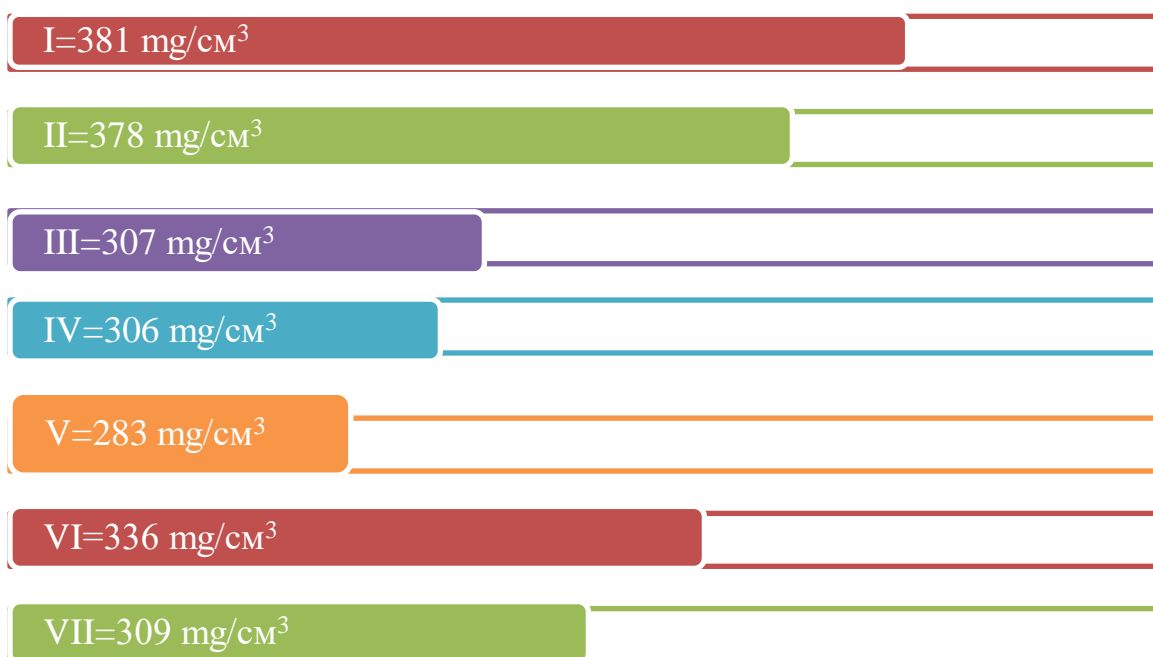


Fig. 3. Bulk density double layer knitwear

The bulk density of the IV option of the two-layer knitwear with a surface density of $M_s = 502 \text{ g} / \text{m}^2$ and a thickness of $T = 1.64 \text{ mm}$ is $306 \text{ mg} / \text{cm}^3$, and the bulk density of the base weave is $381 \text{ mg} / \text{cm}^3$.

Absolute volume relief compared to the base is:

$$\Delta \delta = \delta_{\bar{\delta}} - \delta = 381 - 306 = 75 \text{ mg} / \text{cm}^3 \quad (5)$$

Relative relief is:

$$\theta = \left(1 - \frac{\delta}{\delta_{\bar{\delta}}}\right) \cdot 100\% = \left(1 - \frac{306}{381}\right) \cdot 100\% = 20\% \quad (6)$$

The indices of absolute volumetric lightness and relative lightness of other variants of two-layer knitwear are shown in Fig. 4.

The bulk density of knitwear is one of the main technological indicators that determine the material consumption of fabrics.

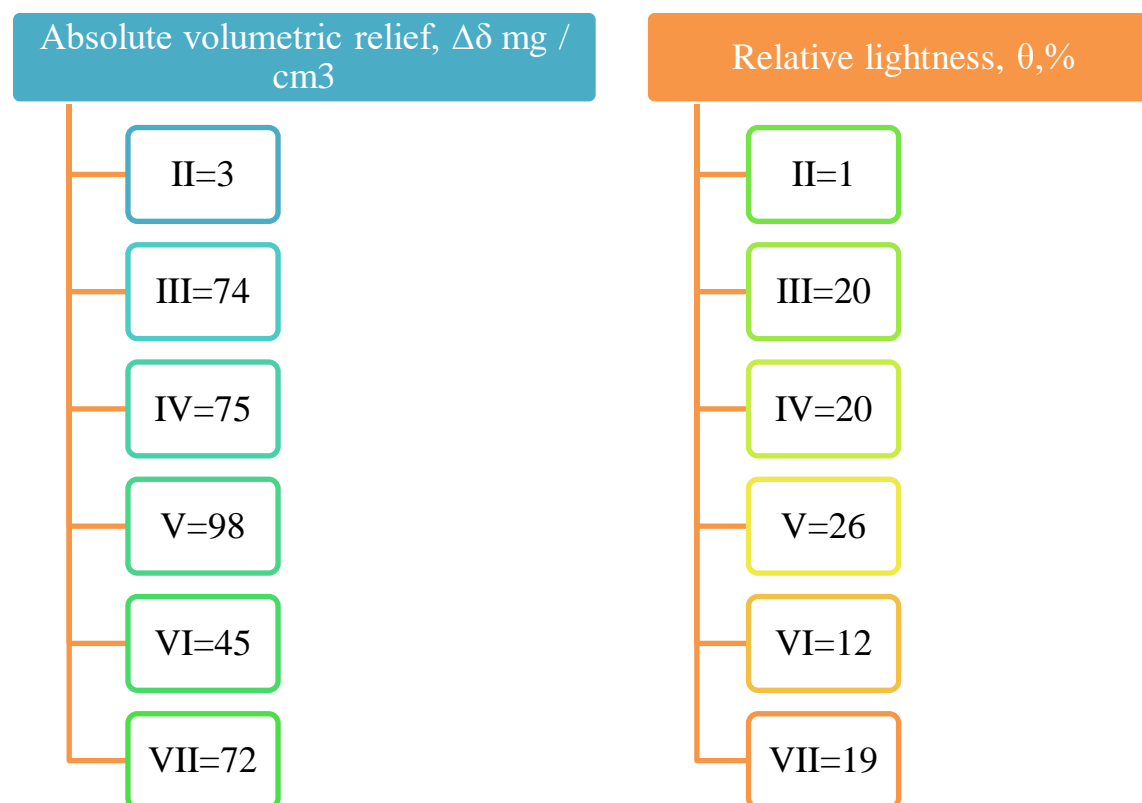


Fig. 4. Absolute volumetric lightness and relative lightness of two-layer knitwear

With a change in the surface density of the web, its thickness and other physical and mechanical properties change.

The bulk density of knitwear varies in a very wide range depending on the type and thickness of the threads used, their density, class and type of machines and weaving.

In the proposed two-layer versions of knitwear, a reduction in the consumption of raw materials was achieved by changing the structure of the layers of knitwear, using different methods of connecting the layers and using different types and linear density of the threads. For example, when developing the II-option of a two-layer knitwear, a decrease in the bulk density of the knitwear is achieved by using a polyester yarn to knit one layer of knitwear, i.e. one side of the two-layer knitwear is made of polyester yarn, and the other of cotton yarn. The linear density of the polyester yarn is 16.7 tex x 3, the linear density of cotton yarn is 20 tex x 3.

When developing the III-option of a two-layer knitwear, a reduction in the consumption of raw materials is achieved by changing the method of connecting the layers of a two-layer knitwear. The connection of the layers of two-layer knitwear is carried out with the press connection of the main threads. Common to all structures of knitwear with a press connection, the main threads are the presence of sketches formed from threads of one or two layers of knitwear. These sketches lie on broaches of the opposite row of loops. Structures can differ in the interweaving of layers, the number and location of connecting elements, the ratio of the parameters of the layers.

When developing the IV option of a two-layer knitwear, a decrease in the bulk density of knitwear is achieved by using a polyester yarn of linear density 16.7 tex x 3 to produce one layer of knitwear, and for knitting another layer, cotton yarn with a linear density of 20 tex x 3 is used. The connection of the layers of knitwear is carried out by press connection with the main threads. The V-option of a two-layer knitwear is produced by compression bonding with warp threads. Unlike the IV version, polyacrylonitrile yarn with a linear density of 31 Tex x 2 and cotton yarn with a linear density of 20 tex x 3 are used for knitting layers of knitwear.

The sixth and seventh options of two-layer knitwear are produced when using different methods of joining layers in one knitwear: press joining with main threads and press joining with additional threads.

The layers of the sixth variant are produced from cotton yarn with a linear density of 20 tex x 3, for knitting the layers of the seventh variant are used: for one layer - polyester yarn with a linear density of 16.7 tex x 3, and the other layer - cotton yarn with a linear density of 20 tex x 3. Thus, by developing various structures of two-layer knitwear and applying various types of raw materials, a reduction in the consumption of raw materials, improving the quality of knitwear and expanding the range of knitted fabrics is achieved.

CONCLUSIONS

1. The proposed technology for the production of two-layer knitwear can reduce raw material consumption by up to 26%.
2. Using the following methods: press joint with the main threads and press joint with additional threads, it is possible to obtain a form-resistant knit with reduced elongation.

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DOI NUMBER: **10.5958/2249-7137.2020.00156.1**

CUSTOMS AND CEREMONIES RELATED TO WATER AT THE SHRINES OF JIZZAKH REGION

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ABSTRACT

In this article the present forms of the customs mixed with the ancient religious beliefs related to water and held by the population of Jizzakh region at the sacred visitations and shrines of the oasis, the essence of the ceremonies related to calling the rain are described as well on the basis of ethnosociological researches and the analysis of scientific literatures

KEYWORDS: *Jizzakh Oasis, Mountain, Foothill, Desert, Sacred Visitation And Shrine, Religious Outlook, Customs And Traditions, Spring, Fish, Saint, Taboo, "Suzkhotin", Jade Stones, Ecological Reservation.*

INTRODUCTION

Jizzakh region is situated in the central part of Uzbekistan and its most territory consists of deserts and wastes. The relief of the region is unique, it lies on the mountainous, foothill, desert and flat land zones. For the first kinsmen, tribes, livestock breeders and farmers lived in the region such kind of comfortable conditions and productive lands, especially, flowing water resources were the main reasons for the development of human activity and social processes related to its moral world and it has also prepared a particular opportunity for the development of the sacred shrines and visitations connected with people's outlook and belief since the ancient times. If the history and toponymy of the formation of the shrines in Jizzakh region is focused on, it can be seen that people's national and religious views, local customs and traditions have particular significance in keeping the imaginations about sacred visitations in people's minds and delivering them up to the present days.

The main results and findings

In spite of the fact that the views of the local people about the shrines in the region are mainly based on the Islamic beliefs, in some cases other imaginations connected with ancient beliefs are met too. It is historically known that until Islamic religion came in Central Asia many ancient religions and religious views had dominated here. The intention of our ancestors to understand the meaning of historical conditions and natural events, their primitive thoughts about the events of the nature and society caused the appearance and spread of many religious beliefs and in the consequence ancient religious views and beliefs such as Totemism, Magia, Shamanism and Zoroastrianism came into being [5, 19p]. Such beliefs have not completely stayed today, but we can see them in some customs and ceremonies such as hallowing the natural monuments at the shrines, believing in their predictions and etc.

While talking about the sacred (honored) visitations and shrines, the spring waters there have their own place. Because, the water of such springs has been honored for being curative, giving energy to the body, in general as a source of life-giving water and a symbol of life since the ancient times and according to the views of Uzbek people, they have been interpreted as the source of life and the symbol of purity since the ancient times. It can be said from view point of the natural condition and the climate of the region, the settlement of the area near the Kizilkum desert caused the problems water and water reservoirs and it established the relationship towards the water and springs [11, 169-170 p]. According to the most of the local people, due to the great saints these springs appeared or they disappeared in the springs in form of fish and their features of miracle, the function of relieving the difficulties went pass to the water, so the springs have beendoing the function of shrines in this way[2, 29 p].

Although the water of the springs was drunk to quench the thirst, their richness in minerals effected on the health of the visitors. That's why, many legends appeared in the consequence of hallowing the natural springs famous for their curativeness and connecting the saints' features with the waters. The imaginations of the population of the region related to water remained in the following ways: in the habits mixed with the sacred springs in the shrines named after a certain saint, individual water resources which have no connection with the shrines at all, but have the curative features and in the ceremonies of calling for rain which had been held since the ancient times.

Niyatbulok, Isitmabulok and Kutirbulok in the Khujamushkent ota shrine can be example for the first group. The visitors drink the water of the spring with the intention to find the cure for different skin and inner diseases. As the visitors say, if pray good intentions near the springs in the shrines where the graves of saints situated, the wishes will come true. Therefore, in most cases the people suffering from different diseases come to the springs in the shrines, pray and make sacrifices[3, 150 p]. It should be mentioned here that such thoughts among the local people are the results of long time observations, because the springs and curative water wells are situated in the mountains and foothill zones, there are microelements here curing the skin and inner diseases, and they come up onto the surface with the water. The curativeness of these waters has found its proof for ages and the local people hallowed these places and turned into honorable places named after honored saints. Besides that the curative water in Nurota spring joins with other springs in the shrines of the region by flowing under the mountains and the thoughts that the fish in these sacred springs float from one spring to the other through the special underground ways caused the springs in the Nurota and Morguzar mountain chains to be

hallowed[12, 14 p]. Moreover, the people living by the springs in the Nurota mountain chains were in serious attitude towards the springs saying that “the spring is life”. They prayed for water to be more and not to be less, they sacrificed sheep[13, 137-138 p]. It is still continuing in the present days in the mountainous and foothill areas of the region connected with drinking water, mainly, with the springs.

The following data given in the literatures caused for the springs being honored and hallowed in the shrine of Saad ibn Abu Vakkos in Gallaaral district. As it is noted in the available literatures, this person was one of the Muslims from Makkah who were the first to accept Islam, he was one of the ten disciples to be predicted paradise while they were alive[4, 243-244 p]. According to the legends among the local people, at the battle took place near the Avliyo village where the present shrine is situated Saad ibn Abu Vakkos was wounded and his finger was cut off, his blood dropped on where the hall is now and there appeared a spring on the place where the blood of the honorable man was dropped on[9, 2016 y]. In the legend about the shrine of Saad ibn Abu Vakkos in Fergana valley it is mentioned too that his blood turned into water. According to it, when Saad ibn Abu Vakkos was in Makkah, a stone thrown to the Prophet hit his head. The blood seeped out of his head flowed towards the East and this blood turned into clear, pure water. “Saad ibn Abu Vakkos was so generous that even his blood turned into pure water”[1, 29 p].

In our opinion, in the legends concerning Saad ibn Abu Vakkos the appearance of a spring on the place where his finger was cut off and his blood dropped and the situation that the blood seeped out of his head turned into pure water brought to honor the water of this spring among the population through the time passed.

Beshbulok shrine can be included in the second group. Situated on the high part of the village Peshagor in Zamin district, this shrine is famous for its curative springs. There are legends about that on the edge here there has been a cave, now this cave is completely buried. Because the water of this Beshbulok spring is cure for the diseases like mange, spots, smallpox, whooping cough and hepatitis, it is visited as the visitation of “Beshbulokota” curing place.

One of the widespread actions in the shrines of the region is that the visitors come to these springs say good wishes and the throw coins, stones, beads and crumbs of bread. One of the distinctive sides of these procedures is that the shrines of Koplon ota, Khuja serob ota, Khujabogbon ota, Jondahor ota, Saad ibn Abu Vakkos and Bogimozor ota are separately mentioned and it is banned to throw things into the sacred springs there. That is, although they have been put taboo, the visitors have not stopped throwing the above-mentioned things yet.

According to the data given by the reporters (informers), since the ancient times the thought “If anyone comes to these springs with good intentions, pray and touch the springs, and catches something, then his/her wishes will come true” has been of great significance among the population. It must have been that after getting something from the sacred spring, then it has become a custom to throw something into the spring as a return. Among the local people the sacred springs are interpreted to be as the means informing about the future fortunes of the people[8, 2014-2018 y]. Therefore, every visitor put their hands into the spring in order to know their fortunes. In this process what the visitor gets out of the spring, his/her future will be connected with this thing. For example, mainly, childless women put their hands into

the sacred springs in the shrines and try their fortunes. If the woman catches any bead or coral (necklace), so that she will have a girl, if she catches a coin or a knucklebone, then she will have a boy or it is believed that if she catches nothing in the water, then she will neither have a child nor a wealth.

The prohibitions in the sacred shrines and their remaining until today have formed on the basis of the relationships of people with the objects of taboos and the first religious views of the population plays a great role in it. Besides taboos are still kept and used at present, it enables to keep the ecosystem there (conditions of the trees, cleanness of the water, keeping the animals from external dangers) in norm.

Particularly, up to now the local people consider the fish in the springs in shrines of the region (oasis) to be “the saints in the appearance of fish”. Therefore, there has been a thought among the people since the ancient times that killing and catching these fishes would cause bad results.

As the informers say, there is belief in the magic features of the fishes living in the water reservoirs at the shrines of Saad ibn Abu Vakkos in Gallaorol district, Novka ota in Bakhmal district, Khuja Bogbon ota in Forish district that according to the legends, in ancient times some healers recited the spells of magic on the patient and in order to drive the evil spirits away suggested the sick person swimming in these waters and tried to treat them in this way [7, 2015 y].

Such believing in the curative features of fish is connected with the fish at the shrines of Sadkak ota and Hazrat Ali in Fergana valley that as if “the person suffering from hepatitis looks at the fish, the illness goes pass the fish and the patient will get rid of the illness” [1, 127 p]. The above-mentioned belief, according to the mythological views of the local people, has made the thought that evil spirits go away from the place where there is a fish, health and honesty appears, and a person is purified. From this point of view, the fish living at these shrines caused the thought to be formed among the visitors that they keep these places clean and the visitation and good intention made would come true soon.

The ceremony “Suz khotin”, held in connection with water by the population of the oasis dealing with unirrigated farming, has a particular place. Because the people imagined the “Suzkhotin” as a women floating in the water of in the sky, sometimes they used the word “suzdon” instead of the word “sulton”.

Usually the ceremony of calling water was held during the time from February to April. Sometimes in spring if there was drought, it was held later too. It began to rain as soon as the ceremony finished, while the farmers were ploughing the land and sowing the seeds, they held a doll on one hand and sowed the seeds by another hand. While sowing the seeds into the earth they sang ceremonial song. After the ceremony the doll was taken into a special small house and put into the dish with water [10, 2014-2018 y].

The ceremony of calling rain is unique to Turkic nations, Makhmud Koshgariy mentioned about it in the XI century too. According to his writing, “it is a custom of magia by means of stones in order to request jat-rain, wind and others. This custom is widespread among them. I saw it myself in the city of yagmos. In order to extinguish the fire they used divination and by the willing of the God it snowed in summer. The fire was pu out in front of my eyes” [14, 3. 8 p].

Also, as Sharafiddin Ali Yazdiy reported, on may 22 of 1365 Sahibkiran Amir Temur clashed against Jete (mogul) forces between Tashkent and Chinaz, on the bank of Chirchik river. The Moguls, who couldn't believe in defeating the Amir Temur's army, decided to use a stratagem by means of jade stones. As a result of grinding the stones a terrible storm rose and there was a thunder with lighting and began raining heavily. It was raining so heavily that the entire world seemed to be under water. The horses in the battle fields sank into the mud and couldn't move[17, 38 p].

It can be said from the information mentioned above, the ceremony of calling the rain has a very ancient history. While the peoples of Eastern Turkistan used the jade stones to call the rain, the settled Turkic nations in the central and southern part of Turkistan held the ceremony "Suzkhotin" (Suvsultonkhotin (Water queen)) in order to call the rain.

The reason why an image of a woman is given to the doll for this ceremony is that in the ancient Turkic peoples a woman was the symbol of honor, greatness and blessing. Furthermore, the ceremony "Suz khotin" was connected with the religious beliefs of our ancestors in many aspects[16, 29 p]. Particularly, as Abu Rayhon Beruniy wrote, Khorezm people had a holiday called "Vakhshangam". Vakhsh is the name of an angel responsible for waters, especially, for the control of Jaykhunriver[6, 258 p]. Besides, the information about it can be met in the archeological investigations carried out in our country. According to them, on the Kushon coins there was a picture of *Ardokhsho*, the meaning of *Ardokhsho* was "The spirit of Okhsho", it was mentioned by the researcher that it corresponded to the word *Vakhsh*. The ancient Baktrians built a temple for their god Okhsho (Oakhsho) too[15, 82 p].

If we rely on these opinions, it will be clear that "Suz khotin" is a ceremony connected with the cult of water. In the time while Islam is widespread this ceremony is not forgotten yet, and is still continuing in our time too being adapted to its time.

CONCLUSION

In conclusion we can say that if we analyze the processes of the ceremonies held at the shrines by the population, the tracks of the ancient belief remained in all the factors mentioned above in different forms, according to the analysis of the survey, most of the informers showed practically that the tracks of the ancient belief remained more often in ceremonies and taboos. That is, if the process of the whole ceremony were observed, the above-mentioned tracks of the ancient belief would be noticed. Also, the people's hallowing the water, their thoughts about that it was the symbol of life and folk legends were built on these fundamentals. In addition, today, in the time of the ecological problems are leading all over the world, it is necessary to mention the important function of the customs and ceremonies held by the population of the oasis, their significance as an ecological reservation.

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DOI NUMBER: **10.5958/2249-7137.2020.00157.3**

CONTRIBUTION OF THE UZBEK PEOPLE TO VICTORY IN THE SECOND WORLD WAR

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ABSTRACT

The article is dedicated to the 75th anniversary of the Victory in the Great Patriotic War. It examines the international situation on the eve of World War II, the initial and subsequent socio-economic aspects of the war period. The article tells about the courage and dedication of the Uzbek people in the rear and the contribution of the Uzbek people to the victory in the Second World War.

KEYWORDS: *Germany. USSR. The Second World War. Uzbekistan An example of courage and courage. Uzbek soldiers during the Second World War in all battles against Nazi Germany and militaristic Japan. Patriotic exploits of the working people of Uzbekistan during the period of the Great Patriotic War*

INTRODUCTION

Mankind has survived many wars. World War II was a difficult and terrible war, taking into account its scale and the damage done.

If in the First World War 1914-1918. "36 countries with a population of 1 billion people were involved, then the Second World War 1939-1945. Covered 61 countries with a population of 1.7 billion people. About 70 million people were drafted into the armed forces of the First World War between 1914 and 1918 and 110 million during the Second World War 1939-1945"[1, 25].

Undoubtedly, the Second World War was the worst tragedy of the 20th century and claimed the lives of more than 50 million people.

At that time, the population of Uzbekistan was about 6.5 million people, of which 1.5 million people who were able to carry weapons participated in the war. More than 500,000 of them died on the battlefield, and many went missing.

The Second World War, which became the most tragic in the history of mankind, was caused by a conflict between large states and the aggressive forces of Germany, Japan and Italy for world domination.

Since the mid 30-ies of the twentieth century, the international situation in the world has become extremely aggravated. In this situation, on August 23, 1939, the USSR and Germany signed a non-aggression agreement for a period of 10 years (the non-aggression treaty between Germany and the Soviet Union is also known as the Molotov-Ribbentrop Pact).

It should be noted that until recently, information about the future borders and areas of interests of both countries, as defined in the secret part of this agreement, was not disclosed. Instead, it was argued that the agreement allowed the Soviet Union to strengthen its western borders and prepare for war.

On September 1, 1939, Nazi Germany launched an invasion of Poland, which marked the beginning of World War II. On September 3, France and England declared war against Germany. As mentioned above, in accordance with the agreement contained in the secret part of the agreement, on September 17, Soviet troops invaded Poland. The partition of Poland began.

On November 30, 1939, the Soviet Union invaded Finland, and the Soviet-Finnish War began. As a result of the war, the USSR annexed the surroundings of the city of Vyborg and the vicinity of Lake Ladoga. In July 1940, the Soviet Army occupied Latvia, Lithuania, Estonia and forcibly established Soviet power.

At the same time, the danger of war was constantly growing and threatening all the peoples of the world. And in Nazi Germany, heavily armed with modern weapons, preparations for war against the Soviet Union intensified. In fact, the flames of war, ignited by Nazi Germany in Poland, were approaching the borders of the Soviet Union.

Pre-war life in Uzbekistan

In the summer of 1940, Hitler signed the Barbarossa directive against the USSR. According to this document, Nazi Germany planned to wage a "lightning war" against the USSR and end it in 6-8 weeks, but no later than the fall of 1941. In September 1940, Germany, Italy and Japan signed an alliance agreement to join forces. In the secret part of the agreement there was a clause: "Destroy the Soviet Union and divide its territories between the states parties to the agreement" [2, 296].

By the summer of 1941, the Soviet Union was on the verge of a brutal and terrible war. At that time, all the peoples of the former Soviet Union worked hard to implement the ambitious plans of the Third Five-Year Plan (1938-1942). Including, on the eve of World War II, a lot of creative work was carried out in Uzbekistan.

In those years, the construction of facilities by the method of nationwide hashar became especially popular in Uzbekistan. That is how from August 1 to September 17, 1939 - in just 45 days - the Great Ferghana Canal was built. In addition to the Great Ferghana Canal "the North Ferghana Canal, the South Ferghana Canal, the Khorezm Canal of Toshok, the Toshkok Canal, Kampirraoyat Dam, the Tashkent Canal and other irrigation facilities were built" [3, 6]. The same construction was carried out at that time in all the former Soviet republics. Great successes were achieved in all republics in the fields of industry, agriculture and cultural development. All

the peoples of the former Soviet Union devotedly worked on the implementation of the plans of the third five-year plan for the development of the economy of the national economy (1938-1942).

Nazi Germany, led by Adolf Hitler, with bad intentions invaded the peaceful life of the multinational Soviet people. on Sunday, June 22, 1941, at about 4 o'clock, Nazi Germany launched a treacherous attack on the Soviet Union without declaring war, under the pretext of warning that "the threat of Soviet Bolshevism in Europe was intensifying" in order to "splurge" the international community.

The declaration of war was broadcast on the radio on June 22 at 12 pm, and all the peoples of the USSR were tasked with "urging the workers, peasants, intelligentsia, men and women to fight the enemy and deliver a merciless blow to the invaders" [4, 128].

The participation of Uzbekistan in the fight against the German invaders

For the peoples of the Soviet Union, including the people of Uzbekistan, a period of severe trials and a heroic struggle against the Nazi invaders began. As in the whole country, upon hearing the news of the war, rallies were held in all cities and villages of the republic in which citizens expressed their hatred of the enemy and their willingness to mobilize all their efforts to defeat the common enemy and, if necessary, give their lives to achieve this goal .

On the very first day of the war, workers at the Tashkent Textile Plant organized a rally of thousands, at which the participants spoke of their readiness to defend the country, forge a victory over the enemy in the rear and at the front. They decided: "From now on, we consider ourselves mobilized to defend our homeland. We urge all workers of Uzbekistan to work behind the lines calmly, selflessly and with patience" [5].

Workers of the Tashkent agricultural engineering plant and the KrasnayaZarya factory assured the government that they were determined to do everything possible and direct all their efforts and resources to defeat the enemy [6, 15].

In the early days of the war, thousands of rallies and meetings were also held in all other cities of the country, at which citizens unanimously declared that they would defend their homeland from an evil enemy, would work selflessly inside the country to help the front and defeat the enemy.

In particular, a rally was held in Samarkand on June 23, in which about 100 thousand people took part the famous writer SadriddinAiniy said: "Every patriot considers himself a soldier at work, every extra kilogram of grain or cotton, every new machine gun, machine gun, tank, plane will help to quickly defeat the enemy, strengthen his defense" [7] and called on workers to work in the name of an early victory over German.

On these difficult days, the flow of applications received daily by the military commissariat with a request to send them to the front indicates the high patriotic spirit of the Uzbeks. These applications were submitted by people of different nationalities, professions and specialties, men and women, young and old, party and non-partisan. In particular, "in the first four days of the war, 1975 applications were submitted to the Tashkent Regional Military Commissariat" [8, 76].

During the first week of the war, "1,735 people, including 425 women from the Ferghana region, appealed to the military commissariats with a request to be sent to the front. As of August 1, the Khorezm region received 1,156 applications, of which 197 were female volunteers. "The military

commissariats of the Samarkand region registered 2868 statements, including 213 women” [9, 302].

The outbreak of war with the Nazi invaders radically changed the life of the whole country. All forces and resources were thrown on the defense against treacherously attacking enemies. However, it is worth noting that in the early days of the war, the Soviet leadership was confused. Only on June 29, 1941, special instructions for further military operations were sent to the special directory of the Central Committee of the military-industrial complex (b) and the Council of People's Commissars of the USSR. The instruction said that the war dramatically changed the political situation, that the country is in serious danger, and what measures must be taken for a decisive victory. The main requirement of the instructions was the motto “Everything for the front, everything in the name of victory!” [10, 433]. This call of the government inspired our soldiers to win throughout the war, and those who remained in the rear did everything possible to provide the army with everything necessary to fight fascism and finally defeat it.

On June 30, 1941, the USSR State Committee of Defense (GKO) was created under the leadership of the Secretary General of the Central Committee of the All-Union Communist Party of Bolsheviks and Chairman of the Council of People's Commissars of the USSR I.V. Stalin. During the war, the State Committee of Defense possessed all state, military and party power. In addition, as the extraordinary body responsible for the strategic management of the Soviet Armed Forces, a headquarters of the High Command was created, headed by I.V. Stalin.

On July 3, 1941, JV Stalin addressed the people on the radio and talked about the real situation in the country, urging him to direct all his forces to victory over the enemy. The first days of the war were very difficult for our soldiers and people who worked in the rear. it is noteworthy that today the history of Uzbekistan in the Soviet era, including the history of wartime, is being re-evaluated.

The sons of the Uzbek people in the war against the invaders sought to protect not only the USSR but above all, the whole world from the threat of fascism.

The first President of the Republic of Uzbekistan Islam Karimov said: “Regardless of what the Second World War is, no matter what ideology it puts forward, we will always remember those who died on the battlefields for their native country, for the bright future of the people, for a clear sky over your head. No one has the right to forget this bitter, but higher truth, and we will not allow this” [11, 81].

Indeed, the soldiers from Uzbekistan did not fight at the front to defend the communist ideology, but fought against fascism, the common enemy of mankind. They took an example from the images of their brave ancestors Chirac, Spitamen, Mukanna, JaloliddinManguberdi, who fought against the invaders.

In the first years of the war, the Soviet state and its army were in a critical situation. Nazi Germany carefully prepared for war and equipped its army with modern weapons. This army has passed the test in recent battles and had the experience of warfare. In Germany, the war economy has revived. Moreover, Western Europe conquered almost all economic and human resources, both of its own country and of the conquered states. The enemy had a great advantage in terms of military equipment.

The Soviet Union, however, until its full mobilization had an army called upon to defend its borders. The main part of the army was deployed domestically. Moreover, only shortly before the outbreak of war, the production of new military equipment began to develop in the country.

Unreasonable repressions against many military leaders on the eve of the war also had serious consequences. Due to the advantages in military equipment, aviation and human resources, it was impossible to stop the enemy militias. Nevertheless, the soldiers of the Soviet army fought and died for every inch of their native land. So, the defenders of the Brest Fortress for a month fought fierce battles against the enemy.

One of the most difficult and crucial tasks of the beginning of the Soviet-German war was the military regulation of the economy. Reconstruction of the national economy was one of the most difficult tasks in the conditions of the outbreak of war redistribution of material, financial and labor resources in accordance with primary needs was to sharply increase the production of military products and reduce other types of products, move production from west to east and quickly deploy and launch it in new places. It was a difficult task to take into account the harsh military conditions. It was also complicated by the fact that most engineers and technicians were mobilized to the front.

The Nazis penetrated deeper into the country, trying to conquer large territories of the USSR. In the territories occupied by the enemy until November 1941, about 40% of the population of the Soviet Union lived before the war, there were 41% of the country's railways, 38% of cattle and 60% of pigs, as well as 50% of steel, 38% of grain, 60% aluminum, 68% iron and 84% sugar, and there was a large engineering base, including numerous defense enterprises" [12, 42].

All in the name of victory

As you can see, the enemy occupied vast territories where a large number of people lived, there were the main and important wealth of the country. The most important strategic zones were occupied. Therefore, "the main burden of the war period fell on the republics along the Urals, Siberia, the Far East and Central Asia." [2].

In the first three months of the war, "1360 large industrial enterprises were evacuated, including 455 to the Urals, 210 to Western Siberia and 250 to Central Asia and Kazakhstan" [12, 41]. It was imperative to arrange a resettled population and expand the construction of industrial enterprises.

The outcome of the war, as you know, depends not only on the actual military operations. The Second World War brought with it a massive use of technology, motorized armies. This required a lot of tension from the country's economy and the creation of a strong rear. Victory also depends on those who encourage the army, who work day and night to supply them with weapons, clothing and provisions, strengthening the confidence of fighters fighting against fascism in victory. The courage of those who remained behind in order to provide comprehensive assistance and support to the defenders of the Motherland is one of the key factors in ensuring victory.

That is why the political leadership of Uzbekistan has begun restructuring its economy. On June 26, 1941, the country introduced the strictest labor discipline, compulsory overtime for workers and employees, an 11-hour working day. Sanctions against violators of labor discipline were tightened, unauthorized withdrawal from the enterprise was considered as desertion and was punishable by law. In late July, the executive bodies of the Union and Autonomous Republics,

with the aim of redistributing labor in the interests of military production, were granted the right to transfer workers to another job without their consent. A labor service was established, on the basis of which the entire adult population could be mobilized for particularly urgent work. Holidays have been canceled. These measures have significantly increased the volume of industrial production.

The first secretary of the Central Committee of the Communist Party of Uzbekistan, UsmanYusupov, who led the republic during World War II, led the mobilization of Uzbekistanis in the fight against fascism. In the conditions of a shortage of qualified personnel, it was difficult to locate, install, commission the industrial enterprises evacuated from the western regions of the Union to our republic, which required great efforts from the Uzbeks.

From July to November 1941, according to the military plan for the fourth quarter of 1941 and 1942 for the Volga region, the Urals, Siberia, Kazakhstan and Central Asia, about 1,500 enterprises were evacuated to the east. Uzbekistan received 104 industrial enterprises. These are the Leningrad Textile Machinery Plant, Rostselmash, Sumy Compressor, Dnepropetrovsk Carborundum, Moscow Lift and Elektrostanok, Stalingrad Chemical Plant and others[13, 166]. In a new place, in unusual climatic conditions, enduring food and household deprivations, builders and installers installed and adjusted equipment. To manage the placement, installation, commissioning of evacuated industrial enterprises, the State Economic Commission was created by decision of the Central Committee of the Communist Party of Uzbekistan and the Council of People's Commissars of Uzbekistan[14, 50].

Enormous assistance to the evacuated enterprises was provided by the entire population of the republic. Thanks to dedicated work, these enterprises were put into operation in the shortest possible time. Separate workshops of the "Rostselmash" plant, for example, were installed in three weeks and after 25 days they began to produce products, the entire plant was started up two months later. By the end of 1941, more than 50 evacuated enterprises were installed and commissioned. At the end of the first half of 1942, all enterprises relocated to Uzbekistan worked at full capacity, supplying military equipment, ammunition and equipment to the front[9, 302].

A labor service was established, on the basis of which the entire adult population could be mobilized for particularly urgent work. In February 1942, all men from 16 to 55 years old and women from 16 to 45 years old were declared to be mobilized for work in industry[15]. However, these measures could not adequately ensure the influx of men into production, since most of them were at the front. The main reserve for the national economy was adolescents and women. Thousands of women voluntarily went into production and successfully mastered professions that were previously considered to be male. In Tashkent alone, in the first months of the war more than 20 thousand women began to work in factories. 800 housewives began to learn professions at the Tashselmash plant. Regardless of the difficulties, people worked selflessly in the name of approaching victory.

Working people of industrial enterprises worked tirelessly to provide the army with weapons and military equipment, displaying patriotism, heroic labor, courageously overcoming hunger, fatigue and ailments in order to make their contribution to the victory. During the war, they produced 2100 aircraft, 17,242 aircraft engines, 2,318,000 bombs, 17,100 mortars, 22 million

mines, 56 million shells, 1 million grenades, nearly 300,000 parachutes and 5 armored personnel carriers[3, 19].

During the war, the people of Uzbekistan initiated an excellent example of patriotism - nationwide support for the front. "The people of Uzbekistan donated 6 49.9 million rubles, 22 kilograms of gold and silver to the Defense Fund during the war" [3, 12].

A large number of warm clothes were sent to the defenders of the Fatherland. So, in 1942 35 sheepskin coats, 25 earflaps and 332 fur hats, 305 warm covers, 116 blankets, 96 pairs of gloves and 129 pairs of socks were sent from Zaamin district. In the Gallaaral district, hectares of fields were created for defense needs, and the ripened crop was immediately sent directly to the front [16, 7].

Workers in the village of Uzbekistan also made a worthy contribution to the national struggle for the defeat of the Nazi invaders. They were faced with the task of providing the front and the population of the country with agricultural products and raw materials for industry. Since the main grain regions of the Soviet Union were occupied by the enemy, the need arose to increase grain, potatoes, vegetables and industrial crops in our republic. Breeders also had to supply the army and population with meat and dairy products.

In a joint decision of the Central Committee of the All-Union Communist Party of Bolsheviks and the Council of Ministers of the USSR adopted on November 17, 1941, the main tasks of agriculture in Uzbekistan were identified, which emphasized the special importance of the republic in providing the front with food and agricultural products [17, 168].

During the war, farmers in Uzbekistan increased the production of sugar beets, sunflowers, flax and canopy, sericulture and the cultivation of astrakhan were of particular importance. The increase in cotton production was one of the most important tasks assigned to the rural workers of Uzbekistan during the war.

In the year of the war, rural workers of Uzbekistan sent to the front "4 million 148 thousand tons of cotton, 82 thousand pounds of grain, 54 thousand 600 tons of cocoons, 195 thousand tons of rice, 57 thousand 444 tons of fruit, 36 thousand tons of dried fruits and 159 thousand tons of meat, 22 300 thousand tons of wool " [18, 489], many other products and thereby made a worthy contribution to the victory over the enemy. In addition, the Uzbek people played an important role in restoring the national economy of the territories liberated from enemy occupation.

Residents of the republic showed great concern for them. Particular attention was paid to evacuated children who lost their parents. In total complexity, the people of Uzbekistan in difficult times received more than 1 million people, including 200 children, from the occupied regions of Russia, Ukraine and Belarus, provided them with housing, clothing and food. Only one family of the Tashkent blacksmith ShoahmadShomakhmudov brought up 15 children of different nationalities. Orphanages were organized to accommodate children. In addition, evacuation hospitals were created in the republic, they were given dormitories, educational buildings of institutes, schools and other premises. Committees for helping the wounded were set up. This was an example of the high humanism of the Uzbek people, manifested even in the harsh conditions of the war.

During the war, science, education and culture also contributed to the victory of the Nazi invaders. From the first days of the war, famous Uzbek scientists U. Aripov, Yu.Kh. Turakulov,

I. Ismailov, Kh. Usmanov and others went to the front. Behind the rear, such famous scientists as T.N. Kori-Niyozzi, V.I. Romanovskiy, T.Z. Zakhidlov, I.A. Raikova worked hard to solve problems that ultimately led to the development of the national economy and the front. , O.S. Sodikov and others.

Uzbek theatre and art figures also contributed to the victory in World War II. More than 30 concert brigades were created in the republic, which organized over 35 thousand concerts in military units and in the Turkestan military district and hospital, where about 26 thousand war invalids were treated, gave them spiritual support and urged them to make every effort to defeat the enemy invaders[19, 489].

During World War II, Uzbek fighters showed courage and courage in all battles against Nazi Germany and militaristic Japan. The courage of the sons of Uzbekistan in the fighting was an important part of the victory in World War II. During the war years, 120 thousand Uzbeks were awarded orders and medals. The title of Hero of the Soviet Union was awarded to 338 immigrants from Uzbekistan, 53 soldiers became full holders of the Order of Glory (equated to the Hero of the Soviet Union). For courage and courage, many Uzbeks were awarded orders and medals of Poland, Hungary, France, Italy and other countries[14, 72-73].

In a word, the warriors of the Uzbek people made a worthy contribution to the victory in World War II by their heroic struggle against the enemy and selfless activity on the labor front.

CONCLUSION

President of the Republic of Uzbekistan ShavkatMirziyoyev in his speech at a reception on May 9, 2017 at Memorial Square in Tashkent said: "In the most difficult and incredibly difficult years of the war, the unprecedented tolerance and humanity of the Uzbek people manifested themselves. Our country has provided shelter to approximately 1 million children, women and the elderly, who were evacuated from the war-torn western regions of the country, and provided them with bread.

It cannot be said that the hard work of older people, women and adolescents in factories and enterprises that have been evacuated to Uzbekistan is an example of true dedication and heroism.

We must be vigilant and aware of the responsibility for peace before the people of Uzbekistan, clearly understanding the essence of the fact that the Uzbek people need peace and prosperity" [19, 396-397].

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DOI NUMBER: **10.5958/2249-7137.2020.00158.5**

THE SITUATION OF THE POPULATION'S IMAGE IN THE EXPRESSION OF NATIONAL SPIRIT IN ABDULLA ORIPOV'S POETRY

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ABSTRACT

This article deals with the problem of interpretation of the image of the people in Abdulla Oripov's poetry. The mysteries of poet's poetic skills were viewed based on the analysis of poems such as, "Why do I love Uzbekistan", "Uzbekistan", "Face-to-face", "Population", "For the crowd", "The mod". It was viewed that image of the people is fallen into the following three categories in creator's poetry. They are: 1) the nation to which he belongs; 2) beloved nation compared with mother; 3) the crowd, which has not got the level of nation. In Abdulla Oripov's lyrics, it was proved that the national motif rose to the level of the image and was depicted in close connection with the image of the motherland.

KEYWORDS: Poetry, Population Nation, The Image Of Homeland, Lyrics, Artistic Description, Artistic Image, National Spirit, Skill, Poetic Explanation.

INTRODUCTION

Apart from the artistic image, neither literature, nor poetry which is the most active part of literature, can exist. Because image – condition of existence of artistic literature, basic cause of creative process. Especially, the situation of artistic image is individual in the expression of national spirit. The authors of "Vocabulary of literary criticism" states that: "Firstly, artistic image – evinces as an individualized generalization. Every event in reality embodies both general characteristics deal with species and its individual features which are exist only on it. Figurative mentality summarizes according to its individual figures and, it differs from abstract mentality which is based on event's general features" [7, 43]. World of images in Abdulla Oripov's poetry has very big significance. Outside looking, the conception of nation express general meaning but it is embodied as a certain image, we should state that, the image of nation is raised as a live

image, but not as an individualized generalization in creative poetry. This image, which is actively used in most of Abdulla Oripov's works, is one of the main factors in the expression of the national spirit.

MATERIAL METHOD

Abdulla Oripov's poems are selected which deal with the theme of population in writing this poem. The using characteristics of the image of the population is viewed in poet's poetry. It is determined that the poems in that theme are categorized according to their essence as the following: the nation to which he belongs, beloved nation compared with mother, the crowd which has not got the level of nation. Hermenivtik and categorizing methods are used in belonging analyzes.

RESULTS AND DISCUSSION

According to the content, the artistic interpretation of the image of people in Abdulla Oripov's poetry can be classified as follows: 1) the nation which he belongs; 2) beloved nation compared with mother; 3) the crowd, which has not got the level of nation. However, it expresses different meanings, the image of people is one of the base of creator's artistic – aesthetic ideal.

The image of nation is expression of the folk, which he belongs. The expression of love for the people and the national spirit is the basis of this image. In most of the poet's poems, people and nation are used as equivalent concepts. In particular, "Why do I love Uzbekistan?" was written in 1964. These lines from the poem confirm this idea:

Why do you love Uzbekistan?

If they say to me give your reasons,

Certainly, I bow to my mother people

Before poetical, beautiful words

Oh, my people if the verdict of our history

Carried you endless glaciers

If you settled in the snowy places

I would love these glaciers surely.

In that case "people" ("xalq" in Uzbek) expresses identical nation. In poetry, it was impossible to use the term "nation" and affection to the people and it couldn't be expressed clearly in that period when, the poem was written. "As if, there was suddenly lightning and thunderstorm. As a result of this, some of false ideas were vanished such as, the term "union" as a Motherland and the term "soviet" as a nation. This storm announced the feelings about the Motherland which is hidden in the soul. "Why do I love Uzbekistan"- no one can broach such kind of question in that case. Every decent person can easily profess that it was big bravery for that time" [2, 5].

Indeed, it was observed that the idea was very acute, suddenly reasonable approximation to the topic giving clear expression and it was highly artistic. The images of Motherland (Uzbekistan) and people (nation) mean poetic entirety with each other. The purpose of loving Motherland is people (nation). According to poet's explanation: "Motherland is dear nation's habitat and we should love it". These rows can be proof: Oh, my people if the verdict of our history,

Carried you endless glaciers, If you settled in the snowy places, I would love these glaciers surely.

The Ode “Uzbekistan” - one of the best masterpieces which describes our Motherland’s reputation with high national spirit in the history of our poetry. The ode differs from others with that, it can highly express such kind of issues with a perfect system. The issues are: our history, which is great and rich in complicated and controversial events, our history’s bright and dark moments, the pattern of our great historical ancestors, who has a great incomparable importance in our development and the contribution of our nation to the development of the world science, literature and culture. In the ode stated that the image of people has a central position in the artistic image:

I talked about my ancestors, but
 There one who is loveliest of all?
 Invented the genius you are
 Mother Nation is greatest of all
 The only one who shared everything
 You gave your last bread to your son
 You only carried the honor
 Over the centuries, only yourself
 My nation is my all thing
 My motherland, Uzbekistan

The poet exalts his dear population as lovely of all and great and venerates it as his all. Professor Nurboy Jabborov stated: “Another noteworthy aspect is affection of this poet to his population is described sympathetically with the love for his country. Abdulla Oripov respected his dear population as his all who invented the genius, shared their latest food with their son and carried the honour of the generation over the centuries and his lovely countries of all. The most important thing is that he could depict his respect with unrepeatable meaning and unused literary arts as though artistic invention such as assimilation” [1, 120].

While the poet was expressing his love for his country and nation (folk) with enthusiasm he recalled the difficult periods, the country passed. He applauded the nation who was able to overcome the difficulties:

Passed many occasions over your head,
 Budda passed, passed Zoroaster
 Every found an ignorant man
 Dear nation come you and collar
 Genghis Khan wanted with anger
 To lose your world perfect

But you passed Amudarya in a jump

The horse of Jalaliddin as if

You are the steed only mine

My country Uzbekistan

Abdulla Oripov is unique creator in expressing the national spirit. The works of the poet mean that creator undergoes hardship on every word and phrase and feels the endless meanings of the word as well as he can use them masterly in artistic text. So, every poem of the poet ideally situated in each reader's soul. These following references can prove our above mentioned ideas: "Every found an ignorant man, Dear nation come you and collar." "Come you and collar" – such kind of actual Uzbek phrase that it affects very fast and strongly. While analyzing these lines literary critic SuvonMeli states that: "The idiomatic phrase "collar" means to hurt someone who is meek especially it expresses clearly unfairly hurting. The phrase invented the unique meaning in this "Dear nation come you and collar" row that the concept "nation" has a general meaning factually, but in that line (but also the whole poem) the phrase changes into very exact lyrics personage" [5, 194].

The steed of Jaloliddin is much more individualized symbol of population's image. As Genghis Khan wanted to kill him – Passing over Amudarya is the symbol of dear nation's bravery. "Usually horses are tolerant, fast, strong and the extra meaning which is given in the poem express the reality of the exaggeration such as passing Amudarya in a jump" [5, 195]. The poet changed the actual river; actually it was The Indian River. On the contrary, there may be confusion with river which is located in a foreign country and nation's resisting fight against foreigner aggressors and these confusions may ruin the poetic feelings.

People – is as the image of lovely nation compared with mother. The proverbs are valuable not only as the mirror of the life of the population, but also they are the expression of the dreams of the nation. For illustrate, there is one proverb like this "The native land is the past, the present and future of the nation" it depends on life experience. Whereas every proverb expresses the national spirit, it is known that their expression in the poem is very significant. Abdulla Oripov's poem "Nation" can prove the idea. Here, the poem begins with these lines:

Everything passes, even the rank, glory,

Sweet leaves us sweet, bitter leaves bitter.

Only lives the nation, the only, nation lives,

One day even the Sun the great turns into Earth surely.

It is known that, using national proverbs, fables and quotes called as "Irsolymasal" in classic poetry. This literary art is "...using national proverbs, fables and quotes in a sentence or poem by giving example in other word, "tamsil" [3, 47]. It is not an exaggeration to say that Abdulla Oripov is a poet who used this literary art very skillful and much in our poetry. Keeping above mentioned meaning of the lines, the proverb "The native land is the past, the present and future of the nation" is adapted as a "the only, nation lives". The poet repeated the meaning of a proverb with a little change at the aim of keeping the perfection of a rhythm and emphasizing strongly to the expressing meaning: "Only lives the nation, the only, nation lives".

Justice is eyes of the nation, it is eyebrows

Certainly that, mother beating doesn't hurt

This is leader, who creates never destroys

Only lives the nation, the only, nation lives

Being literary elevated and sensibility of the piece of the poem is provided by comparing justice with eyes and eyebrows and the proverb "Mother beating doesn't hurt" expresses a deep point as well as the sincerity of emotion in the phrase "Who creates, never destroys". Generally, any artificial word or phrase is not used in Abdulla Oripov's poetry. There are main factors which determine the distinctive features of the Abdulla Oripov's poetry. They are: natural Uzbek words and phrases expressing unequally the natural spirit; his thoughts have unmeasured philosophical expanse and his emotions are heartfelt and true as well as, the absolutely proportion of the deep meanings and literary shape. These ideas are the proof of the idea which is acknowledged by the poet: "Only the works may live fairly which can personalize the immortal national spirit, traditions, the natural distinction and lastly the variety of language" [8, 261].

The basic points of Abdulla Oripov's poem "Face-to-face", which has endless meanings and complicated composition, also deals with the expression of the image of the population. The poet recalled his dear nation in anywhere and any circumstances. This is specially stated by the poet also:

I use my mind for you at night

My dear nation I love you silent

If my glance finds shabby suddenly

I lament my nation, I am dreary.

The poem was written in 1964 while the Soviets were shouting about their making the population happy, and boasting as if they gave us equality, justice and welfare. It was not easy to write a poem expressed the nation's sadness at a time of great sorrow and soviet ideologists were looking for reasons for blaming the population. This case can show us that Abdulla Oripov considered about his people in his every breath even, and he wanted to put ointment on a wound of population's soul. He was well-educated creator. The heart of the poem is that the meaning deals with the people have never shone eyes with happiness, deprived of their own made food, instead of wearing only attiring others, discovered stars, and called vulgar, their Furkat was exiled from his home country as well as their Alisher found out as malaria. According to Academic Matyokub Kushjonov's idea: "These painful explanations are the emotions of the poet, leaked out from the bottom of his soul. After describing the feelings, the idea finds its ending as if. But, the poem has not been completed yet. Now, the poet paid attention to – Uzbek scattered over the furrows of a field" [8, 261].

At that time, the Uzbek people were exploited under the motto "White gold (cotton) is created by golden hands." The Uzbek scattered over the furrows of a field – there is an expression of a deeply sadness and distress in the essence of the phrase which cannot be obtained not only in a poem, but also in an epic. After that there appears a new image "gloomy sister" that it describes the poet's dear adorable nation. The poet likened its cheerfulness to the autumnal basil. We can understand the poet's supposed target if we consider about the meaning of the word "gloomy". It

expresses the person whose face paled and depressed, as well as, cheerful” [6, 349]. This can inform us that how the poet’s feelings are increasing. According to NurboyJabborov’s conclusion: “Gloomy sister” means the image of Uzbek woman whose figure is bent from the cotton field in daytime and night from housework, unhealthy and who cannot find much time for bringing her children up [2, 9].

If I muse you my sister – my gloomy
As speechless, I am burning with sorrow
There sweating my sister – my gloomy
Why is the diversion with me after all
By no means, no one may be gloomy
Dear sisters may live healthy as Samsons
But what nature never gives us its all low
To forget them our dears as Samsonsalso

Gloomy sister is the symbol of mother nation. The poet’s soul is full with sorrows when he considers the position of his mother country. The poet narrates such kind of honest person that he thinks his dear person’s sweating in the cotton field during the day and night and he cannot be in diversion. The repeating of the word no”in the line,“ By no means, anyone may be gloomy no-shows to what extent of the distress in the poet’s soul. Generally, in Abdulla Oripov’s poetry the words are so selected with their meanings and every word can express very endless poetic meaning that occasions are the proofs of thepoet’s literal skills.

There is mother nation in your rows
Industrious as you, they are lovely
Forgetting is shame its sorrows
Forgotten persons are actual dummy
When I saw my gloomy nation
I dream the great future for you.

According to Abdulla Oripovthoughts to forget the sorrows of industrious and lovely nation are a shameful. He writes about people who forgot their dark days. By symbol of sister he observes the life of his nation and dreams of great future of Uzbek people. But as in other his works his emotions always changeable. The poet wanted every generation to take after their ancestors and to be brave, as well as he glanced sadly at his selfish fellow he disappoints and his emotion’s storm in his soul, if he notices any few people’s circle as a result of storm he created the lines:

Oh, my population, your future are they
Oh, my population, never beg for them
You, my mother population, I adore
Your sorrows are mine, my sorrows they are.

What can I do? My help is surely minor

However, I suppose to cut your sorrows far.

According to the poet, considering the mother's sorrows as ours and its joys also as ours is duty for every generation. However, tendency toward selfishness is the natural sense for people. The sense, in other words repenting for other people, is not given for every person at all. The poet dreams of people who can repent and cry one another as if they are sibling brother and sister and who can line up in a row in any time for the mother country's joy. Actually the poet's conclusions in the example of Uzbek people are relating with the people of the world. It does not matter any nation. We can summarize that the real poet propagandize the considerable concepts belong to the world while thinking about mother nation.

The portraying crowd which did not rise to the level of nation. The most important obstacle in the formation of nation as a nation and a folk as a folk is crowding mood. Because crowd never observe the world with thought or mind. The emotion of national heritage is stranger for the crowd. The crowd doesn't care about history and the present. The crowd doesn't interest absolutely about the future also. Abdulla Oripov wrote the poem "For the crowd" in 1980 about such kind of group people. It was surprisingly event in Uzbek literature and national poetry.

Hanged Mashrab, where were you?

Chulpan hanged where were you?

Did you inquire Qodiri?

Had you defense to the worry?

Faced sentences name with you

Written histories named with you

What are you? Say how magic with you?

Why for performance you had tendency?

I deliberate with you grief

When you shape the nation chiefly

According to Abdulla Oripov's explanation, tendency to performance is one of the individual characters of the crowd. It is obvious that the soviet people carried out all evil deeds in the name of the nation. Nation's brave descendants were repressed and they were called as "the enemy of the nation" as well as they faced to harsh penalties in the name of the nation. The poet wrote with grief about his deliberation for his "crowd" who could not become the nation. According to his viewpoint "crowd" is one of the negative influences for developing traditions of nation.

Like his other poems in his heritage the poem "For the crowd" can be proof that Abdulla Oripov was great thinker poet who can esteem philosophically and deeply the life of humanity and society. We should take into consideration that there is not any poem which deals with that topic. The poet's collection named "The Everest and the ocean" opens with the poem titled "The mod". At the beginning of the poem, it is described that, all animals – wolves, jackals, lions and leopards lived and hunted together and shared the food to one another for million years. The next lines express the personal characters of the mod like this:

Invasion of the mod is awful very
 Mod can fallen the mammoth down easily
 On condition is the mood angrily of mod
 And nothing can be rebellious for them, not
 Vandalism is character, appalling is
 Character is impatience, however has

One of the personal characters of Abdulla Oripov's lyric is that the poet's target creative hope is not sensed, it is hidden. The context is philosophical; significance is discovered in passing line after line. The great unimaginable poetic conclusions are found out in closing lines. Mod's invasion is very appalling a mod can fall the mammoth if it is nervous nothing can rebel with it. This meaning is comprehended lastly. In the lines: "Vandalism is character, appalling is, Character is impatience, however has", - mod's feature is figured out vividly in other words, the main force to this category is passion. This heads it to vandalism and ruthlessness. The most horrible, the reason of doing vandalism is not hungriness, it is greediness and however, it is impatience, the poem summarized as:

Heredity is not mentioned hollow
 All of them are not misplaced up to now
 There is no any point in hiding the feel
 If I see the mod, I am so fearful.

Mod is the inheritor of the crowd in essence in that poem. But it adapted to the period and cannier than crowd for itself, as well as it is ready for anything to obtaining its bad ambitions. According to Abdulla Oripov both crowd and mod are mean spirited category who is not in similar level with population. The crowd and mod is contrary to humanitarian and obstacle in road of society's development.

CONCLUSUION

In conclusion, the nation is one of the images in Abdulla Oripov's poetry. It does not matter the poet's writing's genres or topics, he expressed widely his affection to his nation and expressed unequally the national spirit. The poet's poetry, people are raised as a live image and its description is inseparable with the image of Homeland. He used the term "people"(xalq) instead of "nation"(millat) because, in soviet period it was impossible. People meant the nation, the lovely folk as mother in creator's poetry. The concepts "crowd", "mod" are expressed as a category of crowd which is not in similar level with nation and the torment of society development. Naturally, it is impossible to express the nation's image in Abdulla Oripov's poetry with one article. We suppose that belonging scientific research should continue long.

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DOI NUMBER: **10.5958/2249-7137.2020.00159.7**

SKILLFULLY ACTIVATING THE EDUCATIONAL ACTIVITIES OF STUDENTS BY PEDAGOGUE

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ABSTRACT.

In this article, it is important to increase the activity of teachers in the classroom, determine the level of knowledge, develop their intellectual, creative abilities and abilities, mental and age characteristics, as well as the level of training that is constantly evolving.

KEYWORDS: Knowledge, Activity, Internal And External Motivation, Education, Training, Student, Personality, Skill, Perseverance, Interest.

INTRODUCTION

In order for today's globalisation process in the world to have its place in the international arena, first of all, its sustainable development requires that it is the primary factor. The main advantage of these highly developed countries directly depends on the effectiveness of the educational system and the existing internal opportunities created for the development of the individual. At the same time, the main goal of every educator working in the field of education has been to ensure that the young generation grows up mentally and spiritually mature at the time of the efforts carried out by our country head in the education system, to achieve high quality in the educational system, to ensure that our children are strong, educated, wise and truly happy.

The main results and findings

Increasing demands for highly qualified pedagogical personnel in the current conditions require the formation of creative pedagogical personnel with a high level of professional training and with good mastering of modern pedagogical and information technologies. In the implementation of the updated education system, each teacher should be able to regularly study the information on his science and education of the harmonious generation and organize the educational process at the level of modern requirements, as a result of his skill to apply them consistently in his labor activity.

Constant activity of the teacher aimed at the development and use of the content, forms, techniques, methods and tools of teaching that will help to increase the interest, activity, creative independence of students in the development and application of knowledge, formation of skills and competences, their application in practice, is called the activation of students' educational activities. The student's activity in the educational process is directly related to the motivating factors (desires) of education. While encouraging it is necessary to accelerate the process of mastering knowledge, to mobilize the independent search for new knowledge. It is aimed at comprehensively motivating students' mental, creative forces and opportunities, taking into account their psychological and age characteristics as well as their level of preparation. All factors that stimulate activity are brought to the following four factors of motivation: 1) the correct end result of the Activity; 2) rewarding motivation; 3) subordinate behavior: getting rid of pressure by subordination to force; 4) self-attractiveness of the activity process. The first three factors are external stimulus factors, these are administrative measures, teacher demands, reward, punishment etc. Its attractiveness of the process of activity is associated with internal stimulating factors, which mobilize the processes of willpower, contemplation of the individual. External stimulus factors are influenced by internal stimulus factors. The task of the educator is to create conditions for the emergence of internal motivation of students in the educational process.

The conditions for the emergence of internal motivations for learning include:

1. Pursuing the newsletter.
2. Striving for action activity.
3. The desire to master the universe effectively, skillfully, sparingly.
4. Striving for self-determination (determination).
5. Seeks self-realization, that is, self-actualization. This aspiration is directly related to the need to strive for positive results. It is characterized by the desire to perform complex tasks, having the desire to do it qualitatively, efficiently and independently. The realization of this need is accompanied by the achievement of self-esteem through competition with others and with oneself, overcoming difficulties, successful use of one's abilities. The formation of motivation has two mechanisms. The first is the process: the chaotic decision-making or specially created conditions of educational activities actuate some situational tendencies, while they shift to stagnant motivational structures in consistent actualization. This is the formation mechanism "from the bottom up". The second process ("from top to bottom") consists in mastering the inclinations, goals and ideals and attitudes of students given to them in a ready-made form. For example, when mastering a new material, it is emphasized that this material can be used in future professional activities or can enter into testing. In the process of training, the educator should use both processes.

The formation of the education system" from the bottom up "is directly related to the development of students' interests, it is a mental state in which the intellect, emotions and will of the individual are directed to satisfying the needs of cognition. Consistently developing interest is a constant motivating motivation for learning, which becomes an important prerequisite for the effectiveness of the learning process. "If the teacher wants something to be well mastered, he should try to make this thing interesting" (A.A.Leontev). As for the development of interest, it is possible to conditionally divide into three stages:

The 1st stage is an emotional stage, in which the material is interesting to the students, and in the influence of its interesting statement by the teacher, it evokes curiosity and interest in cognition. That is, one of the sources of formation of interest in cognition is the content of the instructional material;

- interesting statement of the pedagogical material, on the basis of which, first of all, the desire and awareness of interesting statement of the subject, the teacher's interest in his subject lies;
- "perception of the audience", that is, the invisible connection of the teacher with the students, which allows the teacher to change the method of material statement depending on the student's exhaustiveness, deep understanding of the material, etc.

Emotional interest, aroused in this way, contributes to the birth of being in a positive emotional relationship to knowledge, the desire to act. Positive emotions, according to the point of view of psychologists, are the most powerful foundation of human activity. It is known that pleasant things, processes, events that affect emotions are well remembered. There is also experimental data confirming the following rule: positive emotions lead to an increase in working capacity. But it is also necessary to observe the norm of emotionality in the organization of the educational process. The presence of positive emotions is also associated with the creation of a favorable psychological environment in training: the creation of friendly, working relationships, creative mood and others, that is, the creation of conditions that increase the inability to work, satisfaction from work and environment.

Stage 2 is an intellectual stage, in the process of carrying out the system of educational work, students understand the meaning and importance of educational information, its application, its usefulness for professional activity and personal life. Intellectual interests are manifested mainly in internal, mental processes and motivate the student to carry out the educational work, fading all mental processes: memory, will, emotions, contemplation, attention, etc. The manifestation of intellectual interests in the higher educational institution is associated with a positive professional orientation of the student's personality and the stages of mastering knowledge.

The 3rd stage in the development of interest is the spiritual stage, in which interests are part of the spiritual and ethnic values of the individual. Moral interest expresses the higher cultural needs of an individual and turns into a conscious aspiration for something. At this stage, not only the structure of the motivations, but also the knowledge, skills and attitude to learning change.

Signs of the appearance of interest include:

- Intellectual activity, it is manifested in the students' questions, in their desire to participate in activities, in their active use of the acquired knowledge and knowledge, and also in their desire to share the received information with others;
- Emotional manifestation, in this sentence is characteristic of the emotional well-being of students' cognitive activity. In the first place, this is the expression of the students' intellectual joy, sympathy, pity, anger, in accordance with the acquired knowledge;
- willpower manifestation, this is the concentration of attention in the sentence, the attitude of the student to the difficulties (if there is interest, the students strive to overcome the difficulties that have arisen), the desire to complete the educational effort.

However, after the completion of a certain type of work, the teacher should keep in mind that interest can be diminished, so the general task of the teacher in the training is to ensure that the student is always inclined to work. Within the framework of the study, the motivation consists of the following cycle: job initiation motivation, motivation of the progress of work performance and motivation of completion of work.

At the beginning of the training, the student should understand what useful and new he can learn, where he can apply the learned thing, what advantages can the study of the new material give him. The activities of the teacher consist in the discussion of the need to direct the students to the activities that are in front of them, what they can and can do, what they do not know, what they need to know in order to solve the problematic situations that arise.

The motivations and interests that are aroused at the first stage of knowledge acquisition and then held during teaching are the factors of teaching: the quality of didactic development of educational information, the joint activities of teachers and students, the composition and content of cognitive functions, the organization of the educational process and the development of their management.

At the end of the training, it is necessary to create a motivation for completion, in which an assessment will be made of the tasks set at the beginning of the lesson, to which they were performed, to which they were not performed and why they were not performed. In order for positive prospect motivation to occur, it is important that each student finish the course with positive personal experience. And the positive completion of the lesson will always depend on the pedagogical skills of teachers.

Pedagogical skill-knowledge of the pedagogical process, its organization, ability to bring into action, synthesis of the quality and characteristics of the work of a person, which determines the high efficiency of the pedagogical process.

Pedagogical communication is a multifaceted process of establishing and developing mutual relations, understanding and support of each other, arising from the goals of educators, as well as the content of their joint activities.

Pedagogical tactics-the pedagogical principle of communicating with them in different circles of children's activities, the measure, the qualification of being able to communicate with students correctly, taking into account their personal characteristics. [5].

For successful work, it is necessary that each teacher has pedagogical skills. The owner of pedagogical skill spends little effort, achieves a great result, creativity becomes his always partner. It can be a pedagogical skill only in a talented person, capable of pedagogical work. Talent appears and develops in the process of activity. Ability differs from qualification and oddity. Qualification and stewardship are the result of training, learning. [6].

Therefore, the ability of the teacher to ensure the activity and coordination of the activities of students in problematic situations that may arise in the process of education and training in the skillful activity of the student's educational activities, the ability to operate in cooperation with the students and use organizational methods, the ability to easily enter into communication, the ability to interact, the ability to collect, analyze, evaluate, process and exchange information is of great importance.

The level of student cognition activity is interrelated in the educational work, not only internal factors but also external factors are affected. In the sentence of internal factors, there is a reflection of the meaning of personality and the importance of information acquired in it, the needs and interests of cognition.

External factors will be given by the content, methodology and organization of the educational work.

The activities of the teacher on improving the content of the educational process implies at least the following work:

- 1) rational choice of the teaching material with the separation of basic, base and secondary, additional materials;
- 2) re-size of the teaching material by time division, this concentrates the new material as much as possible in the initial period of teaching;
- 3) uneven normalization of the teaching material to ensure the multi-level development of the new material;
- 4) to ensure even more in-depth assimilation of the material mentioned, based on the understanding of the development of the new and old learning material on the spiral, and not on the logical successor;
- 5) efficient use of every minute of audience time.

It turns out that this activity of the educator is connected with the concept of educational information and the methods of its structure.

Educational information is said to be information that the student receives from outside (textbooks, teacher, etc.). The student's activity in the reception of information is diverse. The teacher has two possibilities to adjust the interaction of the student with information: on the basis of personal experience and the right meaning, or on the basis of the laws of mastering knowledge. In the first case, the thoughts and desires of students are not taken into account, in the second case they are taken into account and the analysis is also made. For the second case, it is possible to use the zonal theory of development intellect in the teaching of L.S. Vigotsky. Didactic interpretation of this theory is used to distribute the flow of educational information in the educational process. For this purpose, educational issues in the field of education are divided into three groups. Each group corresponds to its own information zone and its own methods of assimilation, as well as the organization of the educational process. Issues of the first group – these are issues that students immediately solve correctly, confidently and completely independently. The educational information or student's knowledge, which is assimilated by the independently solved issues, is interrelated. And the criteria for their separation are full and correct answers, which are given without any help from the outside.

This is a zone of developed intellect.

The second group of issues is the issues that students can solve with the help of questions or other information that guide them and then interpret them as they understand the way to solve. This zone of educational information is determined by the content necessary for the solution of the issues in the joint activities of students and teachers. These are superficial mastered

"approximate" knowledge. The criteria for this: non-paying answers, must not be understood in depth to the extent, but will be answered satisfactorily by the sender questions.

The information is new, but partially known; the student has some idea about it. The closest development zone, it determines the worldview of students, their orientation in science.

The third group of issues is that students cannot sort out, do not understand the question and the condition and are not able to use additional information. This zone includes very new information, which is not known to students at all. In its study, the teacher must necessarily help. Zone of development in perspective.

The above zones can be identified both by experimental and theoretical means. With the acquisition of knowledge and the formation of cognitive activity, the content of educational information zones changes. In the process of training, information satisfactorily passes from the third zone to the second zone during the lecture, and in the process of solving issues from the second zone to the first zone.

In the process of structuring the course of educational information, the use of the zonal theory of teacher student development will help the following:

1. Division the content of the training program is optimal on the training information zones. The amount of information entered into the third zone determines the number of necessary lectures and their subject (the most difficult material). The second zone shows the norm of practical training (material learned with the help of a pedagogue). The first zone is an independent volume of work.
2. Skills and abilities that must be formed by zones, and also the methods of training are distributed: for the first zone – repetition and control techniques. For the second zone – with a general certificate and an independent work record. For the third zone, explain, demonstrate an example of activity, assignments for training, and teamwork.
3. Division reports on the zones and allows the selection and structure of the practical course to be scientifically substantiated and structured. The best results are achieved when the materials of the triple zone are exchanged.

The distribution of the material according to the forms of training depends on the extent to which the zones are filled with the learning material and the level of development of the students. For vacant students, a large part of the information will be located in the third zone, which means that lectures and practical classes will be needed more. For strong students, a large part of the information will be located in the second zone, and it is possible to increase the number of hours allocated for practical training.

Students perform reproductive activities at the level of memorization, and it is associated with careful listening to the teacher's explanations, working with lecture material, performing practical work according to the algorithm or with the help of a teacher as a test.

In the process of carrying out the exercises and repeating the material studied, the student's cognition actions are associated with the redefining of the instructional material, its critical perception, the choice of a reasonable method of solving the problem, the comparison and comparison of options. In this case, it is possible to organize the cognitive activity of students as a research-based activity.

At the level of memorization, execution of exercises and repetition of the material mentioned, the teacher's activities consist in the selection of issues, the development of algorithms for solving specific issues, the purposeful work on the methods and forms of teaching students. In this, as a rule, uses the typology of Y.I.Babansky's methods of teaching, in which all methods are divided into three main groups: methods of stimulating and motivating education, methods of organizing and carrying out educational activities and operations; methods of control and self-control.

In the process of solving didactic issues, a certain type of activity is carried out, the result of which will be a certain level of knowledge of the students. It depends on what level of knowledge the teacher wants to form in the students, accordingly, he can choose the specific teaching methods and the appropriate forms of teaching to them. This is due to the fact that the effectiveness of different techniques in the formation of different levels of knowledge is not the same. Four levels of teaching are discussed in the pedagogical literature, in the works of V.P.Bespalko and his followers. Training at the first level means achieving the simplest goals, that is, introducing scientific information without structuring the material. Solving issues will consist in remembering and restoring a certain method of resolution.

The second level of training is the formation of intellectual and practical working knowledge, skills and competences, that is, the main type of activity will be aimed at mastering certain principles and algorithms.

The third degree implies the acquisition of a system of knowledge, skills, qualifications for creative and research activities, and this takes place in the course of solving untypical issues, in the selection of strategies and tactics of their activities.

The fourth level is the acquisition of skills in research activities.

The choice of teaching methods is not limited only to the level of teaching. Here, it is also of great importance to know the position of students in the pedagogical situation. These positions can be as follows:

- Passive perception and mastering of information given from outside;
- Search, identification and use of externally organized information;
- Active scrutiny of information, finding and using.

The first position of the student in the study implies the use of teaching techniques: awareness, explanation, demonstration, assignment; the second position implies the use of methods of motivation: interest, admiration; the third position implies the use of pedagogical guidance techniques: the laying down of problems and issues, discussions and discussions, joint planning and consultation.

It should be borne in mind that when choosing the method of material statement on each topic, in addition to the specific features of science, the internal characteristics of this material should also be taken into account. Changing both types of activities and methods in training, and their variety, will eliminate the students' untimely fatigue and ensure more effective cognition activities. In addition, the teaching methods, forms and tools should help students develop their attitude to the material under study, their work should be directed towards the research of knowledge retrieval phenomena, armed with the techniques of student cognition.

One of the main conditions that ensure that the techniques and methods are oriented towards the development of students' active research activities and thus contribute to the functioning of the student's cognitive activities is to lay down the problems and issues and to educate by solving them using the techniques of scientific knowledge.

This type of training was discussed in his works T.V.Kudryavtsev, I.Y.Lerner, A.M.Matyushkin, M.I.Makhmutov, V.Okon, M.N.Scotkin.

The problematic nature of the teaching implies that the student moves from the position of the person being taught to the position of the bullet himself, that is, he becomes the subject of his education, sets educational goals, plans the ways to achieve them, which corresponds to the principle of individualization.

It is desirable to use at different levels of problematic teaching depending on the objectives of mastering the instructional material, the level of complexity, the age and level of preparation of students, the time budget, etc." (T.V.Kudryavtsev). In the sentence these are characteristic of the following:

- the problematic content of the course—that is, the context of the problems, estimates and results of studies expressed in the specialized language of the subject under consideration;
- problem statement is the interrelated activity of the educator and students in the process in which the teacher manages the intellectual action and situation of the students in the study and also re-conducts the research, shows the occurrence of the problem, putting the hypothesis, finding a solution and evaluating the results. The problematic statement is partly a research activity, since more of the stages of teaching are planned to be conducted by the teacher, while the student actively hears and understands.

Problem teaching refers to the activity of the educator, and during it, the analysis of the problem is made, the formulation of the hypothesis of the solution, the solution and the solution of the problem. In this situation, it can be used in the following cases::

- The teacher himself creates a problematic situation and solves the problem together with the students;
- The problematic situation is created by the educator, the students independently solve the problem;
- The students will independently search for the problem and find a way to solve it.

In carrying out the problematic teaching, the activity of the educator consists in solving the problematic situation, drawing up a series of questions that are truly conducive, dividing the complex problem into simple problems, telling the way of solution, putting the main question and guiding the answer to it, while the second-level questions are answered by the students.

Problematic situations can be attributed to the professional motivation of the course or the nature of the subject itself. They can occur as a result of the following reasons:

- with inconsistency between existing knowledge systems and new students among students;
- with new practical conditions of application of existing knowledge in the student himself;

- Conflicts between the possible theoretical solution of the issue and the fact that the chosen method is practically not supported or purposeful;
- Lack of theoretical justification of the achieved practical result;
- The question or issue that has not yet been to be answered or solved, but which no longer requires mastered knowledge.

Methods for creating problematic situations:

- 1) Not to say something completely in the question (incomplete to say);
- 2) To make a mistake in the feedback;
- 3) To put the question in the form of paradoxes;
- 4) To put questions that require further literature review;
- 5) To put the analysis and generalization, the question of which requires the use of existing knowledge in New conditions.

Creativity is required from the teacher in further raising the activity of students. The source of pedagogical creativity is this pedagogical experience. And the pedagogical experience will always be rich in problematic situations.

Speaking of advanced pedagogical experience, it is understood that the teacher has a creative side to his pedagogical task, seeks a new, effective way and means of education of students. By comprehending the educational and educational aspects of the skillfully passing lesson of the teacher in pedagogical activity, students' activities become skills in changes in nature and social activities. The peculiarity of the teaching-pedagogical work is its versatility and complexity.

CONCLUSION

At the same time, this profession requires extensive knowledge, thorough practical training, high pedagogical skills and creativity. Therefore, educators working in all spheres of education of the independent state of Uzbekistan: -capable, creative, business - national culture and universal values, free from secular and religious sciences, spiritual perfection; believed that Uzbekistan as an independent state, correctly understood the duty of patriotism, carefully mastered the knowledge of the specialty; should be free and creative-thinking, demanding, fair, decent.

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DOI NUMBER: **10.5958/2249-7137.2020.00160.3**

RESEARCH OF FILTRATION STRENGTH ON THE BASIS OF LOW PRESSURE HYDROTECHNICAL STRUCTURES ON COMPLEX MULTI-LAYERED SOILS

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ABSTRACT

In article is considered the issue of researching filtration stability on complex multilayer soils at the base of the structure in a laboratory condition. In a special installation, the process of the filtration flow at the base of the structure was observed and a graph of the result of the movement of the filtration flow in each layer and the reflection of the movement in the form of symmetry of the filtration flow in the upper and lower layers were obtained.

KEYWORDS: *Low Pressure Hydrotechnical Structures, Filtration, Base Soil, Flow Movement, Stability, Deformation, Model, Sand.*

INTRODUCTION

In the world, special attention is paid to the study of low-pressure hydrotechnical structures (HTS) failures, failures and catastrophic events, to conduct targeted research aimed at identifying and eliminating the causes, to create developments. In this regard, one of the important tasks is to develop and implement effective and cost-effective technologies that meet the modern requirements of innovative development, including the lack of regulations for the design and construction of low-pressure HTS soils, increase soil stability and safety [1-3].

In all cases, the design of the ground connection of the structure must take into account the possible changes in the filtration and strength characteristics and deformation of the soil during the construction and operation of the structure.

At present, the theoretical basis of hydraulics is not sufficient to determine the filtration stability research processes in the ground of a structure in solving many issues related to the design and construction of HTS. Therefore, experimental research is an important tool to fill the gaps in the

theory and development of computational theory of HTSes and their bases [4]. In practical work, the design and construction of HTSes on geologically diverse soils face very complex issues due to the presence of soft soils.

MATERIALS AND METHODS

Given the complexity and diversity of filtration deformation problems in the HTS ground, we conduct experimental studies in a specially physically modeled hydraulic model to determine the overall image and a qualitative assessment of these processes (Figure 1). The device consists of a glass trough, a complex layered primer of the building floor and a stamp describing the construction of the concrete structure. Geometric dimensions of the experimental device: trough length - 1.5 m; trough width - 0.5 m; trough height - 0.5 m, stamp length - 0.87 m; stamp height - 0.08 m, total thickness of ground soils - 0.09 m.



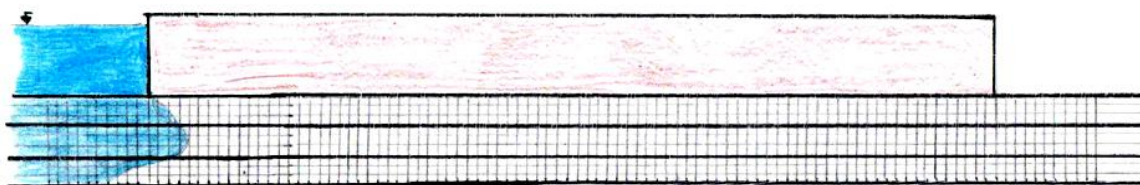
a) experimental device b) experimental process

Figure 1. An view of the research process of an experimental device

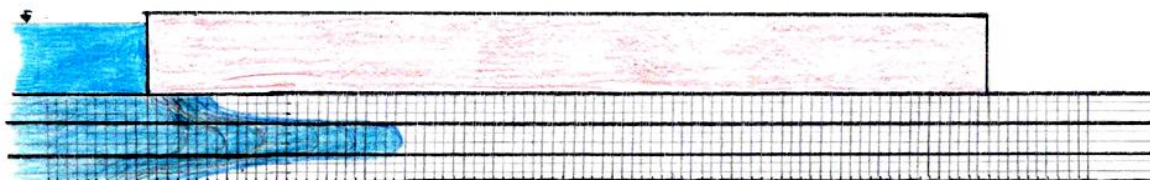
To monitor the state of filtration deformation processes of soils in the ground, the concrete structure and its multilayer soils were modeled using the parameters of nature inside the glass beam. To facilitate the observation of the processes taking place under the floor of the building, a grid with sides of 1 cm was drawn outside the glass beam. First, sandy soil was placed on the inner bottom of the device and compacted well until it was 3 cm, then a layer of sand was placed on top of it in the same way as 3 cm, and on top of it, sandy soil was placed and compacted to 3 cm as above. On top of these layers, a concrete mix was prepared and a rectangular concrete structure with sides 87 cm long and 8 cm high was built.

RESULTS

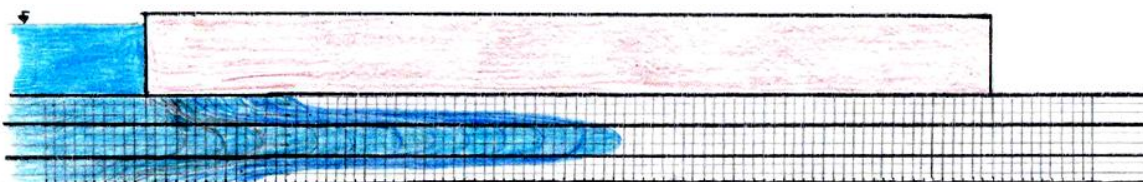
In the experiment, the water level in the upper basin was assumed to be 7 cm as in theoretical studies (Figure. 1b). The water level was kept constant until the end of the experiment to ensure a stable state of water flow in the upper part of the concrete structure. An image of a moving filtration stream on the floor of the building was drawn on paper for each layer every 5 minutes using grids outside the glass trough. The movement of the filtration water flow in the ground layers of the constructed structure took about 2 hours and each process was recorded on paper. The results are shown in Figure 2.



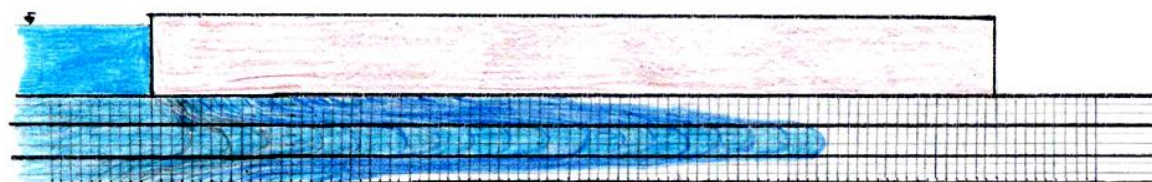
Status image after 5 minutes



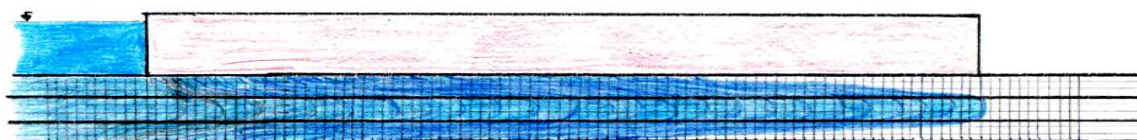
Status image after 30 minutes



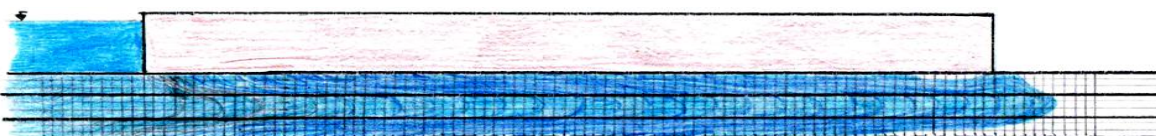
Situation image after 60 minutes



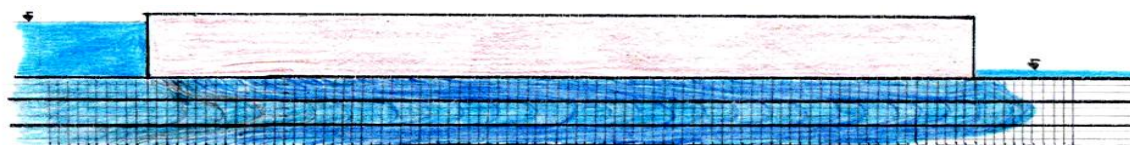
Status image after 1 hour 30 minutes



Status image after 2 hours



Status image after 2 hours 15 minutes



Status image after 2 hours 20 minutes

Figure 2. An image of the distribution of the filtration flow in the layers of the concrete structure floor

DISCUSSIONS

In the picture above we can see that in two hours the filtration flow reached the end point of the structure in the sand layer, in later times the filtration flow continued partially from this layer and then gradually moved upwards between the top layer. It is also known in practice that the filtration flow in the sand layer moves faster than in the upper and lower layers. The images in the figure show that the filtration current in the upper layer moves faster than in the lower layer. Figure 3 shows the distribution of the filtration flow movement in the soil layers of the construction floor.

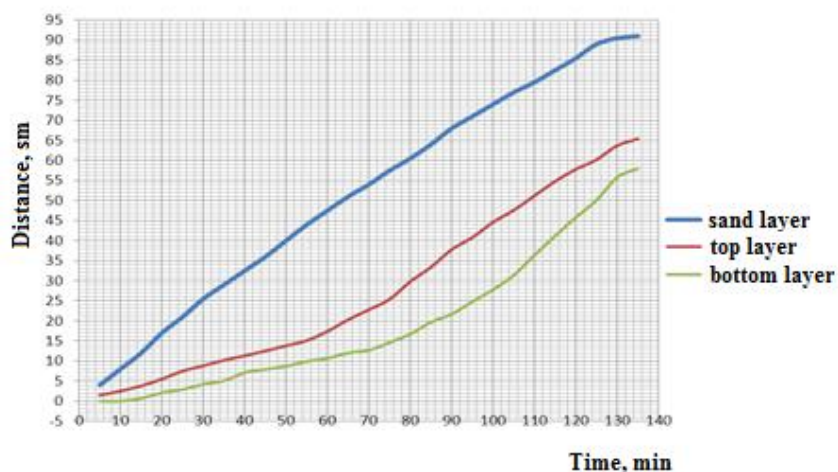


Figure 3. The movement of the filtration flow in the layers of the building floor

Figure 3 shows the distribution of the filtration flow in a straight line in the sand layer on the ground of the structure, and symmetrically in the upper and lower layers.

CONCLUSIONS

In the created physical model, the distribution of the filtration flow of the soil layers in the ground of the structure was observed for two hours and the process of its outflow to the lower basin. A graph of the result of the movement of the filtration flow in each layer of the construction floor and an image of the symmetrical movement of the filtration flow in the upper and lower layers were obtained.

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DOI NUMBER: **10.5958/2249-7137.2020.00210.4**

STALKING: A CASE STUDY WITH SPECIAL REFERENCE TO SHRI VISHNU S.D. COLLEGE, BHATOLI, UNA IN THE STATE OF HIMACHAL PRADESH

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ABSTRACT

Stalking is unwanted or obsessive attention by an individual or group towards another person. Stalking behaviors are related to harassment and intimidation and may include following the victim in person or monitoring them. The term stalking is used, with some differing definitions, in psychiatry and psychology and also in some legal jurisdictions as a term for a criminal offense. However, it was only in 2013 that Stalking was included as an offence in the Indian Penal Code. But till this date this has not proved that effective in curbing this menace. This paper presents some results from a study of stalking victims among Shri Vishnu S.D. College, Bhatoli, Una, Himachal Pradesh. In-depth questionnaire data are drawn on to investigate the course and nature of prolonged stalking in 30 self-defined victims. The aim of this research paper is to find out how far the women are aware of the laws relating to "Stalking". The findings of this paper clearly show that the girls are not even aware of the term "Stalking".

KEYWORDS: Criminal, Offence, Stalking, Victims, Violence.

INTRODUCTION

The word 'stalking' was not commonly known in India, until Priyadharshini Mattoo's case (1996) hit the headlines. Eve teasing, a colloquial word for gender harassment is popularly known and Tamil Nadu Prohibition of Eve-Teasing Act, 1998 on that was developed after the brutal killing of a girl named Sarika Shah in Chennai. Though, stalking is there in the past, it was not acknowledged with this terminology and it was always merged with Eve teasing. On the other hand, stalking is much graver than Eve teasing and it is an obsessive behavior. After the

Matoo's case, the Indian Criminal Justice System awoke and the National Commission for Women is ready with a draft Bill (Sexual Assault Prevention Bill) to make the Indian Penal Code more effective against the menace of stalkers. Research studies related to stalking in India are sparse and there is a need to study this phenomenon in depth.¹

Stalking creates uncertainty, instills fear, and can completely disrupt lives. It can involve severe—even lethal—violence. Stalking involves a pattern of overtly criminal and/or apparently innocent behavior that makes victims fear for themselves or others. Stalking is distinguishable from many other types of crime in two important ways. First, it entails repeat victimization of a person the offender targets it is, by its very nature, a series of acts, rather than a single incident. Second, it is partly defined by its impact on the victim (NCVC, 2004).

REVIEW OF LITERATURE

No new research can be started without reviewing the previous literature. So, keeping in view the socio-legal nature of problem existing literature has been surveyed.

1. Karuppannan Jaishankar and Puthisigamani Kosalai: Victims of Stalking in India: A Study of Girl College Students in Tirunelveli City, this research paper is published in TEMIDA (December 2007, ISSN: 1450-6637) issue. This paper discusses the research done by the researcher in Girl College Students in Tirunelveli City Tamil Naidu. In this paper the research has been conducted quite deeply and effectively.

2. Yamini: Criminal Law (Amendment) Act, 2013: Sexual Offences, this paper discusses the pros and cons of this amendment act in depth which helped me in framing my questionnaire.

3. The Hindu: It is a national newspaper and from time to time has covered the news relating to this crime which helped me in defining my topic.

SIGNIFICANCE AND NEED OF THE STUDY: Stalking is unwanted or obsessive attention by an individual or group towards another person. Stalking behaviors are related to harassment and intimidation and may include following the victim in person or monitoring them. The term stalking is used, with some differing definitions, in psychiatry and psychology and also in some legal jurisdictions as a term for criminal.²

According to a 2002 report by the U.S. National Center for Victims of Crime, "virtually any unwanted contact between two people that directly or indirectly communicates a threat or places the victim in fear can be considered stalking,"³

Stalking no longer means just causing distress to someone by following the person or forcibly interacting with them. It now also includes unwanted telephone calls, sending derogatory SMSs or emails that "disturb the peace of mind of any individual". Those guilty of these offences will also have to pay hefty fines, and undergo imprisonment. The crime of stalking has been implemented in Section 354D⁴ of the said the Criminal Amendment Act, 2013.

The aim of this study was to gather as much information as possible about the nature and extent of stalking of college students. The universe of the study is Shri Vishnu S.D. College, Bhatoli, Una. The Shri Vishnu S.D. College, Bhatoli was established in 1999. It is affiliated by Himachal Pradesh University. The college offers Bachelor of Education (B.Ed.) course and the total strength of the college is 100 seats.

OBJECTIVES AND HYPOTHESIS: The main objects of the present work are:

- To analyse the nature and extent of stalking victimization among girl college students
- To assess the stalkers relationship with the victims and the stalker harassment methods

HYPOTHESIS: The study shall proceed on the following hypothesis:

1. That the victims have awareness of stalking.
2. that is the perception of victims towards stalking.
3. That are the causes of stalking.
4. that is the relationship of stalker with the victim.
5. that is the frequency of meeting of stalker with the victim.

RESEARCH METHODOLOGY: Purposive (Quota) sampling method was adopted to choose the sample for this study. Only respondents who identified themselves as victims of stalking were chosen for this study (The researcher conducted a meeting of all college students and only who volunteered as victims were included in this study). The Researcher chose a 10% of random sample of the population. The study was conducted on all students of B.Ed. A total of 10 respondents were selected for this study. Certain questions were modified and questions related to stalking were reconstructed by the researcher to the needs of Indian situation and was used to elicit the required data pertaining to the present study.

RESULT AND DISCUSSION: The result of the study has been discussed:

(i) **STUDENT INTAKE:** The total strength of the students of this College in the current academic session is 100 (Boys- 37& Girls-63). The detail of class--wise strength is as follows:

CLASS	BOYS	GIRLS	TOTAL
B.Ed.	37	63	100

The research tool consisted 35 items pertaining to the objectives of the study. The tool was divided into 4 parts. Part 1 had items relating socio-economic characteristics of the respondents. Part 2 of the tool had items relating about stalking and stalkers. Part 3 had items relating to responses and support for victims of stalking/harassment. Part 4 of the tool had items relating to effects of stalking.

The Researcher chose a 10% of random sample of the population for “Questionnaire Schedule for Students” by using Simple Random Sampling Method. The nature of study is exploratory. Interview schedule contained both type of close and open-ended questions including the variables such as educational qualification and economic background. The variables chosen by the Researcher for the purpose of Data Analysis are:

(1) Economic background.

(a) **Socio Economic Characteristics:**

TABLE 1: SOCIO-ECONOMIC CHARACTERISTICS ON THE BASIS OF ECONOMIC BACKGROUND OF THE VICTIMS

Economic background	Numbers	%
High	01	10
Middle	08	80
Low	01	10

Table 1 shows that out of the total sample chosen, 10% are of high as well as low income background, 80% are from middle income generating background.

(ii) **ANALYSIS OF THE SAMPLING:** The response of the Respondents to stalking, its methods and results is as:

(a) **ABOUT STALKING:**

TABLE 2: PERCEPTIONS OF STALKING

Perceptions of Stalking	Numbers	%
Don't know anything	00	00
Only happen to others	01	10
Severe harassment problem	07	70
Mentally sick people	02	20

Table 2 shows the distribution of answers to the Question in the questionnaire, asking about Stalking and most of the respondents, i.e. 07, i.e. 70% out of the total sample chosen termed it as a severe harassment problem and 02, i.e. 20% think that only the mentally ill stalked. 01, i.e. 10% said that it happens only to others.

TABLE 3: STILL BEING STALKED

Still being Stalked	Numbers	%
Yes	07	70
No	03	30
Don't Know	00	00

Table 3 shows the distribution of answers to the Question in the questionnaire, asking about whether the respondents are still being stalked even after complaining about it. 07, i.e. 70% responded in positive while 03, i.e. 30% said that they don't know anything about it.

Table 4: End of Stalking

End of Stalking	Numbers	%
Police warning	00	00
Conviction	00	00
Stalker imprisoned	00	00
Warn by others	02	20
Family accompanies	08	80
Just stopped	00	00

Don't know	00	00
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Table 4 shows the answer to the Question in the questionnaire asking whether the stalking stopped after complaining about it. 2, i.e. 20% respondents responded that it stopped after the interference of other people. 08, i.e. 80% responded that stalking stopped only after when their family members started accompany them.

TABLE 5: CAUSES OF STALKING

Cause of Stalking	Numbers	%
End of a relationship	00	00
Rejection	00	00
No cause	10	100

Table 5 shows the answer to the question what are the causes of stalking 100% responded that they were being stalked without any reason.

(b) ABOUT THE STALKER:

TABLE 6: RELATIONSHIP WITH THE STALKER

Relationship with the stalker	Numbers	%
Friend	00	00
Relative	00	00
Unknown	10	100

Table 6 shows that response to the question what was the relationship with the stalker and 100% respondents responded that the stalkers are unknown to them.

TABLE 7: FREQUENCY OF CONTACT WITH THE STALKER

Frequency of contact with the Stalker	Numbers	%
Once per day or more	10	97.14
More than three times per week	00	11.90
Once per week	00	7.14
Once per month	00	00
Less than once each month	00	00

Table 7 shows the response of the respondents to the question what was the frequency of touch with the stalker and 100% responded that they were stalked once a day or more.

FINDINGS AND RECCOMENDATIONS: The survey of this study has led to following conclusions about the problem of stalking that is being faced by femaleseveryday. Most of the victims surveyed in this study reported shared experiences. 70 % of the respondents termed stalking as severe harassment problem and 100% said that they are being stalked daily. And 100% of the victims responded that they even don't know the stalker. 100% victim's responded that they were being stalked without any reason.

VIEWS OF THE RESPONDENTS:

1. Most of the respondents said that nobody helps them even if they ask surrounding shopkeepers or passer-by.
2. They hesitate in telling at home because then they will be considered wrong or maybe they will not be allowed to go to college.

3. Most of the victims just ignore these incidents and took action against only after several incidents or when situation became worse for the victims.
4. The respondents said their action against the stalker has made things worse for them only.

OBSERVATION MADE BY THE RESEARCHER:

1. It is really sad what this research shows because the College is not at a secluded place. It is surrounded by market but still there are such a large number of cases of stalking.
2. People does not show respond to such problems. Infact they blame girls only for their dressing sense or behavior.
3. There was no police around the college.
4. People even college students are not aware about the laws on stalking.

RECCOMENDATIONS: On the basis of the analytical, comparative and empirical study made in this paper, the following suggestions are made for so that the half population can enjoy their right fully and fulfill their dreams to the fullest.

1. There is need to spread awareness about the laws relating to stalking.
2. The laws on stalking should be implemented properly.
3. There should be police around the colleges and other educational institutions.
4. The victims of stalking should be encouraged to report these cases.
5. The role of parents is quite important; there should be counseling of parents by the college managements so they could be encouraged to report such cases.

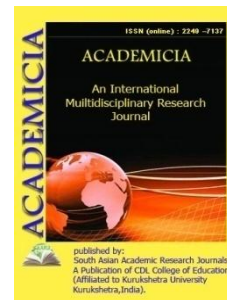
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DOI NUMBER: **10.5958/2249-7137.2020.00179.2**

METHODS OF OVERCOMING SEMANTIC-DERIVATION DIFFICULTIES IN STUDYING THE RUSSIAN CATEGORY VERB AND THEIR TYPES OF IN A NON-RUSSIAN AUDIENCE

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ABSTRACT

The following article deals with the difficulties encountered in studying the category of the Russian verb in a non-Russian audience, and how to overcome them. The author examines the issues of expressing single-multiple, completeness-incompleteness, and repeatability of an action.

KEYWORDS: *Grammatical Category, Course Of Action Auxiliary Verb, Main Verb, Verb Stem, Action, Adverbial Participle, Multiple, One-Time, Incompleteness.*

INTRODUCTION

The Russian language, which has great informational value and communicative convenience that is in demanded in Uzbekistan as an important language of science, as a language of specialty, as a specific academic subject, many students need it to receive a profession. To get a job in a prestigious company, you must fulfill the basic requirement of the employer: to know at least three languages - Uzbek, English and Russian. There is a need for knowledge of all types of speech activity in Russian: listening, speaking, writing and reading. The level of knowledge of the types of speech activity is checked in the practice of Russian language communication: when speaking in Russian, when reading modern literature on a specialty, when exchanging written information, when publishing abstracts of student conferences, articles in national and international scientific journals, when writing business papers: agreements, reports, official and memos and others we use Russian language as well.

The role of the Russian language as the language of interethnic communication of representatives of different nationalities of our country requires constant improvement in

teaching it to a non-Russian audience. In this regard, much attention is paid to improving the quality of teaching the Russian language, the search for the most effective techniques and methods.

In Russian, a verb as part of speech denoting the action or condition of persons and objects is characterized by certain categories: voice, type, time, mood, person, gender and number. The verb categories of voice, mood, tense, person and number are also inherent in the Uzbek language. Uzbek verbs do not have categories of type and gender, but they are rich in temporary forms, the indefinite form of the verb and the name of the action (characteristic). The base of the Uzbek verb is outside the grammatical category of the species, therefore, for example, the verb “to take” means both receive and get, etc. In the Uzbek language, some verbs, in particular, verbs of movement in their lexical meaning already contain an idea of the completeness of the action. This characteristic feature of them is especially evident in the form of an obvious past tense. For example, chiqdi - came out, chiqadi – will come out, keldi – has come, keladi – will come.

Teaching the types of the Russian verb for non-Russian students is associated with some difficulties. A category of a species is really a very complex category, which is not found in most languages of the world. However, work on this grammatical category can be organized very interestingly and efficiently, which can have a beneficial effect on the development of oral and written speech of students, on improving their language competence in various aspects of the language.

Fluent in mastering the language, students will be able to gain fluency in verb species. In view of this, an attempt to teach non-Russian use of species outside the work of developing speech on the widest language material seems simply unrealistic. The formation of strong and stable skills for the correct use of species occurs as a result of slow, gradual and regular work for a long time: the longer and the slower the work is completed, the more durable the skills are. Learning based on theory is actually closed, because it ends where theory ends. The course, focused on the formation of linguistic intuition, is not limited by the content and time frames. Work on the partial values of species takes a very long time.

The “from theory” approach gives a general idea of the system of particular species values, but does not reveal the full brightness of the details of these values. Work on the details of particular species values is the most important and serious work aimed at developing students' linguistic intuition. When approaching “from theory”, classes in the study of species are actually isolated from studying other aspects of the language. Species theory is devoted primarily to the species, other aspects of the language, with which the use of verb types is connected in one way or another, are of interest to the theory of the species only in the second turn: it deals with them only insofar as it is necessary for the analysis of the use of the species; Naturally, these other aspects do not represent any independent interest in the theory of the species.

With an approach that focuses on the formation of linguistic intuition: in this case, the language is studied, not the view, while the view is only an aid to language learning, speech is developed on the basis of the material of the view. The aspects associated with the use of the species are not secondary in this case, since these aspects are no less necessary than the species themselves. Due to the fact that work on types is closely connected with work on almost all aspects of language teaching - vocabulary, grammar, syntax, phonetics, phraseology, word formation, types surrounding themselves with various aspects make grammatical work very harmonious.

When studying the grammatical category of the form of Russian verbs, difficulties arise associated with the definition of the semantics of the perfect and imperfect form. Structural and semantic elements of the text, situational and communicative orientation of the statement help to overcome the difficulties that have arisen, since the general factual and concrete factual meanings of the verbs are revealed in a certain context and in a certain communicative situation. For this reason, the main functions of the verb species should be shown in concrete examples available for non-Russians, in which the difference between the meanings of the verbs of the imperfect and perfect form is clearly demonstrated. To form skills in using a category of a species, the ability to determine the nature of a situation is important.

A phased study of this topic also helps to overcome difficulties associated with the semantic potential of the verb. You can also introduce students to the concept of single-species (unpaired) verbs. It is necessary to explain to students the semantics of a single-species verb of a perfect form, which means instant, singleness, effectiveness of an action, shows a certain moment of action, and the semantics of single-type verbs of an imperfect form, which express multiple, duration, incompleteness of an action.

Indefinite verbs denote long, inappropriate actions that can last indefinitely - these are single-species verbs of an imperfect form. For example, the earth revolves around the sun. They can be represented by verbs of state (sad, happy, bored, reflecting), position in space (sitting, standing, hanging, lying), existential (living, existing, being, visiting, attending), relationships (respect, love, hate) etc. Non-prefix verbs of motion do not form specific pairs: go-go, run-run.

The reason for the existence of single-species verbs of a perfect form are the following: 1) such verbs do not imply duration, their limit is not connected with purposefulness: to come to your senses, wake up, take a nap, gush, laugh; 2) the presence of several prefixes or an imperfective suffix: to cast.

Then the concept of two-type verbs is introduced, which can act as verbs of a perfect or imperfect form. Two-species verbs express opposite species meanings by context, less often by the peculiarities of morphogenesis. These include: a) verbs with a Russian original basis on -i, -a, -e (to say, promise, marry, execute, injure, command), b) verbs with a borrowed base or borrowed suffixes - irova, -tsirova, izirova, isova (to wire, characterize, recommend), c) the verbs -ova, -eva (start, research, coordinate).

As previously noted, the use of species is closely related to the lexical meaning of verbs. For this reason, work on species requires the use of many verb tokens. So, if some verbs can be used in a sentence like: He solved, but did not solve the problem, then other verbs in this construction cannot be used (you cannot say: He saw, but did not see this person). Even well-speaking Russian students can make mistakes in the use of these forms. For example, I will write in the meaning I will write or I will call in the meaning I will call, etc. Therefore, outside the development of speech, the rule of using verb forms is ineffective.

For teaching, non-Russian students learn to correctly construct syntactic constructions. Syntactic construction: dative case of the subject + not + infinitive of a perfect form expresses the meaning of impossibility to achieve a result, and the construction of the dative case of the subject + not + infinitive of an imperfect kind expresses the meaning of unnecessary action. For example, you do not go to university (meaning the impossibility of achieving a result); you don't go to university

(meaning the uselessness of an action). In these examples, a verb with effective semantics is used.

Many meanings of species, especially in colloquial speech, are phraseologically connected. So, if you compare the designs: Just think! (You can't say, think only!) You will say too! (You can't say Speak too!), you just look at him! (You can't say. You just look at him!), etc.

A category of a species does not have a purely grammatical means of expression; word-formative affixes — prefix and suffixes — act as species formants. The variety of derivational methods of species pairs also causes difficulties in explaining these methods. In view of this, students should focus on the derivationally primary role of the basics of imperfective verbs. A perfect look is formed from an imperfect look using prefixes. In most cases, prefixes, forming the perfect form of verbs, change their lexical meaning. Often used are consoles *behind-; you-; on the-; by-; at-; about; with-; y-*. (*speak-speak, learn-learn, write-write, write off, play-play, lose, read-read, hear-hear, see-see*) ”, “*за-; вы-; на-; по-; при-; про-; с-; у-*. (говорить-заговорить, учить-выучить, писать-написать, списать, играть-поиграть, проиграть, читать-прочитать, слышать-услышать, видеть-увидеть)”. Verbs of a perfect form are also formed with the help of suffixes (study-study, erase-erase). There are exceptions to which students need to pay attention: the formation of perfect verbs using the suffix *-ну-* (nu) alternating at the root shout - shout, shine - shine, (кричать – крикнуть, блестеть - блеснуть), on the formation of alternating the final consonant root to see off - to accompany, to win - to win, to portray - to portray, (проводить – проводить, побеждать – победить, изображать - изобразить), for education with alternating vowels in the root finish - finish, wash - erase, inspect - inspect (заканчивать – закончить, стирать – стереть, осматривать - осмотреть). It should also explain the special cases of the formation of species pairs, which are proposed to be remembered: a) suppletivism of the foundations a verb of a different kind is a new word (put - put, catch - catch, seek - catch, speak – say, take - take (класть - положить, ловить - поймать, искать – поймать, говорить – сказать; брать – взять; b) a mixed method of forming species pairs buy - buy; hang up - hang up (покупать – купить; вешать – повесить). Further at an advanced stage, students should pay attention to the peculiarities of the functioning of suffixes *-ыва-* / *-ива-* (-iva-), which neutralize the prefixes of a perfect form and return the verb to an imperfect form. For example, читать -re-re-read; write-write-write(-перечитать - перечитывать; писать -записать -записывать).

The absence of the category of the following verb type in the Uzbek language, cause certain difficulties at the level of semantics and derivation. When studying a category of a species, it is recommended that students be reminded of those temporary forms of the Uzbek verb that are capable of conveying individual shades of Russian verb specific forms. This introduction will greatly facilitate the assimilation of the category of the Russian verb. Therefore, one can achieve the mastery of the topic, the formation of education skills and the use of species pairs using a certain system of exercises, various types of tasks: from analysis of ready-made forms and sentences, choosing the correct form from the proposed ones to compiling the designs that implement the basic specific values, and creative tasks that develop students' communicative skills.

The use of types is closely connected with various aspects of language teaching, since the verb, its types are used at all levels of the language. Therefore, along with the study of the verb form,

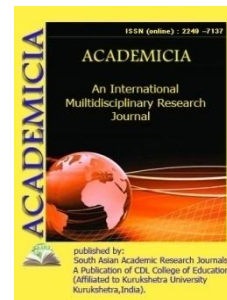
there is a study of various aspects. The isolated course of studying the verb form from other aspects makes the study of the form itself incomplete. Based on this, it is necessary to conduct comprehensive training: combine work on the specific category of the verb with work on other aspects of the language. It should not be separated from the general course in the development of speech — from the basic course: the form and development of speech should be closely intertwined. Learning the types of Russian verb should be lengthy; it is impossible to quickly learn the species.

The tasks of constructing a linguistic theory and the tasks of practical teaching a language differ significantly: building a theory is an abstraction from details, it is a movement from particular to general, and translating a theory into practical teaching is a movement from general to details, to particulars.

Thus, in order to overcome the semantic derivational difficulties in studying the category of Russian verbs in a non-Russian audience, it is necessary to create a clear, logical diagram of species values with identification of landmarks and signals indicating the difference between these values and the use of one or another species, and consider in detail the variety of methods for derivation of species pairs in Russian and work on word-formation analysis of the word, create a system of exercises that takes into account the stages of the formation of the skill, starting with an indicative basis and ending with the release in question.

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DOI NUMBER: 10.5958/2249-7137.2020.00180.9

AS ONE OF THE DIRECTIONS OF MODERNIZATION - VARIOUS EDUCATION

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ABSTRACT

This article is given some experimental results with the directors of schools based on the order No. 405 "Testing variant training programs in secondary schools" and based on some recommendations for the implementation of this order at the Republican level.

KEYWORDS: *A Variable Programming Program, SWOT Analysis, A Promising Plan.*

INTRODUCTION

Variable education as one of the directions of modernization of education is characterized by important trends of the current educational reform in Uzbekistan. The Roadmap for the implementation of the "Concept of development of the public education system of the Republic of Uzbekistan until 2030" approved by the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 No PF-5712 provides for the introduction of variable curricula. In order to implement this plan, the Order of the Minister of Public Education dated December 28, 2019 No. 405 "On pilot testing of alternative curricula in general secondary schools" was approved[1]. The pilot work set out in the order began in January this year in secondary schools. It was observed that in the organization of the process of professional development of school principals, in the organization of these experiments in the classroom, school principals do not have enough information about the level of readiness for this organizational work and what targeted measures should be identified. For this purpose, a short-term, targeted practical work was organized at the Institute of retraining and advanced training of leading specialists of the public education system named after A. Avloni. The following are some of the results of this experiment.

Variable education (lat. - variable) - education that focuses on the different educational needs of people, tailored to the specific culture, living space characteristics and social interests and

tasks[3]. Such education provides an opportunity for personal choice, self-determination and self-determination. It will help future generations find ways to gain their own understanding and knowledge in a changing world. Alternative learning is dynamic and is able to change depending on the factors that affect it. In fact, it is education that allows different educational institutions, different curricula, textbooks and technologies to be available. The purpose of alternative education is to expand the possibilities of a well-rounded person to choose their own way of life.

The experiment was attended by 139 directors from 6 groups.

In the experimental work, the method of analysis "SWOT" was used through the form of group work[2]. SWOT analysis of the process of testing alternative curricula in general secondary schools. The listeners were divided into groups and spent 7-8 minutes analyzing the aspects of the SWOT method when they used the method to ensure the execution of command 405 at school. In this case,

The "**S**" -**strengths** of the implementation of Order No. 405

- Assistance to parents in the issue of enrollment of their child in higher education;
- Children from middle and low-income families are supported when they cannot afford to go to a tutor;
- Students have the opportunity to read additional literature;
- The emergence of strong competition between both teacher and students;
- Increasing students' motivation to learn;
- Increase in access rates to higher education;
- Increasing the prestige of the school;
- Increase the spirit of creativity, ingenuity, inquisitiveness;
- The student is more engaged in the direction he or she chooses and likes;
- The potential of specialist teachers will increase;
- A creative environment allows you to create a healthy environment.
- The teacher is given the opportunity to express himself.

Weakness of "W",

- Lack of experts;
- Lack of material and technical base;
- Separation of secondary school students;
- Insufficient level of teachers;
- Language problems (Russian, Uzbek);
- Teachers' unpreparedness for news;
- Increased need for specialists;
- Reduction of hours for some science teachers;
- The emergence of disagreements between 2 different classes;
- The emergence of pride in students;
- Students who are not admitted to the variable class remain Level 2;
- The future of the traditional class is in danger of being sidelined;
- The state of stress in the student is among other friends who studied for 10 years in 1st grade;
- Affects the development of a small number of schools across the region;
 - Incomplete implementation of school state education standard in some subjects;

- Specificity only to central regions;
- In the competition, some schools may break down ...
- Not accepting parents properly;
- Electricity and internet problem.

"O" options,

- Development of modern, up-to-date personnel;
- There is an opportunity to enter a higher education institution;
- Financial support to parents;
- School rankings increase;
- Additional financial support for teachers;
- The emergence of healthy competition;
- Opportunity to improve the material and technical base of the school;
- Serves to attract students to the school;
- Helps shape intellectual learners;
- Helps to improve the quality of education;
- Emergence of more opportunities for a potential teacher;
- The child's wish comes true;
- There will be an opportunity to select staff;
- Students' time is effectively organized;
- Allows sponsors to multiply.

Possible "T" threats in the organization of this process:

- Unable to compete, the school becomes a strong school branch;
- Variability of university entrance exams;
- Without equality between neighboring schools, there is a high risk of losing students;
- From above, this is due to the emergence and proliferation of inspections;
- Students who do not enter the elective class lose interest in education;
- Objections between parents (like why my child is not in that class?);
- The emergence of stratification among traditional class students;
- Protests among teachers with reduced hours;
- Some science teachers suffer material damage;
- It can affect the psyche of students;
- Increased demand for higher education in these 5 areas;
- The fate of students who do not master well can be tragic;
- References to the portal will increase;
- Increased corruption (by admission to these classes);
- Familiar cognition flourishes;
- It was pointed out that the level of knowledge of traditional class students is declining.

The purposeful experimental work helped the school principals to understand the full content and purpose of Order 405.

At the beginning and end of the experiment during the training sessions "Do you organize competition classes at school?" The audience also answered the question. At the beginning of the experiment, 40 out of 139 listeners answered yes, and at the end of the experiment, 94 answered yes. (Table 1).

TABLE 1

Total number of listeners	At the beginning of the experiment	At the end of the experiment
	"Do you organize competition classes at school?" answered "yes" to the question	
139	40 listeners	94 listeners
	29%	68%

As can be seen from the table above, this experimental study showed that students have a broad perspective on the implementation of Order 405 and that it can create a variety of opportunities, and as a result, 68% of students expressed a desire to organize elective classes in schools.

On the basis of these analyzes, the trainees noted that they had significantly helped to make plans for the future, and identified these tasks in the school's "Road Maps". In addition, a number of proposals were developed at the end of the training on the correct and targeted organization of the order of the Minister of Public Education dated December 28, 2019 No 405 "On pilot testing of alternative curricula in secondary schools." These are,

- ✓ organization of targeted seminars and trainings to increase the capacity of school staff;
- ✓ identification of needs by students in different areas and based on this need to increase staff capacity and attract potential staff;
- ✓ training of reserve personnel;
- ✓ organize roundtables, meetings with parents and acquaint them with the purpose and opportunities of different classes;
- ✓ Develop ways to prepare for the healthy competition that is expected to occur within district schools in the process of opening variable classes;
- ✓ schools that do not allow students to open a varied class, use their opportunities on the Internet (telegram, instagram, Facebook), flyers;
- ✓ organize roundtables with students to highlight the opportunities of different areas and suggest ways to use them;
- ✓ organization of regular seminars and conversations with psychologists after the division of students into different classes;
- ✓ plans have been identified, such as the development of proposals for the development of alternative classroom programs.

In conclusion, alternative education provides additional opportunities for students to enter higher education, as well as for them to work and master in their areas of interest, and to help parents with disabilities to enroll their children in higher education. This experiment also serves as a methodological recommendation for the implementation of a varied curriculum and the organization of elective classes in schools.

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DOI NUMBER: **10.5958/2249-7137.2020.00181.0**

IMPROVING THE SYSTEM OF DEVELOPMENT OF STUDENTS' PHYSICAL CULTURE THROUGH SPORTS CLUBS

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ABSTRACT

The following article deals with the development of sports culture of students. Sport and creative values of sports culture has always been a powerful social phenomenon and a good result for successful socialization. This is evidenced by scientific data and life examples of many outstanding student athletes. According to sociological surveys among modern students, athletes, it became clear that sport has a significant impact on their understanding of social life and the world as a whole.

KEYWORDS: *Sport Culture, Sport, Physical Education, Students.*

INTRODUCTION

In Uzbekistan, nowadays much attention is being paid to the development of sports and physical education. Over the years of independence, an effective system of training professional athletes, coaches and referees has been issued in the country. The implementation of these goals in every way contributes to the wide promotion of a healthy lifestyle, to educate comprehensively developed youth, the further development of physical culture and sports in the republic as well.

Adapting a resolution of "On Physical Culture and Sport" and other legal acts aimed to attract citizens, especially youth, women and children to physical education and sports, an important legal basis for the reforms have been carried out in this direction.

Today, Uzbekistan is being recognized in the full sense of the word as a sport country. A healthy lifestyle is widely spread among students and mass sports have been ensured. Uzbek athletes, achieving high victories at prestigious international competitions are demonstrating to the whole world the high sports potential of our country. The results achieved by our athletes at the 2016 Olympic and Paralympic games in Brazil introduced Uzbekistan to the world's sports community

as a country where sports had been developing at an accelerated pace. We are rightfully proud of this.

Protecting the colors of the national flag, young boys and girls, professionals in individual and game disciplines who demonstrated the best training and phenomenal skill at representative forums, eloquently confirmed that they had represented a country with rich sports traditions. The results of the measures reflected to the growth of the number of our compatriots to be involved in sports and winning prizes in various international tournaments.

Since the 20's of the last century, physical culture firmly entered to the work plans and curricular of secondary schools and universities as a compulsory subject. This was facilitated by the successful and high-quality training of specialists, the establishment of program-methodical schools with a material and sport base. Sport was organically included in the system of physical education as a means of ensuring the organization and content of extracurricular and extracurricular physical education and sports activities. Numerous sporting records set in the XX century were able to surpass even the most daring forecasts. All this made sport to be one of the most rapidly developing social and cultural phenomena of modern society. In science, sport is considered as actually competitive activity, the specific form of which is a competition system identifies and compares human capabilities, or as a multifunctional social phenomenon that includes competitive activities, special training for it, as well as a system of specific interpersonal relationships (political, economic, legal, informational, managerial, etc.) taking shape in connection with this activity (G. G. Natalov, V.I. Stolyarov, 1980; N.N. Vizitey, 1986; L.P. Matveev, 1991).

RESEARCH METHODS AND ORGANIZATION

Sport has always been a powerful social phenomenon and a means of successful socialization. This is evidenced by scientific data and examples of the life path of many outstanding athletes. According to sociological surveys of modern youth, athletes it was cleared that sport has a significant impact on their understanding of social life and the world as a whole.

The proper organization of sports activities helps to form social activities and a healthy lifestyle for students. However, the modern system of physical education with all chaotic diversity of its forms could not attract the students to engage in various exercises or sport. This did not allow to use the most important achievement of sports culture as the main means of physical education. The created contradiction between the understanding of the social need for recovery and adaptation of children, the changed system of values in the organization of public life and insufficiently developed technologies for the implementation of these processes largely predetermined the critical situation of the physical education of students. So, sociological data indicate that the vast majority of students would like to play sports, but their desire is artificially constrained by organizational, managerial and programmatic flaws and underestimation of sport as an effective tool for developing the personality of a growing person.

Graduates of sport schools have convinced that sport helped them cultivate faith in their strengths and capabilities, as well as skillfully use them. Sport teaches to make reasonable sacrifices in order to achieve the goal. The lessons learned by athletes on the sports field help them in life survivals. Many of the athletes claim that sport has made them a person who can be a person. Through sport, the principle of modern life is realized - "rely on yourself." This means that achieving success in any type of activity depends, first of all, on personal individual

qualities: ambition, initiative, industriousness, patience, strong-willed qualities and a sober assessment of one's capabilities. These qualities can be successfully developed, first of all, in sports activities. However, the effectiveness of personality socialization in sports, in many respects depends on what values of sports culture are mastered by a person, how the process of sports education is organized.

RESULT AND DISCUSSION

First of all, we formulate the working concept of sports culture. V.K. Balsevich, O.V. Kozyreva, L.I. Lubyshcheva, V.I. Joiners have already turned to this concept. It seems to us that sports culture is the values accumulated in society and transmitted from generation to generation, social experience and relationships that develop during competitions and sports preparations for them. Participation in competitions pursues the goal of achieving primacy or a record through the physical and spiritual improvement of a person.

The modern philosophical dictionary gives such a definition of culture: **Culture** is a form of people's activity in reproducing and updating social being, as well as its products and results included in this activity. There are hundreds of definitions of culture, and it is easy to notice that among them there are those that contradict each other, definitions of culture as a norm and how to transform standards, how to adapt a person to society and how to overcome social inertia, how to accumulate experience and how self-realization of a person.

Culture (lat.Cultura - cultivation, upbringing, education, development) - initially cultivating and caring for the land in order to make it suitable to meet human needs, so that it can serve the person. In addition, culture is a care and improvement of spiritual and personal inclinations and abilities of a person; accordingly, there is a culture of the body, a culture of the soul, and spiritual culture. Culture is changing norms, activity procedures, which set the activity; this is the principle of a person's connection with the subject (to cultivate means to enter the world of human activity). The subject of culture is a person who creates preserves and disseminates cultural values.

Development is a concept that characterizes the qualitative changes of objects, the emergence of new forms of being, the existence of various systems, coupled with the transformation of their internal and external relations. Development is a philosophical category expressing the process of movement, change of integral systems. The social significance of sport is determined, first of all, by its value potential. Unfortunately, the question of the values of sports culture, about their place in the system of scientific sports knowledge remains poorly understood. In our study, we make one of the first attempts to structure (classify) the values of sports culture in the process of physical culture and sports activities. In this context, values are considered by us as the positive or negative significance of the objects of the surrounding world for a person, class, group, society as a whole, determined not by the properties themselves, but by their involvement in the sphere of human activity, interests and needs, social relations. It is known that sport is the sphere of creating values that organically enter the content of culture. So, V.M.Vydrin notes: "Sport can be justifiably attributed to those types of human activity through which a person projects his values and creates them. Values here can be manifested in the form of health, physical improvement and as specific results (occupied place, record) or indirectly - an increase in labor productivity, level of combat training, general education and culture of a person. " N.I. Ponomarev in his work "Sport as a Social and Pedagogical Phenomenon" noted that sport

occupies a significant place in the value system of modern culture. The values of sports include: the level of people's health, their physical fitness, physical development, sports and technical results, ideological, organizational, scientific and methodological foundations of sports training. Continuing the analysis of the values of sports, the author emphasizes: "Values are essential for all athletes: the functional content of the sport, communication, strong-willed and moral qualities, social recognition, authority, a sense of personal dignity and a sense of duty, self-education, etc. The values of sport can manifest themselves indirectly - in the form of increasing the productivity of people engaged in physical exercises. The values of sport, therefore, are associated with its use of means to satisfy the social and biological needs of people, the cultural needs of society."

For the study of the values of sports culture of particular importance is the determination of the essential features that allow them to be identified, systematized and grouped depending on the significance for the individual and society. According to the methodology of Y.F. Kuramshina, we took such signs as the need for self-organization of a healthy lifestyle, success, achievement of a high sports result, as value as a social category always associates with the satisfaction of human needs. Human needs are diverse, and many of them are manifested in the field of sports culture. In the process of satisfying needs, cultural values are created, including in the field of sports. Sport has grown into a socially significant phenomenon, since its value potential ensures the development progress of both society and the individual. Considering sport as a part of the general culture, we single out three most important components in the structure of its values: general cultural, socio-psychological and specific.

The general cultural component of sport culture is the social processes of the legal, economic, political, cultural and educational fields of the social space. The socio-psychological component is provided by the level of public consciousness, public opinion, interests, motives, value orientations of people, as well as the relationships that are built in the field of sports ("Coach - athlete", "athlete - sports team", etc.). A specific component is expressed in the ability of sports to meet the needs of a person in physical improvement, socialization, strengthening health, self-realization and increasing the social prestige of a person in society by achieving high results, victories, and records. This group of values is mastered through sports improvement and education.

In general, mastering the values of sports culture is possible only in the process of organizing human activity in the field of sports. However, today no more than 10% of the Russian population is involved in sports. Thus, the value potential of sports culture is not fully used. At the same time, we can observe warnings of teachers and sociologists about the demographic crisis, the lack of a national idea in Russian society, and the country's spiritual and physical distress, in connection with these circumstances, education sets a task to create a viable personality. Viability is a person's desire to survive, without degrading in the deteriorating conditions of the social and cultural environment, to reproduce and raise biologically and socially viable offspring, to become an individual, to form life-meaning attitudes, to assert oneself, to find oneself, to realize one's makings and creative possibilities, transforming this habitat, making it more prosperous for life, without deforming and preserving the basic complex integral quality of a person with a combination of value orientation, personal attitudes, versatile abilities, basic knowledge that allows him to function successfully and develop harmoniously in

a changing society. In a personal context, vitality is manifested in a high level of social activity, aimed primarily at shaping oneself in accordance with given goals.

From a goal-setting perspective, a viable person is a moral-volitional, spiritually developed, physically active, socially adapted, psychologically stable person with the knowledge and abilities necessary for life in modern society. A viable person can independently solve the problems in life. He or she has a civil liability and ready to protect rights and faithfully fulfill his or her duties. Philosophers argue that the ability to live is an art that needs to be taught. To educate a viable personality means to form a student's realistic attitude towards life. Life energy, fortitude, and strength of character - these are the qualities that are in demand in modern society.

Physical education in elementary schools, only partially solves the urgent task of modern education, the formation of a viable personality. The value potential of sports culture, methods of sports education, as shown by the practice of sports schools solves this problem more effectively.

In this regard, we agree with L.I. Lubyшева, who proposed introducing the discipline "Sports Culture" into the educational process of universities, so that each student has the opportunity to join sports and physical education and sports activities, which fully provides a social order for the formation of a viable personality, sports education involves the development of personally significant qualities, the formation of abilities, equipping students with life knowledge necessary for the successful functioning of man in modern society. The target setting of sports education is aims to form a personality that is able to overcome difficulties, develop willing, survive, self-develop and achieve success, to win, and overcome any problems, a mechanism of the development of a viable personality has already been created in sport. The technology of sports training includes the qualities and methods of forming an athlete's personality, capable of self-improvement in accordance with set goals.

The model of the discipline "Sports Culture" should be issued taking into account generally accepted methodology: You cannot find what you need? Try the literature selection service.

The content of the goal to develop a sports culture of personality includes three sections: theoretical, practical and control parts.

The theoretical section should contain knowledge about the history of the formation and development of sport, the theory of sport, the basics of sport training, methods of medical control and self-control; practical - include the main sections of sport training: general physical, special, tactical and technical (competitive activity is an integral part of this process). The control and regulatory section provides for the assessment of knowledge, motor skills at the level of requirements of youth sport categories. The content of sport education includes: the formation of a sport culture of the individual, as a process of developing a value attitude to physical culture and sports activities, studying the theory and history of sports, mastering the technique of a sport, developing special qualities, participating in competitions, maintaining a sports lifestyle, and developing moral behavior in sports arenas; timely formation of the muscular system of students, which ensures the prevention of imbalances in development, leading to chronic diseases of the musculoskeletal system and spine at a young, average and older age, as well as creating the conditions for domestic, industrial and sports injuries; timely development of students' coordination abilities and skills, providing a high level of culture of movements, their dexterity and reliability in extreme situations, as well as accelerated adaptation to emerging new environmental requirements; students mastering the methods of training and for permanent

physical self-education and training, as well as a competent choice of modes of motor activity; students mastering the rational technique of vital locomotion and knowing the features of their age evolution to actively counteract the phenomena of premature aging and ensure the required level of physical activity in adulthood.

The content of sports education is implemented through:

- Development of new educational programs (training, health-improving, conditioning, multi-level, author's varieties);
- Creating a sports climate (spirit), a rich and versatile sports environment (sports club, sports sections and the mandatory educational process outside the schedule;
- The use of new forms of the educational process (training sessions, meetings, sporting events, competitions, Olympiads).

The process of mastering the values of sports culture should be conducted in small groups, in the conditions of strict regulation of the exercises in individual and collective form. Here the principle of unity of rivalry and cooperation is implemented to achieve the goals of the individual and the team. Sport education should be considered as a space of active socialization of the personality, providing the natural conditions for the formation of its social activity and successful life.

It is necessary to use educational and extracurricular training programs of different levels, adapted to the abilities and capabilities of each student, taking into account gender differences; introduce personality-oriented techniques; integrate theoretical courses on the theory of sports and the history of the Olympic movement, Olympic education and upbringing into the educational process.

Individual programs and external studies for especially gifted students are possible. The teacher-trainer should be in the process of continuous self-development, creatively developing and implementing educational training programs.

The introduction of the discipline "Sports Culture" will eliminate the "weak points" of the traditionally established system of physical education:

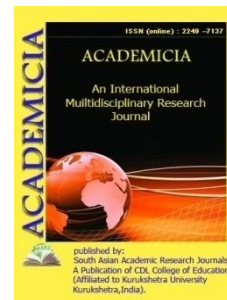
- creates organizational and pedagogical conditions of attractiveness for students content of training sessions;
- ensures the conformity of teaching and training influences in the lessons of sports culture with the features of age development, motor skills and the psyche of students, their sports interests;
- contributes to the active and systematic use of the latest technologies in sports and Olympic education of students;
- provides opportunities for the priority development of ethical, moral, spiritual and health-forming values of sports culture, sports lifestyle;
- stimulates the development and creation of fundamentally new projects of educational and sports facilities that ensure the use of modern technologies of sports education, equipped with diagnostic and training complexes, systems for operational health monitoring of students.

CONCLUSION

Students' sports education will allow them to come closer to solving the main problems of our time, such as providing every person in a changing society with the opportunity to feel confident, protected, while competently forming and preserving their physical, spiritual and moral health. All this, in general, will provide an opportunity to improve the quality of life of students, to develop a sports culture of the student's personality in a university.

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DOI NUMBER: **10.5958/2249-7137.2020.00182.2**

A TECHNOLOGY OF DEVELOPING STUDENT INTERESTS INTO NATIONAL SPORT (ON THE EXAMPLE OF SECONDARY SCHOOLS)

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ABSTRACT

The following article deals with the main approaches of improving the management of the physical culture and sports complex of the region. The great importance of issues in the development of physical culture, sports and a healthy lifestyle is noted.

KEYWORDS: *Sport, Physical Education, Health, Region, Management*

INTRODUCTION

In the modern world, we can observe increasing of economic and political functions of the sphere of physical culture and sports along with its social significance. The development of the sport and sport complexes has a positive effect on all spheres of society, increasing human potential and human creating additional factors for successful socio-economic development. In this regard, it becomes especially important to improve the existing approaches to the management of the sport complexes. There are a number of problems in the development of physical education and sports:

- ☐ insufficient involvement of the population in systematic physical education;
- ☐ insufficient development of the material base and infrastructure of physical education and sports, as well as its moral sides;
- ☐ insufficient number of professional coaching staff;
- ☐ loss of traditions of popular mass sports;
- ☐ the absence at the state level of active promotion of physical education and sports as an integral part of a healthy lifestyle, including concern for the health of the future generation;

□ gaps in the interaction of executive bodies of the constituent entities of the Republic of Uzbekistan with public sports organizations in the field of physical education and sports.

The development of the sphere of physical culture and sports has directions of propaganda.

Propaganda is various forms (oral, printed, visual, etc.) of the dissemination and clarification of ideas, teachings, views, theories, affecting the consciousness and mood of a wide range of people.

Advocacy of physical education implies purposeful activities to disseminate knowledge in the field of physical education and sports, as well as familiarizing the population with systematic physical education and sports as maintaining a healthy lifestyle.

An important role in its successful achievement of the main objectives of propaganda is played by the correct formulation of advocacy work.

For this, it is imperative to increase the level of physical education of the population; education of the need for the approval of a healthy lifestyle, the use of physical culture in the mode of work and rest.

The expression "Healthy lifestyle" includes conditions such as:

- regular physical education (training);
- rejection of bad habits and addictions;
- balanced nutrition;
- compliance with the daily routine;
- a rational combination of physical activity with intellectual work;
- conducting classes in clean areas (on the mountain, park, on the bank of the river, etc.).

In other words, physical education does not guarantee positive results if any of these conditions are not met. Only compliance with an integrated approach to the implementation of all the principles of a healthy lifestyle entails the acquisition of moral and physical comfort.

Human health implies a state of his physical, mental and social comfort. Thus, physical education is only one of the sides of the process of education of a harmoniously developed personality, which should occupy a rather significant part in the schedule of the daily routine of a modern person.

An important factor in a healthy lifestyle is the implementation and compliance with medical recommendations for various diseases. A total denial of the achievements of modern medicine and a fascination with the so-called "folk remedies" can cause irreparable harm to the body. In our modern period of time, this problem has become more urgent, as the number of "office" workers who lead a sedentary lifestyle has increased. These people spend the whole day in a stuffy room and confined space, often in a state of high stress, and also travel by personal or business vehicles (all this contributes to the development of physical inactivity and chronic hypoxia in combination with unstable blood pressure and high liability of the nervous system). Even a passion for fitness and visiting the gym after the end of the working day amid professional fatigue does not alleviate the problem - such non-systematized loads only aggravate chronic fatigue syndrome, which leads to a negative effect.

Physical education and sport are one of the main areas of satisfying a person's vital needs in physical activities for ensuring the harmonious formation of personality. The concepts of "Healthy lifestyle" and "Physical culture" are organically united in their humanistic orientation and are focused on the physical development and physical fitness of a particular person. Physical culture creates the necessary requisites and conditions for maintaining a healthy lifestyle, an essential component of which is the organization of motor activity. Maintaining the body in a constant tone helps to increase working capacity, creative activity, physical improvement, maintaining health and longevity.

Many years of experience of conducting socially-targeted actions have shown that to ensure the effectiveness of ongoing programs for a healthy lifestyle, it is not enough just to organize one-day sports events. It is necessary to involve all levels of working with the population and youth, starting from pre-school and schools ending with the formation of a system of information, scientific and methodological support for activities aimed at promoting a healthy lifestyle, physical education and sports.

Such events can solve several problems at the same time - identifying problems in the corresponding direction of work; generalization and discussion of the results of the work done; use of positive experience in the implementation of projects, including pilot ones; identification of ways to increase the effectiveness of promotion of physical education, sports and healthy lifestyles.

The regional information base will allow using the methods of statistical analysis, to carry out mass operational control of the physical condition of the entire student body and, on this basis, using methods of multifactor mathematical modeling and forecasting, to organize effective management of the entire physical training system in the don region:

- a research unit is attracting scientific personnel from the region will provide ample opportunities for the development of innovative technologies in the field of physical health and sports activities of children and youth, and in general in the field of health protection of the younger generation;
- Consultation unit is organizing of a telephone consultation service on issues of physical education, sports and a healthy lifestyle;
- information block is organization and holding of seminars, workshops, conferences, trainings, events, development of the center's website (which will include promotional videos, information cards, scientific articles on physical education, sports and healthy lifestyles, addresses of sports sections and places of family leisure, announcements and results of events);
- crisis block is the organization of a helpdesk, helpline, counseling psychologist (in particular, for people with all kinds of addictions).

We should especially note the promotion of physical education, sports and a healthy lifestyle among children and adolescents. Children are the future of each country, which is why physical development, physical fitness and the health status of children and adolescents are especially important. They are the most inspired audience, in which life values and attitudes, lifestyle, are only being formed. Every day, every child is permeated with contradictions, he is influenced by peers, friends, the media, parents and preschool and school institutions have a special influence, since they are the most important institutions of socialization. Children, often in such an

environment when they are evaluated only from the point of view of the grades they receive at school are rarely aware of the fact that good health, self-confidence, and the ability to experience failures and determination are very important for self-realization and responsibility for their actions and decisions, and not just knowledge of economics and computer technology. And all this despite the fact that school grades do not fully reveal the intellectual potential of the child, not to mention the creative and sports potential. It is very important to form the image of a successful person in children - a healthy, physically developed, purposeful, independent, and self-confident. It must be admitted that today in our schools, there is lack of full-fledged lessons in physical education, where physical education of schoolchildren go in parallel and simultaneously. There is physical education, where the efforts of the physical education teacher are more focused on preparing students for the implementation of certain standards of physical fitness.

For example, there are such school risk factors that negatively affect the growth, development and health of children:

1. Stressful teaching practice;
2. The intensification of the educational process;
3. Inconsistency of teaching methods and technologies with the age and functional capabilities of schoolchildren;
4. Premature start of systematic pre-school education;
5. Non-compliance with physiological and hygienic requirements for the organization of the educational process;
6. Functional illiteracy of the teacher in matters of protection and promotion of health;
7. Massive illiteracy of parents in matters of improving children's health;
8. Failures in the existing system of physical education.

In the system of physical education, it is necessary to revise both the structure of the school lesson and the curriculum, giving priority to athletics, swimming, game sports, and fitness. Children will enjoy basketball, volleyball, soccer, aerobics or fitness, hiking, sports dancing and hockey. Today in schools, the number of children exempted from physical education classes at school reaches 40%. Meanwhile, physical education experts believe that there should be no children exempted from physical education at school - everyone should engage in physical education and sports.

Physical education should be appropriate for the age of a human and functional characteristics of students (these include the level of individual health, physical development, physical fitness). This is especially true for children with poor health. However, school physical education classes give the necessary effect only in the case of three to four times a week per week if the physical education teacher observes an individual approach.

Physical culture and sport, as the institutions of socialization can really have a serious impact on the general process of forming a child as a self-sufficient, independent, athletically educated, holistic, harmonious person with national identity, character and will, with a creative approach and disinterested patriotism.

To preserve and strengthen the health of young people, it is very important to have a medical and pedagogical focus on sports training in school and high school. In this regard, it is necessary to expand the centralized system of continuing sports education, including training and advanced retraining for university trainers, Olympic trainers, sports judges, physical education teachers who can educate and train competently, and to heal children and adolescents.

So, the promotion of physical, culture, sports and healthy lifestyles must stay in the first place. At the same time, it is necessary to pay attention to the development of mass physical culture, and the sport of higher achievements, and the conduct of socially significant propaganda events. The development and support of mass, accessible sports should be a priority, since mass physical culture contributes to improving the health of citizens and the quality of life, stabilizing civil society, spiritual and physical recovery of youth, and preventing deviant social behavior. The big sport also has the opportunities for agitation and propaganda that need to be realized: representatives of the highest achievements of sport, who are known not only in their own country, but also abroad, due to the interest in them from the media can influence on the formation of public opinions and to be interested in sport.



DOI NUMBER: **10.5958/2249-7137.2020.00183.4**

DESIGNING AND REALIZATION OF SYSTEM OF ORGANIZING INDEPENDENT WORK OF STUDENTS

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ABSTRACT

The following article deals with the theoretical approaches of designing and implementing a model for organizing students' independent work in modern higher education, and also discusses the types, process of creating and portfolio functions as a complex technology for organizing students' independent work.

KEYWORDS: *Types And Stages Of Independent Work, Psychological And Pedagogical Requirements For Independent Work, Educational Independence, Portfolio, Reflection.*

INTRODUCTION

Today it is absolutely obvious that knowledge without reinforcement by their independent work cannot be complex for students. Independent activity is especially important when becoming a professional. It is a specific qualities higher degree of students' independence that distinguishes them from general education.

In the modern educational process, there is no question more important and at the same time more complex than the organization of independent work of participants in the educational process in a higher educational institution. The importance of this question is related to the new role of independent work, which it acquires in connection with the transition to a new education paradigm.

As a result of this transition, independent work becomes the main form of organization of the educational process, and therefore the problem arises of its effectiveness and activation. However, the activation of independent work is not achieved by a proportional increase in the time spent on it. The task is to increase the effectiveness of independent work, its adaptability while mastering professional competencies, and there is also a need to strengthen students' independent activities, to review approaches to its organization and implementation in the educational process of a university, which should be built in such a way as to develop skills to study, to form the student's ability to self-development, self-education, creative application of the knowledge gained in the process of self-realization, ways to adapt to professional activities in the modern world. Strengthening the role of students' independent work means a fundamental review of the emphasis of the educational process, which should be built so that students learn to independently acquire knowledge and can effectively apply this knowledge in standard and non-standard situations, are able to constantly improve their educational and professional level. This requires the modernization of educational and methodological documentation, the development of new didactic approaches to the independent development of educational material and the revision of the fund of tasks for independent work.

The increase in the number of hours for students to work independently is a global trend. In foreign universities, much more time is allocated for independent work of students than for classroom work.

To increase the effectiveness of students' independent work, clarification of its conceptual foundations is required. There are different approaches to the interpretation of the concept of "independent work of students." Until now, there is no unambiguous interpretation of the essence of independent work of students. Researchers involved in this problem in high school, P.I. Pidkasisty, S.I. Arkhangelsky, A.G. Molibog, G.N. Dinits, I.I. Ilyasov et al.) Invest in the term "independent work" various contents. In modern pedagogical literature, there are various approaches to the definition of the concept of "independent student work." The most in-depth analysis of this concept from the organizational and substantive sides is considered in the works of P.I. Fagot. Under the independent work of students, he understands the variety of types of educational, production or research tasks performed by students under the guidance of a teacher (or self-instruction manual), with the aim of assimilating various knowledge, acquiring abilities and skills, developing creative work and developing a system of behavior.

Considering the organization of independent work as a component of students' independent work management, P.I. Pidkasisty formulates the following principles of students' independent work management:

- 1) The division of the educational material of the studied discipline into educational units;
- 2) The definition of didactic goals of educational units using terms expressing the controlled activities of students;
- 3) Management of students' independent work using methodological instructions;
- 4) Systematic feedback, acting in the form of self-control and also including control by the teacher;

G.N. Dinits in the study "Independent work as a means of professional training of students" identifies the following main features of independent activity in higher education:

- To focus, that is, such activity is aimed at achieving a consciously set goal;
- Reasonableness - after the goal is set, the person analyzes the situation in which he has to act, and chooses ways and
- Awareness, planning and anticipation of a possible result, the presence of a logical diagram;
- Structural, specific set of actions and sequence of implementation;
- Effectiveness when the activity finds its completion as a result.

S.I. Arkhangelsk interprets the concept of "independent work" as an independent search for the necessary information, the acquisition of knowledge, the use of this knowledge to solve educational, scientific and professional tasks.

A.G. Molibog accepts independent work as a multidimensional activity, consisting of many elements: creative perception and comprehension of educational material during a lecture, preparation for classes, exams, tests, completion of term papers and dissertations, etc.

Also, independent work is understood by a number of authors as a system of organizing pedagogical conditions that ensure the management of educational activities that occur in the absence of a teacher.

In the "Regulation on the organization of independent work of students in BSU" under the independent work of students refers to individual and group educational activities carried out in classroom and extracurricular activities on the instructions of the teacher without direct participation.

Thus, independent work is the planned work of students, carried out on assignment with the methodological guidance of the teacher, but without his direct participation. As can be seen from the above definitions, independent work is considered, on the one hand, as a type of activity that stimulates activity, independence, cognitive interest, self-education, motivation for further training, and on the other hand, as a system of events or pedagogical conditions that provide independent guidance for a student activities. According to some scholars, this concept is defined as planned scientific and educational work, carried out on the instructions of the teacher and under his methodological and scientific guidance, like any active student work organized by teachers.

From the point of view of other scientists, independent work is an active creative work of a student, based on his ability to think independently, to see problems on his own, to pose new tasks and find approaches to solving them.

As we see, in some definitions the leading role in organizing independent work is assigned to the teacher, in others, on the contrary, to the student himself.

We believe that these approaches do not contradict each other, but reflect the features of the organization of students' independent work at various stages of study at a university. We share the point of view that it is unlawful to completely exclude a teacher from the process of independent work of a student. And in advanced courses, the teacher continues, albeit to a minimum degree, to manage the educational activities of students, including independent work.

Proceeding from this, the independent work of students should be considered as a form of their educational activity, planned and carried out on assignment and with methodological guidance

and control by the teacher. Of course, the degree of this guidance and control will vary depending on the course of study. In addition, the degree of influence of the teacher on the organization of students' independent work depends on the level of formation of their academic independence, which is understood as the quality of a person expressed in the ability to manage their educational activities: clearly define the purpose and objectives of training, develop and implement a program of actions for their implementation, evaluate the results of these actions.

Obviously, it is possible to form students' independent educational activities if students are placed in situations in which they have to act independently, without the help of a teacher. It is these conditions that independent work is called upon to create.

Researchers note that the motivation of students to work independently depends largely on the teacher, especially:

- On his or her professional competence;
- On the ability to form students' positive attitude towards independent work;
- On the teacher's ability to manage the process of formation of professional competencies among students;
- On the ability to work with students individually or in creative cooperation;
- On the possession of computer technology to implement free creativity with students

Independent work ensures the development of skills of self-organization and self-control of educational activities, creates methodological foundations for independent solution of professional tasks, the formation of educational and professional independence. Given the above, the study of students' independent work as an effective means of forming professional competencies of a future teacher in the process of studying pedagogical disciplines, special courses in pedagogy and psychology is relevant.

The assimilation by students of each academic discipline requires not only a certain system of knowledge, but also the ability to comprehend and generalize the connections between the teaching materials of various disciplines, primarily pedagogical, which lead to the design of the didactic process for organizing independent educational activities.

From the above, in our opinion the learning process should be directed, first of all, to the development of students' ability to multidimensional modeling of educational-cognitive and educational-research activities, to their creative self-realization and self-development. A student should act as a researcher of his educational, cognitive and educational research activities. Reflection should occupy a special place here as the ability to analyze, comprehend the contradictions and problems that arose in the process of this activity, and to determine ways to solve the problem. It is known that the higher the student's level of awareness of personal responsibility regarding the quality of educational and cognitive activities, the more developed is his value orientation towards creative self-realization and self-development in professional activities

Learning about the fundamental values of cognition, science, culture, creativity, the profession, understanding the value is not only for those processes, but phenomena and objects that are

studied are the educational and cognitive activity itself, and the awareness of one's personal role become personally important for students.

In the didactic literature, the main reasons for the increasing importance of students' independent work are identified:

- The rapid growth of scientific information;
- Ensuring the highest level of assimilation of educational information;
- The formation and development of personality qualities of a modern specialist: independence, activity, conviction, etc.

Also, it was identified the ways to enhance the independent work of students, especially:

- Application of instruction programs;
- Solving cognitive problems;
- Using of algorithms;
- a systematic decrease in direct teacher assistance;
- Individualization of tasks on the content;
- The use of methods of problem education;

There is a need to identify the optimal combinations of various ways to enhance independent work in order to form positive results.

Modern scholars of the theory of teaching have proposed a classification of the types of students' independent work, taking into account the following features:

- The purpose of studying the material;
- Type of student activity;
- Organization forms;
- Sources of knowledge

Given this, the independent work of students must meet the following pedagogical requirements: to be carried out personally by the student or to be independently performed part of the collective work; to end with the development or the completed development stage, in which the actual problems of the studied discipline are revealed, analyzed, taking into account the corresponding sphere of practical activity; reflect the student's level of competence in matters that are studied, disclosed, discussed; have educational, scientific and practical orientation and significance; to keep certain elements of the novelty and manifestation of the student's creative abilities.

Students' independent work can be classified by the types of educational activities.

Educational-cognitive activities: filling out tables, working with a book, documentation, periodical literature, performing exercises, solving problems, drawing up diagrams, tasks for identifying defects, compiling and classifying, generalizing, compiling questions

Educational - practical activities: laboratory and practical work, assignments according to the algorithm, exercises, making samples, making mock-ups, doing educational and production work, drawing up sketches, making drawings

Educational - research activities: development of the subject matter and methodology of experimental work, formulate problems in a given situation, put forward hypotheses for their solutions, evaluate, based on a comprehensive analysis, conduct an experiment, analyze its results, perform diploma works, design.

The success of any activity is largely determined by its conditions. From the totality of indicators of learning conditions, first of all we select those on which the effectiveness of “transmitting individual social experience developed by social practice”, the conditions for the information and methodological support of learning.

Under the provision of independent work of students, they understand the process of creating the teacher the necessary and sufficient learning conditions that guarantee the satisfaction of students' needs for information sources and prescriptions.

In other words, in order to achieve this goal, it is necessary to develop an appropriate system of normative, methodological and didactic materials as a condition for the successful design of educational and cognitive activities, as well as a list of the very means of supporting this activity, corresponding to the comprehensive educational and methodological support of students' independent work.

Active independent work of students is possible only with serious and sustainable motivation. The strongest motivating factor is preparation for further effective professional activity, and let's consider the internal factors that contribute to the activation of independent work. Among them are the following:

1. The usefulness of the work performed.
2. The participation of students in creative activities.
3. Participation in competitions in academic disciplines, competitions in research or applied work, etc.
4. Use of motivating factors of knowledge control (cumulative assessments, rating, tests, and non-standard exam procedures).
5. Encouraging students for academic excellence and creative activities (scholarships, bonuses, reward points).
6. Individualization of tasks performed both in the audience and outside of it, their constant updating.
7. The personality of the teacher, who plays a decisive role in the organization of the CDS. He should not work with the student “in general”, but with a specific personality, with its strengths and weaknesses, individual abilities and inclinations.

In practice, two main directions of building the educational process based on the independent work of students are possible. The first is to increase the role of independent work in the classroom process. The second is an increase in student activity in all areas of independent work during extracurricular time. The implementation of these paths requires teachers to develop

methods and forms of organizing classroom activities that can provide a high level of student independence and improve the quality of training.

In the study of each discipline, the organization of students' independent work should represent the unity of three interrelated forms:

1. Extracurricular independent work;
2. Classroom independent work, which is carried out under the direct supervision of a teacher;
3. Creativity, including research work.

Types of extracurricular independent work of students are diverse: preparation and writing of essays, reports, essays and other written works on given topics. Classroom independent work can be realized during practical classes, seminars, laboratory work and during lectures.

When reading a lecture course directly in the audience, it is necessary to control the assimilation of the material by the bulk of students by conducting rapid surveys on specific topics, testing knowledge control, and interviewing students using game techniques.

In practical and laboratory classes, various types of independent work of students can make the learning process more interesting and increase the activity of a significant part of students in the group.

In practical classes, allot at least 1 hour out of two (50% of the time) for independent problem solving.

To conduct classes, you must have a large bank of tasks for independent decision, and these tasks can be differentiated by degree of difficulty.

Performing a laboratory workshop, like other types of educational activities, contains many possibilities for applying active teaching methods and organizing students' independent work on the basis of an individual approach.

To increase the effectiveness of students' independent work, appropriate educational and methodological support is necessary.

Educational and teaching materials developed taking into account the specifics of students' independent work must comply with the following requirements:

- To contain recommendations on the timing, volume and quality of assimilation of the material indicating the educational and scientific publications used for these purposes;
- To include questions for self-control, verification tests, control tasks, as well as examples of independent written work;
- It should be designed in such a way that the key points of the text (ideas, concepts) are highlighted.

When developing a system of independent work, the teacher must build it so that all its forms and goals are taken into account, the role of students in the process and their participation in it is thought out, and includes both independent work in the classroom and extracurricular (self-study, self-education).

One of the effective integrated technologies for organizing students' independent work is the technology of "portfolio".

In pedagogical theory and practice, a rather large arsenal of pedagogical technologies are collected that can be attributed to competency-based features. One of these technologies is the Portfolio technology, which is actively used in the vocational education system. The term portfolio refers to the way of fixing-accumulating and evaluating individual achievements.

The word "portfolio" originated in the Renaissance, as Italian architects called folders in which their construction projects were brought to the court of the customer. In previous time, a portfolio was called an album with photos, which are designed to show the skill of a photo artist or photo model.

Since the 1960s in American pedagogy, folders of individual student learning achievement were also called as "portfolio". They can contain their reports, compositions, essays, problem solving - everything that indicates the level of education and the spiritual evolution of the student.

Proponents of the idea of a portfolio note that a portfolio can be something far more than just a means of assessment or a collection of student work. This is a new approach to learning, a new way of working, expressing a modern understanding of the teaching process, a new learning culture. Thus, the idea of a portfolio involves building an educational process around the portfolio, in which the essence of the interaction between the teacher and the student changes significantly.

Various authors characterize the student's portfolio as:

- A collection of student work that comprehensively demonstrates not only its learning outcomes, but also the efforts made to achieve them;
- Exhibition of student's academic achievements for a certain period of study;
- A form of focused, systematic and continuous assessment and self-assessment of student learning outcomes;
- The anthology of the student's work, suggesting his direct participation in the selection of works submitted for assessment, as well as their self-analysis and self-esteem - that is, the ability of reflection that forms the students.

Reflection is one of the innovative ways of revealing and revealing the spiritual potential of a person, as well as a special moral activity, which involves introspection, in the struggle with one's own shortcomings and in overcoming doubts about one's strengths and capabilities.

The meaning of reflection as a special cognitive action is the ability of the learner to adequately assess their own academic achievements and opportunities, to draw the necessary conclusions regarding self-improvement. The goal of creating a portfolio can be reduced to demonstrating the student's achievements based on the results of training, while the emphasis is not on what the student does not know and unable to do, but on what he knows and considers.

Portfolio is a collection of various materials characterizing the students' educational activities for a semester, academic year, for the entire period of study at the university.

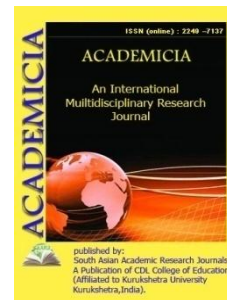
Traditionally, the portfolio is made out in the form of a plastic folder with transparent files, in each of which information from a separate information source is embedded. Students should use a variety of sources to create a portfolio. Designed portfolio students represent protection.

Thus, the formation of the portfolio will help the student to realize his strengths and weaknesses, as well as choose the priority areas of his educational path.

In conclusion, I would like to note that specific ways and forms of organization of students' independent work, taking into account the curriculum, the level of training of students and other factors are determined in the process of the teacher's creative activity, therefore our experience and recommendations do not pretend to be universal. Their goal is to help other teachers to form their own creative system for organizing independent work.

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DOI NUMBER: **10.5958/2249-7137.2020.00088.9**

AN INVESTIGATION IN CONSUMERS' PURCHASE INTENTION REGARDING ISLAMIC BRANDS WITH RESPECT TO TEARS

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ABSTRACT

There is a new big trend in the globe of marketing and branding – it is green not the traditional grass green, but an intense green i.e. a traditional color of Islam (Young, 2007). Twenty three percent of world population is Muslims and following religion Islam so in order to satisfy these customers the trends are changing and Islamic marketing and Islamic branding are emerging and getting attention of researcher and marketers. The purpose of this paper is to investigate purchasing intention of brands that having Islamic names with reference of TEARS (trustworthiness, expertise, attractiveness, respect and similarities) in Pakistani setting. This research is evaluating that the brands with Islamic names are more trustworthy, attractive and their manufacturer are expert and this thing will lead to purchase intention. The questionnaire administered survey were conducted to collect data from 385 sample size but only 299 respondents give respond. Non probability sampling was adopted and collected data were analyzed with the help of SPSS to comply objectives and conclusion. Correlation and multiple regression analysis were conducted in order to evaluate the hypothesized relationships between variables. Positive relations were observed between trustworthiness, expertise, attractiveness, respect, similarities and purchase intention. It is found that these TEARS not necessary lead to purchase instead of having positive relation. After study it is reveal that assigning Islamic names to brand is not enough and consumer think it as marketing strategy and low quality product. Manufacturer should think before endorsing the Islamic names to their brands these names are respectful, trustworthy, and attractive but not leading to capture a huge number of customers.

KEYWORDS: TEARS, Islamic Brands Names, Purchase Intention.

1.0 INTRODUCTION

Changes are taking place in the demographics and purchasing behaviors of Muslims that leads to emergence of new concept i.e. Islamic market. Islamic market is totally Shariah-compliant. In the Islamic market concept of Islamic branding is comparatively a new and growing concept and at its growing stage this is getting serious attention of both practitioner and academics. Noor (2012) define Islamic branding as “Islamic branding that is empathetic to Shariah values, in order to appeal Muslim consumers, ranging from basic Shariah friendliness to full compliance in all aspects of a brand’s identity, behavioral and communications”. The Islamic brands are refers to the image of Islamic complied goods or services (Fatema, Bhuiyan & Bhuiyan, 2013).

Islamic brands are

- Shariah-complaint (according to Islamic rules and laws or doctrines of Shariah),
- Must be Halal,
- Targeting Muslims consumers and
- Should not be formed of any kind of wrong material according to Islam and not of stolen goods.

The Islamic brands in short are through the production phase till the delivery and final consumption phase of product all things are according to Islamic doctrines

1.1 Islamic Brand Names:

Brand name: is very important attribute of any brand & explain many things about product and provide a lot of information about brand to its customers or its potential buyers what a product means for them. Moreover it represents the customers’ convenient summary like their knowledge, emotions, experience, and feeling with the brand. An Islamic brand name means the brands using the Islamic or Holy connotation, terminologies, words, city, languages, and linguistics (Alihodzic 2012). They are using these names for their brands to justify themselves. The few Islamic brand names are: Sufi Foods, Man Salwa, Hashmi Ispaghol, Qibla cola, Zamzam Cola, Mecca Cola, Marhaba Ispaghol, Safa Cooking Oil, and Moulvi cooking oil, Sufi Banaspat, Syed honey, and Islamic Shahed.

This study is trying to get more insight about perception of Islamic brands names. In order to get the understanding of consumer purchase intention towards Islamic brands a TEARS is use. TEARS are basically presented by Shimp (2003):

T: Trustworthiness

E: Expertise

A: Attractiveness

R: Respect

S: Similarities

These are the qualities that the prospective brand must have.

T, the term trustworthiness is an essential attribute and refers to honesty, integrity and believability of sources. Trust, it is one of the strongest word in Muslim language. Taking Islamic brand create a sense of trustworthiness as consumers feel confident about purchasing

those products and consider them halal. These brands are considering as believable source because consumers have faith that Islamic brand is definitely complied of Islamic values (Alserhan 2010a). They are having trust that the Islamic brands are not using any thing that is against Islamic rules and laws from material till final goods.

E, the term expertise is the second attribute. The expertise alludes to knowledge and skills own by the product that they relate to the Islamic brands. Islamic brands are perceived as the producers of these brands are really having good knowledge about Islam.

A, Attractiveness means not merely physical attractiveness it include a number of virtuous characteristics or features that consumers may perceive in brand. As the consumers are very sentimental about Islamic brands they perceive that these brands having the virtuous characteristics, preference and attitudes according to *Shari'ah such as true, pure consistent etc.*

R, Respect refers to the attribute of being praised or alike appreciated because of one's own characteristics and achievements. This trait is the function or substantive element. Consumers are usually respecting the Islamic brand because of their high quality if product does not reach adequate quality level respect won't be given. Also respect is more likely to given if, say, the product is deemed to be halal or recognizably Islamic in nature. Respect motivate consumer and create their positive attitude and perception.

Lastly S, Similarity representing the extent to which a brand is lookalike with the consumers in terms of attributes relevant to the demographics, similarity is an important feature in the fact that people tend to feel related.

1.3 Research Objectives:

The main theme of this study is:

- To gain more insight about Islamic brands and consumer perception about Islamic names of brands in Pakistan that is predominantly a Muslim country.
- To measure consumers purchase intention towards the Islamic brands names with respect to how trustworthy are these brand, how much expertise do they have, how much attractive, respectful and similar they are.
- To study consumers purchase intention in terms of demographic factors (age, gender, & education).

1.4 Justification of Study:

This study is conducted to view the Islamic brand from very different and new perspective that previous research not focusing from this point of view. This research will help maximum in understanding the purchasing intention of Muslim consumers towards Islamic brand names with TEARS. A TEAR is use for celebrity endorsement but this study is using TEARS in reference of endorsement of Islamic names. The research study is conducted because of increasing attention among Scholars and because of growing appetite of Islamic brands names. This study is trying to bring a new thing in Islamic marketing domain and trying to fill the existing gap.

1.5 Variables:

Both the dependent and independent variable of this study are:

- Purchase intention is dependent variable

- Trust worthiness
- Expertise
- Attractiveness
- Respect
- Similarities.

2.0 LITERATURE REVIEW

As per Pew Research Centre an extensive demographic study of more than two hundred countries discover or realize that there are 1.57 billion of all ages living in this world today, constituting 23% of an estimated world population of 1.68 billion (2009). Not only is the Muslims population a notable quota of the global population but AT Kearney (2009) also allude that market of Shariah complaint products or services totals USD \$ 2 trillion annually and it's flourishing quickly. As Muslims countries are establishing and need to develop their own brands to the rest of the world. The field of Islamic marketing and branding has captures attention of more researchers and scholars due to its current development and it has proven from emerging of publishing Islamic journals, research articles, conferences, seminars and books related to this field. This concept is diffusing into global market, which spread many industries such as fiancé, logistics, healthcare, FMCG (fast moving consumer goods), food & beverage etc.

2.1 Islam in Business Practices:

In an epoch where there is growing & renewed focus on teaching and learning business ethics, the extremely relevant question being raised is the role of faith and religious beliefs on business practices (Alserhan, 2011). Islamic perspective on business is extensively getting momentum and importance in today's global economy for several reasons. First Islam is an all embracing way of life or a complete code of life. Islamic course of conduct protect the interest of every party as buyer, seller, business partner of society during transaction. It is religion that gives clear guidelines to follow, mould the attitudes & behaviors of its followers (Saeed and Baig 2013). Second, due to oil boom Muslim countries are most prosperous consumers in the world. Third, degree of foreign investment in Muslim states is increasing. Fourth, the development of Muslim trade bloc has stated but such alliance might take time to materialize. Finally there is a forceful thrust towards islamization of states where Muslims are a majority through inception clear Islamic codes of conduct an all walks of life, and business is no exception to this (Saeed, Mukhtar and Zafar 2001).

Further, the globalization of global economy makes it a pre requisite for the world business to become well known or accustomed with the Islamic perspective on commerce in order to grasp the factors moulding behaviors of Muslims customers (Alserhan, 2011). Businesses that are omitting or forgetting the accession and exertion of such knowledge risk separate a large portion of their Muslim target market (Saeed, Mukhtar and Zafar 2001). The Islamic religion or din has given the rules that are concerning with each and every aspect of life so by acknowledging these codes of conducts, the well informed and enlightened firms can not only fulfill divine needs but also catch a truly unique place in Islamic market.

2.2 Islam & Muslim Consumers:

Muslim consumers follow religion of Islam and Islam is monotheistic religion. Religion is one of the important social institution (Alam, Mohmmad and Hisham 2011) and integral part in

functioning of every society (Mokhlis 2009). Islam as compare to other religion has a strong influence on the lifestyle of their followers (Muhammad and Mizerski 2010). The consumption of Muslim consumers are governed by Islamic laws (Alihodzic 2012) Because Muslims life revolves around the script and what he instructed and Muslim cannot separate the brand from faith that dominates all activities must be divine and their feeling in line with Allah's guidance (Alserhan 2010a). For Muslims, branding cannot be separated from Shariah that all activities should be divine and his feeling shall be in line with ALLAH'S guidance (Alserhan, 2010a). Muslim consumers all over the world are very conscious about Islamic products for them using the product that are forbidden as per Islamic laws are not acceptable by them. So for this reason marketers cannot afford the ignorance of religious factor in decision making (Alserhan 2011) many companies introduced the Islamic brands in order to meet Muslim customers demand.

2.3 Islamic Branding:

Usually a brand is something that differentiates a product from its competitors. Brands provide a base point upon which customer recognizes and it is important part of product, and branding can add value to a product (Fatema, Bhuiyan and Bhuiyan 2013). Brands consist of name, logo, symbol, design or a combination of these that differentiate a product from rest of the other products (Kotler and Armstrong 2007).

The increasing prosperity and span of Islam is concern for increasing the Islamic brands as compare to traditional or conventional brand. There is no specific definition of Islamic branding therefore the term Islamic branding analyzed by several scholars (Yosuf and Jusoh 2014). Islamic brands are those that seek to address the Muslim consumers (Temporal 2011).

Noor (2012) perspective, Islamic branding is an approach of branding that is friendly or compliant with Shariah doctrines. Islamic brands should fulfill all aspects of Islamic laws and norms (Jumani and Siddiqui 2012) and Islamic brands created with the ingredients that are permissible according to Islamic laws so the product would be Halal. A Product can be Halal depending on its ingredients and all activities related with it from origin point to consumption point and going through entire value chain that created it (Alserhan 2011). Fatema, Bhuiyan, & Bhuiyan in his study cited that Islamic branding is not only limited to Halal (permissible) and Haram (what is not permissible) but it permeates good deeds that are derived by sincere, honest and pure intentions that extends afar from purely commercial branding efforts (2013).

"Islamic branding is a reality not a fallacy. The distinction between Islamic branding and usual branding are Islamic brands are produced righteousness, their seller invite into a virtuous life meantime their buyers engage in Ibadah" (Alserhan 2010b).

2.4 Islamic brand Names:

Marketers are really conscious about band name they want to know how the consumers purchase decision Influence by brand name. Brands have figurative value that assist people to select the good products according to their requirement and informed customers (Alamghir, et al. 2011). Well informed customers considering brand name as a sign of quality, while for not informed customer, brand name intensify customer awareness and affect customer perception about brand ((Alihodzic 2012). The brand name like Mecca Cola, Zamzam Cola (Alserhan 2010a). Used of holy name for showing association implying Muslim-compliance. According to (Alihodzic 2012) brand name representing particular product attributes, excite emotions, essence (Shimp 2010),

and can have parabolic value. The marketer's perspective is that using Islamic minology such as Bismillah, Muhammad, Al Madina help to attract Muslim belief and for being perceived as Islamic. Consumers at time of making decision they first think about brand name (Alamgir et al, 2010).

2.5 TEARS :

TEARS is an acronym of five words. These are trust, expertise, attractiveness, respect and similarities.

2.5.1 Trustworthiness

The term trustworthiness refers to honesty, integrity and believability of endorser or name of a brand. It is a general believability of consumers (Lim and Low 2012). A trustworthy name keeps up to its promises, of providing value and quality, on a consistent basis and trustworthiness also refers to as expectation or reliability towards brand names (Alam, Shabb and Arshad 2012).

2.5.2 Expertise

E part of TEARS is expertise. It refers to the specific skills, knowledge or experience that can be related to name of brand (Silvera and Austad 2004). This is the ability of brand to continuously deliver what has been promised (Alam, Shabb and Arshad 2012). Expertise of a brand can contribute in changing the opinion of audience or customers (Shimp 2010).

2.5.3 Attractiveness:

Attractive means physical attractiveness of brands such as packaging, appearance, size, shape etc but also the attributes or characters that customers perceive in the brand such as pure, consistent.

2.5.4 Respect

R is for Respect and showing the ability of being praised because of one's own distinct characteristics and achievement (Shimp 2010).

2.5.5 Similarities

S component of TEARS stand for Similarities which refers to how a product or brand matches with the audience in terms of their ethnicity, religion, culture, values etc. (Lim and Low 2012). Shimp argued that it is a vital feature because consumers' matches with the product in terms of ethnicity the trustworthiness is enhanced (2010).

2.6 Purchase Intention:

Purchase intention is a very compound marketing concept that assists managers in aligning their strategies and also decisions in their marketplace (Borzooei and Asgari 2013a). Purchase intention is use to analyze consumer's perception, behavior and attitude (Jaafar, Lalp and Naba 2012). It is a part of decision process and it is usually based on the purchase motives with features or traits of brands under consideration (Bouhleh and Mzoughi 2011). Purchase intention is the implied promise or disguised undertake to one self to buy a product. Tariq et al., define purchase intention in their study as the probability to purchase affiliated with an intention bracket at the percentage of an individual that will actually buy the product (2013). They further explain that purchase intention involve four behaviors of customers one is certain plan to purchase a brand or service, second is thinking unambiguously to buy a good or service, third is when

someone scrutinize or scan o buy the product /service in the future and fourth is to buy the product ultimately. Borzooei & Asgari declare that purchase intention reveals the specific interest of customers towards purchasing a brand (2013). Purchase intention is usually rely on matching of purchase motives with features or attributes of brands under consideration.

2.7 TEARS & Purchase Intention of Islamic Brand Names:

Here the linkage between purchase intention and TEARS is discussed:

2.7.1 Purchase Intention of Islamic Brand Names & Trustworthiness:

As trust is the T component of TEARS. Trust refers to seen as believable, confident, or dependable and someone or something who can be trusted and trustworthiness is the result of brand's expertise, reliability, or intentionality. Trust is an important factor that affects the purchase intention(Huong 2012). Trustworthiness emotionally appeals customers (Borzooei and Asgari 2013 b). Huong, & Borzooei et.al study the relationship between trust and brand and found that trust plays a significant positive role in the purchase intention of a product (2012, 2013b). But Alam, Shabb, & Arshad affirm that trust do not necessary lead to purchase intention because there are other attributes in a brands that are more important for consumers (Abdul, et al. 2009).

2.7.2 Purchase Intention of Islamic Brand Names & Expertise

Expertise and trustworthiness are not mutually exclusive, frequently a specific brand is perceived as highly trustworthy but not an expert. Brands who are recognize as an expert are more persuasive and lead to purchase intention otherwise not lead to purchase intention (Alam, Shabb and Arshad 2012).

2.7.3 Purchase Intention of Islamic Brand Names & Attractiveness

The brand name or feature of brand that are not effect or fail to attract customers will not lead to purchase intention(Zafar and Rafique 2012) and attractive features in brand are more likely to produce favorable perception of customers (Skarfstad & Bergstrom, 2004).

2.7.4 Purchase Intention of Islamic Brand Names and Respect

Brands that are usually respected due to quality of being admired or esteemed are leading customer to purchase intention but the brands that do not have the attributes of being admired are not leading to purchase intention(Bergstrom and Skarfstad 2004).

2.7.5 Purchase Intention of Islamic Brand Names and Similarities

Consumer creates or involves in relationship with the brand that having similar personality to their own attributes (Bouhlef and Mzoughi 2011). Shimp stated that it's a vital attribute because audience tends to better like individuals who are having the same features (2010). The similarities matching with consumers lead to purchase intention and enhanced trustworthiness but when brand feature do not match with customer attributes then it will not lead to purchase intention and also affect the trustworthiness of brand (Bergstrom and Skarfstad 2004).

2.8 Theoretical frame work

The following theoretical model frames the construct and their relationship in this model.

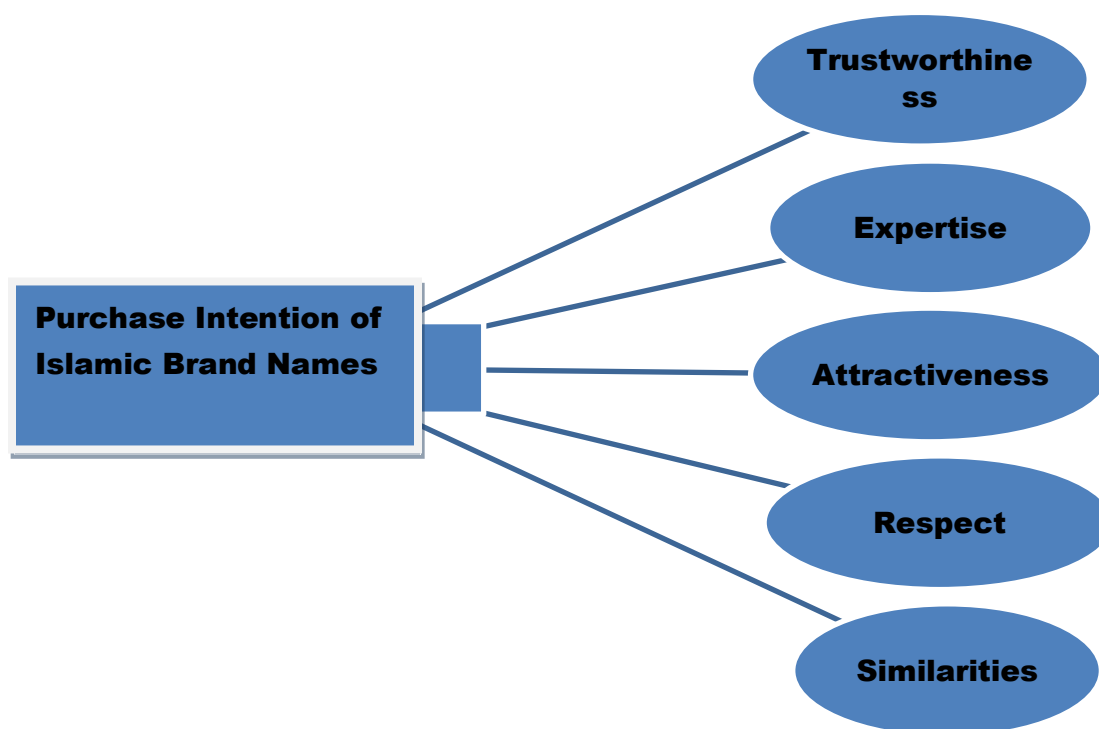


Figure 1: Theoretical framework (TEARS: Shimp, 2010).

This proposed framework is designed with TEARS as independent variable. TEARS include five acronyms trust, expertise, attractiveness, respect and similarities(Shimp 2010). At last the purchase intention is a dependent variable.

2.12 Research gap

As it is known that Islamic marketing and Islamic brands are new emerging field. Scholars, academicians, researcher and marketers are trying to explore as many discoveries as possible. There are few research studies found on the topic of Islamic branding with different theories but none of study focusing the Islamic brands having Islamic names and also studies for Islamic brands purchase intention with Tears model did not found. To address the following gap this research study is conducted. Filling of this gap in literature is significant because it helps marketers to develop a strong brand that will be accepted by customer All in all the main theme of this study is to know the affect of five attributes (Trust, expertise, attraction, respect and similarities) on purchase intention of Islamic brands. Theoretically this study is essential because it cover the way for scholars to locate other theories in order to explore a new path of discoveries in this field.

3.0 Research Methodology

3.1 Research Design:

The research study is for research design following the Saunders et al. (2009) research onion model structure. The model by Saunders et al. is compare with an onion that like onion it has

many layers and each layer of onion is a phase in the process of research design on the basis of which major decision are taken.

This study has executed with post positivistic viewpoint with the deductive approach. Nature of this study is quantitative has adopted by researcher. By purpose this research is descriptive and strategy of this research is survey. The investigation of this research done by regression & extent of researcher interface is minimal (investigating the events as they occur normally. A setting of this research study is non-contrived (natural environment) and unit of analysis for collecting data is individual.

Instead of longitudinal study, a cross sectional time horizon has adopted due to the reason that 'snap shot' or single time study is possible due to limited time period. The tool that use for the collecting data of this research is questionnaire and multiple statistical approaches use to for data analysis.

3.2 Population of Research:

General public of Karachi including adults of both type young adults (18-35) as well as middle age adults (36-55) both male and female.

3.3 Sampling of Research:

- **Unit of Sampling:** Muslim people of Karachi.
- **Sampling Approach:** the technique adopted for selection of sample size is the Rea & Parker guide.
- **Size of Sample:** sample size of this research study is 385 as per Rea & Parker (2005) with confidence interval 95% & marginal error 5%. The sampling including dissimilar proportion of both males and females. Questionnaire were distributed among 385 respondents, 320 received back but only 299 completely filled and were usable & other 87 are non respondents because some of them refuse to response and some did not filled correctly giving more than one answer of each question. So, response rate is 78%.
- **Method of Sampling:** non-probability sampling method adopted.

3.4 Selection of Instruments

Both the primary & secondary data has collected.

Secondary data was collected for the extracting information about Islamic brands and TEARS model by using the research articles and literature available online. The survey technique is use to collect primary data from respondents with the help of questionnaire tool.

Questionnaire is design to know consumers view point about the Customer purchase intention towards Islamic brand name with respect to TEARS. The questions in questionnaire are structured (close ended) which consist of both multiple choices and simple dichotomous and also unstructured open ended. Questionnaire is consisting of different section. First part is including information about respondent's demographics such as age, gender & education. The second part consist open ended questions about their views and third section consist of the series of questions base on the different variable which are design to know consumer purchase intention towards Islamic brand names with respect to TEARS. The scale used is Likert scale ranging from "strongly disagree" to strongly agree" which requires the respondents to indicate a degree of

agreement or disagreement with each. The survey conducted in different places that are convenient such as universities, homes etc. with-in the age of 18 years old & above.

3.5 Pilot Study:

A pilot study has been carried out to ascertain and assure the validity of the questionnaire designed. The piloting helps to check language as well as organization of scale. According to Connelly (2008), extant literature suggested that a pilot study sample should be 10 % of selected sample size. That why pilot study has been carried out on 38 respondents. The purpose of this pilot study is to test the validity and reliability of the research instrument and to identify any ambiguity. The analysis done on 38 respondents showed Cronbach's Alpha is 0.921 and regression R is 0.788 and data is over all significant. Upon completing pilot study, corrections and amendments are made to improve this instrument. Only primary data are used for this research.

3.6 Adopted scales of variables

All the scale of variables that were not adopted only two scales was adopted that are mentioned below:

Questionnaire items

Author

- Trustworthiness

(Alam, Shabb and Arshad 2012)

- Purchase Intention

(Zafar, Q.,U., A., & Rafique, M., 2012)

3.7 Scale Validity

The validity of any scale is necessary to measure. There are many different ways to measure different types of validity. In this study only face validity and content validity has been measured. Face validity indicates whether the test 'looks like' or appears to be a measure of construct of interest. The content validity verifies whether the items included in the test are the right item to measure construct and reflect its content. Content validity was achieved by asking the experts in field. Face validity was achieved through piloting the survey with experts and some consumers.

3.8 Variables:

The variables that has considered in this research study are both the dependent and independent variable. The purchase intention of Islamic brand names is dependent variable and trustworthiness, expertise, attractiveness, respect and similarities are independent variables

3.9 Hypothesis

There is a hypothesis for this research study:

H1: There is significant relation between TEARS and purchase intention of Islamic brands names.

3.10 Plan of Analysis

- For analysis of data analysis of questionnaire is necessary in order to achieve research objective.

- The first section of questionnaire is consists of demographic attributes and include nominal scale. So, the descriptive analysis of this section is done by the frequency and presentation of this showed by graph.
- After that a reliability test is executed by using Cronbach's alpha.
- Further the frequency, cross tabs and Chi square analysis use and then descriptive of demographics were calculated.
- Frequency counts were also done for every item.
- For assessing relationship between the dependent and independent variables correlation analysis and regression analysis used.

3.11 Software Employed

The IBM SPSS (Statistical Package for the Social Sciences) has been employed for analysis of collected data and getting results.

4.0 Analysis & Findings

4.1 Missing values:

Before proceeding to main analyses, data were examined for missing values. It is hardly possible to obtain a large dataset without any missing values (Saeed et al., 2014). There were 4% of data values that were missing. Missing value is hurdle in accurately interpreting and findings of data so it's essential to replace missing values. The normality test of data was done and data exhibit some skewnesses, so median imputation is better choice for dealing with missing values. Median score substitution procedure was used to restore the missing values.

4.2 Reliability Analysis:

Nunnally (1978) recommends reliability of about 0.70 or higher is better because it shows higher internal consistency.

TABLE 1 RELIABILITY ANALYSIS OF VARIABLES

Variables	Cronbach's Alpha	Number of Items
Trustworthiness	0.801	6
Expertise	0.901	3
Attractiveness	0.766	3
Respect	0.794	3
Similarities	0.695	4
Purchase Intention	0.901	4

Table 1 shows reliability for data of each construct and reliability is measure by Cronbach's Alpha. Reliability statistics of Cronbach's alpha for trustworthiness is 0.801, for expertise is 0.901, for attractiveness is 0.766, for respect is .794, and for purchase intention is 0.901 which shows a higher level of internal consistency for this data. Except for similarities reliability is 0.695 that is about to 0.7.

TABLE 2 RESPONDENTS PROFILES

Demographics	Attributes	Frequency	Percent %
Age (years)	18-25	128	42.8
	26-33	75	25.1
	33-40	38	12.7
	41-48	29	9.7
	49-55	29	9.7
	Total	299	100%
Gender	Male	151	50.5
	Female	148	49.5
	Total	299	100%
Education Level	Intermediate	60	20.1
	Graduate	99	33.1
	Post Graduate	140	46.8
	Total	299	100%

Table 2 reflects the respondents' demographic information and shows characteristics of sample used in survey. Three variables were selected to describe that sample characteristics. They were age, gender and education level. Overall, sample showing that there was a considerable overweight of Age range of 18-25 (young adults) are 128 that is almost 43% and highest in percentage as compare to other respondents. In gender high concentration of female 151 that is 50.5% and majority of respondents were found to be post graduate i.e. 140 in high concentration as compare to other education level.

TABLE 3 DESCRIPTIVE STATISTICS OF RESPONDENTS' DEMOGRAPHICS

Demographics	N	Mean	Std. Deviation	Variance
Age	299	2.18	1.337	1.788
Education Level	299	2.27	0.774	0.599

Table 3 showing the descriptive statistics of demographics the mean of age is 2.18 that is between 2 & 3 meaning respondents age are centered in 26 to 33 with a deviation of 1.337 of the measures. The variability of the age group is identified to be 1.788. Moreover the education level represent mean of 2.27 on an average with a deviation of 0.774 and a variability of 0.599.

TABLE 4 FREQUENCY OF BRANDS THAT HAVING ISLAMIC NAMES

Item	Lower Class	Halal & According to Islamic Standards	Indifference / Casual brands	Marketing Strategy	Others	Total
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What comes to your mind when you see any product/brand that has “Islamic Names”	48	67	60	106	18	299
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This table is showing the open ended responses that were coded like the respondents who respond that these brands are having low quality or substandard products were coded as lower class. The overall responses showed the 106 respondents believe that assigning Islamic names to brands is just a marketing strategy to target Muslim consumers.

TABLE 5 CROSS TABULATION OF GENDER & RESPONSES ABOUT BRANDS HAVING ISLAMIC NAMES

Gender	Lower Class	Halal and According to Islamic standards	Indifferent/Casual brands	Marketing Strategy	Others	Total
Female	15	37	27	62	10	151
Male	33	30	33	44	8	148
Total	48	67	60	106	18	299

This crosstab showing that more females are thinking that this is a marketing strategy of to assigning Islamic names as compare to male, and less female are considering them usual brand than males.

TABLE 6 CHI –SQUARE TESTS OF GENDER AND RESPONSES ABOUT BRANDS THAT HAVE ISLAMIC NAMES

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.331 ^a	4	.023

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.91.

In this table Pearson Chi square result $\chi^2 = 11.331$, $p = 0.023$ tells us that there is a statistically significant association between gender and their views about Islamic brands name; that is both male and females not having same views about Islamic brand names.

TABLE 7 FREQUENCY OF MANUFACTURER THAT PRODUCING ISLAMIC BRAND NAMES

Item	Local Manufacturer	Shariah compliant Manufacturer	Marketing / Selling Strategy	Others	Total
What can you infer about manufacturer of brands that have “Islamic names”	83	70	118	28	299

This table also showing the responses of open ended question that was about manufacturer of Islamic brand names and responses shown were coded. The respondents who were thinking that these manufacturer are producing low quality product, or local producer and targeting lower class were coded as local manufacturer and same like this the other responses were coded. The table showing there are more number of respondents who are taking these brands as marketing strategy, selling technique, capitalizing on religion or profit maximization as compare to those who believes that these manufacturer are producing according to Shariah and are trustworthy and honest.

TABLE 8 CROSS TABULATION BETWEEN GENDER AND RESPONSES ABOUT MANUFACTURER OF ISLAMIC BRAND NAMES

Gender	Local Manufacturer	Shariah compliant	Marketing strategy	Others	Total
Female	37	40	60	14	151
Male	46	30	58	14	148
Total	83	70	118	28	299

As shown in table that almost both male and females are equally thinking that manufacturer are using Islamic names as strategy and taking them as local manufacturer.

TABLE 9 CHI –SQUARE TESTS OF GENDER AND RESPONSES ABOUT MANUFACTURER OF ISLAMIC BRAND NAMES

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.409 ^a	3	.492

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.86.

This table presenting Pearson Chi square and $\chi^2 = 2.409$, $p = 0.492$. This tells us that there is no statistically significant association between gender and manufacturer views; that is both males and females equally thinking that the manufacturer of these brands are assigning names just for profit maximization.

TABLE 10 DESCRIPTIVE STATISTICS OF VARIABLES

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Trustworthiness	299	1.00	5.00	3.0078	.81039
Expertise	299	1.00	5.00	2.6912	1.0276
Attractiveness	299	1.00	5.00	3.1104	.89080
Respect	299	1.00	5.00	3.0491	.93357
Similarities	299	1.00	5.00	3.0903	.73431

Purchase intention	299	1.00	5.00	2.9381	.90877
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Table 10 above showing few descriptive results for the research variables used in this study. The table showing minimum, maximum, mean and standard deviation. The results are the summation of the variable from the five point Likert non comparative scales with 1 being strongly disagree and 5 for strongly agree. The mean of trustworthiness is 3.0078 shows the research participants have neutral opinion about trustworthiness of the brands that having Islamic names. While standard deviation is 0.8 showing an average deviation from mean.

Mean value of attractiveness is 3.1 which are showing the neutral responses of respondents about attractiveness with 0.89 close to 0.9 deviations of data with mean.

The mean value of purchase intention is 2.9 which is close to 3 so respondents opinion are neutral for purchase intention and standard deviation is 0.9 showing deviation of data from mean.

TABLE 11 *CORRELATION MATRIX*

		Trustworthiness	Expertise	Attractiveness	Respect	Similarities	Purchase Intention
Trustworthiness	Pearson Correlation	1					
	Sig. (2-tailed)	.000					
	N	299					
Expertise	Pearson Correlation	.000					
	Sig. (2-tailed)	.299	.299				
	N	.511**	1				
Attractiveness	Pearson Correlation	.746**	.589**	1			
	Sig. (2-tailed)	.000	.000				
	N	299	299	299			
Respect	Pearson Correlation	.574**	.573**	.676**	1		
	Sig. (2-tailed)	.000	.000	.000			
	N	299	299	299	299		
Similarities	Pearson Correlation	.328**	.349**	.426**	.386**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	299	299	299	299	299	
Purchase Intention	Pearson Correlation	.560**	.559**	.669**	.550**	.558**	1

Sig. (2-tailed)	.000	.000	.000	.000	.000
N	299	299	299	299	299

**. Correlation is significant at the 0.01 level (2-tailed).

Numbers on the Table 11 showing the strength and direction of linear relationship between two variables. The correlation coefficient range from -1 to +1, with -1 indicating a perfect negative correlation and +1 indicating a perfect positive correlation. In each cell of matrix, Pearson's correlation, p value for two tailed test of significance and sample size is given. It's visible that correlation coefficient between trustworthiness and attractiveness is 0.746 and p value for two tailed test of significance is 0.000. It is concluded that there is a strong positive correlation between trustworthiness and attractiveness and this correlation is significant at the significant level of 0.01. The correlation between purchase intention and all other variables such as trustworthiness, expertise, attractiveness, respect and similarities are positively correlated and having significantly correlated with each other.

TABLE 12 REGRESSION

Criterion Variable	Predictors	B	t	Sig	R ²	Adj. R ²	F	Sig
	(Constant)	-.167	-.955	.340	.571	.564	78.091	.000 ^b
	Trustworthiness	.104	1.594	.112				
Purchase Intention	Expertise	.161	3.638	.000				
	Attractiveness	.333	4.858	.000				
	Respect	.053	.986	.325				
	Similarities	.376	7.073	.000				

*** Significant at 0.000

Table 12 showing unstandardized beta coefficient indicating that one percent increase in trustworthiness, there is also an increase in purchase intention when all other independent variables remain constant. This table also showing that all independent variables having positive relation with dependent variable. Furthermore table indicating the R² and Adjusted R² values. The R² 57.1% value represents that total variation in the dependent variable i.e. purchase intention is accounted for by all of the independent variables altogether and adjusted R square gives more accurate information about fitness of model. Moreover the little gaps between R square and adjusted R square showing significance of independent variables. In this table 'F' indicates the statistical significance of regression model. Here (F (5,293) = 78.01, p < 0.05) which indicates that, overall, the regression model statically significant predict outcome variable (i.e., it is good fit for the data). F test is highly significant, thus we can assume that there is a significant relationship between variables.

The null hypothesis were rejected and accepted alternative hypothesis

H1 there is a significant relation between purchase intention and TEARS.

5.0 DISCUSSIONS

This research was aimed at understanding the customer purchase intention towards brands that having Islamic names with reference of TEARS (trustworthiness, expertise, attractiveness, respect and similarities) among Pakistani Muslim consumers. It further expands the religiosity names concept to investigate its role in influencing consumer intention to purchase such products. The context of this research was quite unique & helpful in predicting the future of brands that carrying Islamic names or for manufacturer who are interested in assigning their brands an Islamic name in Muslim majority country.

Brand name with religious terms offered consumers a high level of religious orientation (Torlak et. al., 2013). Considering the empirical findings of data analysis it is evidence that there is a positive relationship between the trustworthiness, expertise, attractiveness, respect and similarities among them (Alam, Shabb and Arshad 2012) and with purchase intention. There are many consumers who believe that these brands are trustworthy and respectful and their manufacturer are producing products with Islamic skills and knowledge and using pure and halal. Moreover it is also found that respondents having positive behavior that these brands having similarities between credibility of brand and the Islamic name of brands (Alam, Shabb and Arshad 2012). After a positive relation of purchase intention with variables it's not always necessary that consumer will have intention to buy the brand, they may never buy it (Borzooei and Asgari, Halal Branding and Purchase Intention: A Brand Personality Appeal Perspective 2013a). The above analysis suggesting that expertise, attractiveness and similarities significantly impact the purchase intention but also adding that trustworthiness and respect is not strong predictor for purchase intention, this may be because other factors are more influencing as compare to trust (Lim and Low 2012). There is also found the consumer already have knowledge that the manufacturer of these brands using are Islamic names as marketing strategy just to sell their brands and many respondents are thinking that these brands are low quality and their manufacturer are using low quality material .

It can be concluded that influence of Islamic names of brands was not strong enough to influence Muslim consumers to form a trust and intention to purchase the brands (Lim and Low 2012). There must be good quality and better packaging of these brands, so they may be able to attract a good number of consumers.

6.0 CONCLUSION

It is concluded from study that name do not create trust about brand and manufacturer and trust will not lead to purchase intention. Likely it is also found that merely name are not enough to judge the expertise of manufacturer and respecting about religion will not lead to respect the brands that having Islamic names and not lead to purchase intention of that brands.

Islamic marketing is growing fields and manufacturers are trying to utilize this concept to cater the more market. The manufacturers think that by assigning the Islamic names to their product they are creating an image of Islamic brand, with good attributes and image, but that's not true find by this study that consumers are understanding this strategy and mostly having negative image about product and manufacturer like low quality manufacturer, manipulative and profit maximizer. For them the quality and features are more important than just name so manufacturer should not merely focus on name to create trustworthiness, expertise, attractiveness, respect and

similarities about brand and themselves they should do something innovative and utilize this opportunity in more effective way.

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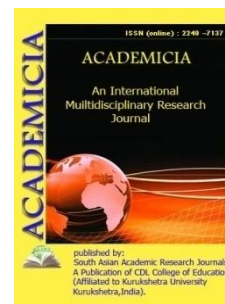
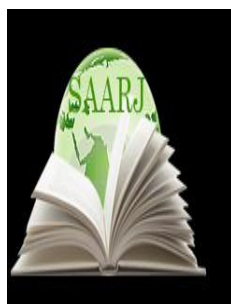
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DOI NUMBER: **10.5958/2249-7137.2020.00191.3**

IMPROVEMENT OF CLINICAL AND FUNCTIONAL ASSESSMENT METHODS AND DIAGNOSTICS OF THE PATHOLOGICAL CONDITION OF THE TEMPORARY - MANDIBULAR JOINT

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ABSTRACT

A literature review is devoted to the study of improving the methods of clinical and functional assessments and diagnosing the pathological condition of the temporomandibular joint (TMJ). The pathology of TMJ occupies a special place among dental diseases due to the significant prevalence, extremely diverse and complex clinical picture. According to clinical studies, TMJ pathology occurs in 70-80% of the healthy population and is in third place after caries and periodontal disease. Throughout life, each person experienced certain symptoms of dysfunction, manifested by pain in the chewing muscles or clicking in the TMJ. The complexity of the anatomical structure, the large number and originality of the course options, the variety of clinical symptoms of pathological processes make it difficult to diagnose TMJ diseases. Diagnosis of TMJ diseases remains one of the difficult issues of dentistry. Based on this, the authors analyze a number of scientific and literary information and conclude that the diagnosis and differentiation of a TMJ disorder is a very complicated process and combined methods of examining these patients are required.

KEYWORDS: *Dentistry, Anatomical And Topographic Features Of The Temporomandibular Joint, Diagnosis, And Functional Research Methods.*

INTRODUCTION

Diseases of the temporomandibular joint (TMJ) are very common, the problem of their final diagnosis today is an even bigger problem for many specialists; as dentists, neuropathologists, endocrinologists, otorhinolaryngologists and infectious disease specialists, because, during the course of the clinic, pathogenetic symptoms and pain syndromes, TMJ dysfunction is complex

and diverse. According to clinical studies, TMJ pathology occurs in 70-80% of the healthy population and takes third place after caries and periodontal disease [2]. Throughout life, each person experienced certain symptoms of dysfunction, manifested by pain in the chewing muscles or clicking in the TMJ.

Many patients with TMJ dysfunction generally do not seek medical help or consults general practitioners, rheumatologist, neuropathologists and other specialists, or are identified accidentally when they go to the dental clinic for the treatment and prosthetics of the teeth. The doctor's tactics should be aimed at early detection with TMJ pathology. Early diagnosis, with a dysfunctional state of the TMJ, is very relevant for today, because many dentists do not know how to approach the initial examination of patients who have treated them for violations in the TMJ, it is high, the ear, head, neck, clavicle and dentition.

The complexity of the anatomical structure, the large number and originality of the course options, the variety of clinical symptoms of pathological processes make it difficult to diagnose TMJ diseases. Diagnosis of TMJ diseases remains one of the difficult issues of dentistry and requires the use of modern research methods.

Therefore, an examination approach with preliminary diagnoses of TMJ DS is required to conduct a survey, external examination, examination of the organs PR, palpation and auscultation of the masticatory muscles and TMJ, the study of diagnostic models, targeted and panoramic radiography (R) of teeth and jaws, electroodontodiagnosis (EOD), axiography, tomography, electromyography, electromyotonometry of the masticatory muscles: According to the patient's history, there are primary complaints and complaints of a cosmetic defect, enamel and dentin hyperesthesia, a feeling of soreness and surface roughness, the presence of pathological abrasion in other family members, concomitant pathology such as congenital dysplasias, endocrinopathies, kidney diseases, pathology of the gastrointestinal tract and others: When determining pathological symptoms; the cause of abrasion or other symptoms, the history of the disease, the duration of occurrence, the nature of progression and their relationship with prosthetics of the teeth and jaws, the relationship with the working and living conditions of the patient: On examination, the configuration of the face, TMJ (lower 1/3), the condition of the hard tissues of the teeth, CRF and periodontal disease, soreness, asymmetry of sensations, swelling, hypertonicity, violation of the symmetry of movements, clicked, soreness and others [12].

As we know, examination of patients with TMJ diseases should be carried out according to a certain scheme; including collecting and studying complaints, collecting and analyzing the anamnesis, examining the face, palpation and auscultation of the joint, determining muscle tone, pain points in the muscles and on the face, studying the joint during movement of the lower jaw (l/j), measuring the distance between the cutting edges of the central incisors with maximum open mouth, palpation of lymph nodes and salivary glands, the use of functional diagnostic tests, radiological and laboratory studies. If necessary, patients should be referred to a physician, neurologist, psychiatrist, rheumatologist, otolaryngologist, a specialist in infectious diseases.

When collecting an anamnesis; it is necessary to find out when and how the first symptoms of TMJ began to manifest themselves. To identify etiological factors, it is preferable to ask the patient leading questions, mentioning the main and common causes that contribute to the emergence of various types of pathologies in the TMJ: wide open mouth, trauma of the mouth, prosthetics, solid food intake, difficult extraction of chewing teeth, previous infectious diseases

(mumps, purulent otitis media, pertussis, scarlet fever, flu, tonsillitis, rheumatoid and rheumatoid polyarthritis, gout, tuberculosis, etc.) .

When detailing the symptoms; First of all, it is necessary to find out what first arose: pain or clicking (C) in the joint; for example, with the usual dislocations (UD) and subluxations of l/j (SLLJ), C appears most often at first, and then the pain joins, and with arthritis and arthrosis, pain first appears, and then C joins the joint. Point, or strictly local pain, is typical for PV, PVLJ, dysfunctional syndromes (DS) and osteoarthritis.

As we know; diffuse pain, more often with acute and subacute arthritis, specific and nonspecific infectious arthritis, myositis in the joint area and other inflammatory processes around the joint. Irradiating pain is observed with compression of the auditory nerve, branches of the ear-temporal nerve, with trigeminal neuralgia, pulpitis, compression of the musculo-facial cortical zones. The nature of the occurrence of pain is clarified - sudden, gradually arising from a feeling of awkwardness in the joint, spilled, with subsequent localization at a certain point and vice versa (1).

Symptoms clicking of (C); character C - crunch, clapping sound. With a slight opening of the mouth and lateral movements of the l/j, C, observed with neuromuscular syndromes (NMS) and occlusal-articulation syndromes (OAS), meniscus dislocation, arthritis and arthrosis; with wide opening of the mouth and at the moment of the beginning of closing the mouth - with PV and PVLJ. When the jaw is compressed, a crunch, C is observed in patients with a declining bite.

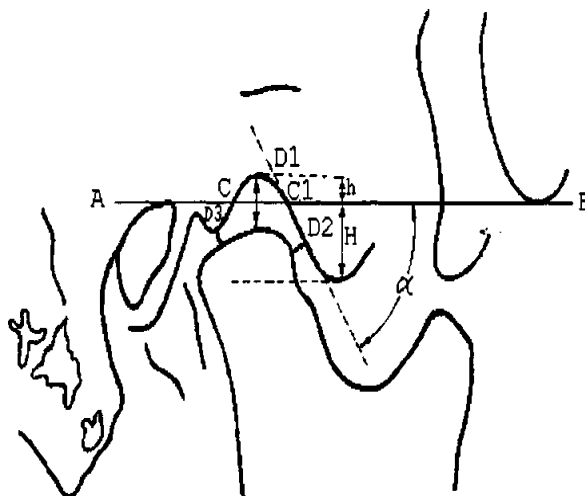
It is important to find out if the patient has a blockage (BA) or, as patients say, "jamming" in the joint. BA can be partial (PBA) or complete (CBA). PBA occurs with excessive mobility of the intraarticular meniscus, PBA occurs with PV as a result of a sharp reflex contraction of the chewing muscle-lifters. Pain in the joint occurs with a complete separation of the meniscus. The above clinical and functional symptoms in the neck and head make it difficult to differentiate etiological and pathological processes.

We know that the functional movement of l/j by the masticatory muscles is indicated by the term "Articulation", the term "Occlusion" means that the position of the dentition in the stage of their closure. For diagnosis, it is very significant to consider these factors; central, anterior and two lateral - right and left occlusions and bites; physiological (orthognathia, progenia, bipognathia and direct) and pathological (prognathia, progenia, open, deep and cross).

We know with central occlusion (CO) - the central position of the TMJ heads in the articular fossa should be normal: that is:

- 1) Each upper or lower tooth joins with two antagonists - the upper and lower teeth - of the same name and standing behind; lower with faithful teeth - of the same name and standing in front:
- 2) The middle lines between the upper and lower central teeth constitute a continuation of one another and lie in the same sagittal plane:
- 3) The upper frontal teeth overlap the lower ones by about 1/3 of the length of the tooth crown:
- 4) The upper first molar, merging with the two lower molars, covers approximately two thirds of the lower first molar and one third of the lower second.

The mesi-buccal tubercle of the upper first molar enters the transverse groove between the buccal tubercles of the lower first molar. At the same time, the position of the articular heads is cranioventral, there is no displacement to the side, the physiological position of the head - disk and the physiological load on all joint structures are the same, the anterior, superior and posterior articular fissures are approximately identical to each other, as well as to the right and left (Fig. 1).



During a clinical examination, the functional state of the TMJ in practice, it is imperative to analyze the occlusal relationships, determine the central premature contacts, the absence of contacts between the individual teeth in the usual occlusion, check the canine management and stability of the occlusion. In this case, it is necessary to take into account the distinctive features of the TMJ:

1. Jointed surfaces are covered not with hyaline, but with thin fragile connective tissue cartilage, which determines its frequent vulnerability, tendency to quickly melt during inflammation and its replacement with scar or bone tissue:
2. The capsule of the joint has a heterogeneous structure; in front, it is thin, free and easily stretched, and in the back it is significantly thickened:
3. Outside, the joint is strengthened by a strong ligament, the fibers of which, starting widely from the base of the zygomatic process of the temporal bone, go down and back, converge on the outer and back sides of the neck of the condylar process I/j:
4. In the joint cavity there is a joint disk having a biconcave shape: in the center it is thin (1-2 mm), and on the edges it is thick (3-4 mm). It consists of fibrous cartilage, spliced with the capsule on the edges and therefore divides it into two floors: upper and lower. The functional value of the disk lies in the fact that it compensates for the lack of complete congruence of the mating surfaces and provides at the same time a wide range of movements I/j.

Today, the following functional tests are widely used in the process of studying the clinical manifestations of various forms of joint pathology [13], that is: - Sample №1 with excessive excursion of the articular heads, they ask the patient to make a limited opening of the mouth, fixing the jaw with one hand on the chin, and the second - palpating the area of one of the TMJ.

The disappearance of symptoms (pain, C) indicates that when limiting the movement of l/j in these patients, the condyles with the meniscus move synchronously, without injured articulated surfaces: - Sample №2; resting the forefinger of the right hand about the military side on the left, and the thumb of the same hand in the distal chin on the right, slightly shift the jaw to the left and ask the patient to make vertical movements l/j. The disappearance of symptoms (pain, C, crunch) indicates that the condyles in this case have taken an optimal convenient position: - Sample №3; with distal shifts of the patient's l/j, they are asked to push the l/j forward - to the orthogenetic or direct bite and then make vertical movements of the l/j. At the same time, the doctor holds the patient's l/j in a preset position with his hand. The disappearance of symptoms indicates that the condyles assumed a more comfortable position in the articular fossa: - Sample №4; displacing l/j distally, set it to the center position. occlusion, fixing the chin. At the same time, they ask the patient to open and close his mouth several times, observing the disappearance of pathological symptoms during the movement of the jaw. The disappearance of the pathological reflex indicates the elimination of the aphysiological movement of the condyle: - Sample №5; With the usual lateral shifts l/j, the test named Ilina-Markosyan is used. During the execution of this test in a state of relative physiological rest, observe the position of l/j. If the latter is established along the midline of the face, you should think about a violation of the kinetic activity of the neuromuscular complex: - Sample №6;

With a declining and deep traumatic bite, laying 2 mm strips of cardboard between the tooth and rows in the area of premolars, the patient is asked to make vertical movements. The thickness of the pad gradually increases until the pathological symptoms in the joint are eliminated. The elimination of symptoms indicates the optimal convenient position of the condyles in the articular fossae with closed dentition and the degree of occlusion increase during orthopedic interventions (1).

In addition to the above functional tests, the method of electromyography (EMG) is currently used - automated systems for measuring and processing biomedical information using modern software, this significantly extends the diagnostic capabilities of modern medicine. Using electromyography of the masticatory muscles is carried out using functional tests: closing of the dentition in the central organ, arbitrary and predetermined chewing, recording electromyograms at physiological rest l/j, studying the time of reflex inhibition of the activity of the masticatory muscles during compression of the jaws in the central organ when tapping the chin with a neurological hammer [1, 18, 19, 20].

In recent years, a number of authors have proposed yet another functional method for studying TMJ movement - graphical; that is - a recording of the dynamic movements of the jaw - functioniography. To register l/j movements, they use the oral device inside [14, 16]. Using this method, it is possible to study the function of the TMJ, diagnose the pathology of the joint and chewing muscles. The shape of the Gothic angle allows you to evaluate the function of the joint, chewing muscles and determine whether the movements of the l/j are right and left, whether there is a restriction of movements in one or both directions.

Axiography methods - out-of-mouth registration of l/j movements, allows you to record the trajectory of the TMJ transversal articulated axis during l/j movements. With the help of an axiograph device - mechanical or electronic studies are carried out, axiograms can be obtained in three mutually perpendicular planes [17, 18]. The method allows you to fix the initial state of

the DJ of the facial system; to make a diagnosis before treatment; dynamically observe during and after treatment; determine the central ratio of the jaws. In the pathogenesis of functional disorders of TMJ, an important role is played by changes in the hemodynamics of the parotid-articular region. In dentistry, rheography, laser Doppler fluorometry, biomicroscopy are used to study the microcirculation of various tissues. (3, 4, 20). The dynamics of rheography indicators are studied before, on time and at various times after loading [3, 4]. Rheovasograms on the familiar and opposite side of chewing are evaluated qualitatively and quantitatively. According to the author, in the quantitative analysis of rheograms, the main amplitude of the rheogram, the amplitude of the slow filling of the lowest point of incisure and dirotic wave [20].

With the help of phonoarthrography, it is possible to determine the articular noise that is observed with intraarticular disorders: joint hypermobility, dislocation of articular heads and discs, arthrosis [5, 6].

Using gnathodynamometry - the efforts of compressing antagonizing pairs of teeth of the anterior group to the appearance of pain in the TMJ are recorded, in the vast majority of cases it is possible to identify painful TMJ and to differentiate it from manifestations of osteochondrosis of the cervical spine [2, 11].

When R research is carried out for all patients without exception, regardless of unilateral or bilateral lesions of the TMJ, R of both joints is performed in the position of the central nervous system and with the maximum open mouth. This is dictated by the fact that often patients complain of one joint, and pathology is detected in another: Survey R gives only a rough idea of TMJ due to projection distortions and layering of other bones of the facial and brain skull. The main role in the diagnosis of TMJ diseases belongs to R-research methods [1R research methods provide the diagnosis of at least 95% of cases of TMJ, especially given the fact that at the same time visualize the state of its bone fragments. Unfortunately, the program available on most orthopantomographs, as well as the orthopantomographs themselves, distort the joint space in the R image, since they display the TMJ oblique projection [1, 9, 12, 13].

Survey R TMJ is a complex study due to the stratification of other bones of the skull, but it makes it possible to recognize a number of diseases of the TMJ such as DS, arthrosis, fractures of the articular process, etc. To obtain survey R, a special technique has been developed and applied that allows to obtain an image of the joint in the lateral projections with closed and maximally open mouth [13].

Tomography has significant advantages over survey R, as it allows you to identify the subtlest changes in the joint without projection distortions, to analyze the measurements of articular elements and their ratios during treatment. When evaluating R, the front, center and rear position of the head l/j can be detected [9,12].

TMJ computed tomography - based on the absorption of part of the radiation by the tissues of the human body. The radiation dose for joint tomography usually does not exceed 0.02 gr. However, even despite this level of radiation, diagnosis is used only according to strict indications to exclude exposure to the parotid salivary glands that are sensitive to radiation [10, 15].

The method has a fairly high resolution, due to which it is possible to differentiate anatomical structures that differ from each other in density within 1-2%. If we compare the tomography with a conventional R-image, then in the latter case, this figure is from ten to twenty percent. The method allows you to get an image in three mutually perpendicular planes: sagittal, frontal and axial, in addition, you can measure and volume reconstruction of articular elements.

Magnetic resonance imaging (MRI) is currently the gold standard in imaging soft tissue structures. This method is easily tolerated by patients and provides a high contrast of soft tissues, a three-dimensional image and the absence of side effects. MRI allows you to obtain a layered image in various projections, with a step size of 1.5–3 mm, and is used to visualize both bone and soft tissue structures of the TMJ and chewing muscles. This technique allows you to identify changes in the position of the articular disc, effusion into the joint cavity, changes in the articular cartilage, soft tissue tumors of the joint and periandibular tissues, and even hypertrophy of the masticatory muscles [4,7, 8, 11].

We know that according to the classification of V. I. Burgonskaya (1968), arthritis is divided into three groups: arthritis - acute, chronic; arthrosis - sclerosing and deforming; arthritis arthrosis. In turn, they are divided into traumatic, rheumatoid and rheumatic. Also, TMJ diseases can be divided into articular, in which there is damage to the joint tissues, and non-articular, associated with the pathology of the masticatory muscles. For the purpose of diagnosing and diagnosing pathology of TMJs of a non-articular nature, the specialist requires a lot of experience, knowledge of the anatomical and topographic structure of the TMJ region and the addition of informativeness about modern special instrumental devices that are required to be used in research not only in dentistry, but throughout medicine [9].

CONCLUSIONS:

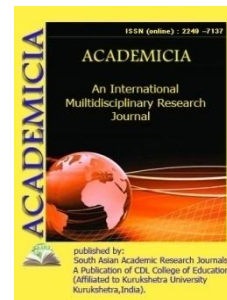
Thus, an analysis of the literature on methods for examining patients with TMJ has shown that the need for complex methods of examination as objective, collecting medical history, clinical, functional and special instrumental research methods for the diagnosis and diagnosis of functional disorders and TMJ pathologies for planning treatment of pathological processes and restoration of a functional state in this area.

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DOI NUMBER: **10.5958/2249-7137.2020.00192.5**

THE PRACTICE OF ATTRACTING FOREIGN INVESTMENT TO UZBEKISTAN AND WAYS OF ITS DEVELOPMENT

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ABSTRACT

Investment plays a very important role in the economy. They are necessary for stable economic development and sustainable economic growth. Without investment, it is impossible to create modern capital and ensure the competitiveness of producers in foreign and domestic markets. The article considers the investment potential of the Republic of Uzbekistan and its development opportunities. A SWOT analysis of the country's investment potential was conducted. Also, based on data from international organizations, the opportunities for the investment climate of the CIS countries are compared.

KEYWORDS: *Foreign Direct Investment, Uzbekistan's Investment Climate, Investment Potential, Investor Protection, Acceleration Of Privatization*

1. INTRODUCTION

Regardless of the level of economic development, any state seeks to attract foreign capital, receiving direct and indirect effects from investment. The greatest role in attracting investment is played by macroeconomic factors, including the capacity of the domestic market, currency stability, political stability, the level of infrastructure development, and the availability of skilled labor. An important factor is the investment policy of the host state, which provides guarantees to foreign investors, effective and stable functioning of the legal system. Investment policy determines the specifics of the directions and means of regulating the admission of foreign investments to the host economy, as well as the means of stimulating their attraction.

Foreign investment is one of the main factors contributing to the accelerated economic development of the country. Even such highly developed countries as the United States, Germany, France, Japan, Great Britain, etc. consider the constant attraction of foreign capital as a necessary means of increasing their economic potential and improving the welfare of citizens. The experience of countries that are in a state of rapid economic development – China, South Korea, Singapore, Malaysia and other East Asian countries - clearly demonstrates the activating influence of foreign investment.

Realizing the importance of creating a favorable investment climate in Uzbekistan, it is important to analyze the factors that affect the investment climate to a greater or lesser extent and the investment potential of the country. The analysis of investment climate factors can be done using a SWOT matrix.

SWOT analysis is performed in order to identify the strengths and weaknesses of the analyzed object, in this case, the investment climate of the country, as well as opportunities and impending threats (Table 1).

TABLE 1 SWOT ANALYSIS OF INVESTMENT CLIMATE FACTORS

Strengths	Weaknesses
<ul style="list-style-type: none"> - the geographical location; - skilled but relatively cheap labor; - rich resource base; - relatively low costs of factors of production; - the growing purchasing power of the domestic market; - developed infrastructure. 	<ul style="list-style-type: none"> - the geographical location (access to the sea); - administrative barrier; - significant regulatory barriers to doing business; - insufficient development of investment infrastructure in some regions
Opportunities	Threats
<ul style="list-style-type: none"> - a high rate of economic growth; - state guarantee of protection of investors' rights; - macroeconomic and political stability in the country; - implementation of structural reforms; - developing financial system; - system of tax and customs privileges and privileges for investors; - the creation of free zones. 	<ul style="list-style-type: none"> - relative dependence of macroeconomic growth on the situation on the world raw materials markets; - deterioration of the environmental situation in the regions; - deterioration of security due to social tensions in some neighboring countries

Source: Developed by the authors

Analyzing these factors, it can be noted that Uzbekistan has good geographical conditions for active economic activity, as it is located in the heart of Central Asia and is the only country bordering five Central Asian countries, including Afghanistan.

2. Data source and research methodology

Analysis and synthesis, scientific abstraction deduction, classification, generalization, comparative, theoretical interpretation, and analytical methods were used in the methodology of

this article, as a result of the bibliographic study, the problems of “investment potential”, the factors affecting them and the prospects for further development were identified.

The information used in the article is mainly obtained through two sources: the official web pages of the Ministry of Investments and Foreign Trade of the Republic of Uzbekistan and the World Bank Group.

3. Analysis and results

The globalization of world economic relations leads to the diversification of forms and directions of international competition, methods of struggle for the possession and control of technological, labor, intellectual, natural and investment resources. The formation of an optimal structure of the economy with a predominance of services, knowledge-intensive and high-tech products is becoming increasingly important. In the context of globalization, countries that actively participate in international scientific, technical and information exchange have developed infrastructure and highly qualified labor force, which is ensured by the availability of sufficient capital and its free movement. Financial globalization requires a revision of the existing system of theoretical and practical knowledge about the functioning of the world economy in terms of international capital flows in the form of investment.

Consequently, the question of Uzbekistan's place and role in the world foreign investment market is of paramount and pre-determining importance for the further sustainable and balanced growth of the national economy, for the recovery of which it is important to determine the level, conditions, forms and methods of integration of the country into the world economy, and the international capital market. It is generally recognized that only high growth rates of the state's economy and per capita income can ensure the preservation of socio-political stability in the country. At the same time, the growth of gross domestic product and per capita income can be achieved by attracting foreign direct investment in the structural adjustment of the country's economy.

3.1. Investment potential of Uzbekistan

Key factors that attract foreign investment to the country:

- rich and diversified natural resources (gas, gold, cotton, hydroelectric resource base);
- socio-political, macroeconomic and financial stability;
- relatively low level of public debt and comfortable foreign exchange reserves;
- ambitious state investment program;
- the scale of the capacity of the domestic market with a population of 34 million;
- strategic geographical location between China and Europe.

In general, Uzbekistan has the advantage of macroeconomic stability, which, combined with current reforms, opens up opportunities in various sectors of the economy, be it financial services, construction or tourism. The investment potential for the next ten years, according to Boston Consulting Group, reaches \$65 billion, of which non-commodity industries account for up to \$20 billion.

3.2. Attraction of investments in 2019

In 2019, due to all sources of financing, the volume of investment development amounted to 220.7 trillion soums, exceeding the approved annual forecast indicators by 2 times, including the volume of investment in fixed assets amounted to 189.9 trillion soums, with a growth rate of 1.3 times compared to the same indicator in 2018.

The share of investment in fixed assets in the GDP structure increased from 30% in 2018 to 36.2% in 2019 (the share of total investment in the GDP structure by the end of 2019 was 42.1%).

In the reporting period, about 2.8 thousand social, infrastructure and industrial facilities were put into operation: 145 large production facilities, 167 large regional projects, and 2.5 thousand social and infrastructure facilities.

A significant increase in investment activity indicators is due to an increase in the inflow and development of foreign investments and loans in the amount of \$ 13.3 billion, of which:

- Foreign direct investment – \$ 9.3 billion (including fixed capital – \$ 6.6 billion).
- Funds of international financial institutions – \$ 4.0 billion (including fixed capital – \$ 3.2 billion).

At the same time, the share of mastered foreign direct investment in the total investment volume increased to 37% (for comparison, in 2018, this figure was 10.5%).

According to a report by the United Nations Conference on Trade and Development (UNCTAD), the global indicator of foreign direct investment has declined for the third year in a row, reaching the lowest level that was observed immediately after the global financial crisis. At the end of 2018, this indicator decreased by 19% (in 2017, 16%).

However, according to the UNCTAD report, there were positive trends in developing countries – especially in Asia, where foreign investment increased by 5%. Moreover, while the growth of foreign investment in Central Asian countries averaged 8-10%, in Uzbekistan this indicator increased by 3.2 times compared to the indicators of 2018 (\$2.9 billion, including \$ 1.6 billion in fixed assets) (\$9.3 billion, including \$ 6.6 billion in fixed assets), which provided the Republic with the leading growth rate among the countries of the region.

The main foreign partners in attracting foreign investment to the Republic were China, Russia and Germany, while the total number of countries-investors in the economy of Uzbekistan exceeded 50, due to which the share of the largest investor countries decreased to 34% of the total volume of attracted foreign direct investment and loans.

Strong growth in the attraction of direct foreign investments in comparison with the forecast figures for 2018 was observed in electrical (up to 7.5 times), metallurgical industry (up 4.6 times), textile industry (growth of 2.5 times), leather and footwear (growth – 2.1 times), oil and gas (up 2 times) sectors.

At the same time, the trend of growth inflows of foreign direct investment in projects of regional significance has strengthened, the total cost of which in 2019 amounted to \$ 4.8 billion (of which in fixed assets – \$ 4.2 billion), increasing 4 times compared to the same period in 2018 and 24

times compared to 2017. In the regions, only with the participation of foreign capital, 167 projects with a total cost of \$ 858.5 million were put into commercial operation.

In 2020 and beyond, we will continue to actively attract foreign direct investment and diversify its areas to implement projects in priority areas such as the electric power industry, the chemical industry, the production of electrical products, IT technologies, light industry, agriculture and the production of construction materials. The focus will remain on increasing the number of production facilities for deep processing of raw materials with the creation of high-value chains.

According to the Investment program approved by the decree of the President of the Republic of Uzbekistan dated January 9, 2020, no. PP-4563, in 2020, at the expense of all sources of financing, the development of investments in fixed assets is projected to amount to 233.2 trillion soums, including foreign direct investment – 7.1 billion dollars, foreign investment and loans under state guarantee – 2.7 billion dollars.

In particular, in 2020, it is planned to Commission more than 2 thousand social, infrastructure and industrial facilities: 206 new large production facilities, 240 regional production facilities, and 1.6 thousand social and infrastructure facilities.

The investment potential of such traditional foreign investment sectors as fuel and energy, mining, agriculture and textile production has not been fully realized.

There is also significant potential for development in relatively new sectors for Uzbekistan — the financial and banking sector, construction, telecommunications and tourism.

With current low-interest rates in countries with developed capital markets, Uzbekistan, with its fast-growing market, looks attractive to foreign investors for its ability to generate higher returns. The existing risks also carry great opportunities.

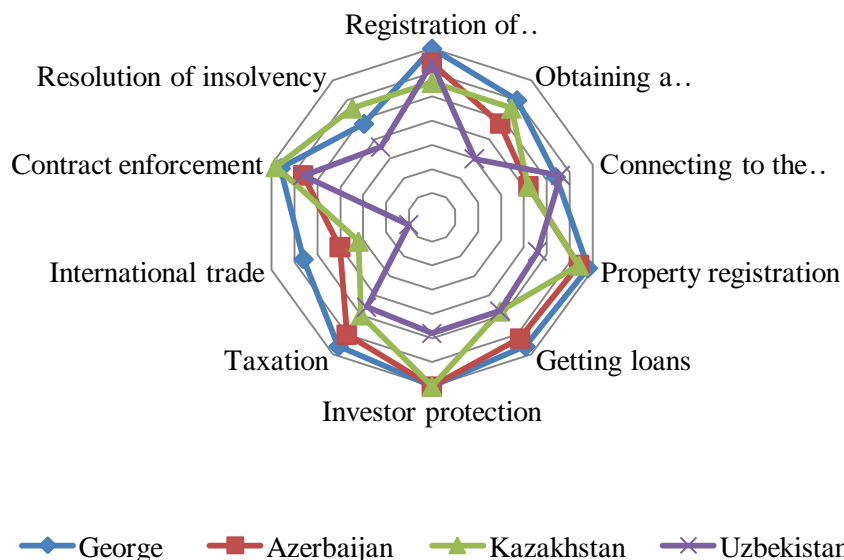
3.3. Some problems and progress

Along with the recognized achievements in the field of investment, there are still many problems and objectively difficult tasks that require targeted solutions.

So, to this day, entrepreneurs face bureaucratic delays, especially in obtaining construction permits, registering property and foreign trade operations.

Despite a significant improvement in its position in the world rankings, our country is behind such trading partners as Russia, Kazakhstan and Kyrgyzstan, not to mention developed countries, in the Doing Business freedom index in 2019. In this regard, the President approved a roadmap to achieve at least 20th place in the rating of freedom of doing business by 2022.

Comparing the indicators of the post-Soviet countries with higher ratings-Georgia (6th place), Azerbaijan (25th place) and Kazakhstan (28th place)-shows in which areas we are lagging.



Source: The World Bank, Doing Business 2019 report

Thus, with relatively high indicators of "business registration" and "connection to electricity", Uzbekistan needs to improve the remaining indicators to improve the overall rating.

It is necessary to reduce the number, cost and timing of licensing procedures for construction, export and import, improve the efficiency of the regulatory framework and the quality of legal proceedings in resolving (settling) the insolvency of enterprises. It is also necessary to further strengthen the protection of the rights of minority shareholders.

Despite measures to increase the share of private ownership, the dominant role of state-owned enterprises in the structure of GDP production remains, which negatively affects competition and industry efficiency, including in key sectors such as energy, automotive, aviation, chemical and mining.

The domestic securities market remains undeveloped, which prevents it from attracting the necessary resources to finance the development of the national economy through its mechanisms and instruments.

Against the background of the policy of "expensive money" and the lack of alternatives, this situation leads to an unjustified overestimation of the credit potential of markets and an increase in demand for banks' credit resources. The result is an increase in the cost of production and an increase in consumer prices in the domestic market.

4. CONCLUSION

Foreign investment plays an important role in helping transition economies evolve towards a market economy. It is this fact that is of particular interest to us. Let's focus on what are the most important tasks facing the economy of our republic that can be solved with the help of foreign investment.

1. Attracting additional investment capital. The capital market in the Republic is just beginning to develop, so it cannot provide the required amount of capital for large projects. The foreign investment allows you to solve the problems of attracting capital because they are a source of external capital. A foreign investor (i.e., a depositor who invests) is unlimited by the relative lack of development of local markets, capital, or the country's ability to generate foreign cash flow by exporting goods.

2. Access to advanced technology. Many enterprises of the Republic use outdated equipment and technologies, which significantly reduces labor productivity and leads to the production of goods of lower quality. This affects their competitiveness and reduces their ability to earn hard currency. Foreign investment can solve this problem because investment products embody advanced technology, and enterprises can use new technologies. The alternative to buying rights to use the technology requires expensive foreign currency. Innovative processes can dramatically increase labor productivity at enterprises in the Republic and will encourage investment in them.

3. Access to best management practices. Foreign investors carry with them advanced proven management methods and provide an opportunity to study and use them. This transfer of experience is particularly important in the context of joint ventures and privatization of local enterprises by foreign investors. Both sides benefit – the foreign firm-investor fulfills local knowledge and contacts, and local businesses will use the proposed methods to increase labor productivity and improve product quality.

4. Improving access to the global market. Foreign investors will help to get access to distribution channels and gain experience in selling goods on the world market, which will help to develop the export opportunities of the Republic and create a reliable source of foreign currency.

5. Acceleration of privatization. One of the necessary conditions for the transition to the market is the successful privatization of the pool of capital. Due to the ability to analyze the economic opportunities of an enterprise, foreign investors will provide assistance that will speed up access to external sources of funds and will serve as a basis for capital formation, if assets are initially sold and if an investment is required to reorganize production, change its structure. The participation of foreign investors can increase the efficiency of the process by implementing the opportunities of newly privatized enterprises.

In conclusion, we would like to note that the investment climate in Uzbekistan is certainly improving. The country's openness is increasing, difficulties and problems are recognized, and concrete steps are being taken to overcome them. Interest from foreign investors, including institutional investors, is growing.

If the pace of reforms continues, including financial market liberalization, integration into global capital markets, and the creation of an effective system for protecting property rights, Uzbekistan may become a very attractive country for investment in the near future.

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DOI NUMBER: **10.5958/2249-7137.2020.00193.7**

THE SIGNIFICANCE OF SOCIO PHILOSOPHICAL STUDY OF YOUNG PEOPLE'S LIFE GOALS

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ABSTRACT

This article analyses the essence of the concept of purpose and vital purpose and the importance of the socio-philosophical study of these concepts, as well as the peculiarities of the formation of life goals in young people and the importance of life goals as a guiding factor in youth activities.

KEYWORDS: *Youth, Purpose, Life Goals, Need, Interest, Determinant, Socialization, Individual, Values, Factor, Education, Socialization Factors.*

INTRODUCTION AND RELEVANCE

The future development of a country depends on the level of attention paid to the education and future of young people in that country. In this sense, the issue of youth in Uzbekistan is one of the priorities of state policy. In this regard, the President of the Republic of Uzbekistan Sh.M.Mirziyoev said, "... we need to educate a new generation of educated and qualified personnel who will emerge as enterprising reformers, think strategically" [1]. From this point of view, in our country, where more than half of the population is young [2.89], one of the important tasks in the field of science and education is to educate young people as active individuals with a strong life position and life goals. Indeed, in the context of the renewed Uzbekistan, the degree to which the life goals and activities of young people are in line with the national interests and goals of society serves as a guarantee of social development.

As young people socialize as individuals, they organize and operate their lives based on a specific purpose and goal. The study of the concept of life purpose as a major determinant and guiding factor of the role, position, and activity of young people in society is important in this regard. The lack of fundamental research on the philosophical aspects of the formation of life goals in young people makes it necessary to research this area, and thus plays a special role in

the formation and socialization of young people as individuals in the development of modern methods of educating young people. In general, the study of the category of "life purpose", its structure, the process of formation of life purpose in young people, the factors and conditions that affect it is important in the following respects:

First of all, following the innovations taking place in our society, a wide range of tasks are emerging in the field of science, education, and ideology. In particular, the growing need to educate the younger generation as professionals who think by the requirements of the new age, have their clear life position and goals;

Secondly, since the concept of life goal, its impact on personal development and activity has not been studied philosophically, it is necessary to substantiate the place of life purpose in personal development and focus the results of new research on the current educational tasks of today's youth.

Thirdly, the success of reforms in the process of deepening democratic reforms, development of civil society and modernization of the country is directly related to the formation of the individual's life goals in the national interest and the goals of society;

Fourthly, the lack of fundamental research on the role of life purpose in the process of socialization and social activity, as well as the study of philosophical aspects of life purpose formation in young people requires research and development of modern methods of life purpose education.

2. METHODS AND LEVEL OF LEARNING

Although the concept of "life purpose" is not one of the most widely used concepts in the scientific context of today, many approaches to the study of the relationship between the individual and society can find specific approaches to this concept. Here are some of them.

"The purpose of life is the idea that combines the most basic results or events that a person wants to happen in his life into its content and substantiates the existence of man" [8,317]. In this approach, broad-based goals that reflect a person's core interests are presented as life goals. Unlike short-term, easily achievable goals, a person's life goals are long-term goals. They are, of course, "formed in the process of strategic planning of human life, and their implementation can take decades" [4,336], of course. Just as human activity is the sum of various district operations, actions, and endeavours that have a specific meaning, so life goals are the most general, ultimate goals of a person that complement the chain of transient and intermediate goals. It is a vital goal that motivates an individual to action [9,65].

Life goals are considered as one of the most general and guiding factors of human activity, such as values and moral ideals in society, as a factor that reflects an individual's ability to act as a long-term life program [5,43].

In several studies, "life goals have been identified as the highest substructure of an individual's motivational-target area, which plays a regulatory role in long-term self-programming" [6].

As important features of a person's life goals, the philosopher-scientist I.O. Martinyuk shows the following:

a) life goals are formed as a specific way of life activity within a certain lifestyle;

b) life goals are an individual form of expression of ideas, goals, and values that are a priority in society, directing the activities of the individual to change reality, to restructure all spheres of life;

c) life goals have the characteristics of generalization, integration, sustainability, and are characterized by a long-term impact on the activities of the individual;

d) life goals largely depend on the social status of the individual, his place in the system of social roles, as well as his worldview, interests, needs, abilities, life experiences; [7,41]

But the nature of sustainability attributed to the vital purpose in this approach is relative. Because an individual's life goals are dynamic in nature, they can change in a way that is appropriate to the individual's life experiences, level of knowledge, and level.

3. RESEARCH RESULTS

The above positions on the important features of life goals can be summarized as follows:

- first, they are generalizing, final, primitive, long-term, goals;
- second, they acquire absolute content and cannot have a more basic purpose in man;
- third, they represent an end goal that is the result of a series of tasks related to the achievement of short and intermediate goals;
- fourth, it gives meaning and content to many short, transient, and personal goals in human life.

Hence, the life goal is the most basic, fundamental, ultimate goal that unites the most important results that a person strives to achieve throughout his life, determines the direction, content and long-term goals of human activity.

While life goals are important throughout a person's life as a regulator and determinant of their activities, they are especially important for adolescence. At different stages of a person's life, one or another part of the regulators that direct his activity is a priority and has a special significance for this age. In particular, from high adolescence onwards, life goals become a key component that characterizes a person's orientation and begins to take precedence.

In other words, "during adolescence, the goals of life are of particular importance, in which a person determines the direction of his professional development and regulates his personal life. At this age, a person's perception of the future determines his further development, begins to take shape as an individual plan of personal life" [10,89]. Experimental studies comparing different age groups (children aged 10–13 years, students, professionals aged 30–45 years, retirees) to determine the role of life goals during adolescence showed that 80% of children and 65% of retirees do not have a clear outlook on life. that is, ideas about the future are uncertain. It was found that in 75% of students, life prospects were cognitively structured, as in 52% of professionals [3,40]. Therefore, we can conclude that it is during adolescence that a person pays great attention to life goals, expressing them clearly and consistently. In this context, it is important to study the problem of life goals concerning youth.

4. CONCLUSIONS

In conclusion, the philosophical study of the concept of life purpose, which is the main determinant and guiding factor of the role, position, and activity of young people in society, is important in the following respects:

- first, through fundamental research on the philosophical aspects of the formation of life goals in young people and the creation of modern methods of educating young people in life, it is possible to ensure the formation of young people as highly educated, modern thinkers, in other words, their socialization on a positive basis;
- second, life goals are one of the main factors that organize and direct the content of human life, regulate behaviour, they play a leading role in the process of conscious self-regulation of the individual;
- third, the content of life goals is directly reflected in the activities and behaviours of the individual, the method and means of their implementation. Based on his interests, needs, and values, in the manifestation of a vital person in his activities in various spheres of public life;
- fourth, life goals are of particular importance to young people, because it is at this age that a person determines the direction of his professional development, regulates his personal life and, in general, forms an idea of the future.
- fifth, life goals are a demonstration of basic vital values that are accepted by a man in the process of socialization and reflect the content of his future life;
- sixth, the choice of an independent way of life and the adoption of long-term forms of social behaviour and specific goals can only be achieved through a combination of a set of values and a set of life goals that are the main regulator of an individual's social behaviour;
- seventh, in the process of studying an individual's life goals, it is necessary to take into account the multi-level influence of different needs, motives, interests, beliefs, worldview systems on the individual, which in turn results in the individual as a part of social existence.

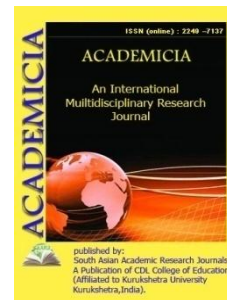
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DOI NUMBER: **10.5958/2249-7137.2020.00194.9**

VALUE OF HYSTEROSCOPY IN THE DIAGNOSIS OF ANOMALOUS UTERINE BLEEDING IN PERIMENOPAUSE

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ABSTRACT

A comparative study of diagnostic hysteroscopy and ultrasound in the diagnosis of abnormal uterine bleeding in perimenopausal women showed the advantage of diagnostic hysteroscopy over ultrasonic methods of sensitivity, specificity: 81% and 65%, respectively.

KEYWORDS: *Hysteroscopy, Abnormal Uterine Bleeding, Perimenopausal Women*

INTRODUCTION

The introduction of hysteroscopy into clinical practice has significantly expanded the ability to diagnose pathological conditions of the endometrium. Today, hysteroscopy is becoming increasingly important as a method for detecting intrauterine pathology in patients with abnormal uterine bleeding. [11.13].

The pathology of the endometrium and uterine cavity is represented by hyperplastic processes, uterine body leiomyoma, developmental abnormalities (Müller's abnormalities), inflammatory and immunopathological conditions, tumor processes that are clinically manifested by abnormal bleeding, as well as changes in neighboring organs and systems resulting from tumor damage. The following approaches are used in clinical practice to assess the pathology of the uterine cavity and endometrium: [2.5]

- 1) direct visualization using a hysteroscope, determining the presence of polyps, leiomyomas, cancer, submucous myomatous nodes, anatomical anomalies of the structure, etc. [1, 3, 4, 7];
- 2) visualization using methods of radiation diagnostics: ultrasound to assess the thickness and structure, sonohysterography and MRI to assess abnormalities of the uterine cavity (submucous fibroids, tumors) [10];
- 3) histological examination of the biopsy or resected endometrium. It is used to assess the characteristics of tissue cells in case of abnormal uterine bleeding, endometrial hyperplasia, suspected endometrial cancer, as well as to obtain data on the inflammatory process in the endometrium or infection, especially in cases of abnormal uterine bleeding or unusual findings with ultrasound or hysteroscopy. [6.8]

METHODS

Modern methods for studying the endometrium include studying the genetic structure of the endometrium in a normal, physiological, and abnormal, pathological condition. To this end, a polymerase chain reaction, immunohistochemistry to detect specific proteins, Western blotting, as well as immune studies of products secreted by endometrial cells and cultured in an artificial environment by endometrial cell cultures are carried out. [3.9.10]

Morphological diagnostics is considered the gold standard for diagnosing the state of the uterine cavity and endometrium. However, changes in the endometrium in different parts of the uterus often have a different character (mixed hyperplasia, focal hyperplasia, endometrial polyps) [5, 14].

This fact dictates the need to conduct intrauterine diagnostic and therapeutic measures under visual control. Hysteroscopy significantly expands the diagnostic capabilities for identifying intrauterine pathology, allows monitoring the effectiveness of treatment and performing manipulations in the uterine cavity [3, 4, 7, 13].

Hysteroscopy combined with targeted endometrial biopsy is predominant, compared with ultrasound, endometrial biopsy with traditional curettage in the uterine cavity. [4]

Purpose of the study:

To determine the diagnostic sensitivity of hysteroscopy with targeted biopsy compared with ultrasound methods for women with abnormal perimenopause bleeding.

Materials and research methods

We observed women in perimenopause suffering from abnormal uterine bleeding at the age of 45-48 years who were divided into 2 groups.

Group I - the main 35 women with AMC in perimenopause who underwent office hysteroscopy for the purpose of diagnosis and treatment.

Comparison group II: 35 women with AMA in perimenopause who underwent ultrasound examination and curettage of the uterine cavity for the purpose of diagnosis.

The survey methods were:

- general clinical - medical history, objective status, laboratory research methods.

Gynecological history and gynecological status. Ultrasound Doppler mapping. Curettage of the uterine cavity with subsequent histology hysteroscopy with targeted biopsy.

DISCUSSION RESULTS:

A comparative analysis of the diagnostic value of hysteroscopy with targeted biopsy and standard curettage performed in the diagnosis of uterine cavity pathology in 70 patients confirmed the 100% specificity of the methods in both groups, but showed their different sensitivity: 81 and 65%, respectively.

Color Doppler mapping was performed for all examined women in both groups. After ultrasound studies of the comparison group, it was revealed that in 7 (21.2%) of them endometrial polyps were found, in 8 (23.4%) endometrial hyperplasia, adenomyosis was in 3 (8.5%) women, uterine leiomyoma 5 (16%), a combination of leiomyoma and adenomyosis 4 (14%).

Curettage of the uterine cavity with subsequent histology was performed in 35 examined patients with the aim of diagnosing and stopping bleeding. The histology responses were as follows: glandular endometrial hyperplasia in 5 (13.4) patients, glandular cystic hyperplasia in 3 (7.5%) patients, endometrial polypoidosis in 4 (12%), leiomyoma in 2 (3%), in the rest 23 (64.1%) revealed the inflammatory process of the endometrium. The diagnosis of leiomyoma and a combination of leiomyoma with adenomyosis was not confirmed by histology in 3 and 4 cases, respectively. The sensitivity of diagnostic methods in the comparative group was 65%.

Hysteroscopy with targeted biopsy was performed in 35 (100%) patients of the main group. : endometrial polyps 14 (40% of cases), endometrial hyperplasia 3 (9.0%), chronic endometritis 2 (7.0%), submucous uterine fibroids 5 (14.0%), uterine cavity synechia 2 (5.5%), endometrial cancer 1 (2.3%), septum in the uterine cavity 1 (2.3%), ligatures in the uterine cavity 2 (5.4%), cervical canal polyps 4 (12.0%). When analyzing the results of hysteroscopy and histological findings, it was found that the number of correct diagnoses was 81%, incorrect - 8%. The following endometrial pathology was not confirmed by histological diagnosis: endometrial polyps (proliferative endometrium) - 1 case, endometrial hyperplasia (atrophic endometrium and proliferative endometrium) - 1, chronic endometritis (focal endometrial hyperplasia) - 1 case.

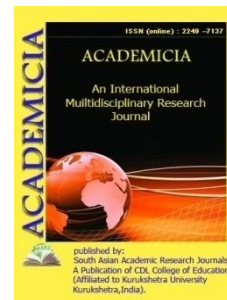
FINDINGS:

A comparative study of diagnostic hysteroscopy and transvaginal ultrasound in the diagnosis of abnormal uterine bleeding in perimenopausal women showed the advantage of diagnostic hysteroscopy over ultrasound methods in sensitivity, specificity: 81% and 65%, respectively. Thus, diagnostic hysteroscopy, combined with surgical intervention, in its modern office version, is one of the main methods for the comprehensive diagnosis and treatment of women with abnormal uterine bleeding in per menopause.

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DOI NUMBER: **10.5958/2249-7137.2020.00195.0**

KHOREZM REGIONAL STATE UZBEK THEATER OF MUSICAL DRAMA AND COMEDY NAMED AFTER AGAHI

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ABSTRACT

Today it is appropriate to enumerate the changes in the spiritual and cultural spheres that shape a person as a person. It should be noted that it is a natural phenomenon that all spheres of life are connected with spirituality. Currently, a number of positive steps are being taken in this area. However, the issue of instilling in the minds and hearts of young people a sense of devotion to the motherland is of great importance, the result of which we must see in the development of our theaters. This article provides information about the historical stages of development of the Agahi Musical Drama and Comedy Theater.

KEYWORDS: *History of theater, artists, theatrical dramaturgy, facial expressions, theatrical life.*

INTRODUCTION

Created in 1922 in Khiva, in those years, the capital of the Khorezm People's Socialist Republic. As part of the Khorezm state theatre entered popularly known musicians and singers, as well as members of amateur Muhammad Yusuf Kharrat, Madraim Yakubov (Sherazi), Jumaniyaz Kalintarov, Sharif Allayarov, Samandar Saraymanov, Umar Qurbani, Ruzmat Yusupov, Saodat Mukhtarov Haytkhon Abdullajanov, Arip Abdumalik Abdullajanov, Ghani Jalal organizer theater and its first director was komsomolets Mohamed Sharip Palvanov. Great help rendered team was at that time in Khiva Hamza Hakim Zadeh Niyazi.

The opening took place on the second day of the two-year anniversary of the revolution praznovaniya in Khorezm, in the new houses, institutions, the People's House dramatized poem, "Resurrection of the East", specially written for this date. The local press wrote: "The triumph of the discovery made a strong impression on the presence of Muslims." "The repertoire proeob one-

act plays and a concert, staged as "Tuhmatchilar jazosi" ("The punishment of slanderers"), "Zaharli Hayot" ("Poisoned Life") and plays of the tetralogy "Fargona fojiasi" ("Fergana tragedy") Hamza, "Turkistan Tabib" (" Turkistan doctor ") M.Uygura, " Erk Bolalari "(" Children of freedom ") G.Zafari, " Arshin mal alan "and" Husband and wife "Uzeir Hajibeyov. In the autumn 1922. Hamza creates and puts on stage horezmko "Xon zulmi yoki Xiva inqilobi" ("The oppression of Khan or Khiva Revolution") which became a milestone in the history of theater. Often Hamza and he spoke; in the comedy "Punish slanderers" he brilliantly played the role of satirical Mullah, every time "hall thundered with applause and laughter."

As before, the main focus of the theater staff to direct the creation of performances close the spiritual needs of its audience. On stage, put "Ondiramiz" ("Burn") and "wa Nomus Muhabbat" ("Honor and love") K.Yashena-piece dedicated to building collective farms in the country, "Gulsara" K.Yashena, M.Muhamedova music T. Jalilov of the emancipation of Uzbek women, "Tor-Mor" ("Rout") K.Yashena "Uyg'onish" ("Awakening") Safarova returning seated in the hall in the near past the Uzbek people and the example of the history of with tragic force He played the role of Holiskhon ("Secrets of the veil") boiling patriotism and loyalty to the service of his people. With great success Primiero musical drama based on the poem by Alisher Sh.Hurshida Ferghana- production "Leili and Majnun" and "Farhad and Shirin". Event in the cultural life of Khorezm yavillis staging theater works of Hamza Hakim Zadeh Niyazi- "Fight sludge hizmatchi" ("Bai and laborer"), "Maysaraning Ishi" ("Tricks Maysara") and "Holiskhon". Successfully passed an appeal to the Russian theater and miravoy koassike, the play "Princess Turandot" by C.Gozzi and "Inspector" NV Gogol.

So extraordinary filmmakers have proven Graduates theater institutat Hashim Islamov, Habib Appanov in recent years -Ibadulla Niyazmetov, now chief director of the theater, artists Lola Abdullayeva and her successor as chief artist Atakhan Allabergenov, music director and direzherom Haitbaev Babadjanov, actors Sanat Sofa , Gulyar Rakhimov Atamurad Bekjanov, Rahmutulla Matkurbanokoy in Shirin Ramazanov Adambay Babazhanov, Madraim Babadjanov, Rajabboy Baydzhanova, In Fayazov filled in recent years in the roles Tashbolta ("Tashbolta any typing errors") and, especially, Gudalaka in the comedy "Love can not be" M.Rakhimov created an impressive image of the Turkmen poet - enlightener Makhtumkuli in the same play K.Matrizaeva, S. Rakhimov with tragidionnoy force role played Holiskhon ("Secrets of the veil") Hamza S.Divanoy acts with significant success in such roles as Kari Moore ("robber") and in a simultaneous tragedy Hamlet Shakespeare, Sh.Ramazanov with equal success plays a role in Munaval "Tashkentsoy beauty" H.Muhammada in the repertoire G.Rahimovoy Keto in "I see the sun," in "Layla and Majnun" Sh.Hurshida etc.

In "Thirteenth predsidadele" zapomnivayutsya R.Atadzhanov and M.Babadzhanov - the creators of the images Sauban apa and Sagadeeva etc.

MATERIAL METHOD

For great merits in the development of theater art meogie actor and director of theater to celebrate ranks and government awards. In 197, the team got a new zlanie theater, equipped with the posledneemu technology. The new theater is the jewel of the city Urgench.

1934 "Lola" K.Yashena mus. drama 1 d. mus. T.Dzhadilova (dir Shadzhizhi, thin V.F.Kaminsky) "Kurash Bolalar" ("Children of the Struggle"). Hamza, 1939. "gunchalari" (Buds) Z.Fathulina muz.drama 3 x d. Musical cards. T.Dzhalilova (rezh.H.Abdullaev) "Tor-Mor"

("defeat") K.Yashena drama 4 x d. (Dir L.V.Leonov) "Leila and Majnun" Sh.Hurshida music. Drama in 3 d. 8 muses T.Dzhalilova cards (post Z.Kabulova dir A.Muhamedov thin. VF Kaminsky) "Nomus Muhabbat va" (Honor and love) K.Yashena, play 3 -x on. 8 kart. (Dir S.Alimov)

1946 - "Arshin Malalan" Uzeir Hajibeyov, music com. A 4 g (dir R.Shakirov, thin G.I.Mezin) "Holiskhon" drama Hamza 4, d, 8 cards. (Dir .I.G.Klyalov, thin G.I.Mezin) 10.U 1 - "Fight or hizmatchi" ("Bai and laborer") Hamza, drama 4 d (dir S.Soraymanov, art A. .A.Nazarov) 9.Up - "Inspector 'NVGogol com 5 K.Kahhara D. lane (dir IG Ilyalov, thin G.I.Mezin) X 17.1" Kaltis hazil "(" risky joke. ") Uygun, whom in 4 x 8 cards. (Dir I.G.Ilyalov, thin A.A.Nazarov)

1948 "Alisher Navoi" Uigun AND Sultanova drama 5 g, 10 cards (dir R.Shakirov, thin L.Abdullaeva) 10.-U1 - "Farhad va Shirin" K.Yashena muz.drama 5 D 8 musical cards Yu.Radzhabi. B.B.Nadezhdina (directed IG Ilyalov, thin L.N.Chernyshev) 10. NL - "Gulsara" K.Yashena, M.Muhammedova, musical drama in the 3-CD cards. Mus T.Dzhalilova (rezh.Z.Kabulov, S.Soraymanov thin L.Abdullaeva "any typing errors Gharib Shohsanam wa" (Love and Gharib Shahsanam ") Yu.Yusupova, S.Samandorova drama musical 4 -x q. 8 musical cards A.Atadzhanova, A.Allabergenova (dir .Shakirov, thin L.Abdullaeva).

1950 "Maysaraning Ishi" ("Tricks Maysara") Hamza com. In 3 d. (Dir v.Fayazov thin L.Abdullaeva.) 30 W - "Hamza" com. In 3 d (dir V. Fayeze, thin L.Abdullaeva) 30 W -. "Hamza" K.Yashena, A.Umari drama 4 d 7 cards.. (Dir R.Shakirov, L.Abdullaeva). At 26 - "Leili and Majnun" Sh.Hurshida muses drama.v 5 d 7 cards. mus T.Dzhalilova (dir V.Faezov thin L.Abdullaeva) 20. NL - "Alpomish" S.Abdully musical drama 5 D9 cards musical T Jalilova, Yu.N.Ostroumova (dir R.Shakirov, thin L.Abdullaeva " "Oltin molecules" ("Golden Lake") Uigun, musical drama 4 -x 7 d mus M.Levieva cards (rezh.S.Soraymanov thin L.Abdullaeva) 30 CP - "Tricks Scapa" Zh.B.Moleva, com a 3-lane T.Hodzhaeva (dir A.Atakulov, thin L.Abdullaeva aSS dir. K.Rahimov, S.Kamalov).

1965 "Black Rose" S.Dzhamala, music. Drama in 2 d. 12 insts cards. Yu.Daniyalova, lane R.Oamraeva, D.saatkulova mus (dir. H.Islamov, cond H.Babadzhanov, thin, L.Abdullaeva). "Makhtumkuli" K.Matrizaeva, historical. Muz.drama in 4 h. 9 cards, music. A.Atadzhanova (dir. H.Islamov, cond H.Babadzhanov, thin. L.Abdullaeva, balets. K.Rahimov, dir M.Babadzhanov acc), "Fight sludge hizmatchi" ("Bai and laborer") Hamza drama 4 -x d. dir (H.Islamov, thin L.Abdullaeva). "Azhoyib Urug" ("Magic seed") G.Dzhahangirova, pessy -skazka in 3 d. 5 cards. (Dir G.Yakubov, thin. L.Abdullaeva) "Zafar and Zarifa" Hamza, pessy in 3 in. (Dir. E.Masafaev, thin. L.Abdullaeva). "Ikki ut urtasida" ("Between two lights") R.Bekniyazova, H. Islamova, muz.kom in 2 d. Musical A.Atadzhanova (H.Islamov Dir, Dir H.Babadzhanov, thin L.Abdullaeva. " "Hodge Nasretidin" Yu.Alimzade, com in 3 d. trans. T.Hodzhaeva, A Sayfutdinova (dir H.Islamov, thin L.Abdullaeva). "Toshteshar" ("stonecutter") A.Dzhamala, the play in the 3-d. (Dir H.Islamov, thin, L.Abdullaeva).

1966. "Parvon" ("Butterfly") Uigun Drammen 3-d (dir. H.Islamov, thin L.Abdullaev, ass dir. R.Samandarov) "The dust in the eye" E Labiche, com. The 2-CD. Per E.Ismailova (dir H.Islamov, thin L.Abdullaeva), "Alangali Yollari" ("Flaming Years") A.Hudaykulova, music. Drama in 3 d. Mus. H.Bababdzhanova (K.rahimov Dir, Dir. H.Babadzhanov, thin, L.Abdullaeva). "Uliklar kechirmaydi" "Mertvyk not forgive") U.Umarbekova, drama in 2 parts (directed S.Divanov, Hood L .Abdullaeva). "Koshligim Kalam" ("My browed") M.karimova,

music. AMD lyric poem -x 2 d. MuzS.Dzhalilova (H.Appanov Dir, Dir H.Babadzhanov, thin L.Abdullaeva) "Bagri Tox" ("Severe") H. Umarov, musical musical drama in Tale 3-d 6 cards, musical S.Haitbaeva (H.Islamov dir, dir H.Bababdzhano, thin L.Abdullaeva, choreographer. Z.Gafarova, ass M.Babadzhanov dir).

1967. "Night lunar eclipse" M.Karima, Trag in 3 d. Zulfiyya lane (dir. H.Appanov, thin. L.Abdullaeva) "Kalb Oinas" ("Mirror soul") H.Gulyama, in pessy 3-d. (dir H.Islamov, thin L.Abdullaeva) "Burgutning parvoz" ("Eagle Flight") I.Sultanova, drma in 3 d, 8 cards. With a prologue and an epilogue (dir H.Islamov, thin L.Abdullaeva, flies oform. H.Babadzhanova, ass dir. M. Bababdzhano) "Hamlet" Shakespeare, Trag in 4 g, per. V.Zahidova (H.Appanov, art. L.Abdullaeva, ass.rezh. M.Babadzhanov, R.Matkurbanov) "Ayazhonlarim" ("My dear mother") A.Kahhara, com. In 3 d (dir H.Islamov, thin L.Abdullaeva.), KP - "Tulin "Alp Jamal, musical drama 3 d 7 cards, Saeed Jalili mus (dir H.Appanov X.. Islamov, thin L.Abdullaeva, User guide muses. H.Bababdzhano, kontsertm. M.Yusupov.)

1968. "As tempered steel" Ostrovsky, plays a 3-9 maps insts. F. Bondarenko, per.A.Turdyeva (dir. H.Islamov thin. L.Abdullaeva), "Love can not be" S.Hodzhiniyazova, musical com in 3 d. Muz.D.Shamuratova, A. Halimova (dir. H.Appanov, conductor in 3 d. musical D.shamuratova, A. Halimova (H.Appanov dir, dir.. Babadjanov, thin L.Abdullaeva, kontsertm. M.Yusupov), "Dilorom "K.Yashena , M.Muhamedova, musical drama 3 d. A.Navoi the poem "Seven planets" mus. Drama in 3 d. A.Navoi the poem "Seven planets". Muz M.Ashrafi (dir H.Appanov , Dir H.Bababdzhano, thin L.Abdullaeva, choreographer Z. Gafarov, ass. Dir M.Babadzhanov, kontsertm. M.Yusupov) "Navoi Astrobade" And. aksumova, musical drama 3 d. 7 cards. Yu.radzhabi Muz, Saeed Jalili (H.Islamov Dir, Dir. H.Bababdzhano, thin L.Abdullaeva "Mavlono Ogahi" Yu.Yusupova drama in musical 3- x d. 7 cards with a prologue and epilogue, music. a.

1973. "Mauzerli Keys" ("deushka - Mauser") Yu.Yusupova, music. Drama in 2 d. 6 cards with a prologue, music. S.Haitbaeva (dir H.Islamov, dir H.Bababdzhano, L.Abdullaeva, Ass. Dir R.Matkurbanov). "Late Love" AN Ostrowski, drama 2 d, 4 cards per. T.Hodzhaeva (rezh.I Niyazmetov, thin. L.Abdullaeva) "place" Yumangulova, pessy in 3 d. Trans. A.Sayfutdinova (rezh.I.Niyazmetov, thin. L.Abdullaeva), "Ali maskharaboz" L.Babahanova, musical piece in 2 Dep. Per E.Ismailova, musical A.Atadzhanova (dir. I.Niyazmetov, cond H.Babadzhanov, thin T.Dzhumaniyazov, choreographer R.Atadzhanova, ass dir, M.Babadzhanov).

1974. "Kizlar Icenì" ("Riot girls") Yu.Yusupova, music. Drama in 2 d. 5 cards, music. A.Atadzhanova (dir. H.Islamov, cond H.Babadzhanov, thin. L.Abdullaeva Ass. Dir R.Matkurbanov, kontsertm. S.Kadirov. "Ep kayrilib bokmaydi" (""

Sh.Mansurova, muz.kom. 3-xA., 6 musical cards. D.Saidaminova (rezh.H.Islamov, dir. H.Bababdzhano, thin L.Abdullaeva, Ass. Dir R.Matkurbanov, kontsertm. A.Atadzhanov), "Mavlono Ogahy" Yu.Yusupova (Restore. Fasting. 1968) "Separation" ("Hizhron")

S.Rahmana, music. Com. 3-d. 5 cards per. N. Aliyev, music. Emin Sabit oglu dir. I.Niyazmetov, dir. H.Babadzhanov, thin T.Dzhumaniyazov, choreographer. S.Livanov, ass. Dir. R.Matkurbanov, kontsertm. A.Ahadzhanov "Birovning tashvishi" "Alien zazabota". U.Hashimova, the play in the 3-d / dir. I.Niyazmetov, thin T.Dzhumaniyazov, music lin. E.Dzhumagalieva, ass. Dir sofa.

1975. "Buronli yillar" ("Stormy Years") U.Umarbekova, music. X B2 Drama-d. 6 cards. mus. A.Atadzhanova dir. H.Islamov, dir H.Babadzhanov thin. L.Abdullaeva, ass. Dir. H.Islamov, dir. H.Babadzhanov thin. L.Abdullaeva, R. ass.rezh Matkurbanov). "Andre and Sandra" G.Huzhaeva, music com. In the 2-d, 5 cards per R.Hamraeva, musical, R.D.Vildanova / dir. H.Islamov, dir H.Babadzhanov, thin L.Abdullaeva "Blue Deer" AF Kolomiys drama in 2 d. Lane V.Ruzimeitova / directed H.Islamov, thin AyuAllabergenov / "Sunggi pushaymon" ("Older rasskayanie") A.Dzhamala drama in 3 in. (Dir. I.Niyazmetov thin . R.Shamuratov.

MAIN PART

The communication between the stage and the auditorium is equally exciting for both the actor and the audience. When an actor enters the soul of the image, the spectator in front of him enters the soul. It is the product of long research, creative awakening. Sometimes the actor laughs and the audience doesn't laugh, the actor cries and the audience doesn't cry. There is no spiritual communication.

The theater stage is like a life stage. When a child comes down from the cradle and leans on his mother and father, he strives for greatness, leaning on the director and his colleagues.

It is worth mentioning the name of Ibodulla Niyozmetov, a coach, an artist of the Republic of Uzbekistan, a winner of the Agahi Prize, a mature director (deceased), who entered the Khorezm theater with fire and ashes and led great people to the heights on the stage. Since the early years of independence, the staging of historical works along with modern works has been very successful.

The post-historical development period brought a number of performances to the stage.

They truly enriched the repertoire and elevated the theater team. However, among them, plays on historical themes have a special place. In particular, "Jaloliddin Manguberdi", (E.Samandar, director I.Niyozmetov. 1993), "Feruz" (K.Avaz, director I.Niyozmetov 1994), "Tomaris", (N.Salaev, director K.Abduraimov (1998), "Avesto" (K.Avaz, directed by I.Niyozmetov, O.Abdullaev 2001) are the proof of our opinion.

The staging of a series of historical works in the theater attracted the attention of regional artists, as well as theater professionals of the republic. The main goal of Ibodulla Niyozmetov is to stage a historical work dedicated to the 60th anniversary of the Agahi Theater, and one day he will turn to the famous poet, playwright, novelist Erkin Samandar. If we pay attention to the playwright's opinion: "The dream of writing a play about Jaloliddin Manguberdi touched my heart in the sixties.

First I finished the bytes, I wrote the poems. In the poem "Khiva" there is a line with the line "Jaloliddin crossed the river in a tulpar or", in the poem "I am a child of Khorezm":

Men u kunlar hasratida o'rtanib yonmay nechun,
Hali ham vayronlarda izg'isa achchiq tutun,
Mard Jaloliddin yiqildi jangda shu tuproq uchun,
Men shu tuproq vorisiman, men shu el farzandiman

Such verses were born from my first research. Then the ballad "Far Crys" was written about Alouddin Khorezmshah's last meeting with his son Jaloliddin. Then came the epic "Mother and

Son", in which Manguberdi reluctantly threw his mother and wives into the river so as not to fall into the hands of Chingiz. By the eightieth year, I had a desire to write a novel about Jaloliddin Manguberdi. After much thought, I felt like I had figured out where to start the piece. I started writing. The pen did not move smoothly anyway. Because most of my protagonists are rulers, after all. Jalaliddin Manguberdi, Alouddin Khorezmshah, Genghis Khan, his sons, crown princes of India, Khorasan, Iran and Iraq.

It is generally known which king is good and which is bad. Still, clear impressions are needed. I had a series of questions in front of me, and the editor inside me was in charge of writing the answers fluently and correctly. Exactly 2 years after my historical works "Sword of ancestors" and "Yot cell", the play "Jaloliddin Manguberdi" was ready. The whole theater team took part in this play. We rehearsed the rehearsals by preparing the stage-by-stage, visual-visual processes with the director according to the plan. I still remember the performance as a result of a lot of controversy and debate. ”

In the historical play "Jaloliddin Manguberdi" by Erkin Samandar, we look at the distant past of Mazi. It was staged in 1993 by director Ibodulla Niyozmetov.

The national hero of Khorezm, Jaloliddin Manguberdi, could not be remembered as an idealized person. It was at this time that Erkin Samandarov's Jaloliddin Manguberdi was created. The director Ibodulla Niyozmetov liked the work in many ways, reworked some parts and removed some parts to create a play. However, the debates and arguments against it show the opposite.

The involvement of Erkin Samandarov in theatrical dramaturgy was a great event, because he created ideological plays for the Khorezm theater. Nevertheless, for the first time in dramaturgy, the plays were probably full of some shortcomings. That is why Ibodulla Niyozmetov reworked the works with the author. For example, some parts of the Sword of Ancestors, written in the genre of poetic historical drama, are not staged. The director also goes to work because of the impossibility of staging some of the events, situations and circumstances given in the play.

In Pesa, the events are described as follows: “The fate of a long and brutal battle is an ominous moment in which the fate of the enemy is decided. Swords, helmets, and broken shields on the ground, black smoke still billowing in the sky. Burnt houses, destroyed fortifications. The violent neighing of horses, the heavy groans of the wounded, the cries of wives, children.

There is blood in the river, and a fire on the shore is dragging the creature into its depths. Jaloliddin comes roaring like a lion in a net. He has a sword in his hand, his left shoulder, and blood dripping from his arm. Muzaffar Malik, the swordsman at his head, is retreating into the river, although other warriors have returned and bitten the beast. The action behavior of the play should grow slowly, engaging the audience until the last minute. Therefore, the director begins the play not with the time of the battle, but with a heart-to-heart conversation between Jalaliddin's defeated mother and her husband. In the scene of the warriors dying, Jaloliddin takes refuge in order to hide his wounds at that time.

At this point the disturbed chirping of birds is heard, which gradually envelops the creature with the chirping of a gala variety of birds. Thunder rumbles and lightning strikes. The mother comes in like a fairy in a white dress.

From the very beginning of the play, the playwright reveals the betrayal of Hodja Badriddin, one of the causes of all the calamities. When Otrar surrendered, his heroes Muzaffar Malik and

Yovkach batyr came to Khorezmshah. It is said that Kara Hajib sold the fortress of Otrar. Here they prove a betrayal of Hodja Badriddin by showing a letter. Khorezmshah orders him to be imprisoned. However, as it is not known how Hodja Badriddin will appear in the subsequent events, the director will be forced to remove this passage. If, firstly, it did not make sense, and secondly, if the audience had known in advance of Hodja Badriddin's betrayal, the performance could have slowed down a bit.

The director removed the piece from another part of the play. This is the story of Zankija and the Wild Hero. Zankija is the lover of the Wild Bat, and when she hears that there will be a big fight tomorrow, the girl, dressed in a white wedding dress, goes to the Wild Bat and makes her proposal. The Wild Batyr is a little hesitant to regret Zankijani's actions, which they say teach marriage, pre-war weddings. Jaloliddin's mother, Oychechan, says what it would be like without a wedding ceremony, and listens respectfully to Jalaliddin's thoughts. Then she agrees to the marriage and Oychechan's mother reads the marriage to them. This coincidentally starts the war. Zankija, who wants his wife to survive, also goes after him when he fights a wild enemy.

Director Ibodulla Niyozmetov removes the sequence of events from this scene. The director does not use this piece, either because of the lack of women in the theater, or because it is an event made up of woven images. The director not only understood the author's idea well and interpreted it, but also tried to create an ideologically mature work by shortening the works that were alien to the ideological logic, or far from the reality of life.

There is an image in the drama that evokes a sense of sadness, but is worthy of pride in some of its qualities. This is Jalaliddin's mother Oychechan. Jalaliddin is with him wherever he fights. The playwright also gives a symbolic meaning to Oychechan. She is not just a mother, Mother Earth.

If the shortcomings in the performance by Bakhtiyor Omonbaev are eliminated, the performance can be seen in a positive light. The actor's luck is also in his appearance, in the fact that he fits the khans on his face, especially Feruz khan.

In order to create the image of a great person who ruled the Khorezm people for more than forty-seven years, it is necessary to do a lot of research and work from the creative team. We consider the decorations on stage to be the artist's greatest achievement, as the actors' costumes were able to take the audience into the realm of real kingdoms.

The unmistakable streak in the decorations seems to have created a world of horns before our eyes. In this regard, the thoughts of the playwright Kamil Avaz draw our attention: - When I started writing "Feruz", I went to Khiva a lot. Because in the time of the Khan, I learned a lot from them from the kayvana (that is, a lot of talking) mothers who lived with their ancestors, from the elderly, that is, from the (old, senior) ancestors. Their ancestors lived in the palace during the reign of the Khan and left them many historical sources.

After learning about the dress in the Khan's palace, the processes of receiving the Khan, some of the betrayals in the palace, all the intricacies of the Khan's time, this information was of great benefit to my work. It is a pity that this heavy historical work has met with so much opposition. But he tries to reassure the author by reacting positively to the objections expressed by the director. The play was a success. Another advantage is that shortly afterwards, Bakhtiyor Omonbaev was awarded the title of Honored Artist of Uzbekistan.

This image of Feruz Khan brought good luck to the actor. In fact, in addition to the above, this historical work "Feruz" has faced a lot of opposition from the presentation, and rehearsals will last for 5-6 months. But the director never complied with the objections expressed, and the situation remains the same as it was on stage. Because the director and the playwright knew very well that if a scene was shortened or removed, it would be "like a fallen table without one leg."

Feruz-Bakhtiyor Omonbaev, Ogahiy-Madrahim Bobojonov, Komil Khorezmi-Odamboy Bobojonov, Bika-Munavvara Omonboeva, Otajon Tora-Orazkilich Tuganov and a number of other actors and actresses of the theater took an active part in the performance.

In the first years of independence, the staging of works with a real repertoire of energetic elements in the musical theater named after Ogahi developed a lot. The directors worked tirelessly to master the masterpieces. The work of young directors has also shown its weight in recent years.

"Sakili navo" is the name of the khan, but the saqili is heavy, navo-kuy. Tani maqom-navoni means heavy melody. As the khan left the palace, this sound was heard as he rode his horse. That is why the playwright together with the director Mahkam Mahamedov will shoot an 8-part video film "Saqili navo". In this film, too, almost all the actors mentioned above played.

In 1998, the theater troupe staged the play "Tomaris" (author Nemat Solaev). It was definitely a big win for the team. The reason is that these plays are distinguished by their novelty.

The play "Tomaris" is based on the historical events of southern Uzbekistan, which took place in the VI century BC. The play tells the story of the legendary woman - Tomaris, her courage, courageous actions and courage.

When we say Tomaris, we mean a real brave woman who fought valiantly in battles and put the feelings of freedom above her own life. His image has always been an example to our generation. Initially, the play was written by Nemat Solaev based on real legends and staged by a young aspiring director of the theater K. Abduraimov. The reason why the team works so hard is that solidarity is an important factor in creating a work of art. Perhaps because of this, the success of any play depends on the courage of the creators.

As we watch Tomaris's work on stage, one can instinctively feel this. The play begins with the cry of Tomaris, which is full of cries, and puts the audience in a world of silence. In our eyes, that time, that atmosphere of that period, emerges in an instant. Going back to the distant past, the most tumultuous days of Mazi attract the viewer with great anguish. With the passage of time, the state passed into the hands of Tomaris. The untimely death of her husband not only leads her to the most severe trials in the restless world, but condemns her to live in those pains. A brave princess with a lonely woman's head overcomes difficulties. This responsible image of Tomaris was performed by the talented actress of the theater Gulora Rahimova. He faithfully carried out the task entrusted to him through his role.

Every man is helpless before life's blow, but only a woman can tell of her unhappiness at night, full of tears, and during the day she is a strong-willed head of state in front of her people, a loving mother at times, and a stubborn ignorant enemy in front of the enemy. Perhaps man's patience will be tempted by such trials. We could see these characters in one woman in the image of Tomaris created by Gulora Rahimova. From the beginning to the end of the play, he maintained this position. Tomaris's moans - The parrot knows every particle of sand.

If the princess leaves a particle of this earth, she will die. He says he will not depend on anyone. Isn't this a sign of how much the enemy has been trampled underfoot? If we pay special attention to the image of the horn in the play, we can feel the flaws of greed and hatred in his facial expressions. The actor was able to work carefully on the image. He wants to reach the princess and make the people dependent.

In the play, the events slowly develop and come to life. Another protagonist, Eshtar, at first glance, appears on stage as a "loyal" to the princess, but in fact as a traitorous Malay traitor. In terms of performance, the negative secondary is that his traits are highlighted a bit carelessly by the actor. It's hard to find any change in his face when he says insulting words to him in the play, ignoring his father as well. The sick man "justifies" his father only by jerking and killing him. At the end of the play, of course, the scales of justice turn their judgment towards good.

The skills of many performances were revealed in the creation of the drama. It is a good result that Pesa's decoration, decorations, costumes and props were widely used, and attention was paid to the skills of the stage ensemble. Making historical truth a living reality is a great achievement for a director, but it is inappropriate to ignore some of the shortcomings in a stage play. For example, if we pay attention to the scene where the king is dying, it is typical for the horns, whose names are also known, to live in a kingdom.

In this drama, we witness the process of the horn dying in an ordinary old bed. It should be noted that the scene of the death of Eshtar's father takes place there. Without the decorations changing, we can't make such a case out of the ordinary. We can't help but include the director's shortcomings. But some of the scenery takes you into the real world of horns.

All the actors and creative staff who took part in the performance "Tomaris" performed their duties diligently. After all, there are a lot of issues to think about seriously in the show. The most important is the language issue. It's not just that some words don't fit that era. Some of the phrases and sentences are structured in such a way that they are embodied with passion in the language of Tomaris and his contemporaries, executed in a very bold and convincing character.

In 2001, another historical work Avesto, written by playwright Kamil Avaz, was directed by Ibodulla Niyozmetov. This time he will attract Odamboy Abdullayev, a theater actor and director, who is faithful to the traditions of the teacher-student. In many ways, the teacher's goal is to teach his students the secrets of his profession, on the other hand, it shows his attention to the team.

The main role in the two-part historical musical drama will be played by Honored Artist of Uzbekistan Orazkilich Toganov. People's Artists of Uzbekistan Madrahim Bobojonov - Purushasp, Gulora Rahimova - Dugdava, Honored Artists of Uzbekistan Odamboy Bobojonov - Eshim, Shirin Ramazonova - old woman will also appear. In total, 18 images appear on the stage, in addition to the crowd, soldiers, angels, the whole creative team of the theater took part in the public scenes. The director and the author did a great job in bringing the actors to the stage with the spirit of that time and entering the image. Because it was necessary to convey to the audience a number of qualities of that period, such as clothes, behavior, hairstyles, behavior, kindness of people and this of course, found its expression.

It is not surprising that the resounding voice of actress Zulfiya Yuldasheva informs the audience about the horrors of the time. During the performance, the following song will be played to the impressive music of composer Bozorboy Urinov:

Ochingko'zni, boqingharyon, nurafshondirbuolam,
 Hyech bo'larmi quyoshni, nurni zavol etib.
 Tushunmaslar jaholatdin qutqargum qanday,
 Kezdim necha elatlarni so'zni uvol etib?
 Bu yanglig' gumrohlik davom etgay tokay,
 Oliy hakam Axuraga bergum savol etib.
 Muqaddas ruh der: "Haqiqat oliy sharofatdur",
 Muborak yuz ochib har tong shamsi jamol etib.
 Sani yakkash firoqingda oh urarman, Axuram,
 Odamlar qalbini yorit nuringni irsol etib.

It is known that in the Avesto, two opposing struggles of good and evil are sung through the symbols of Ahuramazda and Ahuriman. This struggle ends with the victory of goodness-Ahuramazda.

In general, the Avesto, which saw the world through the efforts of Zoroaster in the 11th century, embodies our 10,000-year history and tells the story of our historical, religious, moral, educational and national values. By the way, Frechista - performed by Shohsanam Kuryozova in very impressive situations. In particular, the bow pierced Frechista's chest by an arrow fired at the enemy Zoroaster, and when he fell his moan resounded in his heart.

With these cries, he asks his lover Istavatr (Zoroaster's eldest son) and Zoroaster for consent and dies. At that moment, angels appeared on the stage, and Frechista's voice echoed the words of "Tani maqomi Rost." Composer Bozorboy Urinov sang the music with a delicate taste and a very careful selection of the past.

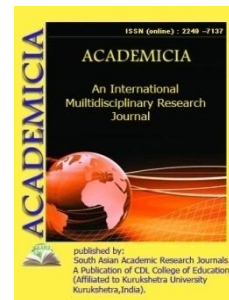
CONCLUSION

It should be noted that each of our historical works on the stage can lead to the level of true perfection only if he can give something to the audience, deeply observe it, grieve it, live a second in his world. In this play, we have found proof of what we have said above, and it is fair to say that it is a successful performance.

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DOI NUMBER: **10.5958/2249-7137.2020.00196.2**

ORIENTALISM IN THE EARLY ENGLISH ROMANTIC LITERATURE AND THE IMPORTANCE OF THE ARABIAN TALES ONE THOUSAND AND ONE NIGHTS

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ABSTRACT

In the eighteenth century, English interest in exploring the Eastern world had increased tremendously. Orientalism was recognized as a cultural phenomenon and it had a great influence on architecture, gardening, art and literature too. As for the poets and writers, the oriental environment created a different mood and new modes of expression that inspired them to compose works with the eastern motifs. The main contribution of Orientalism to English literature was a distraction of the poets' mind from outdated ideas and filling it with fresh views. And the translation of the Arabian tales One Thousand and One Nights created a new atmosphere in England and inspired many writers to compose Oriental works. This article researches the role of Orient in the early English Romantic literature and writers' enthusiasm to create an extraordinary eastern world and motifs in their works. By examining these historically important researches, I clarify that how the concept of Orientalism appeared in English literature and its contribution to the formation of poetry and language.

KEYWORDS: *The Eastern Motifs, Lyrical Genre, Orientalism, Romantic Literature, One Thousand And One Nights, Merchants, Manuscript, Romanticism.*

INTRODUCTION

It is natural that those who are interested in poetry, when they research eighteenth century English literature, will first begin to look for Oriental characters in it. Almost all of those poets that time had a glance in oriental themes at least. Some of them are extremely eclectic and blend

with different ideas and theories during their attempts. According to the sources, the oriental works by Byron, Robert Southey and Thomas More were well received by the readers, but their creativity was not limited to the poems on this theme. Before the beginning of the Romantic period, it is clear that the oriental materials appeared with scattered expressions, last qualities, and even poems that did not have the motifs of Orientalism. The structure of the eastern poems, created during that period, was not unusual. The literary devices of English poetry were created on the basis of usual lines of non-Oriental origin: rhyme, eight-syllable poems, non rhyming poems and other lyrical genres.

As for the rhyme, Byron's poem *The Destruction of Sennacherib* (1815) was written except for rhythmic rules. This work tells us about the Assyrian King Sennacherib travels to Yerusalem. In the oriental poem, the poet approaches various lyrical genres. These include epic, lyrical, ode, eclogus (pastoral language), storytelling and many other genres.

The English Romantic poets, despite they got used to compose oriental poems, still were in the old structures of the English poetry which they accustomed to. Although they were not yet ready to adapt to the oriental atmosphere and mood, they considered themselves indebted and diligently studied the classical traditions of the East. The earliest information on the causes of long-standing classical literature probably disappeared on the eve of the death of John Husbands, who prepared this for the press an article called *Comparison of the Eastern and Western Poetry*.¹ He writes about it in the preface of his book *Miscellanly of Poems* (1731): "Their phrases are certainly more ardent and intense than Those in any European Language, and the Figures more bold and vehement. Tho' Their Poetry was less artificial, 'twas more nervous, lively, and expressive than ours. They have nothing of the Finesse, Nothing that is over-wrought. This renders them so vivid, beautiful, and affecting."²

Orientalism contributed to developing English literature by enriching its vocabulary and adding extraordinary themes. English poets inspired by fairy tales, colorful scenes, scenes of goodness and evil in the Oriental literature. However, Orientalism did not encourage them to abandon their classical traditions. As the English historian Edward Gibbon (1737-1794) said: "Our education in the Greek and Latin schools may have fixed in our minds a standard of exclusive taste; and I am not forward to condemn the literature and judgement of nations of whose language I am ignorant. Yet I know that the classics have much to teach, and I believe that the Orientals have much to learn; the temperate dignity of style, the graceful proportions of art, the forms of visible and intellectual beauty, the just delineation of character and passion, the rhetoric of narrative and argument, the regular fabric of epic and dramatic poetry. The influence of truth and reason is of less ambiguous complexion."³

As we have already noted, the interest in the Orient did not have a significant influence on the style of the English poetry and its lyrical devices, but the poets enriched their works with a variety of thematic scenes by exploring the Orient. New words from Arabic, Turkish, Hindi and other oriental languages appeared that were not found in the English dictionary. For instance, genie ['dʒi:ni] – demon (from Arabic), nadir ['neɪdɪə] – depression (arabic), giaour ['dʒaʊə] – disbeliever (Arabic-Turkish), elixir [ɪ'liksə] – water-life (Arabic), orange [ɒrɪn(d)ʒ] – fiery (Arabian-Persian).

Orientalists did not only enrich their knowledge of the Oriental world through the books they read, but they broadened their outlook by writing travelling letters, stories and fairy-tales during

their journey to the Eastern countries. Especially, the writers who have known the East through the collected tales of *One Thousand and One Nights* faced many difficulties in writing prose works based on real events. As a result, their writings were filled with the extra explanations. We can find such kind of explanations in *Thalaba the Destroyer* by Robert Southey and *The Prelude* by Wordsworth.

It is well known that the meaning of the word in literature is immeasurable. A writer expresses his own ideas, whether it is poetry, prose or in a publicistic style, a matter is that by using the right combination of words and phrases, he must take place in the heart of the reader. English Romantic poets and writers brought a new glossary into literature by exploring the Eastern world. In the beginning they wrote explanations to the each new word. Then they became absorbed gradually in the English dictionary. The following words were mentioned by Edna Osborne in her book *Oriental Diction and Theme in English Verse, 1740-1840*. Almost all words are still used widely: admiral (arabic), alcohol (arabic), arsenal (arabic), azure (persian), bamboo (malay), bazaar (persian), caravan (persian), dervish (persian), elixir (arabic), genie (arabic), giaour (arabic-turkish), lemon (persian), magazine (arabic), orange (persian-arabic), silk (eastern languages), zero (arabic).

This list includes the words that have been adapted from Oriental languages to English. However, this list is not limited to the above words and can be continued. Thus, the following example can be considered as one of the greatest contribution of the eighteenth century English romantic poetry to literature. At the end of the eighteenth century and beginning of the nineteenth century, an oriental culture was highly developed in English literature. So the writers began to write true stories representing real life of the Orient. Composed performances depicting oriental customs and traditions were also prohibited in the theatre of that time.

It is natural that a cultural exchange is essential in the study of the life, customs and traditions of another nation, and these changes influence the minds of literary people with different ideas. Europe has taken a more positive approach to the oriental art and culture than the Latin and Greek influence of the West. The elements of the oriental literature, which were already growing among Westerners, charmed Europeans.⁴ In this way, the Eastern elements contributed to the continuation of earlier European movements in a new way. The British enthusiasm for the East led a cultural and literary movement called Romanticism. The interest in Orientalism has especially appeared in the eighteenth and nineteenth centuries. For the first time, a translation of the Arabic tales of *One thousand and One Nights* in English between 1706 and 1707 was published. After the publication of James Morier's short story *The Adventures of Hajji Baba of Ispahan* (1824) readers became more interested in the study of the East.

First of all, we will talk about how the "Orient" and "Oriental" concepts entered into the British mind in the eighteenth century. As Chaucer says, the merchants are the fathers of tidings and tales.⁵ The wallets of shipmen and pilgrims are full of lies.⁶ In the sixteenth century England stepped East to establish trade relations with the Mongol Empire. Therefore, ancient traders and travelers' correspondences with the East are familiar to the English readers. Certainly, the English people had a clear view of the East through the discoveries of Marco Polo from the beginning of the fourteenth century. Marco Polo introduced an exaggerated way of describing things, especially numbers. Thus, the writers relied on an approximate figures in describing East. In his stories, Marco Polo writes that there are twelve thousand bridges in the city and twelve

thousand seven hundred islands. His followers also actively maintained the exaggeration of his master. While these writers may have tried to write the facts as much as possible on the paper, they did seem to dive into the imagination. John Mandeville's most famous book *Voyages and Travels*, published in England in 1499, contains a variety of myths and legends. The book describes the author's journey through the East, but the work was filled with only details. John de Mandeville crossed the sea in 1322 and wrote books about a number of countries including Turkey, Tartaria, Khiva, Bukhara and Kokand, Persian Empire, Syria, Arabia, Egypt, Ethiopia and India.

After the Mongol Empire collapsed in 1368, China's relations had deteriorated with the West. Europe began to envy the riches of the eastern countries. British interest in the trade of silk and medical herbs increased, so British travelers reached the East by sea. In the beginning of 1497, Italian sailor John Cabot interested in the eastern trade and sailed to the eastern countries from Bristol, seeking the north-west way. By the sixteenth century, the number of such travelers had steadily increased. They include Sebastian (1553), son of Cabot, Sir Hugh Willoughby (1553), Frobisher (1560), Anthony Jenkinson (1565). Elizabeth I initiated in 1600 to establish the company called *The British East India*, British merchants launched a lucrative business by developing trade with the East. The company had a monopoly on the Indian market. The letters from the merchant-travelers were more authentic and convincing than the books of John Mandeville and his successor, Richard Hakluyt. According to these publications, China, along with Arabia, Iran, Turkey and other eastern nations did not play a significant role in the reign of Elizabeth and King Stuart.⁷

It is too early to conclude with above mentioned points of view that at that time of history the theme of the Orient had been completely come to end. Because the Elizabethan Age theatre produced performances based on oriental features. The dramatic art of the Elizabethan Age shows that cruelty and murder scenes were seen as the main theme. Christopher Marlowe's great hero Tamburlaine was also described as a brutal cruelty to his enemies. Christopher Marlowe, a well-known English poet, translator and playwright of the Elizabethan Age, is famous for his dramatic works. Marlowe was born in 1564. He had a great influence on his contemporary William Shakespeare. Christopher Marlowe's first play *Tamburlaine the Great*, based on loosely life of our great ancestor Amir Temur, staged in London theatres in 1587. In which the protagonist rises the shepherd to the rank of emperor who had conquered half of the world. The Great Timur with his invincible character gives to the work an oriental spirit.

The play was a great success for the author and Marlowe consistently ended the second part of the play. The play in two parts was published in 1590. Due to the mysterious untimely death of Marlowe in 1593, all his other works were published posthumously. In the tragedy *Tamburlaine the Great*, the Scythian shepherd Tamburlaine attains high standing with her unique ability. He defined justice and honesty as the basic criteria of government, and mercilessly killed many of his enemies who wanted to conquer his country. After conquering a number of Eastern countries, the glorious Timur defeated and captured the Turkish emperor Bajazeth. Tamburlaine put his captive into the cage and tormented him. In the play the great Tamburlaine bowed before the beauty of the Egyptian princess Zenocrate and married her. But in the second part of the play, Zenocrate died and Tamburlaine was completely depressed. When his love had left him, besides cruelty nothing stayed in his heart.

We have analysed some of the thoughts and opinions about the Orient, which were in the minds of many English writers. In the Great Britain, the pre-Romantic period Augustan literature dated back to the early eighteenth century and ended after the death of Alexander Pope and Jonathan Swift in the 1740s. The difference between these two periods was that while Romanticism was the main focus of fantasy, Augustan Age literature depicted the political and social realities of society based on realism. The contemporaries of that period Pope and Samuel Johnson were against completely at the literature that based on distracted mankind from the problems of life or reality. But in this theme they could not make a big change. Therefore, a period of Romantic Orientalism entered in English literature. As the time passed, the exotic East would evolve in turn, and the writers would admire its wonders and beauty. In the first half of the eighteenth century, the didactic method was widely used in prose works, which included oriental features, political satire, parables and essays that based on real life of England.

Throughout the sixteenth century, European travelers and merchants set off for Asian countries to exchange their national products with Indian spices, Chinese silk and some Japanese items. At first, the Spanish and Portuguese were the leaders in the Eastern market, but in the middle of the seventeenth century the merchants of the Iberian Peninsula of the Netherlands overpowered in this regard. But soonafter, the Dutch were expelled under the pressure of English and French merchants.

During voyages to the East, merchants wondered at the magical oriental fairy tales and stories. As a result, a completely different revolution took place in the imagination of British and French merchants, who returned to their homeland with many impressions. Britain lost hope of conquering Central Europe and began planning to conquer overseas's markets. In England a condition of different spheres life accelerated. The English skilfully won the Oriental literature, which was invented by its old foe France.

A popular French orientalist and archaeologist Antoine Galland is famous for his translation *One Thousand and One Nights* which is called *Les Mille et une Nuits*. This Arabian tales published gradually in France in 1704-1711 under the name of *Les Mille et une Nuits*, and fascinated the whole European readers with its oriental character. Paul Hazard (1878-1944), a French historian and literary critic, referred to the tales: "When Scheherazade began to recount her stories of the night, to unfold the infinite wealth of an imagination enriched with all the dreams of Araby, of Syria and the great Levant; when she began to tell of the manners and customs of the peoples of the East, their religious ceremonies, their domestic habits, the details of their dazzling and colourful existence; when she showed how mankind could be held and enthralled, not by abstruse intellectual ideas, nor by recondite reasoning, but by the charm of colours and the lure of fairy tales, all Europe was fain to stop and listen"⁸.

In 1690, Antoine Galland first encountered a manuscript *A Tale of Sinbad the Sailor* in Constantinople, and published French version in 1701.⁹ The work, which was succeeded among wide range of readers, prompted him to translate *One Thousand and One Nights* which belongs to the fourteenth century. In 1704, the first two chapters of the work under the name *Les Mille et une Nuits* appeared in French. And the translation of the last twelve chapters of the tale was published after the death of the translator in 1717. Antoine Galland's success was due to the fact that he translated tales to suit the tastes of readers of that period. Jorge Luis Borges wrote about the skill of the interpreter in his book *The Translators of The Thousand and One Nights*:

“Another fact is undeniable. The most famous and eloquent encomiums of *The Thousand and One Nights*—by Coleridge, Thomas de Quincey, Stendhal, Tennyson, Edgar Allan Poe, Newman—are from readers of Galland's translation. Two hundred years and ten better translations have passed, but the man in Europe or the Americas who thinks of the *Thousand and One Nights* thinks, invariably, of this first translation. The Spanish adjective *milyunanochesco* [thousand-and-one-nights-esque]... has nothing to do with the erudite obscenities of Burton or Mardrus and everything to do with Antoine Galland's bijoux and sorcerie”¹⁰. Because Galland cut down the obscene scenes during the translation process.

The Arabian tales *One Thousand and One Nights*, which was translated from French into English in the eighteenth century, was misinterpreted as supposedly brought by English nation in European literature. France not only sowed the seeds of the East in England, but also found the boundary between the knowledge was known by mankind and the knowledge was not known about the Eastern imagination. It does not imply directly to these boundaries of the eastern nations, but it means literary exchanges during travels and there is the true meaning of *One Thousand and One Nights*. As the French orientalist Pierre Martino noted: “The “literary Orient” was not “Asia”, but a large amorphous country which excluded the Holy Lands. This is one indication that the “literary Orient” was not authentic. Although the Holy Lands were technically Oriental, the European reader could not accept the exoticism of the literary Orient in company with the religious feelings he associated with the Holy Lands. Furthermore, his ancestors had battled in this region the same “infidels” whose way of life he now found exciting”.¹¹

Eventually, the “literary Orient” penetrated the eastern Europe and some of the Mediterranean countries even Greece and the northern areas of Africa. As William Beckford wrote in Paris, 1781: “This is the land of oriental literature and I am once more running over my favourite poems - The expedition of Alexander in search of the fountain of Immortality and the affecting tale of Megnoun and Leilah”.¹²

Arabian tales *One Thousand and One Nights* translated version by Galland can be said to have been translated into French as an original version. The literary critics refer that the work, which has undergone numerous reductions and changes in the translation process, can also be regarded as the author's work of the translator. Arab fairy tales spread very quickly across Europe and held a deep place in the hearts of many readers: “... Pirated editions at once appeared in the Netherlands; there were many European versions made from it.... Galland was a born storyteller and he was able to adapt these Oriental tales not only to the taste of the France of his time but to the universal story-reading public of all countries and times. Some of his versions have been rendered back into Oriental languages and received with favour in the east. It cannot be claimed that he was a faithful translator - no one in his time was - and his recasting belongs more to French than to Arabic literature”.¹³

Galland likewise did not use only an original version of the tales during the translation process. Unwillingly, he also looked through various piracy-published options and other sources. As a result, his work *Mille et Une Nuit* was quite different from the original and there were new fairy tales in the series of stories such as *Aladdin and the magic lamp* and *Alibaba and the forty thieves*. They are still so famous among readers of whole world.

English book lovers read *One Thousand and One Nights* series with great interest. They greeted the work with as much interest as the French. Although it is unknown when and who translated

the first English translation of the tales, in early 1707, it was translated into English based on the six chapter work of Galland, under the long descriptive title.

Some literary scholars interpret that the Oriental tales were translated first into English by the man called “The Grub Street Translator”. Also he created the title *The Arabian Nights Entertainment* which is still used in English literature for Arabic tales. Even this title was translated from English into Arabic for the 1839-1842 editions of the work in Calcutta.¹⁴ Some years later after Galland’s translation appeared, the English version of the tale was published for the fourth time in 1713. This option was almost never added or changed in the eighteenth century either. Only in 1799 the reviewer of the new translation observed the following: “The merit of these pleasing and innocent stories, which have so frequently amused our childhood, nor have yet lost their affect upon us, had induced the publisher to attempt a reformation of the wretched translation into which they have been done now near a century”.¹⁵

One Thousand and One Nights series impressed deeply the English writers, who grew up under impression of the mysterious Oriental fairy tales from their childhood years. They wrote their own writings relied on their childhood memories. There is a brief thoughts of the writers. As an English historian Edward Gibbon (1737-1794) wrote followings in his autobiographical work in 1789: “Before I left Kingston school I was well acquainted with Pope's Homer and the Arabian Nights' Entertainments, two books which will always please by the moving picture of human manners and specious miracles...”¹⁶.

Ўзининг шарқона қиссаси “Ватек” (“Vathek”, 1786) билан ном қозонган Уильям Бекфорд (William Beckford, 1760-1844) ҳам ёшлик пайтларида “Минг бир кеча” ни мутолаа қилади. Асар нақадар шоир ҳаётида муҳим роль ўйнаганлиги ҳақида унинг биографик ёзувчиси шундай дейди

William Beckford (1760-1844), who was known for his Oriental story “Vathek” (1786), read *Arabian Nights' Entertainments* when he was young. The biographer talks about importance of the work in the poet’s life: “He read and re-read these stories with avidity, and the impression they made on him was so strong that Lord Chatham instructed Lettice that the book must be kept from him. The precaution came too late... the Oriental tales had taken possession of the impressionable reader... They had fired his youthful mind and held his imagination captive; their influence over him never waned all the days of his life...”¹⁸.

William Wordsworth (1770–1850), a contemporary of Beckford and one of the founders of the early Romantic period in English literature, was as fond of the Eastern fairy tales as his contemporaries. In *The Prelude* (1799-1805), Wordsworth mentioned how he carefully preserved part of the book *Arabian Nights' Entertainments* and how depressed he was to find the rest:

A precious treasure had I long possessed,
A little yellow, canvas-covered book,
A slender abstract of the Arabian tales;
And, from companions in a new abode,
When first I learnt, that this dear prize of mine
Was but a block hewn from a mighty quarry -

That there were four large volumes, laden all
 With kindred matter, 'twas to me, in truth,
 A promise scarcely earthly. Instantly,
 With one not richer than myself, I made
 A covenant that each should lay aside
 The moneys he possessed, and hoard up the more,
 Till our joint savings had amassed enough
 To make this book our own. Through several months,
 In spite of all temptation, we preserved
 Religiously that vow; but firmness failed,
 Nor were we ever masters of our wish.¹⁹

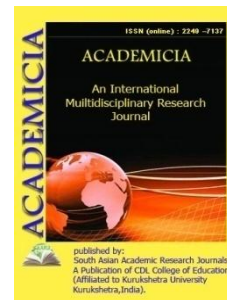
Coleridge describes his affection for the Arabian tales as a child in his book *The Friend*, which contains his political and philosophical essays from 1801 to 1816: "As I had read one volume of these tales over and over again before my fifth birthday, it may be readily conjectured of what sort these fancies and feelings must have been. The book, I well remember, used to lie in a corner of the parlour-window at my dear father's vicarage-house: I can never forget with what a strange mixture of obscure dread and intense desire I used to look at the volume and watch it, till the morning sunshine had reached and nearly covered it, when, and not before, I felt the courage given me to seize the precious treasure and hurry off with it to some sunny corner in our playground".²⁰

From the stated above, it is clear that the Arabian tales *One Thousand and One Nights*, first translated from Arabic into French, had made a major turn in the European literature. The Romantic movements that began in France spread throughout England. The melody of Arabian fairy tales inspired French and English writers. Their growing enthusiasm for the Oriental world encouraged them to explore the geography, nature, customs, historical people, and traditions of the eastern countries through other literature. As a result, the writers began to compose new romantic works. In turn, by the end of the eighteenth century in England, *Lake School* poets Southey, Coleridge and Wordsworth with their oriental works founded Romanticism in English literature.

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DOI NUMBER: **10.5958/2249-7137.2020.00209.8**

STUDY ON INTRODUCTION OF CASHLESS ECONOMY IN INDIA 2016: BENEFITS & CHALLENGE'S

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ABSTRACT

This paper studied the views of people on introduction cashless economy in India .The study was conducted in Delhi region & data was collected with the help of structured questionnaire and analyzed using simple percentage method. Responses from respondents shows that cashless economy will help in curbing black money, counterfeit's fake currency, fighting against terrorism, reduce cash related robbery, helps in improving economic growth of our country. Major challenges that can hinder the implementation of the policy are cyber fraud, High illiteracy rate, attitude of people, lack of transparency & efficiency in digital payment system. The study shows that the introduction of cashless economy in India can be seen as a step in right direction. It helps in growth and development of economy in India.

KEYWORDS: *Cashless Economy, Corruption, Black Money, India, Digital Payments.*

INTRODUCTION:

The government has implemented a major change in economic environment by demonetizing the high value currency notes of – Rs 500 and Rs 1000 from 8th November 2016 and push India towards cashless future. What is cashless economy: A cashless economy is one in which all the transactions are done through electronic channels such as debit/credit cards, Immediate Payment Service (IMPS), National Electronic Funds Transfer (NEFT) and Real Time Gross Settlement (RTGS). The circulation of physical currency is minimum. The Indian economy continues to be driven by the use of cashless than 5% of all payments happen electronically. Electronic based transaction seeks to drive the development and modernization of India's payment system. The essence of the policy is to shift the economy from a cash based economy to a cashless one. Efficient and modern payment system is a key enabler for driving growth and development. The

policy also aims at improving the effectiveness of monetary policy, managing inflation in the economy, maintaining stable pricing system. In India, the ratio of cash to gross domestic product is 12.42 % in GDP; this is one of the highest in the world. It was 9.47% in China or 4 % in Brazil. Further, the number of currency notes in circulation is also far higher than in other large economies, India had 76.47 billion currency notes in circulation in 2012-13 compared with 34.5 billion in US.

The government is working at various levels to reduce the dependence on cash. PM-Narendra Modi unveiled two schemes –Lucky Grahak Yojna, Digi Dhan Vyapaar Yojna for customers and traders like to promote mobile banking and e-payments. To encourage and strengthen cashless economy it's important to inculcate the habit of making e-payments. Government encourages cashless transactions like mobile banking, Ru-pay cards, UPI, USSD these are means and methods of digital payments. Less cash economy is in the interest of everyone and it will help in creating a clearer economy in future. Government have also introduced Aadhar based payment system, this is for those people who don't have cards or mobile phones. Reducing Indian economy's dependence on cash is desirable for a variety of reasons. To control counterfeit notes that could be contributing to terrorism, It also affect the monetary policy of our country and to eliminate the "black money, hawala transfers can't be made without paper currency, Curbs illegal activities altogether. A large part of black money is generated in illegal trades like selling drugs therefore without cash or less cash illegal trade might become difficult.

RBI has also issued licenses to open new-age small finance banks and payments banks which are expected to give a push to financial inclusion and bring innovative banking solutions. Things are also falling in place in terms of technology for India. The recently launched Unified Payments Interface by National Payments Corporation of India makes digital transactions simple. Even the RBI has also recently unveiled a document, **"Payments and Settlement Systems in India: Vision 2018"**, setting out a plan to encourage electronic payments and to enable India to move towards a cashless society or economy in the medium and long term.

Benefits of Cash less Economy

Cash less economy helps in curbing generation of black money. As a result it reduces real estate prices because most of black money is invested in Real estate which inflates the prices of Real estate markets. 1 in 7 notes is supposed to be fake, which has a huge negative impact on economy, by going cashless, that can be avoided. An increased use of digital payment instead of cash would enable a more detailed record of all the transactions which take place in the society, allowing more transparency in business operations and money transfers which reduce tax avoidance and money laundering. Cashless Economy also reduces the cost of banking services. It also improves monetary policy in managing inflation and increases economic growth in our country. Another benefit of cashless economy is that it discourages cash related robberies and other cash-related crimes.

Challenges in making India a cashless economy

Large part of the population is still outside the scope of Net banking like use of credit or debit cards, making transactions using mobile phones, and using the internet to pay bills they are not in a position to reduce its dependence on cash. Second, about 90% of the workforce, which produces nearly half of the output in the country, works in rural sector It will not be easy for this sector to become cashless. There is a general preference for cash transactions in India. Merchants

prefer not to keep records in order to avoid paying taxes and buyers find cash payments more convenient. Although cashless transactions have gone up in recent times, a meaningful transition will depend on a number of things such as awareness, technological developments and government intervention. For instance, mobile wallets have seen notable traction, and it is possible that a large number of Indians will move straight from cash to mobile wallets. The availability and quality of telecom network will play an important role. People face difficulties in making electronic payments even in metro cities because of poor network. Service providers will have to constantly invest in technology in order to improve security and ease of transaction. People will only shift when it's easier, certain and safe to make cashless transactions. The government will also need to play its part. It will have to find ways to incentivize cashless transactions and discourage cash payments. Difficulties in changing attitudes and perception of people towards moving digital payments. India is dominated by small retailers. They don't have enough resources to invest in electronic payment infrastructure.

REVIEW OF LITERATURE:

Review of literature paves way for a clear understanding of the areas of research already undertaken and throws a light on the potential areas which are yet to be covered. Keeping this view in mind, an attempt has been made to make a brief survey of the work undertaken on the field of Cashless economy. The reviews of some of the important studies are presented below.

Cashless economy is not the complete absence of cash, it is an economic setting in which goods and services are bought and paid for through electronic media. According to Woodford (2003), Cashless economy is defined as one in which there are assumed to be no transactions frictions that can be reduced through the use of money balances, and that accordingly provide a reason for holding such balances even when they earn rate of return. In a cashless economy, how much cash in your wallet is practically irrelevant. You can pay for your purchases by any one of a plethora of credit cards or bank transfer (Roth, 2010) observed that developed countries of the world, to a large extent, are moving away from paper payment instruments toward electronic ones, especially payment cards. Some aspects of the functioning of the cashless economy are enhanced by e-finance, e-money, e-brokering and e-exchanges. These all refer to how transactions and payments are effected in a cashless economy (Moses-Ashike, 2011). Marco and Bandiera (2004) argue that increased usage of cashless banking instruments strengthens monetary policy effectiveness and that the current level of e-money usage does not pose a threat to the stability of the financial system. However, it does conclude that central banks can lose control over monetary policy if the government does not run a responsible fiscal policy.

According to a 2015 report by Price Water House Coopers, India's unbanked population was at 233 million. Even for people with access to banking, the ability to use their debit or credit card is limited because there are only about 1.46 million points of sale which accept payments through cards. A study by Boston Consulting Group and Google in July noted that wallet users have already surpassed the number of mobile banking users and are three times the number of credit card users.

Objectives:

Objectives of present study are as follows:

1. To study the benefits of cashless economy

2. To assess the preparedness for the implementation of the cashless economy by Indian Government.

RESEARCH METHODOLOGY:

The study is conducted to obtain data on Introduction of Cashless economy in India. The study is conducted in Delhi region. A sample size of 100 was selected using the convenience sampling procedure out of which 87 copies were retrieved in usable form. This represents a response rate of 87%. The sample includes both literate and illiterate population since they are the ones who give their views on introduction of cashless economy and use of digital payment methods, their response determines the reliability of survey. Survey method is used for collecting data with the help of questionnaire. The responses from the respondents were collected and analyzed using the simple percentage method.

Data Analysis & Interpretation:

TABLE 1: KNOWLEDGE OF CASHLESS POLICY TO USERS

		Frequency	Percent
I have heard about India's Cashless Economy?	Strongly Agree	36	41.4
	Agree	41	47.4
	Undecided	3	3.4
	Disagree	6	6.9
	Strongly Disagree	1	1.1
	Total	87	100.0
Cashless Economy should be introduced in India.	Strongly Agree	25	28.7
	Agree	23	26.4
	Undecided	16	18.4
	Disagree	11	12.6
	Strongly Disagree	9	10.3
	Missing	3	3.4
	Total	87	100.0

Above Table shows that there is a high degree of awareness among the population about 88% of the respondents are aware of cashless economy in India. The study considered academic community which means, by all standards they are expected to be fairly aware of the happenings in the society. Few respondents however show a strong dislike for the cashless economy. While 55.1% of the respondents prefer that cashless economy should be introduced in India. The following reasons might have accounted for the low enthusiasm about its immediate introduction, the lack of preparedness for the system, the nation having other problems to solve now, freedom to use cash to any amount, inadequate technology, and that the flow of money will be hampered.

TABLE 2: BELOW PRESENTS THE PERCEIVED BENEFITS OF THE CASHLESS ECONOMY.

		Frequency	Percent
It would reduce risk of fake currency	Strongly Agree	35	40.2
	Agree	35	40.2
	Undecided	9	10.3
	Disagree	5	5.7
	Strongly Disagree	3	3.4
	Total	87	100
It would prevent money laundering	Strongly Agree	20	23.0
	Agree	28	32.2
	Undecided	17	19.5
	Disagree	10	11.5
	Strongly Disagree	11	12.6
	missing	1	1.1
	Total	87	100
It can reduce corruption	Strongly Agree	13	14.9
	Agree	23	26.4
	Undecided	19	21.8
	Disagree	19	21.8
	Strongly Disagree	12	13.8
	Missing	1	1.1
	Total	87	100
It can stimulate economic growth	Strongly Agree	18	20.7
	Agree	31	35.6
	Undecided	25	28.7
	Disagree	8	9.2
	Strongly Disagree	3	3.4
	Missing	2	2.3
	Total	87	100

Above Table shows that 80.4% of the respondents believe that the most significant benefit of the cashless economy is reducing the risk of fake currency. In the same spirit, 55.2% of the respondents believe that the cashless economy will help to fight against money laundering as the money flowing through the system can easily be traced. 41.3% of the respondents believe that it contribute towards reducing corruption. Another benefit is that it will stimulate economic growth as money hidden in other illegitimate areas will now be freed up. 66.3% believe that efficient and modern payment system is positively correlated with the economic development and economic growth of country.

TABLE 3, BELOW PRESENT'S PERCEIVED CHALLENGE'S WITH THE CASHLESS ECONOMY.

		Frequency	Percent
Cyber Crime	Strongly Agree	17	19.5
	Agree	38	43.7
	Undecided	18	20.7
	Disagree	11	12.6
	Strongly Disagree	2	2.3
	Missing	1	1.1
	Total	87	100
The literacy required	Strongly Agree	17	19.5
	Agree	33	37.9
	Undecided	23	26.4
	Disagree	9	10.3
	Strongly Disagree	3	3.4
	Missing	2	2.3
	Total	87	100
Transparency & Efficiency in E payments	Strongly Agree	27	27
	Agree	26	26
	Undecided	15	15
	Disagree	14	14
	Strongly Disagree	5	5
	Total	87	100
Increase in Internet fraud	Strongly Agree	22	25.3
	Agree	30	30
	Undecided	21	21
	Disagree	10	10
	Strongly Disagree	4	4
	Total	87	100

Above Table shows that there are some problems which respondents are facing to come with the cashless economy. Increase number of cybercrime, 63.2% believe that cybercrime will hinder the free implementation of cashless economy. 57.4% population are literate they easily operate digital payment system; operate mobile phones, which will ultimately increase the users of the digital payment methods. 60.9% of the respondents believe that lack of transparency & efficiency in payment system. Internet fraud is the major problem to be tackled in the cashless economy as 59.8% of the respondents see exposure to fraudulent activities as a big problem.

Findings and Policy Implication:

From the above analysis it also appears that many people actually agree with the government on the usefulness of cashless economy as it helps to fight against terrorism, corruption, money laundering but one biggest problem in the working of cashless economy in India is cybercrime and illegal access to primary data. Therefore it's important to strengthen Internet Security from protection against online fraud. Large number of population is still below literacy rate living in rural areas. For smooth implementation of cash less system in India, the following measures are recommended Government have to bring transparency and efficiency in e-payment system, strategies used by government and RBI to encourage cashless transactions by licensing payment banks, promoting mobile wallets and withdrawing service charge on cards and digital payments. A financial literacy campaign should be conducted by government time to time to make population aware of benefits of electronic payments.

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DOI NUMBER: **10.5958/2249-7137.2020.00100.7**

CHARACTERISTICS OF SPEECH ART: PROBLEMS AND SOLUTIONS

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ABSTRACT

Human development is the development of ideas. Times have changed with the diversity and coherence of ideas, as well as their distinctive advantages over time. Each era has its own new outlook. Then the question of bringing these changes into existence became the next requirement of life for man. No matter how strong and comprehensive the ideas may be, they can remain as ideas for good and all. In order to spread these ideas among the people and to bring them to life in the process of explaining them in detail, one has to resort to the most modest, if not the easiest, interpretation. This "modest" means was his language ability. This article describes specific features and characteristics of speech art, along with its problems and solutions.

KEYWORDS: Public Speaking, Speech, Dialect, Drama, Audience, Artist, Performing Art.

INTRODUCTION

Words can be used for conveying the true value of ideas to the people and then taking action in a manner consistent with the essence of those ideas. It is enough to remember the importance of the national idea and its role in human development. It is the fact that the national idea reflects the centuries-old outlook of the nation's own values; it is clear from the example of the generation's maturity in its system of values that its power is educational.

"Science and art are so intertwined with each other like the heart and lungs that if one of them is broken, the other will not work," wrote L.N. Tolstoy. The method of teaching the speech of K.S. Stanislavsky's system is based on the close connection between science and art, as the great writer put it. For example, the director, the actor and the word master should possess good knowledge of special subjects, processing of teacher methodology and knowledge of speech-oriented disciplines, sciences such as anatomy, physiology, studying the structure and use of sound and speech facilities; psychophysiology of speech creation, working system for correcting

human-speech defects, rules of tone, logic, pronunciation and literary pronunciation, orthoepy, study of gestures, special subjects related to public speaking and provide a foundation for the development of teaching methodologies and a complete mastering of the methods of speech science.

It is well-known that interpersonal relations are carried out through language and speech in all areas of development. This powerful tool, connecting people and society, serves as a backbone for the achievement of high ideals.

The artistic word in this regard is a lively and most effective tool. It reaches the heart of its listener, impresses him/her and makes changes in his/her mood, and inspires him/her to do great things.

Kaykovus praises the word and says, "The greatest among arts is the word art."

Film and theatrical arts, along with the media and the press are invaluable in promoting the spirituality of society. But at times they are also exposed to non-observance of literary language norms, strange phrases and poetic expressions. It's a sad thing, of course.

Since theater is a place that promotes the spirituality of society, every creator of art must be an example to the public in speech, behavior, dress, and behavior.

As it is known, each theater school has the task of forming and professionalizing the future artists. In addition to acting skills, scenic speech plays an important role in these tasks. When raising a prospective actor, it is a good idea to have them become interested in fiction. The teacher should start this work from the very beginning. The success of "Stage speech" subject is in the study of the mysteries of this subject, reference is made to the various texts and works.

MATERIALS AND METHODS

In this process, some teachers face difficulties. Because most readers rarely read fiction, understanding the meaning of the word may be delayed. For such students, teacher support is a must and a choice in selecting material for the performance. Because they cannot control their abilities. As a result, they are left behind and disappointed. At times, however, there are those who hesitate to give their opinion. Frequent questions and discussions on the topic in individual sessions are an effective way to teach them to express themselves freely. This is because the reader is forced to express themselves and is encouraged.

The word art that reflects the spirit of the times is the poem of Muhammad Yusuf "Uzbekistan". (This poem is well known to many. So the text of the poem is not quoted.) The reader of this poem must deeply appreciate the innate value and holiness of the native land.

By the understanding the notion "The motherland is as sacred as the holy place," everyone appreciates and praises his father's fort with his whole mind, body and soul.

In the process of working with the text, the students' spiritual world, professional performance skills, commitment to their civic duty, and their love for the motherland and their people, and their hometown are all mobilized. The results of practical work with students show that while they don't possess pure thinking, discipline, curiosity, focus, attention, dedication and perfectly strong diligence, and still they don't have a keen eye, a keen interest, a clear view of the

environment and different events, scenes and details, it cannot be expected a required degree in performing arts.

Today, as we all know, in the upbringing of a creative and skilled actor, whether in theater, radio, television or cinema, the skills of acting and speaking are "twin" subjects. Stage speech requires students to have a broad and comprehensive knowledge of logical and figurative thinking, to act on word-based behavior. The stage speech is primarily a speech that is declared on the scene. It has methodological principles that have been tested in the original experience of the "Speech", "Acting Skills" disciplines taught more than fifty years in the education of actors. A lot of time is spent by the teacher for speech techniques in stage speech subject, such as articulation, diction, and vocal training. There are many flaws in the speech of future actors. It is the teacher's responsibility to work with them to correct speech deficiencies and improve their skills. At the same time, if the teacher does not pay attention to the first part of science - the technical part, the repertoire, the work on artistic expression - this is a violation of the laws of creativity. The actor must fully be aware of the diction and tone of voice when working on the role, the power of the word, the intonation, and the ways of communicating with the partner in action. Speech culture is a mirror of social culture that reflects the culture of human society. People living in a highly civilized society should also have a high level of speech culture. Therefore, culture can be said to be a reflection of the culture and prosperity of any social system.

At first glance, it became clear that the possibilities of our speech, our tongue that is useful only for dialogue - are so vast. Growth in these same opportunities has expanded over time, and progress has shifted to a time when everything has to do with how effectively the language and word capabilities are used.

Note that we often come across the concept of "leadership" in political conversations or in the flow of information directly related to politics. Today, leadership has become one of the most common words in the world. But there is one important aspect that is often overlooked in this regard - the way people think about direct relationships, their intercourse, and their emergence, or their particular activities, gatherings, and themes. The work of presenter in the art of speech is also responsible for activities that combine certain types of leadership and is a complex activity in its own right.

There are a number of reasons why contemporary Uzbek theaters do not respond to the full extent of their stage performances:

1. Irresponsibility. For example, it is unthinkable that a musician or dancer will perform on a stage without training. These artists regularly practice and develop their own performing techniques. Currently, many of our actors do not work on their own, other than working hours. They do not do any professional training. At the same time, they do not seek to enrich and improve their speech. As a result, the art of speaking continues to grow dull in the actors. As a consequence, devoid of such creative research, artists can also see Hamlet and A. Navoi, Farkhad and Majnun speak the same pronunciation. The only way to prevent such flaws is to prevent irresponsibility and indifference in the arts.

2. Uzbek is also a language rich in dialects. Local dialects are radically differ from each other. Nevertheless, some of our actors speak in their local dialects. Especially nowadays, some of the TV presenters speak in their own dialects. As a result, norms of literary language are violated.

The foundations of presenting are manifested in this civilization and in the continuity of civilization in relation to the importance and significance of a particular person. Today it is not an exaggeration to say that presenter is a human being "grew up and became" a leader as a result of progress of mankind in the eyes of the people.

And now that we are "adapting" to the intensity of today's fast-paced times, we can see that the presenting itself is one of the sciences, which has a particular subject of study and obscures all knowledge. Is it possible to learn how, in any case, under any circumstances, it can influence the way people think and learn, as well as any other science, to learn how to start and direct it in certain areas? It seems difficult to fully understand the rapidly changing events of our day. Sometimes this is not a commentary on the perception of events; it is precisely the presenting that is necessary for human relations today. It is becoming increasingly clear that being presenter is not just a mere expression of the word among the people, but a necessity for the majority of people - a science that clarifies important signs for future activities. In this context, it has become clear that the presenters must have their own secrets, or rather; the mysteries of the presenters must have been learnt and are now learning as other sciences.

The above critical approaches allow students to learn the essentials of every artist who are engaged in the theater, television, radio and dubbing sectors, such as microphone skills, accent, intonation, orthoepy, and working on the artist himself.

The information provided will enhance students' knowledge and skills in performing culture and presenting skills.

In a short period of time, our independent Uzbekistan has taken bold steps towards building a democratic state and civil society. Our country is making its own way of development and is moving forward confidently. In almost every book and issue of the First President of the Republic of Uzbekistan, Islam Karimov emphasizes that spirituality is the main decisive force for the development and prosperity of the state, and that the most important task of the state and society is to strengthen the spiritual state of the people. It also emphasizes the need to deeply study and preserve the spiritual heritage of our ancestors, to remember the great images of the past.

It is no coincidence that at this time the issue of national ideology and national macro issues is raised. After all, only those with strong faith, patriotism and national spirit can make economic and spiritual changes in society. These ideas are also detailed in the book by the First President of our independent Uzbekistan "High spirituality is an invincible force".

Undoubtedly, the role of art in the development of spirituality and access to the treasures of world culture and art is indisputable. The Decree of the First President of the Republic of Uzbekistan dated March 26, 1998 "On the Development of theatrical Art of Uzbekistan" promotes the strengthening of the horizons of the performing arts, including the art of speaking and eloquence. The visual arts that have lived in Uzbekistan for centuries cannot be imagined without the presenters and the announcers. Every presenter and announcer should be able to speak beautifully and competently in writing, to have a well-rounded speech, to be aware of the secrets of public speaking, and of course to work on artistic speech. Particularly, today's rapid development of information and telecommunication poses a great challenge for the citizens of independent Uzbekistan, who have mastered the art of speaking in new ways. It is good for every presenter or speaker to become well-acquainted with the art of public speaking.

While the culture of speech and rhetoric may seem to represent almost the same at first glance, it is, of course, interconnected. In this regard, we limit ourselves to the fact that public speaking can elevate one individual's ability to an artistic level, and that the culture of speaking is the notion that society and the public are widely accepted. That is why, in the light of the aims of this article, we begin the speech, first of all, with the art of oratory, which is the most important component of our speech culture.

The art of public speaking is an area where the skills and talents of the individual are developed and mastered and shaped. This art as a science engages the mind, enriches the life of society, provides a predominant wisdom in the management of society, demonstrates the process of personality formation through its words and speech skills and promotes the development of society for the greater good. Speaking has been a unique skill that has been given to a particular person since ancient times as a separate art. In this sense, although there is a connection between the speaker and the culture of speech, each is different in its own specificity.

The culture of speech is truly a language-related phenomenon. Its origin, requirements and criteria relate to literary language and its criteria. Among the speakers are those who do not fully comply with the requirements of the literary language, and those who show true vocabulary in a specific dialect or slang. Rhetoric is determined by the effectiveness of the speech and the art of the speech.

Speaking is an oral form of speech. Public speaking is the art of speaking. Speech culture is a concept both oral and written.

Speech culture of the whole nation envisions the general speech activity of the members of the society. The ultimate goal and dream of speech culture is to culturalize the speech of all people and the entire nation. Classical eloquence refers to the speech skills of individuals. Speaking mainly involves communicating specific ideas and goals to people through speech. In other words, speaking plays a key role in bringing your audience to a specific goal.

The artist's speech is intended for a broad audience, mainly for the majority of the audience. In addition to these, the culture of speech also includes ordinary conversations and individualized conversations. However, not everyone can become a speaker. But the speaker of the literary language must be aware of the culture of speech.

If there is a deficiency in a part of the speech organ, he may not be a speaker, even cannot speak normally. As K. S. Stanislavsky said, "In a good performer, in the actor, every vowel and consonant must be heard. Only then he can know what the word is and he can love it. If he get used to it, he won't blab much. "

The precise pronunciation of sounds involves the movement of speech organs. The lack of speech organs impedes the creation of a good work of art. To overcome this, the creator must continuously exercise his or her speech to develop specific speaking skills. Given the fact that human speech exists both in written and oral form, the art of public speaking is also closely related to artistic expression. At this point, it is appropriate to comment on artistic expression.

In literature, fiction means the art of written speech. The artistic word as an independent performing genre, with various names such as "One Actor Theater", "Single Word Performance", "Art of Fine Art", has a long and rich history in the Uzbek people's theater. Theater art considers

fiction as the most necessary component. While enjoying a range of possibilities, such as theater-music, dance, ornamentation, it lays the groundwork for his speech and elegance.

Because the artistic word plays a crucial role in the realization of the immense spiritual treasures in the playwrights. Television is the only synthetic instrument that combines all the available possibilities in the field of artistic expression, such as theater, cinema, radio, solo art. Radio is a tool based on the art of speech. No network has a large audience, such as radio. Radio speakers and presenters are different from theater actors. The speaker or starter working in front of the radio microphone lacks the ability to gesture, hand-play and eye contact.

As a result, the internal and logical tasks assigned to the performer are strengthened and, of course, only the artistic vocabulary is required.

The speaker is the initiator and the broadcaster, and there are certain rules that, of course, will be useful to know them:

1. First of all public speech, if it is written on paper must be read thoroughly, if not it must be well thought out or prepared;
2. Every thought has a beginning, climax and end. Most importantly, remember how the text you are reading or the speech you are speaking will end;
3. The beginner or the dictator can read official messages, as well as texts that are unfamiliar to him. It is not possible to add additional text to the text at this time. Because even a few additions to a particular text make it difficult to speak. An inexperienced beginner may make mistakes by fear of missing something from the record;
4. It is natural to be very excited. The only way to avoid it is to think of good things before going out and distract yourself from the content of the speech, not to panic about the audience. If that doesn't help, you can stretch your hands with your shoulders wide, then jump back and make a few moves;
5. It is not recommended to drink water before or during the talk. The water becomes an unnecessary burden on the heart and chokes the sound and this prevents them from concentrating;
6. When speaking in public in concert halls, the speaker should be careful about his clothes and his dress. The clothes should not be tight, the shoes should not squeeze the feet, and the tie should not strain the neck. Loose or tight clothing may prevent you from speaking freely and holding your body. The volume should be adjusted as you speak. The talk should be soft and persuasive, but not too long;
7. It is not appropriate to turn the volume up or down on stage, TV or radio. At the same time, the direction of the voice changes, and the attitude of the listener or audience does not produce the expected result. The talk should alternate between words and silence (pause). Keeping quiet means taking time to structure the words and sentences. At the same time, you can understand the mark that your audience gives you. But it is useless to pause, in the wrong place.

We are the descendants of a great nation who preferred humanity, dignity and kindness more than any gold or wealth from ancient times. There is something more that Allah gave them. This

is a blessing of word and speech. That is why our great thinkers have said that the word is superior to everything else.

It is the word that gives the dead soul;

It is the word that differs man from beast

Maybe there is nothing more honorable than it.

said Navai showing the great power of the word, Hussein Baikarah said that he was the "Master of the word".

Hero of Uzbekistan, Abdulla Aripov, with this poem showed the value of the word.

Where Temur couldn't reach with iron ,

With a pen reached easily Alisher

It is a great art to treat sweetness. One greatest thing that is left for future generations by mankind is a nice and sweet word. It is difficult to learn a person and it is hard to find a way to his heart, even when this way is found in the human heart, it is impossible to reach the destination at any speed. The only way to achieve this is through the power of the word. Man always misses a simple and sincere word and lives up to the natural. A good word used by artists is pleasant from young children to great grandparents.

The role and importance of art in the education of future generations is very important. Training of highly educated, cultured, spiritually mature, talented and capable specialists in the art school is one of the most urgent tasks today.

The power of the word is determined by its vibrancy and effectiveness. That is why there is a great demand for the speaker, so that he can always reach his listeners, influence his mind and make a difference in his mood and outlook. This means that all young artists who are involved in the art of word art, language culture, and literary language on stage take great responsibility on them. After all, the wise words, figurative expressions and proverbs that we know and do not know, will continue to be enriched with time, enriched with content and become the spiritual property of our people.

The next task is to revitalize theater and stage art and live performance through words, to convey a deeper meaning to the listener and audience, to achieve a high performing culture that provokes emotion. The stage for the actor not only a means of expressing an idea, but it also plays an important role in the ability to express the inner world of the hero and to use words that can provoke an audience's emotions. Therefore, the role playing requires a great deal of responsibility and a subtle taste from the actor. Our great teacher actors Abror Khidoyatov, Obid Jalilov, Shukur Burkhonov, Olim Khodjaev, Sora Eshonturayeva, Abbas Bakirov, Razzak Hamroyev, Lutfihonim Sarymsokova, Sadihon Tabibullaev, Nabi Rahimov, Khamza Umarov paid great attention to the language, pronunciation, clear and fluent word. There is no need to emphasize that any audience even with delicate taste can be charmed by their rhythmic speech, richly polished expressive word content and its magic. That is why these artists were able to become masters of their craft.

CONCLUSIONS

In summary, teachers of stage speech are primarily responsible for language and pronunciation. But when an actor goes to the theater stage, of course, the director and leading actors are in charge. Defects and shortcomings in the genre of the work and language are solved only in discussions and debates. If this issue is left aside, other disadvantages will also come to light.

Our people are rich in talent. The word is original, and if we use it honestly and cleanly, we will achieve our goal. The development of our theaters depends, first of all, on good drama and then on the skills of directors and actors.

Our young actors need to learn about the rich life and creative legacy left by the great artists, and our teachers have to work hard to develop these rich heritage.

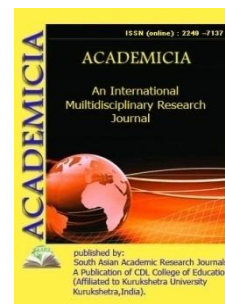
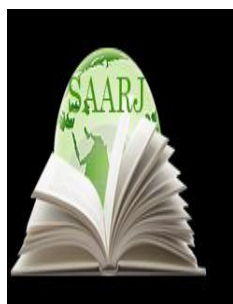
In short, when each director or actor takes the text of the playwright in his hands:

1. He should read the text several times without hurry and clear its idea.
2. He must understand that each word has a deep meaning and use his ability to find it.
3. The variety of styles and rich forms of speech should be carefully studied by the reader.
4. He must understand the importance of paying attention to the art of seeing and hearing while mastering the art of speaking.
5. It is also necessary to develop the ability to turn the power of the word into a weapon of influence.
6. The director and actor should master the art of listening and imagining.
7. The talk should be based on a very simple and compelling live speech.
8. He must realize that it is important to master the technique of speech, which includes elements of voice, diction, pause, accent, tone, intonation.
9. It is necessary to learn to work on the word, to use the rich tone of the Uzbek language.
10. It is important to emphasize that the main purpose of the speech is to convey the idea of the work.
11. The actor should not only express the playwright's opinion, but also understand that the word must help the actor in conveying the inner world of the protagonist, and that simple word must be magic in the act of the actor.
12. Whether every word on the stage has magic, it must not be dry and lifeless.
13. The tone of the speech shows how the actor has mastered the text through his emotions. This means that discovering a natural tone to the word must deeply realize that the scene does not accept the spirit of the book.
14. It is useless to try to solve these problems without thoroughly mastering the literary language that is the basis of the talk.

Our people are rich in talent. The word is original, and if we use it honestly and cleanly, it is ours. The development of our theaters depends, first of all, on good drama and then on the skills of directors and actors. Our young actors need to learn about the rich life and creative legacy left by the great artists, and our teachers have to work hard to develop these rich heritage.

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DOI NUMBER: 10.5958/2249-7137.2020.00112.3

INNOVATIVE THINKING AND HEURISTICS

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ABSTRACT

In this article, a philosophical-reflexive study of innovative and euristic aspects of the style of scientific thought is made. The article analyzes the genesis, etymology, networking and social significance of the concept of innovation. Also, various approaches to innovative thinking are studied on the basis of comparative analysis. The philosophical and epistemological essence of heuristics has become the subject of research. The role and importance of heuristics in the formation of innovative thinking has been expressed. The relevance of innovation process as a phenomenon to heuristics has been analyzed on the basis of a systematic approach. The cause and consequence of the transformation of innovative thinking into a broad social consciousness direction is the innovative development that takes place in society. During the transition to Information Society, the reduction and acceleration of the time it takes to produce, consume products, keep them updated constitute the demand for activities, in particular creative intellectual activity, innovation development. In the summary section, several theoretical, practical suggestions are given to the process of innovaion and the development of thinking.

KEYWORDS: *Innovation, Innovation Thinking, Innovation Activity, Evristika, Innovation, Discovery, Style Of Scientific Thought.*

INTRODUCTION

Having gained independence, Uzbekistan has launched the construction of a legal, democratic state, civil society by putting into operation its enormous potential and creating advanced social structures based on the latest innovative and information technologies. Innovation development is manifested in a number of quality changes. In the first place, structural and functional upgrades in all aspects of society become a priority process. The introduction of innovative

technologies, non-traditional thinking and functioning, the wide use of the latest production methods and tools in a society that has entered into the sphere of such changes, raises the level of social need, takes the tone of sustainable practice.

The model of innovation development, which is acceptable for our republic, in particular the strategic program of social innovation, was named as the "Strategy of action" for the years 2017-2021 on further development of the Republic of Uzbekistan, in particular on promotion of innovative educational, scientific research and innovation activities. [1.26] that is, the cycle of innovation development has begun in our country. Our President Sh.Mirziyoyev's "the life itself and the demands of the people are setting new and more complex tasks for which it is necessary to find our practical solution." [2.10] it means that the creation and implementation of innovative ideas and technologies is an important and urgent task.

Innovation process refers to the technological side of innovation, is a broad-coverage phenomenon, which includes the emergence, adoption, assimilation, distribution and implementation of innovations. Innovation activity expresses the creative side of innovation and leads to the transformation of existing thinking and lifestyle, means of Labor, subjects and methods, social structure and technology. There are sub-factors (motivation, need) and object of innovative activity that lead to the assimilation of thinking and lifestyle of creative activity. Innovation processes represent the essence of change in social processes, are the source of development of society. [3.120]

This is the first president of our country. I.A.Karimov pointed out., in the current conditions, "it is especially important to change people's thinking, hardened concepts". [4.45] the performance of this task, in turn, gives the opportunity to formulate innovative thinking, which is considered a modern thinking and is integrated into the minds of specialists.

Today, the expressions **"innovation", "innovation technologies", "innovation mentality", "innovation personality"** and **"innovation specialist"** are used on a global scale. After all, the future of the country depends on innovative specialists who have innovative thinking, who have mastered innovative technologies, who can put it into practice. In our country, too, the realization of innovative ideas, technologies and projects has become one of the most priority tasks.

The concept of innovation was originally used in international economic literature in the sense of creating new products and technologies as a result of the application of scientific and technical progress in the capacity to real processes. Therefore, the process of innovation on a global scale initially began within the framework of scientific and technical progress of economic character. Also, the concept of innovation began to be adopted as a key mechanism of aosi, a measure that would bring about the economic life of transition countries to a new level of decline.

During this period, such concepts as **"innovation activity", "innovation process", "innovation solution"** were used side by side with innovation. Currently, innovation has Management, economic, technical, management spheres. [5.17] the study of the phenomenon of innovation took a serious toll at the beginning of the last century. Austrian scientist Joseph Shumpeter introduced the term "innovation" into science, gave a description of innovative processes. At the same time, the study of the phenomenon of creative thinking and its legalities was widely established.

LITERATURE REVIEW

The study of the problems of creative and heuristic thinking as an innovation process led to the formation of the concept of "innovation thinking". [6.127-.130] by the present time, the new style of thinking, which is formed within the framework of post-modern science, is in harmony with innovative thinking.

Contemplation is a spiritual process by which a person carries out the cognitive shell of reason, thanks to which the laws of the universe and in it are studied, the artificial environment of life and living ("second nature") is created. Contemplation as a complex mental process manifests itself in the analytical, synthetic, combinative, associative action and transformation of imagination, consciousness, judgment and conclusions, which are its consonants.

Based on what situation and motivation, as well as what intellectual (logical, methodological, figurative, etc.) elements are used in thinking, the researchers distinguish between the types of verbal (situational), visual, figurative, concrete and abstract, intuitive and logical, analytical, voluntary and subconscious, productive and restorative.

When it comes to productive and restorative types of thinking, based on their differentiation, Z.I. Kalmikova noted that the level of innovation lies in the result that is generated in the process of thought activity. [7.12] the innovation generated in thinking is the manifestation of intellectual creativity. Given that, productive thinking is called creative thinking.

Productive thinking is one of the driving forces for the development of Man and society, through which the transformation of social associations is carried out, the development of ideologies of new ideas, teachings that lead to this.

In the intellectual activity of each person there is creative thinking. Indeed, any new imagination, drawing conclusions, requires creative thinking. That is, when such creative intellectual activity constitutes a component of the social sphere of production or process, continuous material-technical and spiritual-intellectual development takes place in society. Historically, this situation is inherent in industrial society.

The formation of the Industrial society has led to the emergence of an atmosphere of positivity and creativity in relation to innovation. This society is based on machine-making, market economy, scientific organization of Labor, technical, organizational and economic rationality (rational operation). The pursuit of innovation, the satisfaction of improving needs through the introduction of new products, the creation of various service areas are a continuous process. Naturally, the intellectual update, its theoretical and practical issues, has become a subject of research. In the process of formation of this research, object and subject, the science of "innovation" arose.

S.R. Yagolkovsky defines the characteristics of innovative thinking as follows: "the ability to see the problem in a new way and overcome simple stereotypes, to understand it, to identify and emphasize the development of a "promising" idea for further development, to convince others that this is also right, promising, and to highly assess the pragmatic value of the chosen idea." [8.272]

Other researchers note that innovative thinking is of a constructive, transformational, practical and creative character. [9.94-98]

According to the V.V. Utemov approach, "innovative thinking is a deviation (from the mold) from the deductive method of solving problematic situations." [10.58]

A.E.Mikhnevich believes that "innovative thinking - discovery has a euristic potential, a vision aimed at creating a new one" [11.49].

Attempt to give a complete definition to innovation thinking it was carried out by V.P.Delia, according to which it is possible to create and produce spiritual models in which the person has evristic thinking, physiological sequences, socio-cultural patterns, including spontaneous noumenon, it is possible to impulsively objectively objectively object to innovations and in the process of innovation aimed at improving the existing landscape of the world from positions of spirituality, [12.232]

In literature, there is the following definition of innovative thinking: "innovative thinking is a creative thinking aimed at satisfying the growing and improving needs of a person, and at producing new ideas, projects and values on a regular basis in specialized communities and enterprises." [13.17]

Innovation is becoming the main type of activity in the systems of production and social activity of the present time, expressing the discovery, development and introduction of new ideas, technologies, Information projects and products into society. Discovery and invention is the field of scientific, artistic and technological creativity.

In the study of creative thinking, which manifests itself in such activity, researchers began to distinguish between fertile and restorative, reproductive and innovative types of thinking. In our opinion, thinking, as a priority activity, is aimed at the production of new ideas, concepts and projects, and has the basis to define it as an innovative thought, and not simply productive one. The fact is that in every way of thinking there is an idea (image, idea and hoc.) the process of formation exists. A developed idea can be a new or restorative idea for the owner of thought. In a certain sense, the term productive thinking has a broader meaning than the term "innovative thinking". On the basis of the formation of non-directional, sectoral innovation thinking is aimed at the development, implementation and dissemination of new ideas, after the activity becomes a routine process, creative thinking rises to the level of productive, creative activity, that is, productive activity. In this way, cognitive, intellectual innovation is formed.

In our opinion, the style of innovation is a form and system of social activity that is aimed at reducing the time when a person goes to specialized enterprises and their renewal of new ideas, values and projects aimed at satisfying new needs and problems. Basically, the orientation to the creation of new facts, ideas and projects, the sequencing of this process, the systematization davriy having a regular character determines the peculiarity of innovative activity.

Innovative thinking is a multi-stage cycle process, in which there are differences in the beginning, ascent and completion, time intervals. The role and importance of innovative thinking in science and practice is largely dependent on the development of evristical methods and approaches.

The formation of innovative thinking is determined by its evristic aspects. The introduction of the euristic aspects of thinking, science and practice give an opportunity to formulate innovative thinking, which is considered a modern thinking and is integrated into the minds of specialists.

"Uzbekistan," he said I.A.Karimov, - has all the necessary conditions for the transition to the modern model of the innovative type of development".[14.626]

It connects the concept of" evristics "with the phenomenon of thought and is used as" evristic thinking". Evristika it is a science that studies the process of making discoveries and inventions. Many aspects of these processes are not based on the rules of logic and rationality. Researchers pay attention to the presence in the structure of these processes of many intuitive, unusual, components that are difficult to understand by reason.[15.64]

In fact, evristics performs the function of innovative thinking. Innovative thinking has a feature of the evristic science which is the direction of research. The innovative-evrist approach serves as an integrated link between scientific and non-scientific knowledge, rationality and the study of phenomena of informality. In the periods of the scientific revolution, the style of scientific or technological thought acquires a strong dynamic nature of change and renewal.

The main task of the heuristics is an illustration from drawing up a new search process model for a given system, giving the same process detail. In heuristics, attention is focused not on creativity, which has any juristic form, but on studying and modeling the general nature or structure of any creative activity, that is, the process of searching and creating a new idea that arises from the solution of the problem.

Our studies show that innovative thinking acquires new qualities, that is, in it, along with the traditional methods associated with the role-playing, conduction, unification and separation of discovery, methods that stimulate imagination: a system of rush periods, a free discussion of the problem in an uncritical situation, the creation of an atmosphere of contention, as well as making humorous assumptions are noted. Bunda is given approaches to the style of scientific thinking, liberalization, probability, intellektual aspects of the game.

According to the authors, there are no rules that inevitably follow in the heuristics, it is possible to say about the specific features and properties that are determined in the process of the evristic search. All methods and deeds, stages and codes of a particular invention come into the field of Eurasia. Rasional evristics does not imply the existence of stereotypical rules that are placed in a coherent sequence and are described in a general way. In it, both the process of research, the choice of methods of research, and its result will be news. In it, each person's own characteristics should be reflected and taken into account.[16,189]

CONCLUSION

Evristika and innovatika have developed the theoretical ideas and approaches necessary for the study of the properties and legalities of innovative thinking. Especially in the following years, a new form of philosophy developed in the direction of dualistics, synergetics, game theory, postnocyclic philosophy, creative thinking style. This plays an important role in the formation of an innovative style of scientific thought in society.

The manifestation of innovative thinking in social life is influenced by objects and subjects, internal and external forces, various factors:

First, the intellectual culture and potential of people in society;

Secondly, the modernity and quality of the educational system;

Third, innovation activities in the society and the order of the product (need);

Fourthly, the creation, introduction of innovation, the introduction into practice by the state and Society of funding (support);

Fifth, the development of evristical, creative and innovative thinking in people;

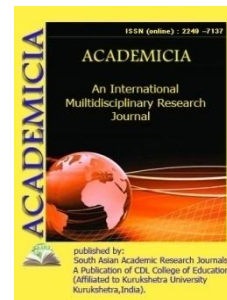
Sixth, the formation of a pragmatic approach to innovation and heuristics. Research of these recommendations in a complex manner is an important factor in the conception of innovation thought.

The innovation, heuristic essence of the modern way of thinking, its social necessity, the methodological task of professional qualification of young specialists and scientists.

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DOI NUMBER: **10.5958/2249-7137.2020.00116.0**

FACTORS FOR THE DEVELOPMENT OF TOURISM CULTURE IN THE UZBEK NATIONAL VALUE SYSTEM

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ABSTRACT

The article highlights the value of tourism in the Uzbek national mentality. Also, dialectical analysis of the transformation of national values, rich material and cultural heritage, hospitality traditions into the phenomenon of tourism, and the combination of history and modernity.

KEYWORDS: *Hospitality, Tourism Culture, Value, Hotel, Visiting, Ethnography, Honesty, Progressive Value.*

INTRODUCTION

The 21st century seals new jewelry in the study of the history and national identity of the Uzbek people. Especially after the country gained independence, people's self-consciousness, increased attention to national values, historical traditions revived the long-standing heritage, national values and traditions of our ancestors and the need for a modern approach to society is happening. In this regard, tourism is seen as the most effective means of introducing foreigners to the history, culture, traditions and values of the country. The transformation of important historical events, historical figures and national values, our rich material and cultural heritage into the phenomenon of tourism is relevant today.

Every powerful civilization has tried to establish order on the world stage at the peak of its development. Its purpose was to spread as much as possible its own rules and principles, thus creating a new world in which harmony and a new order would prevail. [1] Also, the desire of the peoples of the world to recognize the world through its holidays, games and rituals, social relations, community traditions, religious beliefs further accelerates the processes of globalization. In this historical, socio-political process, the study of individual and collective

relations, the role of national cultures in the modern civilized society, the factors of survival, puts the sociologists' important tasks. Societies based on respect for national values will try to eliminate alien ideas and arm their people against alien culture, while public policies will push for a "closed" policy against globalization. There are several examples in the history of world politics that usually reflect the impact of a state-based policy.

Today, rituals, traditions, religious beliefs, national values of each nation and people serve to restore their true quality of life. In essence, it is a social phenomenon formed in the course of a complex of events and the practical activities of people, which are of vital importance to human and human life and serve the interests and goals of national, ethnic and social groups. Interethnic harmony and intercultural cooperation formed as national values for the peoples of our country are recognized in the world community as universal values. The development of tourism culture is an important factor in enhancing our citizens' perceptions of our national values and cultural heritage, as well as developing a sense of national pride. [2]

The rich spiritual culture of the Uzbek people, its unique national values, its invaluable philosophical and historical, spiritual heritage serve to raise the spiritual level of our people. The friendship of our people with other peoples and nations is an integral feature of the national spirit. The Uzbek people have never put themselves above any other people, and they have shown due respect to other nations and religions. Among the social and political values, the stability and peace gained by independence are of particular importance. Peace, interethnic accord and hospitality, striving for their preservation and consolidation have always been a distinctive feature of the Uzbek people. Peace and stability are the tools that unite with the international community. "Only people who have shared and destroyed common human values, such as humanity and goodness, can be closer and understandable to the people of the world and be accepted into the international community. Only equal and mutually beneficial relations can be established with them"[3].

Community development is called progressive in terms of the impact it has on human life. All types of progressive values are tools for the welfare, prosperity, and moral development of the individual. The values that contribute to the progressive values of the economy, culture and spiritual development of our society, nurturing a perfect person on the basis of national ethics, morals and traditions, integrating our state into the world civilization. In our opinion, it is expedient to include tourism and travel as one of the most progressive values. Today, tourism is the most important part of the socio-economic development of the world, and the concept of tourism has been replaced by a new name for tourism. Tourism has evolved over the centuries in the Uzbek national mentality and has become a special status. In the Uzbek national mentality, the prestigious status of tourism is linked to the traditions of pilgrimage, travel, pilgrimage, travel for knowledge, and hospitality. Also, the area between the two rivers, which for centuries has been at the crossroads of international trade and communications, has long-standing traditions in crafts, agriculture and commerce, is still relevant today. Uzbekistan is located on the Great Silk Road on the path of commerce, merchants and travelers, geographers and missionaries, invaders and conquerors. Today, Uzbekistan is becoming one of the most attractive destinations for initiative, culture, history, tradition and exotic countries.

Review of the literature on the topic

Local peculiarities of different ethnic and ethnographic regions, including historical and ethnographic regions, such as Fergana Valley, South Uzbekistan, Bukhara and Khorezm, local characteristics, transformation processes in material and spiritual culture, interethnic processes, ethnology of various diasporas living in the country and modern ethno-cultural processes, restoration of historical monuments, preservation of traditional national values in the modern urban environment researches

important scientific and practical significance. The land of Uzbekistan is mentioned in many historical sources as one of the earliest countries where

the first religious views and visions emerged. Since ancient times, religions with complex ideological systems such as Zoroastrianism, Buddhism, Judaism and Christianity have been at peace in the region. Ancient tombs in Teshik-Tash caves, Buddhist finds in Fayoztepa, Karatepa, Zoroastrian temples in Tuprukkala and Koykylgankala monuments are now a favorite destination for tourists thanks to the work of Japanese and French archeologists.

China's Xuan-Jiang reports that at the beginning of the 7th century, 10 Buddhist parishes and a thousand monks were operating in Termez. In Uzbekistan, the roots of religious tolerance and reconciliation go back centuries.[4] According to Kato, a Japanese scholar who is doing research on different cultures of religions in Uzbekistan, the unique Buddhist monuments, Jewish monuments, and Christian pilgrimage sites in Bukhara have a number of Islamic monuments in our country. According to academician V.Bartold, there was a Christian bishop in Samarkand in the sixth century and a metropolitan before the arrival of Arabs. Christianity was also present in the regions of present-day Tashkent and Khorezm. Today, Christian churches in Uzbekistan have been built mainly after the Tsarist Russia invasion, but Christianity has a long history in the area.

In the tourist values of the Uzbek people, the concept of pilgrimage is very important. Pilgrimage means going somewhere. A pilgrimage is, in essence, a pilgrimage to sacred sites, to the graves of saints, and to cemeteries.[5] For example, it is sacred for Muslims to visit the shrines of the saints in Saudi Arabia - Al-Ka'bah, Mecca, Medina, Imam al-Bukhari in Samarkand, Hoja Ahmad Yassavi in Turkestan, HazratBahovuddinNakshband in Bukhara and HazratPahlavon Mahmud in Khiva. Such places are a place of pilgrimage not only for the Uzbek people, but also for foreigners.[6] Pilgrimage requires purification, abstinence from graves, and good manners. Pilgrimage is the tourist base of Islam.

The founder of the "Hojagon" doctrine, KhojaiJahan, was said to be traveling in his own country, according to the Abu GhulwaniGhijduvani "Safar darvatan" [7].

Hospitality as a part of tourism is also important for the development of this sector. In the Uzbek national mentality, the important role of tourism culture is played by the traditions of hospitality. Caucasus, the author of the great pandemic, writes of hospitality and hospitality: "Every time your guests come home, you should go out with them and communicate with them, so that they may give you thanks." [8]

The 15th-century scholar Hussein VoizGhassifi commented on the etiquette of welcoming guests welcoming the guest and having a good time, having a friendly face with the guest, not complaining about the visitor no matter how much, not greed or jealousy of the visitor, to make

the guest genuinely happy, without resorting to counterfeiting.[9] Mahmoud ibn Muhammad comments on Uzbek hospitality: "When a guest arrives, you can ask him what he eats and what he wants. If his wishes are taken into consideration, the joy of the guest will increase. However, it is unethical to ask a visitor: "Do you eat anything or take something"? So you have to put everything in the house before him" We must develop the culture of tourism through the traditions of hospitality in the system of Uzbek national values and further increase the flow of tourists to our country.

RESEARCH METHODOLOGY

The research used such philosophical principles as systematic, theoretical and deductive conclusions, analysis and synthesis, historicity and logic, hermeneutic analysis, heterogeneity, the unity of humanity and nationality, and comparative analysis.

Analysis and results

The following aspects should be taken into account in the development of tourism culture in the national mentality.

- It is necessary to take into account the national and religious belonging, traditions and way of life of tourists, to create special kitchens for them. Vegetarians are the main tourist destination. Most of our national dishes are meaty and fat.
- It is necessary to adjust the service level of hotels with "stars". Tourists use the hotel's services to pay attention to the smallest details: regular hot and cold water, mineral water in rooms, bookings for Muslim guests, and "Qibla" indicators.
- For foreign tourists, hotels do not meet the required level of service, which will slow down the flow of tourists. Often this is due to the fact that the hotels do not meet the established world standards. In order to overcome such shortcomings, it is important to establish an electronic service that can reflect the complaints of tourists.
- Another thing that annoys tourists is the fact that the ancient monuments lost their true appearance as a result of the restoration. It is necessary to further strengthen the emphasis on the preservation of ancient buildings in the present or existing state in the development of tourism culture and to strengthen them with relevant decisions.
- The culture of waiting and watching the tourists is the highest level of service. One of the major obstacles to the development of tourism is the lack of knowledge of the foreign language, protection of tourists, and direct involvement in historical sites by representatives of the security services [10].
- Adjustment of potential guest religion, mentality and lifestyle in the service of visiting places, hotels and resorts. The first steps in this area were: Entrepreneurial Family Fun, Halal Tourism, Dining in High-quality Dining Rooms, Creation of Pools for Men and Women, Children's Stores, Halal Labels and Food organization of lessons on introduction of services.

It would also be appropriate to add to this list the existing sixteenth-century women's Kunjak baths and other preserved greenhouses located in the city of Bukhara and advertise it as an ancient miniature building. That is, if the majority of tourists come from Muslim countries, there are enough historical grounds for doing "fair tourism" in Uzbekistan.

- Coming to the Bukhara region is a daily tour of the complex "Seven Pir". It is a well-thought-out spiritual, organizational, and economic event. But the road infrastructure between the Seven Pir shrines, the repair of buildings and sidewalks around the pilgrimage area, is of paramount importance to the grandeur of historic buildings.

- Another aspect of the ethics of pilgrimage is the liberation of toilets, which are most "recognized" by tourists. The tourist destinations in Uzbekistan, Tashkent, Samarkand, Bukhara, Khiva, and Ferghana Valley provide WC rooms for tourists traveling by bus or road, and a clean, clean place for men and women.

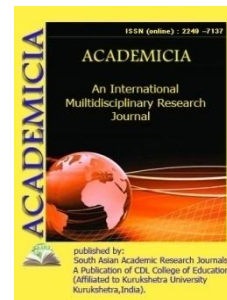
CONCLUSIONS AND SUGGESTIONS

Analysis shows that today our spiritual values are becoming an integral part of the tourism industry. The main reason is that foreign tourists want to see and study the culture of the exotic peoples. Uzbekistan is distinguished not only by its ancient architectural monuments, unique culture, but also by the richness of various national games. It's time to use the tools to attract more foreign tourists to our country. Tourism is also very important in the transfer of our national values to future generations. The development of tourism culture in our country, in turn, will be an important factor in accelerating integration with foreign countries. The development of tourism culture contributes to the treasury of the country, providing the currency, creating new jobs and improving the well-being of the population. Uzbekistan has great tourism potential, the conditions created for foreign and domestic tourists, as well as the principles of national and religious tolerance; is the most important factor. Tourism can also be made at the same time as visiting religious places and visiting relatives and friends. The development of domestic tourism promotes the spiritual outlook of young people through the study and study of the region in which they live, and is an important factor in the development of patriotism.

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DOI NUMBER: **10.5958/2249-7137.2020.00184.6**

PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS FOR THE DEVELOPMENT OF CRITICAL THINKING OF STUDENTS

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ABSTRACT

The article is determined by the social order of society and the state for a creative, purposeful person with critical thinking, able to create new and transform existing ways of organizing educational activities. Modern educational programs provide a large amount of information for children, however, applying this knowledge is very problematic. Therefore, the application of critical thinking development technology allows the teacher to build a lesson in the form of group lessons, create an atmosphere of partnership in the classroom, and jointly find a solution to the problem. Thus, the use of this technology in the educational process ensures the productive development of the child's intellectual abilities.

KEYWORDS: *Critical Thinking, Education, Pedagogical And Psychological Aspect, Development.*

INTRODUCTION

Educational technology for the development of critical thinking is one of the new in Russian didactics. Developed at the end of the last century by American scientists C. Meredith, D. Steele and C. Temple, it involves the formation of a certain system of mental and communicative qualities in students that ensures effective work with information material. [1]

It is very problematic to motivate a modern child to cognitive activity in conditions of a large information flow. In our opinion, this is due to the low level of development of thinking, and above all, critical.

The criticality of the mind is the ability of a person to evaluate his own and others' statements, objectively verify the conclusions made. These behavioral skills are acquired by children during the training session. Responsibility for this process passes to the teaching staff, therefore, the teacher should build the lesson in such a way that each of his pupils is involved, and most importantly, can show all their individual characteristics.

Starting to investigate the problem posed, it is necessary to reveal the main psychological and pedagogical features of adolescent children, since our work is aimed at studying this category of schoolchildren, and also characterize the development of critical thinking in the middle link of a general educational organization.

Taking into account the age characteristics of children is one of the main pedagogical principles for building the educational process. Given this trend, the teacher distributes the workload, establishes the most favorable lesson course and student rest time. Also, this feature affects the choice of forms and teaching methods.

Adolescence is characterized by shifts in thinking, in cognitive activity. Children at this age are no longer satisfied exclusively with the external data of objects; they have an interest in the essence of the thing in question. Students are trying to trace a causal relationship, based on this, they have a large number of questions when studying new material. In the course of preparing and conducting the lesson at the middle level, it is important to pay attention to making the learning process problematic, which means that the child himself must formulate difficult questions and develop the ability to make theoretical conclusions. Also, one of the most important tasks of the learning process in adolescence is the development of independent work skills, the development of creative abilities during the preparation of necessary tasks.

It is worth noting that "the periods of rising energy and activity of adolescents bring a lot of concern. Often they are accompanied by mischief, pranks, a desire to show their strength, physical and moral superiority. These "breakdowns" in behavior just speak of the semi-childish and semi-adult adolescents, the lack of ability to seriously, responsibly approach the consideration of their actions and actions. All this, of course, complicates training and education." [2]

Periods of a child's life: primary school age, adolescence or adolescence, and senior school age.

Compared with primary school age, adolescence is characterized by a period of qualitative changes in the communicative development of the individual.

An individual style of speech is formed, its structure is complicated, speech is filled with more complex terms.

One of the central moments in the development of a teenager is the emerging sense of "maturity." It determines the desire of adolescents to acquire the skills and qualities that characterize an adult, and forms the basis for the formation of responsibility - the most important personality characteristic that distinguishes a socially mature person from a socially immature one. Responsibility is the main component of social competence.

Thus, during this period, a more complete formation of "I - concept" begins, which reflects an objective attitude to oneself and one's actions, i.e. if a child has passed the stage of a primary school student, then he can express his own self-esteem adequately, rationally to his actions.

The next distinctive moment of the period of adolescence is the need for communication with peers. If in primary school, children are more interested in interacting with a teacher, then middle-level students give the leading role to friends and classmates. For the child, the sphere of groups that are formed at the level of the class or even the whole school becomes an important task. There is a need to assert oneself in a leading environment, and here our words are confirmed about the growing role of "I - concept" in the life of the younger generation.

So, from the above facts, we can already say that this category of students has its own distinctive features. Turning to the question of critical thinking in the middle link, it is also necessary to note the specific characteristics of this age period of children.

"In the psychological and pedagogical literature there is no clear definition of the boundaries of adolescence, they are not defined differently by different researchers and cover the period from 10 (11) to 16 (17) years (L.S. Vygotsky, A.V. Mudrik, I.S. Kon, G.S. Abramova, V.S. Mukhin, N.N. Tolstykh, D. B. Elkonin, D.I. Feldstein and others). Traditionally, adolescence is associated with teaching children in middle school. These are children from 10-11 to 14-15 years old. " [3]

In adolescence, there is a need for serious independent activity, which can be implemented as part of the school curriculum. Here, an important point is the right choice of "independence", since you need not only to learn to act, to defend your views and interests, but also to be able to take into account the points of view of other people. Also, one must not fall under the influence of another's will, when one can act according to a simple pattern, while considering himself a self-affirming person.

According to many scholars, adolescence is considered one of the most difficult, this can be explained by the following facts: the beginning of the teenage period coincides with the transition of students from primary to secondary. This is the age when a child says goodbye to childhood and moves from a learning game to a more conscious environment. At this time, children are calm in relation to the educational sphere, but there is an expansion of the circle of interaction, both among the teaching staff and among peers, how no one can say how students perceive this process.

In terms of training, significant changes are also taking place, as noted above, the game remains at a younger stage. A variety of academic subjects is becoming familiar to adolescents. A large amount of information can affect the fact that teaching for a child will become a formality, and here the teacher's participation in the process of the lesson is important, it should motivate students to make it clear how important the process of acquiring new knowledge is for their future lives.

In adolescence, the prerequisites are fully created for the student to participate in the regulation of his own educational activity, which will characterize him as the subject of this activity.

In order for a student to become a subject of educational activity, he must have a system of distinct ideas about his abilities in solving various kinds of self-regulation tasks, and a system of skills and abilities related to these ideas must be developed. A schoolchild will be able to acquire these skills only in real activities, first together with an adult who will show how this is done, help in organizing his own efforts to achieve the goal, and direct activity in the right direction. In the future, the student tries to organize his activities aimed at achieving goals first formulated by the teacher, and then independently.

Based on the analysis of scientific literature, we can say that the creation of conditions for the development of a student who knows how to learn contributes to the development of all elements of educational activity, and this allows students to become not only objects of influence from adults, but most importantly, to become subjects of the educational process.

“In grades 5-6, activities are carried out through class hours. In the 5th grade, the content is aimed at getting to know your “I”, emphasis is placed on the statement: “I am.”

In the 6th grade, students continue to expand their own ideas about themselves, to deepen their knowledge of individual typological features. By the end of the 6th grade, adolescents form an “image of I”, consisting of physiological, psychological, moral and other personality traits - “What Am I?”.

Based on the formed “image of I” in the 7th grade, students are offered a form of work on self-determination and self-knowledge, where students, together with a psychologist, are actively looking for the answer to the question: “Who Am I?”. The content of the activity at this stage is work aimed at self-acceptance of the formed “image of the Self.”

In the 8th grade, the main content is to help not only in self-acceptance, but also in self-presentation by students of their own characteristics, capabilities, and personal qualities to others. In the 9th grade, work continues in this direction, with the emphasis shifting from self-acceptance and self-presentation to self-determination and self-determination, work is underway to develop personal qualities relevant to the basic needs of this age - self-determination: the ability to self-knowledge, introspection and self-determination, self-confidence, readiness for choice, responsibility, purposefulness (the ability to set and achieve goals), self-criticism, independence, emotional and behavioral flexibility, willpower, etc. ”

Thus, “adolescence is a time of a serious restructuring of the personality, when psychological neoplasms, social views and attitudes are formed. This is the period when the child has a need for self-affirmation among the surrounding peers. “At this stage, it is very important that close people are located next to the child, who would have had the right impact on him, sent him in the right direction.”

So, based on the foregoing, we can say the following: the adolescent period, in our opinion, is one of the main points in the development of self-regulation of activity. It was at this time that the teenager was ready for new types of educational interaction, he was interested in fulfilling the tasks of the teacher and the forms of organizing his own, independent activity. These facts must be taken into account by the teacher in preparation for the education of adolescent children.

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DOI NUMBER: **10.5958/2249-7137.2020.00185.8**

FEATURES OF PROFESSIONAL ACTIVITY THE MODERN TEACHER OF THE SUBJECT "TECHNOLOGY"

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ABSTRACT

In the modern socio-economic conditions, the vector of development of the system of General education aims at all-round development of abilities and potential of students who can later become competitive specialists. The answer to this social order was the introduction of the Federal basic curriculum subject area "Technology", which summarizes the fundamental knowledge of natural Sciences and Humanities, entrepreneurial ideas to meet the social task of training competent professionals. The author presents the structure of the subject area "Technology" and the stages of preparation of pupils, conditional release its specificity to improve the training of teachers of technology in pedagogical higher education institution.

KEYWORDS: Higher Education, General Education, Subject Area «Technology», Teacher, Training.

INTRODUCTION

The need for schoolchildren to receive the basics of technological education is an objective regularity that meets the tasks of developing society, creative and organizational development of the individual, instilling labor and domestic skills, readiness for activity in market conditions, preserving national traditions and crafts. In the domestic system of general education, the subject area of the discipline "Technology" covers all stages of education from grades 1 to 11, carrying out the functions of adaptation, self-determination, realization of the student's inclinations and abilities, based on the knowledge and methods of activity that meet the objectives of "schoolchildren's participation in social, non-professional activities, forming their worldview, the system of values of ideals" [1].

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labor and domestic skills, readiness for activity in market conditions, preserving national traditions and crafts.

The breadth of the subject area, the duration of the pedagogical impact provide close interest and a significant amount of scientific work of teachers in the field of "Technology".

The subject area "Technology" summarizes the fundamental knowledge of the natural sciences and the humanities, technical and technological knowledge and skills, entrepreneurial ideas, business abilities, demonstrating how to develop a competitive product or service for the student's further creative activity, responding to the social task of preparing a competent professional based on knowledge synthesis and skills that provide a range of human functions (citizen, hard worker, owner, family man) and contribute to his upbringing. The specificity of the discipline "Technology" lies in its integrated nature, which includes the scientific knowledge of other disciplines, practical orientation, its applied orientation and connection with professional, social and household human activities.

The basis of the content of the subject "Technology" is: labor and its organization, safety and culture; information technology, as the provision of all areas of discipline; drawing, graphics and design; entrepreneurship as applied economic knowledge; life safety aspects (labor safety, technical, technological and environmental safety); vocational guidance.

During training at school, students go through the following stages of training in the subject area "Technology":

- elementary school: elementary labor and household skills, applied creativity, types and simple technologies for processing materials, information and energy, the basics of life safety, the formation and development of creative abilities;
- high school: deepening knowledge, skills, techniques for working with materials, information and energy, assessing the level of technology's influence on all spheres of life, the idea of professional activity in various areas of "man-machine", man-man",
- "person-sign", the development of creative abilities, the basics of graphics, modeling and design, the formation of knowledge about entrepreneurial activity, the production of competitive goods and services, the rational organization of activities;
- high school: strengthening the professional orientation and professional orientation of educational activities, taking into account market conditions, acquiring entrepreneurship and business organization skills, the possibility of obtaining initial professional training.

Modern students from about the middle level of the school are increasingly asking the question - "why should we study a particular subject?". Good grades in all disciplines and the manifestation of the necessary activity in all areas of study are quite rare, even among strong students. The significance of the acquired knowledge and skills for the planned field of activity is decisive, the disciplines are divided into "necessary" and "unnecessary", and, as a rule, the subject "Technology" does not fall into this list. Meanwhile, with a change in the functions and direction of training, a technology teacher can appear as an expert and coordinator, allowing the integration of aspects of the student's potential interest, teaching them along with the technological skills of managerial activity, organizational and entrepreneurial fundamentals, economic literacy, developing the functions of successful managers and businessmen. Here it is

the best possible way, the professional orientation of the student will be revealed, a possible choice of the sphere of application of his abilities and knowledge will be made, the formation of interest, motivation and stimulus for learning.

The tasks set for the formation of students' readiness for everyday, social and professional activities through the educational field "Technology" largely depend on the state of preparation of the future technology teacher in higher professional education, integrating two areas: pedagogical and technological within the boundaries of the CRP [1].

Modern training of the future teacher focuses on his professional mobility, flexibility and adaptation in the context of real professional activity, strengthening the component organization and control of future activities.

The breadth of coverage of the necessary theoretical knowledge and practical skills of the future technology teacher, capable of pedagogical creativity and innovation in the multivariate subject field "Technology" sets the task of forming and developing all the components of his professional competence, readiness to implement technological and entrepreneurial education in high school. The solution to these problems is based on significant changes, modernization of professional training of future teachers, which should reflect current trends in the development of technology and entrepreneurship, the achievements of pedagogical science in the field of methodology, theory and practice.

In conclusion, we obtained the following results:

1. We studied the theory of professional education, including facts, patterns, principles (principle of consciousness, the principle of conformity of the chosen profession, the principle of activity and the principle of development)
2. We studied the methodology used in vocational education, which helps to increase the effectiveness of practical work, including:
 - preliminary classification of students into groups depending on their life and professional plans and the corresponding educational work in these groups;
 - preparing young people for choosing a profession and their place in society;
 - professional education, including professional information, professional propaganda and professional propaganda;
 - preliminary professional diagnostics aimed at identifying the interests and abilities of a person to a particular profession, etc.
3. Considered ways of planning professional education of students.

Based on the results obtained, the following conclusions can be drawn:

1. Preparing the younger generation for creative work for the benefit of society is the most important task of a comprehensive school. Its successful implementation is associated with the constant search for the most advanced ways of labor education and vocational guidance.
2. Advanced pedagogical experience, the results of scientific research show that only an integrated approach to solving issues of labor self-determination of school youth contributes to the success of career guidance activities.

3. A detailed review of the content and basic methods of work on vocational guidance using the example of the “Cooking” section and the concrete outline of the technology lesson allows us to conclude that “vocational guidance is state-owned in scope, economic in results, social in content, pedagogical in a complex multifaceted problem. ”

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DOI NUMBER: **10.5958/2249-7137.2020.00186.X**

SEARCHES OF ORE RANGES OF RADIOACTIVE ELEMENTS WITH GEOPHYSICAL METHODS FOR TORIY NUCLEAR POWER PLANTS

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ABSTRACT

The paper deals with the issues related to the use of geophysical methods for prospecting for ore occurrences and deposits of radioactive elements. The main attention is paid to their dissemination on the territory Chatkal-Kurama ore region. The presence of radioactive elements (uranium-238, potassium-40) in the area of search, in natural conditions, as well as thorium-232, as a promising raw material for a new type of nuclear power plant is shown.

KEYWORDS: *Geophysical Methods, Searches And Exploration Of Mineral Deposits, Nuclear Power, Chain Nuclear Reaction, Torium, Uranium, Torium Radiation-Chemical Specialization, Intensification Of The Educational Process.*

INTRODUCTION

Geophysical research methods that arose at the beginning of the twentieth century proved to be quite high in solving a wide range of geological problems (both exploratory and exploratory nature, and when studying the deep structure of the Earth and its individual layers).

Today it is difficult to imagine one or another sphere of human activity, wherever geophysical methods and its individual methods, techniques, operations are used to some extent when registering the physical parameters of all physical fields known to the present, as well as methods for processing and interpreting the data obtained.

The scope of geophysics include:

- 1) Geology (searches and exploration of minerals) of almost all its types,
- 2) Seismology (earthquake forecast),
- 3) .Problems of hydrogeology and engineering geology,
- 4) Warfare,
- 5) Archeology,
- 6) Energy,
- 7) Livestock and agriculture,
- 8) Medicine

Particular attention to geophysical methods of research and registration may be associated with such an unconventional scope of its application as, for example, energy.

It is well known that energy is an essential element in the sustainable development of any state. Each round of the historical development of mankind is accompanied by a higher level of energy consumption. Among the different types of energy, electric energy is of the greatest importance. Electricity has invaded all spheres of human activity. In the modern world, energy is the basis for the development of basic industries that determine the progress of social production. In all industrialized countries, the pace of energy development is faster than the development of other industries.

Electricity has invaded all spheres of human activity: industry and agriculture, science and space, in the life of people.

In recent years, nuclear power has been playing a special role, producing electricity and heat by converting nuclear energy. So, to obtain nuclear energy, a nuclear chain reaction of fission of plutonium-239 or uranium-235 nuclei is used. Nuclei are divided when a neutron enters them, and new neutrons and fission fragments are obtained. Fission neutrons and fission fragments have high kinetic energy. As a result of collisions of fragments with other atoms, this kinetic energy is quickly converted into heat.

The main advantages of nuclear power plants:

- No harmful emissions;
- Emissions of radioactive substances are several times less than a coal-fired power plant of similar capacity (ash from coal-fired TPPs contains a percentage of uranium and thorium sufficient for their beneficial extraction);
- Small amount of fuel used and the possibility of its reuse after processing;
- High power: 1000–1600 MW per unit;
- Low cost of energy, primarily thermal.

Given these factors in the Republic of Uzbekistan, it was decided to create the country's first nuclear power plant.

However, there were numerous reports about the possibility of creating a new type of nuclear power plant operating not on uranium, but on another radioactive element - thorium (Th-232). The interest in thorium as a fuel for nuclear reactors is explained by the possibility of the formation of a fissile isotope U-233 as a result of the capture of a thermal neutron by the natural isotope Th-232. Thorium fuel cycle reactors are similar to fast neutron reactors. In reactors of this type, the natural Th-232 radio element, upon absorption of neutrons, turns into a fissile uranium isotope (U-233). This isotope, participating in a fission chain reaction, releases heat and excess neutrons, which convert even more thorium into U-233.

Under natural conditions, thorium is significantly larger than uranium (U-238 and U-235), and therefore stations using such fuels can operate much longer, creating greater competition for hydrocarbon fuels. The construction of thorium nuclear power plants has begun in many countries of the world, and their development is especially strong in India, China, and the countries of Western Europe.

Uzbekistan can also join this group of countries, because there are ore occurrences and deposits of thorium on its territory, and, above all, Chatkalo-Kuraminsky region is considered promising in this respect.

Thorium is almost always found in rare earth minerals, which serve as one of the sources of its production. The thorium content in the earth's crust is 8-13 g / t. In igneous rocks, the thorium content decreases from acidic (18 g / t) to basic (3 g / t). A significant amount of thorium accumulates in connection with pegmatite and post-magmatic processes, while its content increases with an increase in the amount of potassium in the rocks. The main form of thorium in rocks is in the form of the main component of thorium-uranium, or isomorphic impurities in accessory minerals. . Thorium also accumulates in some greisen deposits, where it is concentrated in ferrite or forms minerals containing titanium, uranium, etc. It is included in the form of impurities, along with uranium, in almost any mica (phlogopite, muscovite, etc.) - rock-forming granite minerals. The deposits of these minerals are known in Australia, India, Norway, the USA, Canada, South Africa, Brazil, Pakistan, Malaysia, Sri Lanka, Kyrgyzstan and other countries.

The use of airborne geophysical methods has shown that the field of radioactive radiation created by the rocks of the region is characterized by a certain heterogeneity, the cause of which is, first of all, the development of rocks with sharply contrasting radioactive properties within the area: from low radioactive limestones to highly radioactive granite porphyries and syenites of the Chatkal subzone. The igneous rocks of the region are characterized by a relatively small variation in potassium. At the same time, significant contrast in the thorium content is noted in the indicated territory: low (10-15 * 10⁻⁴%) within the Kuraminsky subzone, and high (reaching 6-7 clarks or more) in the granitoids of the Chatkal subzone.

According to the parameter of radio geochemical specialization (RGS), the area of work is divided into two large areas with a predominance of potassium and thorium RGS, respectively.

Potassium DGS in various structural and formation zones distinguishes various geological objects. So, for example, in the Beltau-Kuraminsky volcano-plutonic complex, it displays andesite-dacites of high alkalinity and exothermal quartz-sericite metasomatites. These rocks, as a rule, are part of the Hercynian paleo-volcanic calderas that are prospective for chalcophilic mineralization. Within the Middle Tien Shan Middle Massif (Chatkal subzone) of the potassium

OGS, there are areas of regional microclinization of Riphean plagiogranites (with chalcophilic clayey mineralization with low chalcophytic mineralization) -coal shales and sandstones (O-S), as well as potassium feldspar sandstones of the lower carbon layer at contacts with intrusive rocks. In some cases, chalcophilic mineralization is associated with the latter.

Detailed ground work has shown that such components of volcanostructures as potassium-igneous rocks and near-ore quartz-sericite and quartz-adular metasomatites are most effectively indicated. They are reflected by the combined zones of potassium RGS and potassium dominant.

These components of the volcanostructures are spatially close to industrial chalcophilic mineralization within the Kochbulak paleovolcanic caldera, Chadak, Guzaksaysky, Kyzylalmasai, Segeneksy and other ore fields. The content of radioelements in the ore ore metasomatites of these formations is, on average, 3-6% potassium and $8-15 \times 10^{-4}$ % thorium.

Using the combined values of potassium OGS and dominate, almost all known ore zones were identified within the Kuraminsky subzone, and new ore-promising areas were identified on the poorly studied flanks of the fields (Guldurama, Segenek, Shaugaz, southeastern continuation of Pirmirab, etc.)

AGSM surveys within the Tereklinisky graben, located on the border of the Kuramin and Chatkal subzones, potassium OGSs and dominants record known ore occurrences of chalcophilic elements. New promising areas in its southeastern part are also highlighted. Ground verification showed that these areas marked the developmental fields of secondary quartzites with quartz-sericite metasomatites and sulfide mineralization.

Further to the northeast, within the Chatkal subzone, three types of geological objects are distinguished by the combined values of potassium OGSs and dominants:

- a) potassium feldspar sandstones C1, occurring at the base of the thickness of limestones C1-C2. The potassium content in them reaches 5%, thorium - $8-10 \times 10^{-4}$ %. Calshpatization of sandstones is observed at the contact of the terrigenous sequence with granitoid rocks and, in some cases, is accompanied by the formation of skarn with chalcophilic mineralization (Cu, Bi).
- b) carbonaceous shales and sandstones of the Lower Paleozoic (O-S), local concentrations of rare metals are noted in them. Potassium content reaches 8%, thorium - up to $10-12 \times 10^{-4}$ %.
- c) microclinids in Riphean plagiogranites, these regional structures located in the drive-part of the Chatkal ridge in the northeast of the area were first identified by the performers during the AGSM survey, in which the potassium content was up to 8%, thorium - $8-12 \times 10^{-4}$ % . (2)

The Kuramin subzone presents in more detail the results of the structuring of various physical fields (radioactive, magnetic and gravitational) obtained on the basis of aerogamma-spectrometric surveys at a scale of 1: 10,000, aeromagnetic surveys at a scale of 1: 100,000 (Npoleta = 500m) and ground-based gravity measurements at a scale of 1: 100 000. (3)

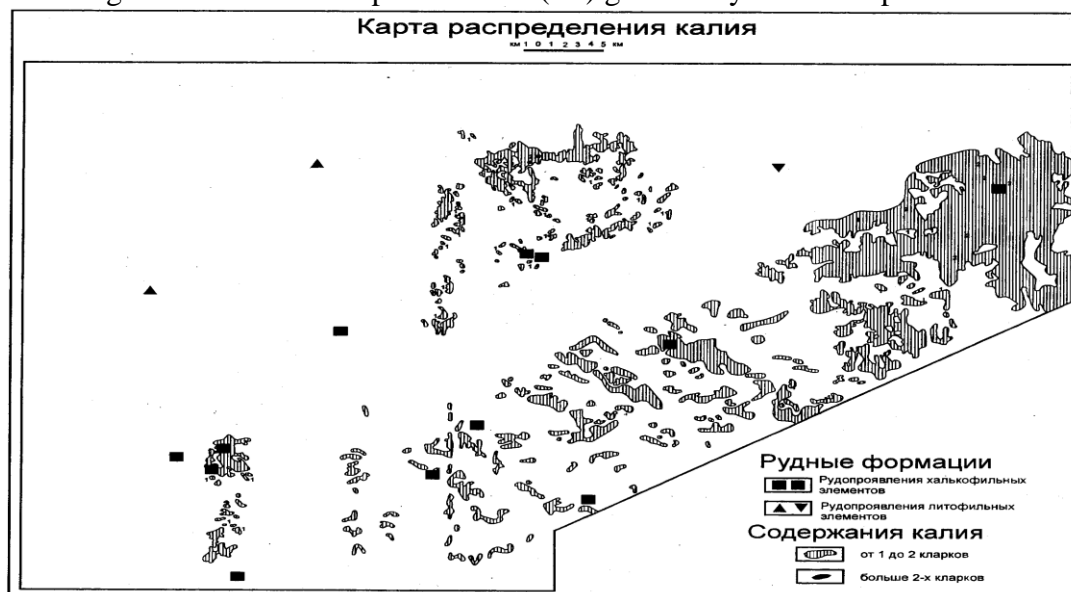
Figure 1 shows maps of the distribution over the study area of the contents of thorium, potassium, and uranium (1).

An increase in the intensity of gamma-spectrometric parameters coincides with a decrease in the magnetic field strength east-northeast toward the Babaitag granite massif. In the same direction, the thickness of the "granite" layer also increases. According to the potassium content, the rocks

of the region are almost the same. Fields of potassium DGS record fields of near-ore metasomatites and igneous rocks of high alkalinity (trachyandesites and granosyenites). The main ore occurrences of this subzone are associated with these fields (3,5).

Granites of the drive-separated parts of the Kuraminsky and Shavaz-Dukentsky grabens are fixed by sections of thorium CSGs.

Fig. 1. Distribution map of thorium (Th) genetically related to potassium



The considered examples show that the Republic of Uzbekistan can become a country that implements in practice the construction of a new (more promising) type of nuclear reactor - based on the use of radioactive thorium (Th-232) as an energy carrier, the deposits of which are located on its territory and can be obtained in the near future its application in practice.

In solving these very difficult tasks, a special category of specialists trained by universities will be required.

Given the fact that the educational process in a university is a very complex, interconnected, interdependent system, characterized by multidimensional parameters and indicators, where different forms, methods, methods, and techniques can coexist and coexist. With a specific approach to the problem of learning, specific tasks can be solved:

1. For example, without the use of an explanatory and illustrative method, training in fundamentally new material cannot begin.
2. Without the use of the reproductive method, skills and abilities cannot be acquired (even if a familiar mode of action is included in the solution of a creative task, its implementation is a reproduction within the research method).
3. Modern learning cannot be imagined today without the use of heuristic elements and elements of scientific research.

The task of intensifying the educational process can be solved today through the active and wider use of productive teaching methods, as well as an integrated approach when using the basic teaching methods.

Four levels of human cognitive activity correspond to these methods:

- 1) Recognition of objects, properties, processes of the studied area, phenomena of reality;
- 2) Reproduction of information, operations and actions;
- 3) Productive activity according to a previously learned algorithm on a limited set of objects;
- 4) Productive creative activity on self-designed algorithms on any set of objects.

The establishment of optimal ratios and combinations of different types of independent work (CDS) when using various methods and forms of organization of the educational process (including when studying various academic disciplines, taking into account their specific content and methodology (the science corresponding to them), should become the right of each a teacher who is serious about his activities, characterizing his professional abilities and creative potential accumulated over time, all these actions will help to reveal new forms and methods of action today ization of educational, scientific and self-educational activity of students in order to apply them in teaching tomorrow, to improve the organization and management of this important work in the educational institutions of various types.

A modern educational process should be accompanied by an integrated approach to the study of various disciplines and a specific topic of classes.

An example of the integrated use of such methods as:

- 1) Explanatory and illustrative;
- 2) Reproductive;
- 3) Partial search;
- 4) Research - serves as a problematic approach to the process of "teaching-learning." With this approach, the assimilation of both ready-made information and the acquisition of new (often subjective, i.e. unfamiliar for a particular learning object) occurs through the use of elements of creative learning when solving contradictions (created or arising) in problem situations.

The application of knowledge, skills is the final link in the learning process. Continuing education is the reality of the 21st century. In the learning process, the student should be psychologically and practically prepared for the need to constantly learn, to independently acquire knowledge and, most importantly, to want to acquire this knowledge, i.e. to wish to replenish and deepen them, to be ready to spend their time, efforts, energy on this, to feel an interest in mental search work.

Given the fact that people receive information when considering graphic images faster than when reading text, promising aids based on the principles of "graphic construction" are promising. All this is necessary for the phased assimilation of academic discipline (and an adequate science for it) and / or the formation of effective mental actions. Self-education (self-education) using the accumulated experience based on the achievements of traditional pedagogy with the help of communication information technology.

It has been proved by advanced world-wide pedagogical thought that it is much better to give students, along with a certain minimum (optimum) of knowledge, the opportunity to "discover" techniques and methods of creative activity, such as those used by great researchers to solve problems of science, than to communicate all knowledge and skills, ready-made skills, detailed in a variety of educational literature.

Without the help of a teacher in questions of the methodology of educational and scientific organization of mental work, students often remain self-taught: they learn mainly from their mistakes, breakdowns, and overwork. spending unnecessarily a lot of time, nervous effort and health ...

When studying, and especially when individually working independently, recommendations and advice on the method of mental work play an important role: the development of thinking, will, memory, the organization of work and the workplace, etc.

A particularly important role is played by teaching students how to work with a book depending on the purpose of reading: capturing an idea or important details, systematic study, analysis, taking notes, etc.

Speaking about a new model of education in a modern technical university, one should bear in mind the fact that if relatively recently the acquisition of knowledge was the main goal of education, i.e. it was believed that the more knowledge a specialist gains during the training process, the better he will fulfill his professional and functional duties. In modern conditions, it is already impossible to make the main bet on the assimilation of a certain amount of facts.

Hence the most important goal of education (along with the acquisition of knowledge) is the problem of "teach to learn." Independence in training is a necessary condition for the activation of cognitive processes and all educational activities of a student, at the same time it is one of the ways to prepare a person for life, for work, in the conditions of constantly and rapidly developing scientific knowledge, updated technology, the development of spiritual culture, and the improvement of art and literature.

The domestic training system differs significantly and to some extent from the Western learning strategy, primarily in the aspect that the learning process - the accumulation of knowledge, intellectual improvement of the personality is also complemented by the process of educating the individual, i.e. the formation of his personal and patriotic qualities, to a greater extent not characteristic of Western civilization. This is achieved by the presence of the institution of supervision, the emergence of educational institutions in the university, aimed not only at introducing young people to the basic ethical and moral standards of society, but through organizing special public events (lectures of the general cultural cycle, excursions to museums, certain productions, visiting exhibitions, theaters, participation in sports, art festivals, in various kinds of contests, group visits to film screenings, the organization of lounges in hostels, etc.). All this together leads to a special integral indicator that combines the compulsory cycle of study at the university with an additional range of "social workloads". All this together is called the training of qualified and competent specialists with a broad outlook on the world. The formation of such a releasing (a posteriori) model is especially important for specialists in geological areas who will be torn away from the "centers of civilization" for a long time and should be an "island of competence" for the local population and members of their expeditionary collectives (parties,

detachments) and lay the foundations for the broad masses human culture and professional knowledge, already as production commanders.

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DOI NUMBER: 10.5958/2249-7137.2020.00187.1

DEVELOPMENT OF CREATIVE ABILITIES OF SCHOOL CHILDREN AT LESSONS OF THE FINE ARTS THROUGH IMPLEMENTATION OF THE PROJECT METHOD OF TRAINING

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ABSTRACT

The paper analyzes the essence and content of art as sphere of spiritual practical activities of people which is directed to art comprehension and development of the world. Also the author considers development of creative abilities of children through the developing potential of a project method which is making active a creative initiative – awakes a thought of the person, does his work spiritualized and fascinating. Conscious, active and independent work always leads to the best digestion of material. On the basis of experimental data the efficiency of the method of project activity is approved. Having considered the accumulated experience in studying the project activity, the author forms interests and inclinations of school students, giving the chance to the pupil to try different types of activity. Results of this research can be useful when using a method of project activity at various stages of lessons of the fine arts. Everything depends on type of a lesson, a type of the project and its duration. The conclusions presented in the paper are based on results of the pedagogical experiment made in the system of the main general education.

KEYWORDS: System City, Phasing Of Comprehension, Plastic Arts, Method Of Projects.

INTRODUCTION

As long as a person does his simple and great deed, he is imperishable and happy. He creates a great semblance of life - art. It came into life just like stars that do not fade in the darkness of the night sky. Everything changes, but art remains. A specific feature of any human activity, for

which labor is an exclusive asset, is its desire for a specific goal. Modern technology requires deep knowledge.

As you know, art is a sphere of spiritual and practical activity of people, which is aimed at artistic comprehension and development of the world. Art is complex in its structure, in the variety of types, genres, currents and directions, creative individuals. How to learn to understand it? For this, it is necessary to understand the role of art in human life and in society. To attach to the great heritage, understanding of national and historical essence.

The most important role in this is played by the state system of general education, this is a systematic, phased understanding. That is, not everything can be given at any age. This is the world of feelings (elementary school), and the world of knowledge (primary and senior) - through the unity of grammar and meaning. Without the continuity of the development of culture from age to age, the task is unsolvable. Fine art is a section of plastic arts, a type of artistic creation whose purpose is to reproduce the world around it. Their main feature is that, materializing on a flat or other surface, as well as in volume, they, as a rule, become signs of real objects. Of course, the artistry of the plastic image is revealed in the selection of those qualities of the subject-spatial world that make it possible to convey the characteristic expressiveness and highlight the aesthetically valuable. Fine art can convey the spiritual image of a person and an entire era, the psychological and emotional content of the plot. Indeed, it has the ability to capture life in visual form. But the strength and significance of the visual arts does not consist in the fact that they visibly reflect life, but in its amazing ability to convey the whole diversity and complexity of life, all its dynamism through the image of one event or moment. Fine arts are also called spatial, but not because they do not convey a sense of time, past and future, but as if "froze" in the present, developing ways of expressing temporal characteristics through a spatial series, plot, color, color.

Naturally, the field of culture is not a field of technology. Its development takes place according to other laws. Such great works of Pushkin, Shakespeare, Cervantes will never be crowded with even the most talented works of our contemporaries. In the plastic arts, so too. And this means that they have a core, a highlight that are not replaceable by any new discoveries. They develop slowly - for years, maybe even centuries, but - develop. And their development is constantly connected with the content that was yesterday, today, and maybe tomorrow. So, familiarizing ourselves with the great artistic heritage, we understand that not only does the language of plastic arts exist, but there is also the basis for creating an artistic image of this art. And this is an understanding of the national and historical essence of the content.

- But, unfortunately, from elementary illiteracy they suffer enormous, invaluable damage to the spiritual heritage of the ancestors of not only the village, but also the city. This is a problem that should be recognized not only by government politicians, but also by all people living on earth. As you know, everything is known deeper only in comparison. Only by means of art can we comprehend the native roots. Art should enable the younger generation to compare these natural roots in the culture of different nations. If you don't know someone else's, you don't understand your own, but without knowing and not loving your own, you won't feel the meaningfulness and beauty of someone else's. Each type of art has its own field of influence on the personality indispensable to other arts. And the field of visual plastic arts does its own unique job. That is why visual art in the school today has a huge responsibility, in an attempt to form

immunity, to resist the culture of evil, introducing children into the vast experience of human culture of good of all ages and all peoples. It is a centuries-old culture that laid a significant layer of knowledge of the goodness of human relations to all phenomena of life.

- B.M. Nemensky noted that the eternal "Search for Truth" is characteristic of our entire culture. Fount of wisdom, beauty and bitterness in human relationships. Great fortitude. Unfortunately, outside of the lessons of fine art, all of his works, which carry deep thought, are used only as illustrations of historical themes. Their essence is ignored. Our task is to teach to see this modernity, since the development of the material cannot be only theoretical. There must be a unity of the ability to "see, know and create". This is the formation of the ability to understand your world. This is the embedding of a real person, the surrounding life, the formation of thinking, the person's world-relations.
- To be able to see the world is a complex art. And the development of creative initiative awakens a person's thought, makes his work inspired, fascinating. Conscious, active and independent work always leads to better assimilation of the material. In addition, consciousness and activity are an excellent prerequisite for deepening and expanding the knowledge gained, develop interest in the case, and contribute to creative pursuit.
- The existence and development of art, including fine art, is impossible without constant updating. "Innovation" (from the Latin "akarov") is understood as an update leading to the improvement of the existing system. Innovative technologies are methods and tools that support the stages of implementing innovations.
- Nowadays, the problem of developing intellectual potential has come to the fore. It is becoming more and more relevant to use the design method of teaching in the art classes. The project method is closely intertwined with problematic learning. Born from the idea of free education, today it is becoming an integrated component of a structured education system. The project method is always focused on the independent activities of schoolchildren. The project is 5 "P": the problem - design - information retrieval - product - portfolio. What is very important, each stage of work should have its own specific product. Its essence is to stimulate the interest of schoolchildren in the indicated problems, master certain knowledge and solve them through project activities, practically apply the knowledge gained, as well as the development of reflex or critical thinking. What is the main thesis of modern understanding of the project method? "I know why I need everything that I know. I know where and how I can apply it." And the basis of the project method is an idea that makes up the essence of the concept of "project", its pragmatic focus on the result that can be obtained when solving a particular identified problem. The result is the full development of the surrounding world by schoolchildren in the process of their own activity, in which they get the opportunity to acquire new knowledge and build it effectively, becoming the real subject of this activity. The result can be seen, heard, comprehended and applied in practice. Children with the most diverse abilities and talents can participate in the work on the project, everyone can find a job. Project activities develop students' creative abilities and the ability to realize them.

The prospects of the project method, as a means of developing students' creative abilities in the lessons of fine art, lies in the fact that the inclusion of students in the creation of projects gives them the opportunity to try themselves in a new quality, in a new role, which contributes to the development of his ability to adapt to changing conditions of human life and society as a whole.

A student-centered approach to learning involves providing each student with the right to choose a task in accordance with their individual capabilities and abilities. Having mastered the culture of fulfilling project tasks, students are taught to think creatively, to plan their actions independently, to realize the means and methods of work they have learned.

In a modern school, which relies on the activation of the educational process, the project method cannot be used. If we talk about the project method as a pedagogical technology, then this technology involves a combination of research, search, problem methods, creative in nature. So, the project method is one of the interactive methods of modern learning.

The essence of creativity lies in the discovery and creation of a qualitatively new one with any value. In scientific work, new facts and laws are discovered, that which exists, that which was not known. Working on the problem of improving the quality of students' knowledge, developing their creative abilities, we came to the conclusion that special attention should be paid to the formation of positive motivation of students for learning activities, the use of the project method in the learning process, since the project method is a way to achieve the didactic goal through detailed development problems that should end with a real result, framed in one way or another.

The introduction of the project method provides the creation of conditions for the formation of research skills of students, contributes to the development of creative abilities. Developing creative abilities, the teacher pays special attention to the imagination: the result of creative activity depends on this in many respects. Imagination of a person is closely connected with emotions, and, as you know, art itself is emotional. Unambiguously, the implementation of the project method in the lessons of fine arts leads to a change in teacher position. From the one who gives the finished knowledge, he turns into the organizer of the research, cognitive activity of his students. Naturally, the psychological climate in the classroom is changing, as the teacher has to reorient his educational work, as well as the students' work on various types of independent activities of a search, creative, research nature.

What requirements for the organization of project activities can be identified in the art classes? First of all, the project should be included in the process of training and education of students.

Secondly, the presence of a socially significant task or problem is mandatory: informational, research, practical.

Thirdly, students should identify urgent tasks and discuss real problems, and they should also be able to clearly articulate their thoughts and state them.

Fourth, the activities of students should be appropriate, the work meaningful and active. Fifth, students should analyze new information and actively participate in the creation of new ideas, since project-based learning is the path of design.

Of course, the role of the teacher is very important. How interested the student will be immersed in the project depends on the fate of the project as a whole. As a result of the use of the project method in the lessons of fine arts, we were convinced that this activity requires the teacher not only to explain knowledge, but the following points: organizes, creates, provides, helps, encourages, supports.

Thus, the teacher, in the course of project management, lives a series of roles: as a leader, consultant, coordinator, specialist, enthusiast, expert.

The project method can be used at various stages of the lessons of fine art, it all depends on the type of lesson, type of project, its duration in time, but it is impossible to apply fine art to all subjects of the subject. Note that the project can begin at the lesson, and continue after school hours until the necessary results are achieved. It is also useful to organize all interesting ideas for organizing exhibitions of creative works.

Having considered the accumulated experience in the study of project activities, we can conclude that the project method has several advantages:

- creative abilities develop;
- conditions are created for cooperation between the teacher, student and parent;
- a sense of responsibility is being formed;
- developing interest in the knowledge of the world, new facts, phenomena;
- students learn to make non-standard decisions;
- projects increase motivation for learning;
- the learning process is as close to practice as possible;
- students accumulate experience before being included in independent professional activity;
- the project method contributes to the emergence of such interaction and relations between schoolchildren, with adults, in which creative efforts of the person are realized to achieve the goal, not only the planned result is achieved, but also the development of the inner world of the growing person takes place.

Thus, the project method is not fundamentally new in pedagogical practice, but at the same time, many researchers attribute it to pedagogical technologies of the 21st century. We are convinced that the modern capabilities of the subject "Visual Arts" will make it possible to use the connection of lessons with the entire world of the school, family, and environment, which will significantly increase the level of artistic culture, erudition, and the readiness of an art teacher to do this: from a first to eleventh grade teacher and provision of his modern professional capabilities at the level of civilized countries.

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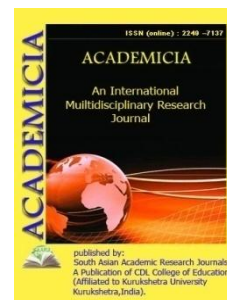
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DOI NUMBER: **10.5958/2249-7137.2020.00161.5**

INCLUSIVE EDUCATION – A MODERN EDUCATIONAL SYSTEM

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ABSTRACT

This article is devoted to issue of the modern educational system of inclusive education. Today, the educational system of each state operates through the decrees of public institutions such as UNESCO and the World Bank, which formulate the world educational policy, that they are much more open, one-sided and widely promoted. The main demand is the suitability of education and belonging to all.

KEYWORDS: *Inclusive Education, Education Recipients With Limited Opportunities In Health, Adapted Education Program, Individual Training Program.*

INTRODUCTION

UNICEF at the United Nations is seriously engaged in the penetration of inclusive education into the educational system of the Republic of Uzbekistan. Inclusive education is aimed at providing all children with a quality education system, regardless of their purpose, ability and status.

The original principle of inclusiveness is that children with disabilities should live together with their parents in their families and make social progress in ordinary schools, saturated with positive emotions among their peers. The inclusive education system ensures that the child in the wheelchair can receive education in a school close to the place of residence, if there is a difficulty in obtaining knowledge, learn to read and write through a special peer, return the child who left the lesson to study.

UNICEF has made a number of proposals in the development of projects of the Ministry of public Education on the role of defectologists and psychologists in inclusive education. In

particular, ensuring inclusive education, inclusion in the overall plan of the step-by-step education sector. The Ministry of Education admitted technical assistance for the implementation of inclusive methods of education in the specified regions of the Republic, experimental implementation. They were provided with special training tools, programs and training courses for specialists in the field. "we are all different, but we are all equal" - this theme is our response and is based on the angle between the European Union and the project "inclusive education for children with special needs in Uzbekistan". Currently, normative documents of the state of the Republic of Uzbekistan aimed at establishing quality education for all have been developed and certain programs have been approved. In addition, the law of the Republic of Uzbekistan "on education" guarantees the right of every child to education, while the law "on the guarantee of the child's Rights" considers the additional benefits of obtaining education for children with special needs. Thus, the legal framework established in our country during the period of independence, inclusive education will serve as the foundation for future development.

Inclusive or added (included) education—provide everyone with the same educational conditions, taking into account individual opportunities and individual educational needs. In our country, the creation of the necessary conditions for obtaining quality education without discrimination by people with limited health is established by the law on education. Corruption in development and correction of social adaptation, the provision of early correction assistance on the basis of special pedagogical co-operation and the formation of social development of these individuals with the help of the organization of inclusive education. Inclusive is a form of education.

Inclusive education - is the provision of the same conditions to all education recipients, taking into account individual opportunities and different individual educational needs.

Education recipients with limited opportunities in health - psychological- an individual with disabilities in physical and (or) psychological development, approved by the medical and pedagogical Commission and having an obstacle to education without the creation of special conditions.

The adapted education program is a program adapted to education, which provides features of psychophysical development, individual opportunities and, if necessary, correction of positive adaptation and disorders of the mentioned persons.

Individual training program-a training plan that accurately takes into account the characteristics and educational needs of the educator and provides training on the basis of individualization.

Integration (in combination with well-developed peers) education, the acquisition of universal educational standards at the same time as healthy children by children who have a defect in their development. According to research studies, integrated education, the level of psychophysical development is accurate to age and can be effective in children who are closer to it and have a defect in its development. However, they are not desirable, however, in children with mental insufficiency. In addition to school, various activities and joint holidays are planned.

MAIN PART

In the last hundred years, the practice of education did not meet the needs of children with disabilities. In societies where human discrimination is allowed, this issue is still relevant and

remains an inheritance. People with such disabilities were sent to special organizations and did not receive the necessary attention and assistance, nor were they comfortable in integrated schools.

In the 60-70th years of the last century, due to the effects of universal equality and human rights movements, the trend of integrating people with limited opportunities into society and secondary schools began. But, despite their full participation in school life, overcoming the obstacles and resistance in front of them, many schools did not appreciate the integration of students with disabilities.

Special (Correctional) sending of the child has been carried out so far only with the permission of parents (legal representatives) and the psychological-medical-pedagogical Commission (PMPC), through the organizations of educational administration, through the organizations of protecting the population of interns. There is no legal right to force parents giving their child to private(correctional) school or boarding, even if there is a conclusion of the PMPC. Parents have the right to demand that their child be transferred to a secondary or other school close to their home, while the educational authorities must ensure that the child is educated.

The conclusion of the psychological-medical-pedagogical commission "cannot learn" violates the law of the Republic of Uzbekistan "on education". All children have not only rights, but they can also learn. At the moment, it is forbidden to diagnose PMPC "cannot learn". In order for the child to study and develop freely, the commission is obliged to take measures to apply various rehabilitation and other similar measures. Schoolchildren can use their acquired knowledge in different ways. Nevertheless, the purpose of the education obtained is that all students must have a certain position in their society and increase social attention. Children with problems and education in special, closed organizations, their abilities are lost, the circles of communication are narrowed, the level of self-assessment decreases, and their progress to the life is completely closed.

In international practice (UNESCO), the term "integrated education", which means the existing process, has been replaced with the term "inclusive education". Inclusive education: all children are individuals with different needs in education, a side of aspiration that develops orientation and recognition methodology for children. The essence of inclusive education is the direction in which we develop and implement much more resilient peers that meet different needs in teaching and learning. Inclusion is an attempt to motivate students with disabilities to study in school together with their friends, and to give them confidence in their own strengths.

Children with special needs in education not only need special communication and help in relation to themselves, but also to succeed in their schooling and developing their abilities are also in need. Inclusive education provides full-scale opportunities to all education recipients in the life of preschool, school and higher education institutions. It will have all the resources aimed at stimulating the equal rights of students and will become a full participant in the life of the school community. It is targeted to develop most necessary skills for communication in all people. Inclusive education is such an educational system that represents a very broad process of integration, it is related to all and taking into account of all the adaptation of children to their different needs.

The basic principle of inclusive education – every child has the right to study and every child can learn. Each child, proceeding from his own possibilities, should actively participate in the life of

school and society. The main thing is not only that the society accepts children with limited opportunities as an integral part of society, but also that the children themselves feel that they are part of the community. Republican Center for social adaptation of children

What work is being done for Inclusive Education?

Why does inclusive education remain the only word in the mouth of many self-proclaimed leaders? How many practical activities should be carried out in this area? If children with limited opportunities are studying Uzbek and Russian (despite the fact that the Russian language is one of the most difficult languages in the world) at school, it means that they also have the ability to learn foreign languages. Why in our special-school programs, for example, there is a science of state and law basics, when there are no lessons in Computer Science?

Why are there no general concepts in chemistry and physics? Do not our children need to know exactly the composition of the water or gas, or the laws of Newton?! Why are logopedic classes in schools put only up to 5 or 7 classes, and for children with a defect in their characteristics and speech in the development of the upper classes at all? In fact, they also need such things very much. Why is the practice of school psychologists not properly established? We live in the XXI century, in the century when IT technologies developed! Do we have the opportunity to develop our children with the help of modern technologies, without emphasizing their shortcomings, without saying that they are mentally retarded, left behind or can no longer learn?

Even though we are fully-grown sometimes we can or cannot even do something. Would it be worthwhile to say that the measure should come from the possibilities of the child?! No one knows the strong or weak sides of the child as well as his parents. Unfortunately, usually the leaders of the government or principal of the educational camp do not take these points into account during the conversation. Why is it that the experts and specialists responsible for the development of educational programs and plans that are produced for children with disabilities do not cooperate with parents, do not introduce them to the work that is being done?

There are a lot of educated, literate specialists, even among parents, on top of which they are more affectionate for the future of their children, in terms of love and human values, only from the side of position and professionalism. Representatives of the educational sphere directly emphasize many times that the upbringing and knowledge of the child depend on them family, parents and relatives,

Despite the fact that officials say that the upbringing of parents plays an important role in the development of children, such thoughts are not taken into account. It must be admitted that each parent remains the most skillful expert, well aware of the inner and outer world of his child. That is why, when developing educational programs and plans designed for children with limited opportunities, parents should be involved directly. They become an invaluable partner for the future of their children, as the most impartial and impartial "expert", as well as in the research of the needs of their children. Parents of children with special needs in foreign qualifications carry out their own benefits, such parents' societies. For example, the All-Russian organization of parents of disabled children (AOPDC), which has many self-regional organizations. AOPDC calls parents "the driving force in legislative and practical changes to improve the quality of life of their children." In Uzbekistan, such actions have not yet been or have not been organized, have not entered into an active direction. Only, since March 1, 2019, after the change of political leadership, a social pension was established for mothers of children with congenital disabilities.

He is also not protected until the end of the cannibalism. In order to receive a pension, the mother must reach the retirement age(55 years). The material assistance of the state to such children should be determined not exactly after the retirement of the mother, but at a young age.

Another serious problem is the lack of tutors(tutor from English-"teacher-pedagogue"), teachers who provide individual assistance in the event of difficulties in reading to children with limited opportunities in ordinary school conditions. Usually, such problems are solved by parents in a private way, proceeding from their capabilities. Currently, the defectologists and psychologists with experience in working with children with limited opportunities perform this task in a commercial form.

The position of the tutor must be included in the staff plan of the schools, the specialist who is accepted for the position must be trained to work with children with disabilities and create organizational conditions in the successful implementation of the children's integration. In order to be like that, The tutors must be taught by pedagogical institutes, but so far we do not have it. Unfortunately, the position of the tutor is not included only in special schools, but also in secondary schools. The duties of the tutor are unconsciously successfully carried out now, despite the difficulties of the parents themselves in their marriage. Although in many regions it was called only teaching, volunteers and high-level students of pedagogical institutes passed the period of their pediatrics in the manner of testing. Such attempts cannot be called an effective method in providing individual assistance to children. Therefore, many parents who have a disabled child in their family do not have the desire to give their child to special(Correctional) schools, such schools do not help my child to solve his problems, while the notion that "the goodness and sadness of the life "is judged by the fact that we teach ourselves at home. In the majority of parents, there is an understanding that having their children in private schools is only important for the school administration's report on the existence of so many "mentally retarded" children in the school and the recovery of state aid.

Occlusion of thorns

One of the main goals of modern education is the creation of an inclusive society and the development of inclusive education for all, regardless of the characteristics of the organs of the base — movement, hearing, visual abilities or development.

To achieve such a goal, first of all, it is necessary to break negative stereotypes about the possibilities of children with disabilities and features in their development and overcome existing obstacles in society. Article 24 of the UN Convention on the rights of person with Disabilities signed by the Republic of Uzbekistan in 2009 has not yet been approved. "Participated states recognize the right of person with disabilities to education. With the aim of implementing this right, inclusive education, without discrimination of the participating states, based on equal opportunities, provides for all stages of education throughout their lives."Children with disabilities are not squeezed out of the general education system for their disability and are fully provided with healthy and necessary means, depending on their individual needs. Educational programs and processes should be structured based on its individual needs, not depending on the physical or developmental characteristics of each student.

We must give children the knowledge at the level of opportunities and not allocate them for their disability. If we want to establish the quality and coverage of education, the principle of "the same program for all" has spent its potential, it does not meet the modern demand. To do this, it

is necessary to formulate an individual program of education, based on the individual characteristics of the child. The right to develop inclusiveness, when the Basic Law on education is provided for protection, then it is realized that is, when preschool education begins. If inter-agency acts do not stay long in their boxes. It was noted that the concept of development of the system of public education of Uzbekistan for 2030 years, the inclusive education program is not sufficiently developed and it is necessary to develop adapted secondary education programs in the programs of universities, to provide training of specialists in inclusive education. At the same time, it would be expedient to solve the problem of personnel shortage and formally enter the positions of tutors, which are considered an integral part of inclusive education. There is a sense of humor of educators that "our educators, doctors are not able to chase after their success". The number of children in need of special attention is increasing day by day, unfortunately, with modernization. At the same time, there is also a shortage of supporting specialists.

Legal basis of inclusive education: "Universal Declaration of human rights" (1948 y.), "The declaration of the right of all children (1959 y.), International children's convention " (1989 y.), "International declaration on ensuring the survival, protection and development of children" (1990 y.), "Standard rules for creating equal opportunities for people with disabilities" (1993 y.), Adopted in Salamanca, adding the declaration on the development of Education" (1994 y.), Law" on education of the Republic of Uzbekistan " (1999y.)

The law of the Republic of Uzbekistan "on education" sets out that the state has created all necessary conditions for persons with limited health opportunities to receive quality education without discrimination. The universal principles of inclusive education, by the way, also require

Eight principles of inclusive education:

1. The value of man does not depend on his abilities and success.
2. Everyone has the ability to feel and think.
3. Everyone has the right to listen and communicate.
4. All people need one another.
5. The original education can only be carried out in the interpretation of real communication.
6. All people need the help and friendship of their peers.
7. It is necessary for any educator to make progress, not when they cannot do something, but when they do the same thing.
8. Colorful diversity, all facets of human life are to be improved.

Inclusive education– educational service system based on the principle that provides children with the right to receive education and receive education in the conditions of secondary education organizations of their place of residence, the right to education of children in need of special education.

When determining the essence of the inclusion, it will be important to pay attention to three factors, representing its properties. First, the individual need of children for inclusion (a) inclusion – searching process of effective ways aimed at satisfying the individual needs of children; (b) inclusion-associated with the identification and elimination of obstacles; (v) inclusion basically refers to a group of learners whose learning process and reading can be

limited, with a particular sense of focus. The full satisfaction of the educational needs of all students with their characteristics in their development is the main criterion of inclusion. Since 2007, the project "inclusive education in Uzbekistan" has been implemented in our republic through the fund for support of social initiatives (FSSI). The main objective of the project is to create equal opportunities for children and adolescents with limited opportunities to acquire knowledge in their health. The project "inclusive education in Uzbekistan" is aimed at driving the model of continuous inclusive education in primary, secondary, secondary special and higher education in the Republic, as well as creating suitable conditions for increasing the quality of inclusive education. And within the framework of this project, the concept of "national model of inclusive education" was developed. This project is currently being implemented in a number of Regions (Termez, Karshi, Navoi, Samarkand, Jizzakh, Gulistan, Tashkent, Andijan, Fergana, Kokand, Urgench and Nukus) in the pre-school and school education systems, particularly in the case of mixed groups and classes. The peculiarity of the national model of inclusive education is that it takes into account national and foreign experience in its development.

According to the FSSI analysis, at present, more than 600 children and schoolchildren are receiving education and training in the adapted existing educational centers. The practice of inclusive education in Uzbekistan has gone to the depths of centuries with its history.

CONCLUSIONS

The great scientist of the Middle Ages Al Bukhari was also able to get knowledge of madrasa despite the fact that he had weak vision defects. Inclusive education is the use of facilities that are created to provide education in conditions that are as comfortable and acceptable as other children, even children with disabilities or life difficulties, in conditions that are not adequately brought up in their family. Today, the children who are brought up in all the "orphanages of kindness", which are aging in our country, are gaining knowledge among their peers in secondary schools. Every child with disabilities has the right to decide for himself whether he will go to a public education or a special (Correctional) school today. For the development of existing special boarding schools in our country, attention is paid by the state to the style of Education, which is no less than universal schools. One of the main tasks of the state is to support inclusive education for its further development, to strengthen the material technical basis of schools. Establish partnerships with foreign banks, international and local human funds. In order to formulate a positive position of inclusive education in the society through individual organizations.

The task of educators in inclusive education is to provide the same education to children with limited opportunities, among other peers, and at the same time to each child, depending on their abilities, to establish an individual peer. So, the main task of inclusive education is to successfully adapt children with limited physical and mental capabilities to adult life and prevent discrimination by surroundings!

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DOI NUMBER: **10.5958/2249-7137.2020.00162.7**

INNOVATIVE PROCESSES AND TRENDS IN THE EDUCATIONAL PROCESS IN UZBEKISTAN

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ABSTRACT

An effective educational process, based on a strong theoretical, methodological and well-built practical foundation, is always the basis for the successful implementation of the social requirements put forward by the state for the training of active, competent, and creative members of society. In this article highlights of innovative processes and trends in the educational process in Uzbekistan.

KEYWORDS: *Innovation, Innovative Activity, Innovative Process And Trends, Education System Of Uzbekistan.*

INTRODUCTION

Successful, in the social sense of the word, personality at the present stage is in demand in various fields. People are ready for change, understand the importance of improving their professional skills, seeking new ways for its development, objectively assessing the reality and guides their creative force to the improvement of social development have always been the pillar of the state, understand their role in the life of society and the meaning of his life. Being involved in a qualitatively new social change, members of society with a high level of adaptation to social and economic processes, able to individual innovative thinking, promote a higher level of competence in core activities and, consequently, to an active vital position. Therefore, the modern stage of education development is a departure from the standard understanding of its goals and functions, a revision of the internal components of the process in accordance with the existing objective and subjective transformations of social reality, a new understanding of innovations in the educational process and their role in the socialization of the individual.

MATERIALS AND METHODS

Innovation, the concept of which first appeared in the XIX century, in the broad sense of the word, refers to the results of scientific research, the results of the introduction of a new tool aimed at improving, improving or transforming specific activities in various areas of society. Researchers who study the problems of innovation, defining the essence of innovation, pay attention to various aspects of this phenomenon.

Today, the understanding of the role of education in society has changed in our country, national policy and priorities in education have changed. In this regard, significant innovative transformations have come to the fore, which have a progressive development and require constant scientific understanding. We see the modernization of education, the radical solution of many problems, the expansion of scientific research and the testing of a whole range of innovative educational technologies in a number of areas.

Innovations in education at this stage of development of society bring with them significant changes aimed at introducing new ideas, discoveries, elements that cause the renewal of the educational process as a whole or a separate part of it. As a result, innovative technologies, which are one of the forms of innovations in the educational process, become the embodiment of new scientific knowledge in a specially developed scheme, the action of which is aimed at improving educational activities. There is a need for technologies that are focused not only on effective knowledge acquisition. Innovative technologies that have a pronounced social orientation, as well as those that meet the individual needs of the younger generation and trigger mechanisms for self-development of the individual, ensuring its social formation, are widely in demand.

Analysis and results

Innovation in education is a necessary condition for its development in accordance with the constantly changing needs of society. On the one hand, they contribute to the preservation of permanent values, and on the other hand, they are the rejection of everything outdated and outdated, while laying the foundations for social transformation. The system of innovations in the field of education is divided into 2 main points:

1. Production innovations in the field of education: technological; pedagogical (new methods and techniques of teaching and learning).

1. Management innovations: economic; organizational.

Innovative technologies in education allow you to regulate learning and direct it in the right direction. People have always been afraid of all the unknown and new, they have a negative attitude to any changes. Stereotypes that exist in the mass consciousness, affecting the usual way of life, lead to painful phenomena, prevent the renewal of all types of education. The reason for people's reluctance to accept innovations in modern education lies in the blocking of life's needs for comfort, security, and self-affirmation. Innovative behavior does not imply adaptation, it implies the formation of your own personality, self-development. The teacher must understand that innovative education is a way to foster a harmonious personality. It is not suitable for "ready-made templates", it is important to constantly improve your own intellectual level. A teacher who has got rid of "complexes" and psychological barriers is ready to become a full-fledged participant in innovative transformations.

One of the tasks of modern schools is to reveal the potential of all participants in the pedagogical process, providing them with opportunities to display their creative abilities. The solution of these problems is impossible without the implementation of the variability of educational processes, which is why there are various innovative types and types of educational institutions that require deep scientific and practical understanding. Innovations, or innovations, are characteristic of any professional activity of a person and therefore naturally become the subject of study, analysis and implementation. Innovations do not arise by themselves, they are the result of scientific research, the best teaching experience of individual teachers and entire teams. This process cannot be spontaneous, it needs to be managed.

In relation to the pedagogical process, innovation means introducing new things into the goals, content, methods and forms of teaching and upbringing, and organizing joint activities between the teacher and the student. Pedagogical innovation - innovation in pedagogical activity, changes in the content and technology of training and education aimed at improving their effectiveness. Thus, the innovation process consists in the formation and development of new content and organization.

Pedagogical innovations must meet the following criteria:

- Optimality that fully takes into account the level of effort and resources required by teachers and students to achieve the planned results;
- High performance, expressed in the stability of positive results in the activities of teachers;
- Possibility of creative use of innovations in mass experience;
- Progressiveness of the proposed innovations;
- Theoretical and methodological validity. Innovation processes occur at different levels of educational activity.

DISCUSSION

In General, the innovation process is understood as a complex activity for the creation (birth, development), development, use and dissemination of innovations. There are different types of innovation, depending on the attribute by which they are divided. In developing educational systems, innovative processes are implemented in the following areas: the formation of a new content of education, the development and implementation of new pedagogical technologies, the creation of new types of educational institutions. In addition, the teaching staff of a number of educational institutions is engaged in the implementation of innovations that have already become the history of pedagogical thought. Nevertheless, we can distinguish the following most characteristic innovative technologies.

1. Information and communication technologies (ICT) in subject learning. As a result, new information technologies appear in the school methodological system, and school graduates are prepared to learn new information technologies in their future work. This direction is implemented by including new subjects in the curriculum aimed at studying computer science and ICT. The experience of using ICT in schools has shown that:

a) the information environment of an open school, including various forms of distance education, significantly increases the motivation of students to study subject subjects, especially using the project method;

b) computerization of the teaching attractive for the student that eases the psychological tension school of communication by moving from a subjective relationship “teacher-student” the most objective relations “student-computer-teacher”, the student increases the efficiency of labor, increase the proportion of creative works, is expanding the opportunity to receive additional education on the subject in school, and in the future realize a targeted choice of the University, prestigious job;

c) Informatization of teaching is attractive for the teacher because it allows to increase the productivity of his work, increases the overall information culture of the teacher.

2. Personal-oriented technologies in teaching the subject Personal-oriented technologies put the child's personality at the center of the entire school educational system, ensuring comfortable, conflict-free and safe conditions for its development, the realization of its natural potentials. The child's personality in this technology is not only a subject, but also a priority subject; it is the goal of the educational system, not a means to achieve any abstract goal. It is manifested in the development of individual educational programs by students in accordance with their capabilities and needs.

3. Information and analytical support of the educational process and quality management of school education. The use of such innovative technology as information and analytical methods for managing the quality of education allows you to objectively, impartially track the development of each child in time individually, class, parallel, school as a whole.

4. Monitoring of intellectual development. Analysis and diagnostics of the quality of education of each student by testing and plotting the dynamics of academic performance.

5. Educational technologies as a leading mechanism for the formation of a modern student. It is an integral factor in modern learning conditions. It is implemented in the form of involving students in additional forms of personal development: participation in cultural events based on national traditions, theater, children's creativity centers, etc.

6. Didactic technologies as a condition for the development of the educational process. Here you can implement both well-known and proven techniques, as well as new ones. It is an independent work with educational books, play, decoration, and protection projects, learning through audiovisual techniques, the system "consultant" group, differentiated ways of learning - the system of "small groups", etc. Usually in practice, various combinations of these techniques are used.

7. Psychological and pedagogical support for the introduction of innovative technologies in the educational process of the school is Supposed to provide scientific and pedagogical justification for the use of certain innovations. Their analysis at methodological councils, seminars, consultations with leading experts in this field. Thus, the experience of modern schools has a wide Arsenal of application of pedagogical innovations in the learning process.

The effectiveness of their application depends on the established traditions in a General education institution, the ability of the teaching staff to perceive these innovations, and the

material and technical base of the institution. Today, many teachers use modern technologies and innovative methods of teaching at school in order to achieve learning effectiveness. These methods include active and interactive forms that are used in training. Active ones provide for an active position of the student in relation to the teacher and to those who receive education with him. During lessons with their application, textbooks, notebooks, a computer are used, that is, individual tools used for training. Thanks to interactive methods, knowledge is effectively learned in collaboration with other students. These methods belong to collective forms of learning, during which a group of students works on the material being studied, and each of them is responsible for the work done.

Interactive methods contribute to the qualitative assimilation of new material. These include:

- Exercises that are creative in nature;
- Group tasks;
- Educational, role-playing, business games, imitation;
- Lessons-excursions;
- Lessons-meetings with creative people and specialists;
- Classes aimed at creative development-lessons - performances, film making, newspaper production;
- Use of video materials, the Internet, visibility;
- solving complex issues and problems using the methods of "decision tree", "brainstorming".

CONCLUSION

Therefore, innovative methods of teaching at school contribute to the development of cognitive interest in children, teach them to systematize and generalize the studied material, discuss and discuss. By understanding and processing the acquired knowledge, students acquire the skills to apply them in practice, gain experience in communication. Undoubtedly, innovative teaching methods have advantages over traditional ones, because they contribute to the development of the child, teach him independence in knowledge and decision-making.

Innovative technologies in training allow not only to bring education to the masses, improve its quality and speed up the process of acquiring knowledge, but also to make education more accessible in material terms, which is not unimportant at present. New computer and information technologies are our future.

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DOI NUMBER: **10.5958/2249-7137.2020.00163.9**

ASKING QUESTIONS AS A LEARNING METHOD

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ABSTRACT

The article considers three main types of questions depending on the surprise of their appearance. Techniques for processing responses that allow the teacher to keep the learning process in the right direction without destroying the interactivity of interaction with students are proposed. The author concludes that the question should be brief, adequate and evenly distributed, do not contain slang expressions and incomprehensible words, and for the effective conduct of the lesson and obtaining actual learning results, the teacher must be able not only to ask questions, but also to correctly respond to correct and incorrect answers from students, as well as be able to adequately get out of difficult situations, answering confusing and provocative questions.

KEYWORDS: *Questions, Answers, Training Methods, Question Setting, Answer Processing Techniques, Confusing Questions, Provocative Questions.*

INTRODUCTION

At the present stage of development of pedagogy, interactive teaching methods are used for the effectiveness of the educational process. Almost all of them are based on questions and answers, so a lot of work is devoted to this topic. The first person to use questions as a teaching method was Socrates. He led his students to a true judgment through a dialogue where he asked a General question, received an answer, asked the next clarifying question, and so on until the final answer. The most common technique for asking questions is based on the b taxonomy. Bloom, according to which, each of the six degrees of its hierarchy corresponds to its own question. The level of knowledge corresponds to simple questions, understanding-clarifying, application-practical, analysis-interpretative, synthesis-creative, and evaluation-evaluative [1, P. 482-492].

The main results and findings

According to the degree of expression, questions can be explicit and hidden, by their structure – are divided into simple and complex, by the method of requesting the unknown – clarifying and filling, in relation to the cognitive goal – nodal and suggestive, by the correctness of the statement - on correct and incorrect [2, p. 67-69]. "It should be said once and for all that there is not and cannot be the only possible and indisputable classification" [3, p.161]. But whatever the variety of classifications of questions, the main role in the effectiveness and interactivity of the lesson is played by the teacher, and his ability to ask them.

In practice, in the educational process, questions can be divided into two types, depending on the goal set by the teacher. The first group of questions are training questions designed to expand understanding. The second group – verification questions to control the level of understanding [4, p. 90].

The purpose of the question depends not only on its content, but also on when to ask it. At the beginning of the class, or the entire course, the teacher asks questions to determine the level of knowledge of their students. These issues determine the construction of a further work plan. During the lesson, questions are used to activate students, change the pace of work, change the vector of attention and check the assimilation of information, for further clarification, if there are misunderstandings. The moment of the classroom session when you need to ask a question depends entirely on the psychological observation of the lecturer. Only a timely question can give a therapeutic effect. At the end of a pair or course, during a session, questions are necessary to consolidate knowledge and evaluate the results achieved.

All strategies for raising questions can be divided into three main types, depending on the predictability of their occurrence.

The first method of interviewing is when each participant can determine which question will be given to them. This removes the fear and stress of surprise, which has a positive effect on memory and concentration, giving the maximum possibility of a correct answer, but, as practice shows, focusing on your question, the student disconnects from the awareness of all other information, so often use this method is not recommended – it separates the group. This technique has another positive side – the survey covers milestones of listeners.

The second method is sudden. It is useful for focusing the audience's attention and controlling it. The negative side is the tension of waiting, which can lead to the Respondent's panic.

The third method is when the teacher offers a question to the entire group, and the students respond when they feel fully prepared. A safe environment allows you to include the majority of participants in the process, and strengthens the team spirit.

Asking the right questions requires all the basic pedagogical skills. First of all-academic, that is, knowledge of the answers that are supposed to be received from the group. Using didactic abilities, it is necessary to be able to paraphrase the received answer and generalize with the allocation of what is considered important. Before you use questions, your predictive abilities will help you make sure that they are understandable. The question cannot be answered if its meaning is not available. The teacher's constructive abilities will make the question brief, adequate, and evenly distributed. There is no point in asking a long and complicated question, the student to whom it is addressed will have to ask to repeat it. Speech abilities will control the

absence of slang expressions, riddle questions, and vague ambiguous questions containing incomprehensible words. If the question is complex, it is better to divide it into several simple ones. Authoritarian abilities will force students to respond themselves, rather than waiting for the teacher to do so.

Getting the question right is only half of a successful interaction with the group. The second half – correct acceptance of responses. Each listener sitting in the audience identifies himself with the person who answers, feeling himself in his place. Any insensitivity when processing responses can result not only in the destruction of contact with a particular student, but also in the refusal of the entire team to cooperate. In order not to interrupt the interactivity of the learning process, you must remember some rules.

It is better to answer questions without delay, otherwise participants may deviate from the topic, or take the wrong answer for the right one. But if we are talking about a lecture form of training, it is most productive to warn the audience at the beginning of the lesson that time will be allocated for answering their questions, and to prepare the volume of theoretical material so that this time for answers really remains.

We recommend thanking you for every participation. Any attempt is worthy of recognition. It is possible to find a rational grain even in the wrong answer. Techniques for maintaining the responder can be different. For example, ask the group to comment on the answer, or ask the question again, and give the student the opportunity to correct their answer.

If the student answered correctly, then before moving on, it is worth praising him, repeating the answer, highlighting the main points. It happens that the answer is correct in essence, but not quite accurate, then emphasizing the correct part of the answer, you can try to get further information on this issue.

The effectiveness of the lesson depends not only on the ability of the teacher to ask questions, but also to answer them. The most obvious reason for contacting a lecturer is to get information. But there are others, such as checking the competence of the teacher. Usually the author of such a question knows the answer to it, and wants to see how the teacher can handle it. The confidence of the group depends on this answer, and therefore, if the lecturer does not have the necessary information on this issue, the best way out is to thank the student for an important remark, admit that a satisfactory answer does not immediately come to mind, and promise to give it at the next lesson.

Another type of destructive question is confusing. The purpose of such questions is to direct the attention of the entire audience in a direction that only the questioner is interested in. This can be done either intentionally or unintentionally. In any case, there is only one strategy – without succumbing to provocation, it is necessary to move forward with the plan.

CONCLUSION

Finally, the question is a provocation, and the main rule is not to accept the challenge and not to accept criticism. Constructive actions will be: to pause, turn off emotions, mark the question interesting and thoroughly think about the answer. If the lecturer is wrong, it is better to admit the error, and retell the information in the correct version. The teacher's self-sufficiency should deter him from attempts to humiliate and punish the provocateur, either immediately or later. Otherwise, the author of the question will be turned off from work, will look for an excuse to

take revenge, and the teacher may lose authority. In any case, if there are disagreements and objections that arise when using interactive methods, the teacher must resolve the conflict within the framework of the democratic concept, so that there is no gap with the audience.

In the modern world, the abundance of information, the University teacher, does not just transmit knowledge – it directs, develops and forms the student's thinking process. Basic pedagogical skills, knowledge of the techniques of asking the right questions, the ability to respond correctly to students' answers, and emotional balance when responding to destructive provocations, turn classroom classes into an effective and effective learning process.

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DOI NUMBER: **10.5958/2249-7137.2020.00164.0**

DEVELOPMENT OF AUTOMATED ANALYTICAL SYSTEMS FOR PHYSICAL AND CHEMICAL PARAMETERS OF PETROLEUM PRODUCTS

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ABSTRACT

New devices have been developed for measuring the mass of petroleum products in vertical cylindrical tanks. As a parameter by which to judge the presence of leaks in the tanks, it is proposed to use the change in the mass of the controlled product over time. Special software is used to analyze the obtained measurement results and diagnose the presence and magnitude of leakage.

KEYWORDS: *Monitoring, Petroleum Products, Analytical Systems, Physical-Chemical Parameters.*

INTRODUCTION

In the petrochemical industry one of the most important tasks is to ensure accounting and control of petroleum products. Constant monitoring, regulation and accounting of these parameters makes it possible to influence the course of the process, increases production efficiency and reduces their cost, as well as significantly reduces the likelihood of environmental disasters.

Recently, more and more attention of specialists working in the field of system integration is paid to the issues of a unified approach to the problems of automation of technological processes. Of course, this approach is also necessary when automating the technological processes of receiving, storing, selling and commercial accounting of petroleum products at oil depots [1]. The non-trivial and labor-intensive nature of the automation task is due to the many possible technical solutions, equipment selection, and ambiguity in determining the level and degree of automation. When choosing the optimal technical solutions, various criteria must be taken into account, including both the characteristics of automation objects and the requirements of

operational and service maintenance [2]. This not only significantly increases and complicates the information base of measurement results, due to a wide range and a large number of measuring and technological equipment, but also there is another significant issue. It is associated with the need to create a distributed control system that includes functionally independent subsystems (located geographically at a significant distance from each other) with its own sensors, actuators designed to control a specific part of the tank farm.

Naturally, all subsystems should be integrated into a local network that allows interaction with other circuits and devices to perform a common task. A characteristic feature of such a system is decentralized data processing, increased fault tolerance, and a standard and unified database structure. Note that it is crucial for the employees of the oil depot to observe the processes of changing the parameters and condition of equipment in real time, which requires reading data with a short period of time. The complexity of standard algorithms for controlling technological processes of the oil depot, large data flows with the need to ensure intersystem interaction, a set of different types of technical means and control and measuring devices (including the formats of transmitted data), communication means for transmitting data to the Central control system and distributing them over the local network, is certainly a non-trivial task.

Rapid detection of leaks from oil storage facilities is a very important environmental and economic task, since the damage from such accidents is sometimes calculated by significant means. Steel tanks are a welded structure with a height of up to 20 m and a diameter of up to 50 m. This is especially important for underground or filled-in reservoirs, where it is impossible to visually control leaks in the case of cracks in the walls, as well as very difficult to access, control and maintain the bottom of the tank.

Existing methods for monitoring fuel leaks from cylindrical tanks are labor-intensive and usually have low measurement accuracy.

Deformation of the reservoir under the influence of temperature, internal pressure and weight inside the product leads to displacement of reference points and, as a result, to a large actual error in determining the liquid level by volume-mass method.

Storage conditions for individual petroleum products in tanks, such as fuel oil, differ significantly from the storage conditions for other petroleum products. In the real us the most important physical process that determines the thermal regime of fuel oil in the reservoir is gravitational convection. It leads to the appearance of a vertical temperature stratification due to the fact that the heated part of the fuel oil and, consequently, the lighter one moves to the upper part of the tank. Thus, there is always a certain distribution of fuel oil density in the tank by height, which cannot be fully taken into account when making measurements using level gauges, including high-precision ones.

We have developed an automated system for monitoring the parameters of petroleum products in tank farms using intelligent high-precision pressure sensors. The maximum use of information received via the HART Protocol is provided by specialized software. The modular structure of this software makes it simple and easy to build and expand it for the needs of a specific tank farm of the enterprise. This provides the ability to transfer data to an information database that is available for other tasks and users.

The automated system contains a relay alarm device. The alarm system is designed to alert Park operators when tanks are filled to the maximum (dangerous, emergency) levels and the maximum heating temperature of fuel oil. The system controls the sound and light signals when the product reaches the set level and temperature.

Pressure transmitters of the type with a basic margin of error of 0.05-0.1% were used as pressure sensors. Subsequent processing of the output signal is carried out by a universal measuring controller CR 9006. Calculation of the fuel oil mass is performed by the controller according to the program that takes into account the data of the calibration table of the tank.

The measuring system consists of: a universal programmable measuring Converter with controller functions; primary pressure sensors (submersible probes can be used); temperature sensors; communication devices; PC.

The automated system for measuring the mass of petroleum products provides the following characteristics:

- Mass measurement in tanks with a capacity of up to 40,000 t;
- Number of controlled tanks up to 30 PCs.;
- Ability to monitor incoming and outgoing payments on-line;
- The relative error of mass measurement is not more than 0.4 %;
- Ability to control the product temperature at 3 points in the container;
- Absolute temperature measurement error ± 0.5 °C;
- Transfer of measurement results to the enterprise data server;
- statistical recording, storage and reproduction of measurement results in the mode protection against unauthorized access for at least 60 months;
- The alarm on the filling level and the maximum temperature of the product.

To calculate the mass, the value of the excess pressure created by a column of fuel oil in the tank is used.

The total error in determining the mass of petroleum products when using the CR 9006 controller did not exceed 0.4 %. Information about the measured values is displayed on the liquid crystal display of the controller and transmitted to the PC via the Msmis Protocol. Calculation of fuel oil parameters and data archiving is performed on a PC [2]. One of the advantages of the system is automatic remote calibration and configuration, as well as diagnostics of the communication line.

We have developed a special computer program for configuring the system's sensors, collecting information and calculating the parameters of petroleum products.

In the detailed statistics window. archived data is displayed as a graph, as well as in a table view. You can select the display parameter and the time scale of the selection. The software provides archiving of the following parameters:

- Product weight value;
- Value of the mass of the "dead" residue;

- Level value;
- Temperature value for each channel.

The frequency of data archiving is set by the user from 1 to 60 minutes, and the depth of data archiving is 60 months.

The system operated at the oil depot has a decentralized geographically distributed structure and is designed to solve the following tasks:

- Measurement of petroleum product parameters in automatic mode and archiving of current values;
- Automated control and management of the technological process of receiving, storage and shipment of petroleum products;
- Automation of fire protection and prevention of formation of an explosive environment at oil depot facilities, safe operation of technological equipment and structures;
- Visual observation (monitoring) of changes in parameters and state of technological equipment in real time, timely detection of emergencies;
- Formation of accounting documents.

Automation objects are:

- Tank farm consisting of 5 tanks with fuel oil (6000 m³) and diesel fuel (5000 m³) ;
- one-way drain railway overpass with a drain collector, which includes a lower drain installation in the amount of 6 PCs.;
- product pumping station for diesel fuel and fuel oil with tanks for Stripping pipelines, pumps in the amount of 8 PCs., a backup diesel generator and a ventilation system;
- technological site of the pier, which includes three pipelines, two diesel fuel and one fuel oil pipeline, through which the shipment/acceptance of petroleum products is carried out;
- seawater pumping station with pipeline system;
- foam pumping station with a pipeline system.

CONCLUSION

The main prospects of development of the system involves providing additional facilities to the operating personnel in the management and control of the process (the allocation of user-chosen fragments of the object on the diagram, scan it in full-screen with the visualization of additional parameters, a display on the background of a fragment of the graphs of the parameters at a given depth, time, etc.), as well as further automation of technological processes.

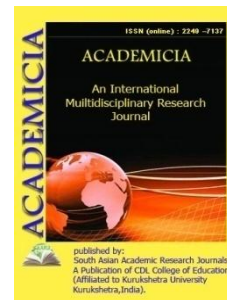
The automated system has more capabilities than the traditional fuel oil level measurement system suggests. The parameters calculated by the PC can be used for operational purposes, such as monitoring the release of finished products and alarm management. For example, the system can signal a potential product leak from a tank based on the values of the dead weight range in the tank. It is also possible to avoid undesirable mixing of different (possibly expensive)

products, since an automated system can detect and signal abnormal variations in product density.

In addition to heat power, this automated system can be used in the oil refining, petrochemical and chemical industries.

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DOI NUMBER: **10.5958/2249-7137.2020.00165.2**

TOTEMISTIC MYTHS AND LEGENDS ABOUT THE WOLF IN UZBEK FOLKLORE

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ABSTRACT

The article describes the mythological views associated with the Wolf the views of the ancient Turkic peoples on the evolutionary variant of the totemistic imagination.

KEYWORDS: *Folklore, Myth, Legend, Wolf, Totem, Ethno Genetic, Totem – Ancestor, Superstition.*

INTRODUCTION

It is known that ancient Chinese written sources are one of the most important sources of studying myths and legends created by the ancestors of Turkic peoples. Because the Chinese muarrikh-chronomachers, who set themselves the goal of enlightening the history of this or that dynasty, effectively used legend and narration, which were considered examples of "oral history" in explaining those or those events related to the Turkic people, as well as the acutely believing and mythical syujets that existed among the people. One of the mythological syuzhets, expressed in this rare written source, is the relic-relic interpretation of the totemistic myth about the wolf, which was recognized as a totem-ancestor in ancient Turkish folklore.

In ancient times, when the tribal system had not yet been decided, people thought that there was a certain kinship between themselves and living and inanimate objects. On the basis of these prejudiced views, a system of primitive mythological representations about the origin of each seed-tribe from a particular creature, plant or thing-phenomenon - totemism originated. The totemistic views of the ancient Turkic peoples were expressed in mythology, ritual folklore and inonchicodes.

The totemistic myths and legends about the Wolf are also absorbed in the traditions and rituals of our people, as well as the magic mysteries associated with the worship of the patron-ancestor. For example, according to the tradition preserved among the nurotians, when people want to know whether a person's work is walking or not: "a wolf, a fox?" he asks. If the case is walked, "wolf", if not walked, will answer "fox". If someone jumps on a trip, before a wolf comes out or sees a wolf, a trade route is opened, they make a big deal that things are reversed. If Turki sees that it will be aksi someone is going to go away, if the wolf comes out before him, they think that the path is "open", if the Fox comes out, then the path is "closed" [1].

Traditionally, if a wolf flies to the person who sets out or crosses the Wolf's path, they make a big deal that the case comes from the right. According to the information recorded from the Denov District of the surkhandarya region, "if a chauffeur produces well and finds a lot of money, they say that he sees a wolf, a wolf" [2].

In these irises, the tradition of believing in the patronymic of the totem-ancestor, passing on to the whirlwind, meeting with him as a symbol of luck, was expressed. People's views on the fact that seeing a wolf on the road is a sign of kindness are associated with the tradition of imagining a wolf as a seedbuster - one of the main motives of the plot of totemistic myths in ancient Turkish folklore. The legends about the wolf that led the way, the seed-bearer to the blessed land, the totemistic legends in the folklore of the Turkic peoples have an important place in the syujet system. In particular, the motivation of the Wolf to lead the way is also absorbed in the plot "Oguznoma". Oguzhan entered the fire with a rain in the light of the sun, and from this light a blue maned wolf appeared. He encouraged Oguzhan to walk towards a place called Urum, and Hakan gathered his people and set off towards the side where the Wolf was pointing. In front of the Army went those blue mane Wolf Road starting at. The place where the Blue Wolf stopped was the place where the people of Oguz addressed him [3].

In the folklore of ancient Turks, the image of the wolf that leads the way to the seed originated on the basis of the tradition of believing in the patronage of this totem-ancestor.

In the signs of the birth of a child and upbringing of a child in the family of Uzbeks, the totemistic images about the Wolf are also expressed. The analysis of ethnopoloristic materials collected so far has shown that as long as the participation of the Wolf cult in the ritual numbers associated with the birth of a child can be characterized as the following functional types:

- a) the magic deeds of indifferent women, performed with the intention of "open the way to the Child";
- b) superstitions aimed at protecting the baby from various troubles.

According to the instruction of the outstanding scientist Hadi Zarif, Rakhmatulla Yusuf, who, among the Uzbeks, filled with folk materials about the legendary things, noted that "if a hunter caught a wolf, it generated more than a thousand rubles of income. This means that in order not to be afraid in a dream, people who believe in the Wolf's teeth, hoofs, nails with these superstitious sayings are bought as amulets. The wives, whose children did not stand, went under the Wolf and paid the Hunter a fee. When this is done, the child is breastfeeding in the hostel. Or passed through the Wolf's mouth, this was done by the Hunter's tongue. Even barren wives sit in the place where the Wolf crumbles or muboshiraga in place of the old nest of the Wolf" [4].

Residents of the Denov District of the surkhandarya region said: "if a person is born and dies, then with the birth of a child, they pass it through the mouth of a wolf. This is how it will be: they will appoint a shepherd or a hunter, "come to the Wolf's mouth!" that is. The shepherds cut off the Wolf's mouth and give it to the bride. They pass the baby through the mouth of the Wolf. The reason is that sucking does not harm the child. The Wolf would suck lighter".[5] H.Zarifov noted that "those who carefully kept the Wolf's skin in the Uzbek seeds, which were engaged in cattle breeding, passed it on to the Wolf's coat to ensure that the pregnant wife did not suffer from torture, that the child and himself were not harmed by some evil force".[6]

It turns out that in such superstitions the tradition of using a wolf's tooth, nails, skin and mouth as a magic wand is embodied. The ancient man totem thought that in certain parts of the animal's body, that is, there is also a magic power in his skin, fur, nails, hooves, Mink, teeth. Therefore, in families where the child does not stand, when the next baby is born, they find him under the patronage of totem-ancestor, that is, in order to protect him from the damage that is imagined to be a threat to his or her own life, they have carried him through the skin of the Wolf's mouth. Born in the village of Machay of the Surkhandarya Region B.Umurkulov said that they described such babies as "the Wolf remained in the mouth" and called them wolves, Wolves. And in some places, kaywani momolar was born, and that the boy let the wolf be enthusiastic, they passed it through the skin of the mouth, from which the Wolf was cut.[7]

In general, the use of the Wolf's teeth, claws, nose, ears, skin, feathers, hooves, jaws, tail as a magic material is a widespread tradition among the ancient Turkic and Mongolian peoples living in Central Asia,[8] the historical roots of these ancient believers, which played an important role in family and household ceremonies, go back to the totemistic myths of our ancestors, who lived

The historical basis of the work of indifferent women on the magic actions associated with the wolf in the hope of entering the child is also directly related to the mythological reflections on the totem-ancestor.

Ethnographer A., Jumaev notes who studied the magic methods of granting the characteristics of offspring to women without children, that there is a superstition among Uzbek and Tajik women of the Bukhara region that if they sit on the placenta of a newborn, they will also have the qualities of a mother with a cleavage in the eyes. In some places, the children and the women pass by the feet of the wives who have six or nine children, while the doves play, they pass by the bottom of the Earth or through the pits of the sacred trees. The researcher believes that these irises are of a magical character and are intended to mislead the evil forces that cause indifference when passing under the feet of serfarzand women - to have a characteristic of them, and when passing under the dor or through a tree grove.[9]

In our opinion, the superstitious deeds of an indifferent woman in relation to a wolf for the opening of a child's path, also have a magical meaning. As you know, the Wolf is a serpusht creature. In the case of heredity with the dog during pregnancy and the birth of a child, the Serpentine feature of this creature is taken as the basis, and in this place the Wolf expresses the mythological features inherent in totem-ancestor. After all, the existence of a certain commonality between mythological images about the Wolf and the dog is also noted in the scientific literature.[10] It means that in the past, crossing under a wolf or between the skin of a mouth, sitting on a wolf's leash, jumping on a wolf's leash was considered one of the magic deeds of having a bullying character.

There is another interpretation of this superstitious and magical action associated with totemistic views. Ethnographer S.A.Tokarev believes that the totem-the tradition of believing that the ancestors themselves are reincarnated in the image of a totemistic group or tribe of people belonging to them, that is, they manifest themselves in the body of their offspring through reincarnation, also occupies a special place in the system of totemistic imaginations.[11] In the first variants of totemistic legends about the Wolf-ancestor, the mythological representation of the existence of blood-kinship relations between a creature recognized as a totem with the magnanimity of a particular seed is expressed. That is, the closeness between the first father or mother of a particular seed and the totem-ancestor is explained on the basis of mythological beliefs, which caused the origin of the totemistic group. In particular, the goose of the totemistic legend about the appearance of 92 Uzbek seeds was also interpreted as "the father of 92 children born in a tulup was a wolf" in the variant written by Alim Yunusov. Consequently, "in totemistic mythology, the method of "evolution-transformation" reflected the motivation for the connection of totem and man through marriage relations Akramov had also noted.[12]

Totem-in the course of the evolutionary narrative of mythological representations about the birth of a descendant of a particular seed as a result of a direct relationship with the ancestor, the following two completely different views were formed:

- a) totem-totem-totemistic beliefs about the resurrection of the ancestor in the body of his descendants, that is, about reincarnation;
- b) totem-totemistic beliefs about the incarnation of the totem creature, that is, the birth of the seed offspring as a result of the indirect participation of the ancestor.

The place where the Wolf sneezes or sits a woman with a child in her old nest-totem is a magic way to get pregnant without the direct participation of the father. One of the manifestations of the totemistic views on incarnation has become a symbolic ritual, the magic deeds performed in the Wolf's nest with the aim of being bullied by indifferent women.

Legends have also been created about the origin of the tradition of using the Wolf's tooth, nail, ash, feather or skin as a magic material. In particular, a folk tale from the sirdarian Hazrat Muhammadkulov, who wrote T.Ochilov, narrates that "one day a wolf came to the village and died in captivity. Since there is a wife in the same village, her children, whom she saw, did not stand, died at a young age. The wife moaned to God and said, "Let not your child who has given die, let him be great!"he missed his newborn child three times in the mouth of a dying Wolf. "Let the ins and outs of my child not be a medicine!"- deb took the Wolf's fingernail and put it on the shoulders of his child. After that, the child of this wife did not die, but grew up. Other wives who are satisfied with the work that this wife has done are also taking away the Wolf's mouth, teeth, nails, skin, wool, lover will be needed if she sees or is caught."[13]

Traces of totemistic imagination were reflected in the motivation of this narrative plot of an indifferent woman to use certain parts of the Wolf's body as a magic artifact in order to acquire the character of her bullying. We think that initially there were formed mythological legends about the origin of magical deeds associated with the attainment of the Wolf-ancestor's reinforcements, in which animalistic views on the embodiment of his soul were also expressed in certain parts of the body of this creature. Such legends served as an explanation, explanation of totemistic views on the ritual significance of the body organs, which the Wolf imagined to have

magical power. Such mythological beliefs, reflecting the essence of totemistic legends, have been preserved in the system of people's views for centuries, having undergone certain changes.

Hazratkul Muhammadkulov, who spoke the above narration, said about the tradition of the miracle of the Wolf: "Among The People" the Wolf has a feather of Azrail. The Wolf takes the soul of some creatures as Azroil. There is a saying that "ghost will be afraid and run away if she sees a wolf". If you see the death of any wolf, then take it from any of her husbands (crochet, tooth, yungi, lover, skin), especially if you wear the cradle, bracelet of young babies, then the devil will not take medicine. Your child will grow up as a wolf. Women have taken the Wolf's Claws, The Wolf's mouth, the tooth that has not taken the mouth, the wool that has not taken the tooth, the skin that has not taken the wool, the skin that has not taken the wool, and the Wolf's nails that have not taken the skin. They all took it for the purpose of "let my children get rid of the ins and outs and grow healthy." [14]

Although the ancient variant of the totemistic myth about the Wolf-ancestor was not mentioned in Uzbek folklore in the case of tugal syujet, in some legends of the etiological character epic motifs explaining the reasons for the origin of the tradition of the Enlightenment of the Wolf are three.

As the son of Saidmurod Panah said, "Alpomish" dostonida describes, everyone sees such a dream: an capricious Wolf will come and pluck everyone's sheep. That's how they dream his dream:

Талпиниб устига қўнса уйингди,
Кўнглингдан кўтарар қайғу-войингди,
Кўк ёл бўри – ёринг, қалмоқ – кўйингди,
Энди сен кўрасан Алпомишингни. [15]

"The birth of gurugli" Dost Shox Şahdorchon explained his dream to those who gathered:

Ёвмитэлданкелдииккитабўри,
Келганбўри, куръандозлар, ким бўлди?
Иккибўритоғдаиккишеркувди,
Шербаччаларқўйгаоралабқолди,

Қўйимнингўлигинҳарёнгаотди, – said. Then Yusuf said one word, looking at the king in the Quran, saying the interpretation of the dream:

Зимистонайрилмастоғларнингқори,
Тушингкурсин, билдим, манглайнингшўри,
Ёвмитэлданкептииккитабўри;
Икковиданяхшифарзандларбўлар,
Қўйингниўлдирганбўри - иккови. [16]

The arrival of Gajdumbek and Ravshanbek from Yovmit was evident in the dream of Shakhdorhan as a wolf. The application of the symbols of the wolf-sheep in the artistic

interpretation of the epic dream motif was one of the ancient traditions of the Turkic EPOS, which arose directly in the era of totemistic belief.

Sometimes it is interpreted that the epic hero sees a wolf in a dream – a sign of the birth of a child. "The righteous" friend said that the King's wife saw a wolf in a dream:

Ох, кўрқаманбугункўргантушимга,

Иккисиртлонбўрикелдиқошимга, – he explains. After some time, she gives birth to two sons.[17]

To see a wolf in a dream is one of the traditional epic motives of Uzbek folklore, the interpretation of a wolf in a dream as a child, a symbol of a child follows totemistic views and ethnogenetic myths about the first ancestors. Zero A.A.Valitova also believes that the definition of an epic hero as a blue mane Wolf is one of the poetic formulas associated with totemistic imaginations of Central Asian folklore. In his opinion, in the past, the Turkish people were called combat troops and their captains were called Wolves. Later this term also passed into the epic tradition and became a poetic instrument enriching the artistry of folk works.[18]

Consequently, the tradition of calling a boy a boy or a man a wolf has been preserved so far among the Uzbeks. For example, in the 50-60-ies of the XX century, Uzbek women belonging to the seeds of Kungirat living in the Kashkadarya region called her husband "Wolf", [19] in some villages of the karakul District of Bukhara region, the family described the child as "wolf" or "hail".[20] It means that to see a wolf in a dream is to show kindness, to interpret the wolf seen in a dream as a child, to resemble an epic hero as a wolf is directly related to the ancient Turkic myths about the totem-ancestor.

In conclusion, among the means of expression of the totemistic myth about the Wolf-ancestor, the way of storytelling took a leading position. Myth in the course of its historical narration has taken the path of progress from the totemistic imagination to the mythological legend on the ethnogenetic subject.

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DOI NUMBER: **10.5958/2249-7137.2020.00208.6**

A STUDY ON THE EMPLOYEES QUALITY OF WORK LIFE WITH REFERENCE TO SAARC TOOL-TECH (P) LTD., COIMBATORE.

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ABSTRACT

Quality of work life refers to the level of happiness or dissatisfaction with one's career. 'Quality of work life' emphasizes on how an employee and employer should keep a proper relationships. Employees in future will be looking for companies that focus on good quality of work life. Healthy human resources have emerged as a top priority for organizations. The objective of the study is to determine the factors contributing towards Quality of work life in Saarc Tool Tech (P) Ltd, to determine socio-demographic characteristics of the employees in Saarc Tool Tech (P) Ltd and to determine the relationship between socio-demographic characteristics and the factors contributing towards Quality of work life in Saarc Tool Tech (P) Ltd and to suggest the measures to improve Quality of work life in Saarc Tool Tech (P) Ltd. Primary data has been collected from the sample of eighty through the structured questionnaires. Convenience Sampling is adopted to collect the data. The findings and analysis shows that quality of work life of employees is satisfactory. The suggestions have been made to improve the present system of quality of work life and make their future as goal oriented. The new global work place demands certain prerequisites such as higher order of thinking skills like abstraction system thinking and experimental inquiry, problem-solving and team work.

KEYWORDS: *Quality of work life, Employee, Dissatisfaction.*

INTRODUCTION

Human Resource management, formerly called as personnel management includes conducting job analysis, planning personnel needs, and recruitment, selecting the right people for the job, orienting and training, determining and managing wages and salaries, providing benefits and incentives, appraising performance, resolving disputes, communicating with all employees at all levels.

The term Quality of Work Life has different meanings for different people. Some consider it industrial democracy or co determination with increased employee participation in the decision making process. For others, particularly Managers and administrators, the term denotes improvements in the psychological aspects of work to improve productivity.

Quality of Work Life refers to the favourableness or unfavourableness of a job environment for people. It refers to the quality of relationship between employees and the total working environment. For example, to a worker on an assembly line, it may just mean a fair days pay, safe working conditions, and a supervisor who treats him with dignity. To a young new entrance, it may mean opportunities for advancement, creative tasks and a successful career.

The elements in a typical QWL program include – open communications, equitable reward system, a concern for employee job security and satisfying careers and participation in decision making.

According to Harrison “quality is the degree to which work in an organization contributes to material and psychological wellbeing of its members”.

According to D.S. Cohan “QWL is the process of joint decision making, collaborations and building mutual respect between management and employees”.

Quality of work life as Human Resource strategy – An analysis

Today’s work force consists of literate workers who expect more than just money from their work.

In the modern scenario, QWL as a strategy of human resource management is being recognized as the ultimate key for development among all the work systems, not merely as a concession.

Globalization has lowered national boundaries, creating a knowledge- based economy that spins and spans the world. Major economies are converging technologically and economically, and are highly connected at present moment. The new global work place demands certain prerequisites such as higher order of thinking skills like abstraction system thinking and experimental inquiry, problem-solving and team work.

PRINCIPLES OF QWL

According to N. Q. Herrick and M. Maccoby there are four basic principles, which will humanize work and improve the QWL.

The principle of security

Quality of work cannot be improved until employees are relieved of the anxiety, fear and loss of future employment. The working conditions must be safe and fear of economic want should be

eliminated. Job security and safety against occupational hazards is an essential precondition of humanization of work.

The principle of equity

There should be a direct and positive relation between effort and reward. All types of discrimination between people doing similar work and with same level of performance must be eliminated. Equity also requires sharing the profit of the organization.

The principle of individualism

Employees differ in terms of their attitudes, skills, potentials etc. Therefore, every individual should be provided the opportunities for development of his personality and potential. Humanization of work requires that employees are able to decide their own pace of activities and design of work operations.

The principle of democracy

This means greater authority and responsibility to employees. Meaningful participation in decision making process improves the quality of work life.

COMPANY PROFILE

SAARC TOOL-TECH (P) Ltd., an ISO 9001:2000 certified company has established in 1992 at Bangalore by Mr. P. Murugesh, a Mechanical Engineer, and specialist in Tool & Die making with a vast experience of more than a decade in different types of moulding which are useful in the field of Defence Packing Solution in a remarkable manner.

Through the company's long Journey of hard work and passion, now the company has established and proven specialists in manufacturing Roto Molded Military Grade Cases in India , developed through Indigenous technology and continual R&D.

The cases are proven solutions to store and transport expensive equipments such as Radar Communication , Electro Optical , Medical, Video , Navigational equipments and Armaments such as Guns , Missiles , Explosives , Mines etc that requires strong and long lasting packaging to withstand the rigorous field transportation and environmental conditions. We understand the customer's requirements and tough specifications and make customized cases that provides a life time for expected service.

The company has it's headquarter in Bangalore and their new factory located on a four acre campus in the Industrial city of Coimbatore (South India). It was dedicated to the nation's security and the company was inaugurated by Hon. Union Minister Shri. P. Chidambaram in July 2007. Their new factory has advanced processes for mass production and has all the test facilities in house to ensure we meet the toughest quality standards.

The Company is supplying their packing solutions to all defence sectors like HAL, BEL, BDL, ECIL, Ordnance Factories and all DRDO Labs etc for various projects. Their products circuitously exported to countries like Russia, Italy, Israel, Indonesia, British and Canadian Army Forces.

One culvert has been fixed in the entrance of the Company at Coimbatore, which displays the following.

“Dedicated for better Security of our Nation's, Defence Forces and all”

LITERATURE REVIEW

D. R. Saklani in his article “quality of work life in Indian Context” (Decision, Vol, 31 No.2, July December 2004) says that since the emergence of the “concern” three decades ago, interest in the field of quality of work life (QWL) is continuing to grow. There has been little effort to analyze and assess the concept in systematic manner, particularly in the Indian context. This study is an attempt to empirically evaluate the importance of various QWL factors pertaining to employees and to measure the status of their existence in work organizations.

“Mr. Guna Seelan Rethinam and Maimunah Ismail (2008) had done a research on constructs of quality of work life: a perspective of information and technology professionals and they analyses many factors determine the meaning of quality of work life (QWL), one of which is work environment. A group of workforces that is greatly affected in QWL as a result of dynamic changes in work environment is information technology (IT) professionals.

Normala and Daud (2010) in their study —Investigating the Relationship between Quality of Work Life and Organizational Commitment Amongst Employees in Malaysian Firms say that the quality of work life of employees is an important consideration for employers interested in improving employees’ job satisfaction and commitment.

Seyed Mehdi Hosseini (2010) argues that career satisfaction, career achievement and career balance are not only the significant variables to achieve good quality of work life but quality of work life (QWL) or the quality of work system as one of the most interesting methods creating motivation and is a major way to have job enrichment which has its roots in staff and managers' attitude to motivation category that is more attention to fair pay, growth opportunities and continuing promotion improves staff's performance which in turn increases QWL of employees.

G.Vijayalakshmi in his project on (2010) “A study on “quality of work life” at Lucas-Tvs, Padi. Due to changes in technology and to meet various demands of the employees and to withstand the place in the Global market the company has to focus on employees satisfaction on major areas like job security, job satisfaction, medical facilities, canteen facilities, rewards, ESI, etc.,.

Chandranshu Sinha Factors Affecting Quality Of Work Life: Empirical Evidence From Indian Organizations Australian Journal of Business and Management Research Vol.1 No.11 [31-40] February-2012 The study undertaken explored the factors of quality of working-life experiences in organizations. The study focused on 100 employees holding middle managerial positions in various organizations. The Cronbach's alpha of the questionnaire was found to be 0.862& Pearson correlation was 0.924 ($p < 0.001$). The factor analysis of the component ‘quality of working-life experiences’ led to the extraction of 3 factors from various organizations. The three emerging factors were “relationship-sustenance orientation”, “futuristic and professional orientation” and “self-deterministic and systemic orientation”. The results indicate that these factors have substantial roles to play in satiating the needs of the employees and how at middle managerial level different aspects are valued and employed for developing a unique and inimitable quality of working life with in their socio-technical systems for eliciting favourable job-related responses.

Indumathy.R., Kamalraj.S. A Study On Quality Of Work Life Among Workers with Special Reference To Textile Industry In Tirupur District – A Textile Hub International Journal of Multidisciplinary Research Vol.2 Issue 4, April 2012, Quality of work life refers to the level of

happiness or dissatisfaction with one's career. There is an attempt to look into the Quality of Work Life among Workers with special reference to textile industry in Tirupur District – A textile hub.

T S Nanjundeswaraswamy, Dr Swamy D R in his article “A Literature Review on Quality of Work Life and Leadership styles” International Journal of Engineering Research and Applications (IJERA) Vol. 2, Issue 3, May-Jun 2012, pp.1053-1059. A high quality of work life is essential for organizations to continue to attract and retain employees. QWL is a process in which organizations recognize their responsibility to develop job and working conditions that are excellent for the employee and organization. An effective leader influences the followers in a desired manner to achieve goals. It is evident from the literature different leadership styles may affect organization effectiveness and performance. The interventions of QWL will effectively utilize the employee potentials by ensuring great participation and involvement of workers. This paper focuses and analyses the literature findings which involves QWL and Leadership styles.

Shalini Sheel, Dr Bhawna Khosla Sindhvani; Shashank Goel; Sunil Pathak Quality Of Work Life, Employee Performance And Career Growth Opportunities: A Literature Review International Journal of Multidisciplinary Research Vol.2 Issue 2, February 2012, ISSN 2231 5780 Quality of work life is being used these days by organizations as a strategic tool to attract and retain the talent. QWL policies are increasingly becoming part of the business strategies and focus is on the potential of these policies to influence employees’ quality of working life and more importantly to help them maintain work-life balance with equal attention on performance and commitment at work.

RESEARCH METHODOLOGY

Objective of the study

1. To determine the factors contributing towards Quality of Work Life in Saarc Tool Tech (P) Ltd.
2. To determine Socio-demographic characteristics of the employees in Saarc Tool Tech (P) Ltd.
3. To determine the Relationship between socio-demographic characteristics and the factors contributing Quality of Work Life in Saarc Tool Tech (P) Ltd.
4. To suggest the measures to improve Quality of Work Life in Saarc Tool Tech (P) Ltd.

Research Design: Descriptive study

SAMPLING DESIGN

Universe – The Total population of SAARC TOOL-TECH (P) ltd., Coimbatore, Tamil Nadu is 97 employee.

Sampling Method: Convenience Sampling

Sampling Size: 80.

METHODS OF DATA COLLECTION

The method of data collection adopted for the study is both primary and secondary data. The **primary data** collected, is through questionnaire, which was collected from individuals from the study area. The **secondary data** was collected through company HR department records and various web sites.

TOOLS FOR DATA COLLECTION

The primary data was collected for the present study by issuing questionnaire to the employee's, this was pre-tested by conducting a pilot study through which primary data was collected from 15 employees.

STATISTICAL TOOLS EMPLOYED

The Statistical Package used for this study is SPSS 19 and Ms Excel 2007. The data collected are classified, analysis and tabulated. The statistical tool are applied for the analysis of the data. The tool used are:

1. Percentage analysis
2. Chi-square test
3. ANOVA
4. T-Test

RELIABILITY STATISTICS

The desired value for reliability test is 0.7 and above. The actual value arrived is .863. So the variables are accepted and the questionnaire is reliable.

LIMITATIONS

Though adequate care has been taken while doing the project, this Project still suffers from certain limitations. They are

1. The Quality of Work Life involves a wider range. Duration for the project is two months which is not sufficient to cover all the aspects of quality of work life.
2. Some respondents did not properly respond to the Questionnaire; thus to eliminate this aspect the researcher has also conducted some personal interviews.

SIGNIFICANCE OF THE RESEARCH

Employees play an important role for the existence of an organization. Employee satisfaction is most affected by the quality of work life and the other major factors that prevents respondent from enjoying a better quality of work life. Quality of work life is the process of joint decision making, collaborations and building mutual respect between management and employees. Hence a study on quality of work life among the employees of SAARC TOOL-TECH (P) LTD in Coimbatore has been carried out to measure the level of quality of work life among the employees taking into the consideration all relevant factors which influence the quality of work life.

RESULTS AND DISCUSSIONS

TABLE 4.1 AGE OF THE RESPONDENTS

Particulars	Frequency	Percent
Below 20 years	8	10.0
21-30 years	45	56.25
31-40 years	24	30.0

41-50years	2	2.5
Above50years	1	1.25
Total	80	100.0

Inference

From the Table 4.1 relating to age, it is inferred that mass of the employees are belonging to the age group of 21-30 years, whereas role of higher age limit is little.

TABLE 4.2 EDUCATIONAL QUALIFICATION OF THE RESPONDENTS

Particulars	Frequency	Percent
Upto10thstd	47	58.75
Upto12thstd	6	7.5
Diploma	15	18.75
U.G	8	10.0
P.G	4	5.0
Total	80	100.0

Inference

From the table 4.2, it is inferred that majority of the employees educational qualification is less than 10th Std. However the company is having fewer shares of employees who are having higher education.

TABLE 4.3 DESIGNATION OF THE RESPONDENTS

Particulars	Frequency	Percent
Executive	19	23.75
Manager/Production Coordinator	1	1.25
Team Leader	9	11.25
Supervisor	3	3.75
Workers/Foreman	48	60.0
Total	80	100.0

Inference

From the table 4.3, it is inferred that most of the employees are working under the cadre of Workers/ Foreman, whereas manager line is thin.

TABLE 4.4 GENDER OF THE RESPONDENTS

Particulars	Frequency	Percent
Male	62	77.5
Female	18	22.5
Total	80	100.0

Inference

From the table 4.4, it is inferred that bulk of the respondents are male and female contribution is small.

TABLE 4.5 MARITAL STATUS OF THE RESPONDENTS

Particulars	Frequency	Percent
Married	35	43.75
Unmarried	45	56.25
Total	80	100.0

Inference

From the table 4.5, it is inferred that unmarried employees share is higher than the married employees.

Impact of Designation on Rewards

Null Hypothesis: (H_0): There is no significant relationship between designation and satisfaction of the respondents regarding rewards

Alternative hypothesis (H_1): There is significant relationship between designation and satisfaction of the respondents regarding rewards

TABLE 4.6 CHI-SQUARE TESTS FOR DESIGNATION AND LEVEL OF SATISFACTION REGARDING REWARDS

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.213 ^a	2	.045

Inference

From table 4.6, it is inferred that H_0 is rejected. Therefore, there is significant relationship between designation and rewards provided by the organization.

Impact on Year of Experience on Non Monetary Benefits

Null Hypothesis: (H_0): There is no significant relationship between Year of experience and satisfaction of Non Monetary Incentives provided by the organization.

Alternative hypothesis (H_1): There is significant relationship between Year of experience and satisfaction of Non Monetary Incentives provided by the organization

TABLE 4. CHI-SQUARE TESTS FOR YEAR OF EXPERIENCE AND LEVEL OF SATISFACTION REGARDING NON MONETARY BENEFITS

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.661 ^a	2	.160

Inference

From table 4.7, it is inferred that H_0 is accepted. Therefore, there is no significant relationship between year of experience and satisfaction of non monetary benefits.

Impact of Age on Job Rotation

Null Hypothesis: (H_0): There is no significant relationship between Age and Job Rotation between departments

Alternative hypothesis (H_1): There is significant relationship between Age and Job Rotation between departments

TABLE 4.8 CHI-SQUARE TESTS FOR AGE AND JOB ROTATION BETWEEN DEPARTMENTS

	Value	Df	Asymp. Sig. (2sided)
Pearson Chi-Square	6.661 ^a	3	.084

Inference

From table 4.8, it is inferred that H_0 is accepted. Therefore, there is no significant relationship between age and job rotation.

Impact of Educational Qualification on promotion

Null Hypothesis: (H_0): There is no significant relationship between educational qualification and promotion.

Alternative hypothesis (H_1): There is significant relationship between educational qualification and promotion.

TABLE 4.9 CHI-SQUARE TESTS FOR EDUCATIONAL QUALIFICATION AND LEVEL OF SATISFACTION REGARDING PROMOTION

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.595 ^a	4	.048

Inference

From the table 4.9, it is inferred that H_0 is rejected. Therefore, there is significant relationship between educational qualification and promotion.

ONE WAY ANOVA TEST

Null Hypothesis (H_0) – There is no significant difference between the designation with overall mean of welfare facility, remuneration and recognition, management practice, employee's developmental activities provided by the organization.

Alternative Hypothesis (H_1) - There is significant difference between the designation with overall mean of welfare facility, remuneration and recognition, management practice, employee's developmental activities provided by the organization.

TABLE 4.10 DESIGNATION AND OVERALL MEAN OF WELFARE FACILITY, REMUNERATION AND RECOGNITION, MANAGEMENT PRACTICE, EMPLOYEE'S DEVELOPMENTAL ACTIVITIES.

	Sum of Squares	Df	Mean Square	F	Sig.
Over all mean of Welfare facility	5.876	4	1.469	3.724	.008
Between Groups	29.580	75	.394		

	Total	35.455	79			
Over all mean of	Between Groups	6.445	4	1.611	4.133	.004
Remuneration and recognition	Within Groups	29.239	75	.390		
	Total	35.684	79			
Over all mean of Management Practice	Between Groups	16.854	4	4.214	3.134	.019
	Within Groups	100.846	75	1.345		
	Total	117.700	79			
Over all mean of Employee developmental activities	Between Groups	21.406	4	5.352	5.317	.001
	Within Groups	75.481	75	1.006		
	Total	96.888	79			

Inference

In the Anova table 4.10, H_0 is rejected, so there is a significant difference between designation with that of overall mean of welfare facility, remuneration and recognition, management practice, employee's developmental activities provided by the organization.

ONE WAY ANOVA TEST

Null Hypothesis (H_0) – There is no significant difference between the year of experience with overall mean of welfare facility, remuneration and recognition, employees developmental activities provided by the organization.

Alternative Hypothesis (H_1) - There is significant difference between the year of experience with overall mean of welfare facility, remuneration and recognition, employees developmental activities provided by the organization.

TABLE 4.11 YEAR OF EXPERIENCE AND OVERALL MEAN OF WELFARE FACILITY, REMUNERATION AND RECOGNITION, EMPLOYEE'S DEVELOPMENTAL ACTIVITIES.

	Sum of Squares	Df	Mean Square	F	Sig.
Over all mean of					
Welfare facility	Between Groups	8.838	4	2.209	6.226 .000
	Within Groups	26.617	75	.355	
	Total	35.455	79		
Over all mean of					
Remuneration and recognition	Between Groups	7.843	4	1.961	5.282 .001
	Within Groups	27.841	75	.371	
	Total	35.684	79		
Over all mean of					
Employee developmental activities	Between Groups	19.041	4	4.760	4.586 .002
	Within Groups	77.847	75	1.038	
	Total	96.888	79		

Inference

In the Anova table 4.11, H_0 is rejected, so there is a significant difference between year of experience with that of overall mean of welfare facility, remuneration and recognition, employee's developmental activities provided by the organization.

T-Test

Null Hypothesis (H_0) – There is no significant difference between the Gender with overall mean of interpersonal relationships in the organization.

Alternative Hypothesis (H_1) - There is significant difference between the Gender with overall mean of interpersonal relationships in the organization.

TABLE 4.12 GENDER AND OVERALL MEAN OF INTERPERSONAL RELATIONSHIPS.

T-test for Equality of Means						
	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Over all Mean for Inter Personal relationship	3.293	78	.001	.538	.163	.213 .864

Inference

From the table 4.12, it is inferred that, H_0 is rejected, so there is a significant relationship with gender and interpersonal relationship.

FINDINGS

1. There is significant relationship between designation and rewards provided by the organization.
2. There is no significant relationship between year of experience and satisfaction of non monetary benefits.
3. There is no significant relationship between age and job rotation.
4. There is significant relationship between educational qualification and promotion.
5. There is a significant difference between designation with that of overall mean of welfare facility, remuneration and recognition, management practice, interpersonal relationships, employee's developmental activities provided by the organization.
6. There is a significant difference between year of experience with that of overall mean of welfare facility, remuneration and recognition, employee's developmental activities provided by the organization.
7. There is a significant relationship with gender and interpersonal relationship.

Suggestions

Some of the suggestions as detailed below which are accepted and implemented, can definitely acts as a tool to SAARC Tool - Tech (P) Ltd., towards the accomplishment of goal for providing a good quality of work life in a more efficient and effective manner in future.

1. The company may recruit at least graduates/diploma holders so that the proposed employees will prove their worth by means of which the productivity can be increased to higher level.
2. The company has to evolve an agenda for promoting the employees to higher grades and arrangements may be made for job rotation and training and developmental programme.
3. While considering the present cost of living scenario, the company may hike the salary to higher level.
4. As there is no full uniform to the employees, the company may think over for the provision of uniforms at least once in two years.
5. The company may implement incentive, non monetary benefits, rewards and allowances.
6. The company may provide transport facility to the employees, daily, from a particular point for picking up and dropping them.
7. The company can think over for the implementation of ESI facility to almost all employees.
8. The company may appointment Managers for each and every department so that the execution may be monitored effectively and efficiently which ultimately increases the productivity.
9. The company may introduce recreational club to promote fun among the employees.
10. The company may introduce a committee to handle and solve the grievances, if any, among the employees and management.

CONCLUSION

Quality of Work Life means the relationship between employees and their total work environment in the organization.

Meaningful and satisfying work is crucial in QWL. In predicting QWL, the implication of career dimensions is established. The results of this study have indicated that the company has to improve the quality of work in employees' welfare, periodical job rotation, transport facility, appointing qualified personals, safety and healthy work environment, appointing Managers to other departments, etc. These findings could further develop to construct the Quality of Work Life, more specifically in relation to improving the quality and increase in production. In terms of practical implications, this knowledge will be valuable to the top management attempting to attain a career fit between the needs of the employee and the organization.

The success of any organization is highly dependent on how it attracts recruits, motivates, and retains its workforce. Today's organizations need to be more flexible so that they are equipped to develop their workforce and enjoy their commitment. Therefore, organizations are required to adopt a strategy to improve the employees "Quality of Work Life"(QWL) to satisfy both the organizational objectives and employee needs.

As a human being we are living in a social environment. This set-up is based upon the conventions of the culture, prevailing in the environment under which certain norms & adherence to the practices is expected for all employees. Similarly, the work culture in SAARC Tool-tech (P) Ltd is a composite mix of the above which acts as a basis and directs the employees to incorporate the feeling of everyone in personnel objectives with the company's objective.

Research has proved that fun and humours at the workplace is essential to balance the mind, body and spirit.

From a company's perspective, an employee's well being plays an important role in his performance, quality and productivity which in turn affects business success and profits. Factors such as good working environment and employee engagement are crucial to improve employee's well being. When an employee's well being reduces, so does his or her performance.

By adding humours in your work place, you are making people happier and happier people produce more work and are loyal to their companies. They are motivated to work and grow to be innovative in their thinking; importantly it releases tension and manages disturbing negative emotion.

The communication channels open up between co-workers and soon they find themselves solving problems together, celebrating together and assuming contained responsibility for the organization's success. There is a strong culture of trust and collaboration with enhanced task performance and decrease in turnovers. All these are significant feature-required in the operation of a strong and successful company.

The workplace should be courteous, happy and a positive place to work. It is important that we honour work ethics and not be distracted from work. When the atmosphere is relaxing, fun and humours happens naturally.

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DOI NUMBER: **10.5958/2249-7137.2020.00129.9**

MODERN DATA MINING TECHNOLOGIES

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ABSTRACT

The article the modern computer term Data Mining translates as “information extraction” or “data mining”. Along with Data Mining, the terms Knowledge Discovery and Data Warehouse are often used. The emergence of these terms, which are an integral part of Data Mining, is associated with a new round in the development of tools and methods for processing and storing data. So, the purpose of Data Mining is to identify hidden rules and patterns in large (very large) amounts of data.

KEYWORDS: *Software, Programming, Classification, Rules, Programming Language.*

INTRODUCTION

The modern computer term Data Mining translates as “information extraction” or “data mining”. The fact is that the human mind itself is not adapted to the perception of huge arrays of diverse information. On average, a person, with the exception of some individuals, is not able to capture more than two or three relationships, even in small samples. But traditional statistics, which for a long time claimed to be the main tool for data analysis, also often fail in solving problems from real life. It operates with averaged characteristics of the sample, which are often fictitious values

(average client solvency, when depending on the risk function or loss function you need to be able to predict the consistency and intentions of the client; average signal intensity, while you are interested in the characteristic features and background of signal peaks and t . d.).

Therefore, methods of mathematical statistics are useful mainly for testing pre-formulated hypotheses, while determining a hypothesis is sometimes quite complex and time-consuming task. Modern Data Mining technologies process information in order to automatically search for patterns (patterns) characteristic of any fragments of heterogeneous multidimensional data. In contrast to operational analytical data processing (OLAP) in Data Mining, the burden of formulating hypotheses and identifying unusual (unexpected) patterns is transferred from a person to a computer. Data mining is not one, but a combination of a large number of different methods for discovering knowledge. The choice of method often depends on the type of data available and what information you are trying to get. Here, for example, are some methods: association (association), classification, clustering, time series analysis and forecasting, neural networks, etc.

Consider the properties of the detected knowledge, the data in the definition, in more detail.

Knowledge must be new, previously unknown. The expended efforts to discover knowledge that are already known to the user do not pay off. Therefore, it is new, previously unknown knowledge that is of value.

Knowledge should be nontrivial. The results of the analysis should reflect non-obvious, unexpected patterns in the data that make up the so-called hidden knowledge. Results that could be obtained in simpler ways (for example, by visual viewing) do not justify the use of powerful Data Mining methods.

MATERIALS AND METHODS

Knowledge should be practically useful. The knowledge found should be applicable, including on new data, with a fairly high degree of reliability. The usefulness lies in the fact that this knowledge can bring certain benefits in their application. [1, p.13-26]

Knowledge should be accessible to human understanding. The found patterns must be logically explainable, otherwise there is a possibility that they are random. In addition, the discovered knowledge should be presented in a human-readable form.

In Data Mining, models are used to represent the knowledge gained. The types of models depend on the methods of their creation. The most common are: rules, decision trees, clusters, and mathematical functions.

The scope of Data Mining is unlimited - Data Mining is needed wherever there is any data. The experience of many such enterprises shows that the return on the use of Data Mining can reach 1000%. For example, there are reports of an economic effect that is 10-70 times higher than the initial costs from 350 to 750 thousand dollars. Provides information about the project of 20 million dollars., Which paid off in just 4 months. Another example is the annual savings of 700 thousand dollars. through the introduction of Data Mining in a supermarket chain in the UK.

Data mining is of great value to managers and analysts in their daily activities. Business people have realized that with the help of Data Mining methods they can get tangible competitive advantages.

RESULT AND DISCUSSION

Classification of Data Mining Tasks

Data Mining methods allow you to solve many problems that the analyst faces. The main ones are: classification, regression, search for associative rules and clustering. The following is a brief description of the main tasks of data analysis.

- * The classification task is reduced to determining the class of an object according to its characteristics. It should be noted that in this problem the set of classes to which the object can be assigned is known in advance.
- * The regression problem, like the classification problem, allows us to determine the value of some of its parameters from the known characteristics of the object. In contrast to the classification problem, the parameter value is not a finite set of classes, but a set of real numbers.
- * The task of the association. When looking for associative rules, the goal is to find frequent dependencies (or associations) between objects or events. The found dependencies are presented in the form of rules and can be used both for a better understanding of the nature of the analyzed data and for predicting the occurrence of events. [2, p.116-123]
- * The task of clustering is to search for independent groups (clusters) and their characteristics in the entire set of analyzed data. Solving this problem helps to better understand the data. In addition, the grouping of homogeneous objects allows us to reduce their number, and therefore, to facilitate analysis.
- * Sequential patterns - establishing patterns between time-related events, i.e. detecting the dependency that if event X occurs, then after a specified time, event Y will occur.
- * Analysis of deviations - the identification of the most uncharacteristic patterns.

The listed tasks for the purpose are divided into descriptive and predictive.

Descriptive tasks focus on improving understanding of the data being analyzed. The key point in such models is the ease and transparency of the results for human perception. It is possible that the discovered patterns will be a specific feature of specific research data and will not be found anywhere else, but this can still be useful and therefore should be known. This type of task includes clustering and searching for associative rules.

The solution of predictive problems is divided into two stages. At the first stage, a model is constructed based on a data set with known results. In a second step, it is used to predict results based on new data sets. In this case, of course, it is required that the constructed models work as accurately as possible. This type of tasks includes classification and regression problems. This may include the task of searching for associative rules, if the results of its solution can be used to predict the occurrence of certain events.

By methods of solving problems, they are divided into supervised learning (training with a teacher) and unsupervised learning (training without a teacher). This name comes from the term Machine Learning, which is often used in English literature and refers to all Data Mining technologies. [3, p.511]

In the case of supervised learning, the task of data analysis is solved in several stages. First, using a data mining algorithm, a model of the analyzed data is constructed - a classifier. Then the classifier is subjected to training. In other words, the quality of his work is checked and, if it is unsatisfactory, additional training of the classifier takes place. This continues until the required level of quality is achieved or it becomes clear that the selected algorithm does not work correctly with the data, or the data itself does not have a structure that can be identified. This type of tasks includes classification and regression problems.

Unsupervised learning combines tasks that reveal descriptive models, such as patterns in purchases made by customers in a large store. Obviously, if these patterns exist, then the model should introduce them and inappropriately talk about her training. Hence the name - unsupervised learning. The advantage of such tasks is the ability to solve them without any prior knowledge about the data being analyzed. These include clustering and searching for associative rules.

In the analysis, it is often required to determine to which of the known classes the studied objects belong, i.e., classify them. For example, when a person applies to the bank for a loan, the bank employee must decide whether the potential customer is creditworthy or not. Obviously, such a decision is made on the basis of data on the object being studied (in this case, the person): his place of work, salary, age, family composition, etc. As a result of the analysis of this information, the bank employee should refer the person to one of two well-known classes are "creditworthy" and "non-creditworthy."

Another example of a classification task is email filtering. In this case, the filtering program should classify the incoming message as spam (spam) or as an email. This decision is made on the basis of the frequency of the appearance of certain words in the message (for example, the name of the recipient, impersonal treatment, words and phrases: purchase, "earn", "advantageous offer", etc.).

CONCLUSION

In the general case, the number of classes in classification problems can be more than two. For example, in the problem of recognizing the image of the numbers of such classes, there may be 10 (by the number of digits in the decimal number system). In such a task, the classification object is a matrix of pixels representing the image of a recognized digit. In this case, the color of each pixel is a characteristic of the analyzed object.

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DOI NUMBER: **10.5958/2249-7137.2020.00137.8**

INFECTIOUS MONONUCLEOSIS DUE TO THE VIRUS EPSTEIN - BARR: CLINICAL AND PATHOGENETIC ASPECTS

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ABSTRACT

Epstein – Barr virus and infectious mononucleosis are synonymous for many physicians. Epstein – Barr virus causes approximately 90% of cases of infectious mononucleosis, while the rest of the cases are associated mainly with cytomegalovirus, human herpesvirus type 6, toxoplasmosis, HIV infection and adenovirus. Aim. Pathogenetic, clinical and epidemiological features of Epstein – Barr virus infectious mononucleosis have been analyzed as well as the problems of its diagnosis and treatment. Material and methods. The article presents an overview of Russian and foreign literature data on Epstein – Barr virus infectious mononucleosis. Results and discussion. In connection with significant increase in the incidence of infectious mononucleosis caused by Epstein – Barr virus in recent years, improvement of specific diagnostic methods and antiviral therapy will successfully solve the problem of arresting pathological process at the early stages of the disease. However, the problem of chronic forms of the disease requires in-depth study. Conclusion. The key to success in treatment of patients with infectious mononucleosis is timely diagnosis, correct individual approach to etiologic and pathogenetic therapy, as well as timely hospitalization of patients with severe forms of infectious mononucleosis.

KEYWORDS: *Infectious Mononucleosis; Epstein – Barr Virus; Hepatitis*

INTRODUCTION

The relevance of the study of infectious mononucleosis (IMN) is due to the high circulation of the pathogen among the population, the specific tropism of herpes virus to immunocompetent cells, lifelong virus persistence in the body, and often latent course [1].

More than 95% of people around the world are infected with the Epstein-Barr virus, mainly in the higher socio-economic groups of industrialized countries, primarily infected at the age of 1 to 5 years [2].

In the past 10 years, the incidence of medical devices caused by the Epstein-Barr virus has increased 5 times not only in adults, but also in infants. This is due to both a true increase in morbidity due to exposure to various exogenous and endogenous factors, and an improvement in the methods of laboratory diagnosis of this infection [3].

MATERIALS AND METHODS

For the first time, infectious mononucleosis under the guise of generalized inflammation of the lymph nodes was described by the famous Russian pediatrician N.F. Filatov in 1885. Subsequently, descriptions of outbreaks of glandular fever appeared, submitted by K.L. Pfeiffer (1888) and N.S. Korsikov (1901). The first report of characteristic hematological changes in this disease was made by G. Turk in the Vienna Medical Society in 1907. Later, in 1909, D. Berne noticed changes in the "white blood" with glandular fever. In the blood of these patients, he saw an increase in the number of "small mononuclear cells." In 1920, scientists from the United States F. Evans and T. Sprant proposed the introduction of the term "infectious mononucleosis." In 1964, M.A. Epstein and J. Barr isolated the virus from the herpes group, which was found with great consistency in patients with infectious mononucleosis and possessed tropism for lymphoid tissue, causing blast transformation of lymphocytes [4].

RESULTS AND ITS DISCUSSION

The first representative of the family of human γ -herpes viruses was Epstein - Barr virus (EBV). It was discovered through the study of B-cell lines obtained from patients with African Burkitt's lymphoma. EBV is a representative of oncogenic DNA-containing viruses, the capsid diameter of 120-150 nm, surrounded by a shell, contains lipids. During the replication of the virus, over 70 different virus-specific proteins are expressed. However, to date, groups of immunogenic proteins have been isolated, the determination of antibodies to which makes it possible to differentiate the stage of infection (EA - early antigen, EBHA-1 - nuclear antigen, VCA - capsid antigen, LMP - latent membrane protein). As soon as the virus enters the epithelium of the mucous membrane of the oropharynx and upper respiratory tract, infection of the lymphocytes occurs. There are a number of differences in the infection of epithelial cells and lymphocytes. In the epithelial cells there is a complete replication of the virus with the formation of a large number of virions, lysosomes of epithelial cells, which subsequently infect neighboring cells. At the time of infection of B-lymphocytes, virus replication occurs only in a small percentage of cells, and in other cells the virus arrives in a latent state. The mechanism of interaction between EBV and B-lymphocytes has been most studied. The virus supercapsid contains glycoprotein complexes -gp350, 85, 25 and 42. The gp350 complex plays a leading role in the interaction with B-lymphocytes. Its structure is similar to the component of the C3 dg complex, and also interacts with the CD21 molecule on the surface of a B-lymphocyte, being a receptor for it.

Interacting, the adhesion of the virus to the cell and the onset of endocytosis occurs. In order for the virus to penetrate into the cell membrane, the interaction of the remaining glycoprotein complexes with the β -chain of the HLA class 2 molecule is necessary. Moreover, in order for the virus to interact with epithelial cells, the presence of gp85,25 is necessary, for which a special receptor exists [5, 6, 7].

Antiviral protection of the body is carried out by macrophages and other cells producing interferons (IFN) α , β and γ , they destroy and block viruses. A number of interleukins (IL) [tumor necrosis factor (TNF), IL-6, etc.], natural killer cells and factors form a specific immune response against a specific virus. Cytotoxic T-lymphocytes (CTLs) (CD8 + T-lymphocytes) and B-lymphocytes are responsible for the production of specific antibodies that block the replication of the virus and viruses located outside the cell. In order for the cells to function adequately and maintain an immune response, appropriate production of IFN and IL is necessary [8].

The generalization of a viral infection in the early stages leads to infection of T and NK cells and chronic EBV infection develops with the persistence of the virus in lymphocytes. The persistence of EBV, despite its high immunogenicity, indicates the development by the virus of special mechanisms for evading the immune response [5, 6, 7]. The signal to the beginning of monocyte secretion of the pro-inflammatory cytokines IL-1 β , IL-6, IL-8, IL-12, TNF- α is contact with the pathogen. Biologically active molecules (superoxide radicals, leukotrienes, prostaglandins) are produced and secreted during autocrine stimulation by macrophage cytokines. Blood vessel endothelial cells, on which expression of adhesive molecules is induced, become targets of the paracrine action of the same pro-inflammatory cytokines. Due to the latter, an influx of circulating neutrophils and monocytes into the focus of infection is ensured. IL-8 functions as an angiogenic factor, being an autocrinechemoattractant for endothelial cells [9, 10]. NK cells, B lymphocytes and cytotoxic T lymphocytes are the main effector cells. NK cells and T lymphocytes are involved in the synthesis of pro-inflammatory mediators and in the direct lysis of infected cells. B-lymphocytes with the help of T-helpers produce antibodies and become specific for viral antigens [11]. The expressed EBV protein BCRF-1 coincides with the cytokine IL-10 in amino acid sequence and causes its mimicry. Thus, it contributes to the suppression of the synthesis of INF- γ by peripheral mononuclear cells. Violation of interferon formation, activation of the secondary flora as a result of the immunosuppressive effect of the virus involves various organs and systems [5, 6, 7].

The epidemiological features of EBV-mononucleosis are determined primarily by a wide range of sources of infection: patients with manifest (including protracted and complicated variants) and asymptomatic forms, as well as virus carriers. After suffering an EBV infection for 2–18 months, the patient secretes a virus with oropharyngeal secretion. There is a definite relationship between the immune status and the release of EBV into the external environment. The airborne transmission route is the main, but contact-household (with the patient's saliva), parenteral (with donor blood and transplants), and sexual are also possible. IMN occurs most often in the form of sporadic cases. Epidemic outbreaks of the disease are possible in closed groups (in kindergartens, among students and military personnel). The entrance gate for EBV infection is the oropharyngeal epithelium, from where the virus enters the susceptible B-lymphocytes of the pharyngeal lymphoid tissue. The penetration of the virus through the gastrointestinal tract is also possible. The surface receptors of the CD21 molecule for EBV are found on oropharyngeal epithelial cells and on B lymphocytes. The virus is primarily replicated in the epithelium of the

mucous membrane of the oral and nasopharynx, then in the lymphoid formations of the pharynx and ducts of the salivary glands, as well as in the epithelium of the cervix. After the introduction of the virus, severe hyperemia and swelling of the mucous membranes of the oral cavity and nose appear. Severe hypertrophy of the tissue of the tonsils and mucous membranes of the pharynx is observed. Clinically, this is manifested by difficulty in nasal breathing and sharp pain when swallowing [12].

Infectious mononucleosis can occur in typical (acute) and atypical (obliterated, asymptomatic) forms. In a typical clinical picture, febrile fever, tonsillitis, generalized lymphadenopathy, hepatosplenomegaly, exanthema, the appearance of atypical mononuclear cells in the blood, headache, fatigue, decreased appetite, respiratory syndrome and myalgia are noted [13, 14]. In atypical forms, the manifestations of the main symptoms of the disease are less pronounced [12].

The duration of the fever is from 10 days to 1 month or more, the severity varies from 37.5 to 40.5 ° C. Involvement of lymph nodes in medical devices, as a rule, is symmetrical and includes submandibular, anterior cervical and posterior cervical groups [12].

The defeat of the oropharynx can be manifested by granular pharyngitis, catarrhal, lacunar, follicular, ulcerative necrotic tonsillitis. Acting specifically, the virus activates the bacterial flora. Changes appear either from the first days of the disease, or somewhat later - on the 4th – 6th day against the background of fever, lymphadenopathy, and other symptoms of the disease [12].

In the early days of the disease, moderate leukopenia and neutropenia, lymphocytosis, and plasma cells can be seen in the peripheral blood. Characteristic changes in blood tests can be detected after the 5th day of illness. Leukocytosis up to $13 \times 10^9 / L$ is observed (hyperleukocytosis up to $18-20 \times 10^9 / L$ is possible), lymphomonocytosis and the appearance of atypical mononuclear cells (10–60% and higher).

Clinical symptoms increase by the 4th – 6th day; hepatolienal syndrome may occur [12]. Acute hepatitis develops in approximately 50% of patients with infectious mononucleosis, manifested by hepatomegaly (10–25%) and an increase in transaminase activity. But there is also a more frequent development of hepatitis (in 80–90% of cases of mononucleosis), as well as a more significant (10–20 times) increase in alanine aminotransferase (ALT).

Enzymatic activity increases gradually (within 1-2 weeks from the onset of the disease), and in most patients the level of transaminases normalizes within a month in accordance with the resolution of the symptoms of the disease. An increase in cholestatic markers - levels of alkaline phosphatase (ALP) and slight hyperbilirubinemia - is noted in 5-10% of cases, with the development of jaundice in about 45% of cases. Moreover, virus-induced intrahepatic cholestasis is indicated by an increase in the activity of alkaline phosphatase and lactate dehydrogenase (LDH), often more significant than ALT and aspartate aminotransferase (AST) [15].

Autoimmune hemolytic anemia may be another important, but rare (0.5–3% of cases) cause of increased bilirubin. There is a fixation on the erythrocyte membrane of a fragment of viral origin. The resulting haptens turn red blood cells into foreign target cells for the immune system, which ultimately leads to hemolysis. Hemolysis occurs mainly in the extravascular mononuclear phagocytic system of the liver and in the cells of the reticulohistiocytic system of the spleen. Changes in liver function tests can be detected already from the 5th day of the disease. Typical histological changes usually develop between the 10th and 30th day of illness. In the liver,

pleomorphic infiltration of the portal tracts, periportal zone and sinusoids with the formation of lymphocytic foci is detected by lymphocytes and monocytes. Typical minimal swelling and vacuolization of hepatocytes. Proliferation of Kupffer cells and epithelium of bile capillaries, stasis of bile, as well as focal necrosis and granulomas can also be recorded.

Hepatitis with infectious mononucleosis usually proceeds in accordance with the severity of the disease. Cases of a fulminant course with a fatal outcome are described. They were mainly due to immunosuppression: immunodeficiency in Duncan's disease, lymphoproliferative diseases or liver transplantation (as a result of primary EBV infection or reactivation). Like other manifestations of mononucleosis, hepatitis is more severe in people older than 30 years. Sometimes such patients develop severe jaundice, fever, pain in the right hypochondrium, which may suggest mechanical jaundice. Perhaps the development of ascites in severe hepatitis, as well as autoimmune liver damage after an EBV infection, which proceeds with lightning speed, is accompanied by cirrhosis, liver failure, portal hypertension. Rarely, the cause of jaundice is hemophagocytic syndrome, which sometimes develops in patients with EBV infection. It is characterized by fever, hepatosplenomegaly, impaired synthetic liver function, cytopenia and significant hyperbilirubinemia. Hemophagocytic syndrome is the result of dysregulation of T-killers, which leads to the proliferation and activation of lymphocytes with uncontrolled hemophagocytosis and the production of cytokines. In rare cases, hemophagocytic syndrome is severe and can be fatal [15].

In a number of patients, specific rashes on the skin may be noted. Their appearance after taking antibiotics of the penicillin series is characteristic. A delayed-type hypersensitivity reaction causes the appearance of exanthema. The rash can be different in morphology: spotty-papular, roseolous, urtikarnoy, punctate, hemorrhagic, petechial. May have a tendency to merge. Enanthema and hemorrhage can often be seen when examining the mucosa of the hard palate [16].

New studies have shown that Epstein-Barr virus can be the trigger for many hematological and oncological diseases, such as thrombocytopenia, agranulocytosis, autoimmune hemolytic anemia, acute leukemia, nasopharyngeal carcinoma, Burkitt's lymphoma and Hodgkin's lymphoma.

Splenomegaly and spleen rupture in patients with medical device usually appears by the third week of illness. Rupture of the spleen is a rare but potentially deadly threat.

Neurological complications include Guillain-Barré syndrome, facial paralysis and other cranial nerves, polyradiculoneuritis, meningoencephalitis, aseptic meningitis, transverse myelitis, peripheral neuritis, encephalomyelitis.

Other complications that occur in less than 1% of patients (pneumonia, pleural effusion, myocarditis, pancreatitis, glomerulonephritis, otitis media, sinusitis, the formation of Stevens-Johnson syndrome, as an option for the progression of exanthema), usually occur from two to four weeks after the onset diseases are bacterial complications [12, 17, 18, 19].

Traditionally, the diagnosis of medical devices is based on clinical and hematological changes [14, 15]. Currently, specific diagnostics of medical devices is to determine the pathogen DNA and various classes of specific antibodies by enzyme-linked immunosorbent assay (ELISA) using PCR. Epstein-Barr virus has specific antigens: early (EAD, EAR), capsid (VCA), nuclear

(EBNA), membrane (MA). If we know the timing of the appearance of a particular antigen in the blood, we can diagnose an acute, latent or chronic form of infectious mononucleosis caused by the Epstein-Barr virus. Once the virus enters the body, production of IgM and IgG antibodies against the capsid antigen (VCA) begins. IgM are transient, and IgG antibodies persist for life. In the acute form of medical device, early antigens appear: diffuse (EAD) antibodies disappear after 6 months, and localized (EAR) remain for several years after the transferred medical device. Nuclear antibodies (EBNA) are detected 1-6 months after the onset of medical device, the titer rises during recovery. The appearance of capsid or early antibodies in the presence of nuclear antibodies indicates the reactivation of this infection [25]. The immunoblot method is also used; it allows one to determine antibodies to individual pathogen antigens [12]. An indirect sign of infectious mononucleosis is an increase in blood levels of aminotransferases (ALT, ACT) and organ-specific liver enzymes (LDH⁵, urokinase).

Recovery occurs in 2–4 weeks, but lymphadenopathy, hepatosplenomegaly, and atypical mononuclear cells in the blood can persist, which indicates a protracted course of medical device [12].

Patients during the acute phase are isolated, bed rest is prescribed and the exclusion of any physical exertion. It is necessary to adhere to a mechanically and thermally sparing diet rich in proteins and vitamins .

Treatment of medical devices is mainly based on symptomatic therapy. With high fever, antipyretic drugs (paracetamol, ibuprofen) are prescribed [16]. To resolve night snoring, severe nasal congestion, as well as in severe cases of the disease, it is reasonable to use glucocorticosteroids in a short course [17, 18]. The prescription of antihistamines is not justified due to the fact that the appearance of a complication such as exanthema is not associated with an IgE-dependent immune response. An increase in transaminases in medical devices may cause the appointment of hepatoprotectors and choleretic drugs.

Etiotropic therapy with acyclic nucleosides is theoretically justified, since the virus secretes thymidine kinase in the phase of the lytic cycle (which occurs during acute productive infection). Using this enzyme, acyclic nucleosides are transferred from an inactive prodrug to an active form that disrupts the synthesis of viral linear DNA [19]. The use of antibiotics is justified for the layering of the bacterial flora, as well as for the development of complications. When prescribing antibacterial drugs, cephalosporins or macrolides should be preferred [17, 18].

CONCLUSIONS

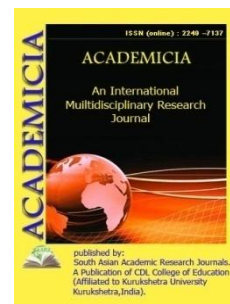
The key to success in the treatment of patients with medical devices is timely diagnosis, the correct and strictly individual approach to both etiotropic and pathogenetic therapy, as well as timely hospitalization of patients with severe forms of medical devices.

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DOI NUMBER: **10.5958/2249-7137.2020.00130.5**

SEMANTIC SYSTEM OF PROVERBS IN DICTIONARY INTERPRETATION

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ABSTRACT

The present manuscript enlightens semantic problems of English proverbs, peculiarities of their usage in concrete situation, presents etymological information and describes grammatical structure of proverbs. In this work both theoretical and practical investigation of proverbs and set expressions are described in details. The existing English and American sources also represent such dictionaries where the proverbs and sayings designated as proverbs, proverbial phrases, sayings where phrases very "motley" to define structure get are collected. Among simple sentences can be affirmative and negative. In the proverbs which are complex sentences, the subordinate clause could follow for main, is in the middle of the main thing or to precede it. Let us illustrate in examples. Theory of phraseology of A. V. Kunin (2005) in particular is his concept of phraseological identification on the basis of which has become possible to carry steady predicative turns to phraseological units, I have given an impetus for detailed research of pareomias first of all of sayings and proverbs, by the right of taken the place in phraseological fund of English.

KEYWORDS: *Semantic System, Proverb, Paremia, Paremiological, Lingual Culture, Set Expression, Meaning, Semantics.*

INTRODUCTION

The purpose of studying historical structure of proverbs is to give the structural characteristic of the proverbs functioning in English in previous centuries. It is necessary to notice that Old English proverbs as well as many other types of steady combinations, haven't found reflection in

our Anglistics studies yet. Having taken the analysis of modern proverbs developed in some researches as a basis [1], we will consider structure of this type of steady expressions.

Supervision shows that among proverbs of Old English language as well as modern, simple and compound sentences are marked. Compound sentences are divided on compound and complex. Components of the first can be connected by means of union or conjunction less way. Among simple sentences can be affirmative and negative. In the proverbs which are complex sentences, the subordinate clause could follow for main, is in the middle of the main thing or to precede it. Let us illustrate in examples.

Simple sentences

1. a) narrative (affirmative):

A tree is known by its fruit;

b) Narrative (negative):

No man has too many friends (etymologically Amocispluresnemohabet).

2. Interrogative:

What profit to a blind man of a bright sunbeam?

3. Incentive:

Cast not pearls before swine (in Russian version - "Don't throw beads before pigs").

Compound Complex sentences

1. Compound sentences:

A soft answer breaks ire (wrath), hard words provoke hardheartedness. The first part of this offer is now used as independent proverb.

As we see, components of this proverb are connected in asyndetic way.

The spirit is ready, but the flesh is sick.

In this expression connection is carried out between parts with the help of conjunction.

2. Complex sentences. Among them there are some differences in the following: a) subordinate clause stands before the main clause:

If the blind lead the blind they both fall into the ditch

б) Time clause is after the main clause:

He knows not sweet (ness) that never tasted bitter (ness). It means that who has never tasted bitter, does not know what is sweet.

Among the dependant parts there are some complex sentences with subject clauses.

1. Subject clause:

He is blind in both eyes that does not see into the heart(etymologically from Latin proverb Cecusduobusoculis qui pectore non cernit).

1. Adverbial Clauses of Place:

Where drunkenness reigns there ninths nothing secret.

3. Adverbial Clause of Condition:

If one limb is unhealthy, all the others suffer.

4. Subordinate clause attributive:

Each kingdom divided against itself will be cast down.

Cases when in a complex sentence there could be not one, and several subordinate clauses are used.

Having considered syntactic structure of Old English paremias, finally it is possible to make the conclusion that that variety and wealth the of pareomiological structures which is observed in modern English. Originates in an extreme antiquity, during an Anglo-Saxon era when there were already many from modern pareomiological designs.

The pareomia structures of Old English language the construction type should refer to the most distinctive features, apparently, almost total absence elliptic:

No pains, no gains;

Out of sight, out of mind.

For example, modern proverbs Such people, such priest; Like priest, like people are elliptical sentences. In Old English language it existed with a predicate "to be" in both parts Suelcthaetfolcbith, suelcbithsesacerd.

MATERIALS AND METHODS

Theory of phraseology of A. V. Kunin (2005) in particular is his concept of phraseological identification on the basis of which has become possible to carry steady predicative turns to phraseological units, I have given an impetus for detailed research of pareomias first of all of sayings and proverbs, by the right of taken the place in phraseological fund of English. Till this time studying of pareomias was made generally by literary critics and specialists in folklore who didn't set linguistic tasks for themselves, and brought together them as folk art.

After the phraseological status of pareomias has been defined, researchers of these phraseological units emphasized the fact that proverbs and sayings have to be studied separately from each other on the basis of their structural semantic features [2, p. 4-5].

The present part is devoted to analysis of structural-semantic features of the proverbial of pareomias indicating correctness of the differentiated approach to two groups of communicative phraseological units.

In what difficulties of the analysis of proverbial pareomias separately from proverbial pareomias consist?

First, both proverbs, and sayings are the works of folk art which are characterized by figurativeness [3, p. 187-188].

When the heart thinks the tongue speaks.

His heart is in his mouth.

Secondly, both sayings, and some proverbs are short onto contents.

Waste not, want not.

All his geese are swans.

Thirdly, both proverbs, and sayings correspond on the structure to the offer:

There is no smoke without fire.

The fat is in the fire.

Fourthly, between proverbs and sayings there are boundary phenomena complicating reference of this or that language unit to number of proverbs or sayings.

For example, it is a saying pun: "If ifs and answe pots and pans" ("if ifs and ands were pots and pans") and proverb: "If wishes were horses beggars might ride" - stem value where the worldly wisdom about impossibility to be happy to the same extent is expressed in the latent form; or sayings: "one's eye is bigger than one's belly" which can't belong to proverbs only because in it there is an instruction on the particular person - "at he (she) is the eyes envying".

The boundary phenomena are available, in particular, because many sayings have come from proverbs.

So, saying: Save your breath (keep your cool) - "Keep silent!" - there were from a proverb "Save your breath to cool your porridge", and a saying: "You've made your bed now lie in it" (you made your bed, now lie in it), - from "as you make your bed so you must lie on it" proverb ("that you will seed, you will reap").

From here the household use of the term "saying" and "proverb" often has plain character, and the term "saying" has no the accurate information accepted by all researchers. The English researchers don't draw an accurate distinction at all between a proverb and a saying and therefore they have no special terms for designation of each of these types of language educations.

The existing English and American sources also represent such dictionaries where the proverbs and sayings designated as proverbs, proverbial phrases, sayings where phrases very "motley" to define structure get are collected.

It should be noted that such expanded understanding of the term "saying" involves association various the structural semantic types of phrase logical units, and it isn't correct at modern development of steady combinations of words [1, p. 10]. Proceeding from it, it is the most expedient to adhere to other point of view, namely A.V. Kunin's theory according to which, to sayings only communicative phraseological units of not proverbial type belong [1, p. 11-12].

Etymologically sayings represent either the folklore, or bible-book steady phrase. Folklore expressions are characterized by the popular speech peculiar to folk art that finds the expression in lexical structure. Such sayings can be an example:

Much water has flown under (the) bridge;

All is fish that comes to his net.

Often popular wisdom disappears in sayings very simple in the lexical registration:

A little bird told me...("have heard it");

He cannot hear on that ear("he doesn't hear on that ear", "he doesn't want to listen to what you tell him").

RESULT AND DISCUSSION

Therefore sometimes complexity of lexical structure of some phraseological units is eliminated with the fact that the phraseological unit has respectively simpler, spoken option. As it was already noted above, between a saying and a proverb exist not only lines of similarity, but also line of distinction which are observed as in semantic, and in structural terms, as demands an individual approach to each phraseological group.

The proverbial pareomia as type of folk art, always generalizes experience of a man:

All isn't gold that glitters = All that glitters isn't gold.

This communication has character of edification, a moral which can be expressed or is accurate:

Strike, while the iron is hot ("make hay while the sun shines"); or is weaker, more careful:

There's many a good tune played on an old fiddle("It is possible to play not one good melody an old violin").

The proverbial pareomia is only an allegory, more trope of thought in comparison with neutral synonymous to her in the way of expression. Not without reason the saying is often entered by demolitions: "as they say", "so to speak".

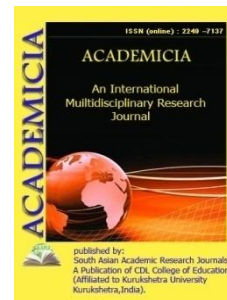
The features of structure and semantics of sayings and proverbs stated above demonstrate that they are qualitatively various language educations which have to be investigated separately from each other. The structure the proverbial of pareomias is constantly updated, as well as other phraseological units. Many from the proverbial of pareomias treat the category of phraseological units, the part from which, undoubtedly, will be included from the speech use into language fund.

CONCLUSION

Changes in society press for figurativeness updates, as gives life to neologisms. If earlier a source of such pareomias generally was nonnative creativity and the scriptural, then now many pareomias are replenished due to reconsideration of various turns from everyday informal conversation.

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DOI NUMBER: **10.5958/2249-7137.2020.00131.7**

MODERN ENGLISH LANGUAGE SYSTEM IN THE FRAME OF STRUCTURAL ASPECT

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ABSTRACT

The theme of the work is actual as the structure of a word and interaction of direct and transferred meanings found the ground for creation of new meanings and stylistic devices. This is one of the main problems of semasiology and stylistics. The research work is connected with the history of English language. There are many thoughts and opinions about semasiology and many scientists worked on it. But the certain solution was not accepted by linguistics.

KEYWORDS: *Semantic Structure, Word, Meaning, Semasiology, Derivation, Semantic Extension, Root, Affixation.*

INTRODUCTION

Deep investigation of the meaning of a word as the main factor of creation of new meanings and stylistic devices such as metaphor, simile, oxymoron, onomatopoeia, litote, hyperbole, personification, metonymy, pun, alliteration. Moreover, the meaning of a word is investigated from different points of view of linguistics thus presenting wide and deep information on the problem.

Learning objectives of the present article: After you've studied the material you should be able to: 1) define the terms "morpheme", its free and bound forms; 2) define roots and affixes, give their classification; 3) speak on the ways of enriching of English vocabulary by semantic extension and word-formation (productive types and minor ways): affixation, compounding, conversion, shortening.

We describe a word as an autonomous unit of language in which a particular meaning is associated with a particular sound complex and which is capable of a particular grammatical

employment and able to form a sentence by itself, we have the possibility to distinguish it from the other fundamental unit, namely the morpheme [5, p. 73].

A morpheme is also an association of a given meaning with a given sound pattern. But unlike a word it is not autonomous. Morphemes occur in speech only as constituent parts of words, not independently, although a word may consist of a single morpheme. Morphemes are not divisible into smaller meaningful units. That is why morphemes: may be defined as the smallest meaningful units of form.

A form is said to be free if it may stand alone without changing its meaning; if not, it is a bound form, because it always bound to something else: for example, if we compare the words sportive and elegant and their parts, we see that sport, sportive, elegant may occur alone as utterances, whereas eleg- -ive, -ant are bound forms because they never occur alone. A word is, by Bloomfield's definition, a minimum free form a morpheme is said to be either bound or free. This statement should be taken with caution. It means that some morphemes are capable of forming words without adding other morphemes: that is, they are homonymous to free forms.

According to the role they play in constructing words morphemes are subdivided into: roots and affixes. The latter are further subdivided, according to their position, into prefixes, suffixes and infixes, according to their function and meaning, into derivational and functional affixes, the latter are also called ending or outer formatives.

When a derivational or functional affix is stripped from the word, what remains is a stem base. The stem expresses the lexical and the part-of-speech meaning. For the word hearty and for the paradigm heart-hearts (pl.) the stem may be represented heart. This stem is a single morpheme, it contains nothing but the root, so it is a simple stem. It is also a free stem because it is homonymous to the word heart.

A stem may also be defined as the part of the word that remains unchanged throughout its paradigm. The stem of the paradigm hearty - heartier - (the) heartiest is hearty. It is a free stem, but as it consists of a root morpheme and an affix, it is not simple but derived. Thus, a stem containing one or more affixes is a derived stem. If after deriving the affix the remaining stem is not homonymous to a separate word of the same root, we call it a bound stem. Thus, in the word cordial (proceeding as if from the heart); the adjective-forming suffix can be separated on the analogy with such words as bronchial [brɒŋkiəl] radial, social. The remaining stem, however cannot form a separate word by itself: it is bound. In cordially and cordiality, on the one hand, the stems are free.

Bound stems are especially characteristic of loan words. The point may be illustrated by the following French borrowings: arrogance, charity, courage, coward, distort, involve; notion; legible and tolerable, to give but a few. After the suffixes of these words are taken away the remaining elements are: arrog-; char-; cour-, cow-, tort-, volve-, nat-, leg-, toler-, which don't deal with any semantically related independent words.

Roots are main morphemic vehicles of a given idea in a given language at a given stage of its development. A root may be also regarded as the ultimate constituent element which remains after removal of all functional and derivational affixes and don't admit any further analysis. It is the common element of words within a word family. Thus heart is the common root of the following series of words; heart, hearten, dishearten, heartily, heartless, hearty, heartiness,

sweetheart, heart-broken, kind-hearted, wholeheartedly, etc. In some of this, as, for example, in hearten, there is only one root; in others the word the root -heart- is combined with some other root, thus forming a compound like sweetheart.

The root in English is very often homonymous with the word, which is one of the most specific features of the English language arising from its general grammatical system on the one hand, and from its phonetic system on the other. The influence of the analytical structure of the language is obvious. The second point, however, calls for some explanation. Actually the usual phonetic shape is one single stressed syllable: bear, find, jump, land, man, sing, etc. This doesn't give much space for a second morpheme to add classifying lexical-grammatical meaning to the lexical meaning already present in root stem, so the lexical-grammatical meaning must be signaled by distribution [7, p. 288].

In the phrases a morning 's drive, a morning 's ride, a morning 's walk the words drive, ride, walk receive the lexical-grammatical meaning of a noun not due to the structure of their stem, but because they are preceded by a noun in the Possessive case.

MATERIALS AND METHODS

An English word does not necessarily contain formulates indicating to what part of speech it belongs. This holds true even with respect to inflectable parts of speech, i.e. nouns, verbs, adjective.

Not all roots are free forms, but productive roots (roots capable of the producing new words) usually are.

The semantic realization of an English, word is therefore very specific. Its dependence on distribution is further enhanced by the widespread occurrence of homonymy both among root morphemes and affixes. Note how many words in this sentence might be ambiguous if taken in isolation: "A change of work is as good as a rest".

Unlike roots, affixes are always bound forms. The difference between affixes and prefixes is not confined to their respective position, suffixes being "fixed after" and prefixes "fixed before" the stem. It also concerns their function and meaning. A suffix is a derivational morpheme following the stem and forming a new derivative.

A prefix is a derivational morpheme standing before the root and modifying meaning: if to hearten - to dishearten. It is only the verbs and stative verbs that a prefix may serve to distinguish one part of speech from another, like in earth n - unearth v, sleep n - asleep (Stative). Preceding a verb stem, some prefixes express the difference between a transitive and an intransitive verbs: stay v. and outstay (smb.) v. with a few exceptions prefixes modify the stem for time (pre-, post-) for example, pre-war, post-war, or express negation (un-, dis-) i.e. undress, disarm, etc. and remain rather independent of the stem.

An infix is an affix placed within the word, like -n- stand. The type isn't productive. An affix should not be confused with a combining form which can be distinguished from the affix historically; it is always borrowed from Latin or Greek in which it existed as a free form i.e. a separate word, or also as a combining form. Thus, cyclo- or its variant cyd- are derived from Greek word kuklos "circle" giving the English word cyclic.

Neither the morphemic nor the derivational structure of the word remains the same but is subject to various changes in the course of time. Changes in the phonetic and semantic structure and in the stress pattern of polymorphic words may bring about a number of changes in the morphemic and derivational structure. For example: The noun husband is a simple monomorphemic word in Modern English, whereas in Old English it was a compound word consisting of two bases built on two stems *hus*–*bond*–*a*.

The semantic characteristics of the word are observed, described and studied on the basis of its typical contexts [6, p. 35]. On the paradigmatic level, the word is studied in its relationships with other words in the vocabulary system. So, a word may be studied in comparison with other words of similar meaning, of opposite meaning, of different stylistic.

By external structure of the word we mean its morphological structure. For example, in the word *post-impressionists* the following morphemes can be distinguished: the prefixes *post-*, *im-*, the root *press*, the noun-forming suffixes *-ion*, *-ist*, and the grammatical suffix of plurality *-s*. All these morphemes constitute the external structure of the word *post-impressionists*. The internal structure of the word, or its meaning, is nowadays commonly referred to as the word's semantic structure. This is certainly the word's main aspect. Words can serve the purposes of human communication solely due to their meanings, and it is most unfortunate when this fact is ignored by some contemporary scholars who, in their obsession with the fetish of structure tend to condemn as irrelevant anything that eludes mathematical analysis. Another structural aspect of the word is its unity. The formal unity of the word can best be illustrated by comparing a word and a word-group comprising identical constituents. The difference between a blackbird and a black bird is best explained by their relationship with the grammatical system of the language. The word *blackbird*, which is characterized by unity, possesses a single grammatical framing: *blackbird/s*. The first constituent *black* is not subject to any grammatical changes. In the word-group a black bird each constituent can acquire grammatical forms of its own: the blackest birds I've ever seen. Other words can be inserted between the components which is impossible so far as the word is concerned as it would violate its unity: a black night bird. A further structural feature of the word is its susceptibility to grammatical employment. In speech most words can be used in different grammatical forms in which their interrelations are realized.

RESULT AND DISCUSSION

Speaking of the semantic structure of the word, we'd like to point out that, the branch of the study of language concerned with the meaning of words is called *semasiology*. The name comes from the Greek *semasia* 'signification' (from *sema* 'sign' and *semantikos* 'significant'). As semasiology deals not with every kind of linguistic meaning but with lexical meaning only, it may be regarded as a branch of lexicology.

This does not mean that the semasiologist needn't pay attention to grammatical meaning. On the contrary, grammatical meaning must be taken into consideration in so far as it bears a specific influence upon lexical meaning. This influence is manifold and will be discussed at length later. At this stage it will suffice to point out that a certain basic component of the word meaning is described when one identifies the word morphologically, i.e. states to what grammatical word class it belongs. If treated diachronically, semasiology studies the change in meaning, which words undergo. Descriptive synchronic approach demands a study not of individual words but of semantic structures typical of the language studied, and of its general semantic system [2, p. 37].

We will have noticed that two terms, “semasiology” and “semantics”, have so far been used indiscriminately as if synonymous. In fact, they are synonyms but not equally appropriate for our purpose. The first term is preferable because it is less ambiguous. The term “semantics” on the other hand, is used to cover several different meanings. It is also used to denote the phenomena studied, i. e. the meaning of words and phrases. Had this been all, it might have been tolerated, because the same double purpose is served by the terms “phonetics” and “grammar”. In the case of “semantics”, however, there are other meanings, not sufficiently divorced from linguistics and apt to create confusion.

It is significant that many scholars have attempted to define the word as a linguistic phenomenon [1, p. 8]. Yet none of the definitions can be considered totally satisfactory in all aspects. It is equally surprising that, despite all the achievements of modern science, certain essential aspects of the nature of the word still escape us. Nor do we fully understand the phenomenon called “language”, of which the word is a fundamental unit. We know nothing- or almost nothing – about the mechanism by which a speaker’s mental process is converted into sound groups called “words”, nor about the reverse process whereby a listener’s brain converts the acoustic phenomena into concepts and ideas, thus establishing a two - way process of communication. We know very little about the nature of relations between the word and the referent (i.e. object, phenomenon, quality, action, etc. denoted by the word). If we assume that there is a direct relation between the word and the referent - which seems logical- it gives rise to another question: how should we explain the fact that the same referent is designated by quite different sound groups in different languages.

We *do* know by now - though with vague uncertainty- that there is nothing accidental about the vocabulary of the language; that each word is a small unit within a vast, efficient and perfectly balanced system. But we do not know why it possesses these qualities, nor do we know much about the processes by which it has acquired them. The list of unknowns could be extended, but it is probably high time to look at the brighter side and register some of the things we *do* know about the nature of the word.

First, we do know that a word is a unit of speech, which, as such, serves the purposes of human communication. Thus, the word can be defined as a unit of communication.

Secondly, the word can be perceived as the total of the sounds, which comprise it.

Third, the word, viewed structurally, possesses several characteristics.

The modern approach to word studies is based on distinguishing between the external and internal structures of the word [3, p. 25].

By external structure of the word we mean its morphological structure. For example, in the word *post-impressionists* the following morphemes can be distinguished: the prefixes *post-*, *im-*, the root *press*, the noun- forming suffixes *-ion*, *-ist*, and the grammatical suffix of plurality *-s*. All these morphemes constitute the external structure of the word *post-impressionists*.

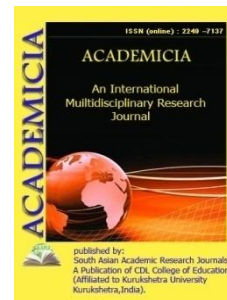
The internal structure of the word, or its *meaning*, is nowadays commonly referred to as the word’s *semantic structure*. This is certainly the word’s main aspect. Words can serve the purposes the human communication solely due to their meanings, and it is most unfortunate when this fact is ignored by some contemporary scholars who, in their obsession with the fetish of structure tend eludes mathematical analysis. And this is exactly what meaning, with its subtle variations and shifts are apt to do.

CONCLUSION

The semantic structure of the word does not present an indivisible unity (that is, actually, why it is referred to as “structure”), nor does it necessarily stand for one concept [4, p. 53]. It is generally known that most words convey several concepts and thus possess the corresponding number of meanings. A word having several meanings is called polysemantic, and the ability of words to have more than one meaning is described by the term polysemy. When analyzing the semantic structure of a polysemantic word, it is necessary to distinguish between two levels of analysis. On the first level the semantic structure of a word is treated as a system of meanings.

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DOI NUMBER: **10.5958/2249-7137.2020.00132.9**

ESTIMATION OF SALT TOLERANCE OF TRITICALE VARIETIES IN ARTIFICIAL CONDITIONS

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ABSTRACT

This article investigated the statistical differences between germination and development of 11 triticale varieties at different concentrations of NaCl salt (0.5%, 1.0%, 1.5%). Fifteen days later, the laboratory productivity of the samples, germination length, and root length were measured. Analyzing the process of root formation of plants in different saline conditions in the varieties used in the study, it was observed that the formation and development of seeds in artificially saline conditions slowed down under high concentration saline conditions, i.e. at a concentration of 1.5% NaCl salt Sardor, to the root system of GulDU and Valentin-90 varieties was more developed than other specimens. Decrease in field productivity depends on climatic conditions and other factors. It should be noted that the more favorable the germination conditions, the shorter the germination time and the higher the field yield. Our experiment encompasses the features and characteristics, creating different saline resistance and their changes depending on salinity variation under the laboratory conditions. Seed germination is directly dependent on the productivity under the laboratory conditions. On the basis of these data, it can be said that during the evaluation and selection of triticale specimens, it is important to take into account the condition of grasses and root systems in saline conditions.

KEYWORDS: Triticale, Variety, Grain, Soil Salinity, Chemical Composition, Plant Productivity.

INTRODUCTION

Salinity is a serious and potential problem in the irrigated land in the arid and semi-arid zones. One third of the irrigated land of the world suffers from salinity. And salt tolerance is not a constant trait over the plant live cycle but varies with environment and plant stage of development. However, good seed germination and emergence under salt stress a valuable character to guarantee adequate stand establishment in salt affected soil [Essam E. Shalaby, E. Epstine and C.O. Qualset].

Triticale is considered to be as hybrid species and in this reason, it contains genetic signs and features of wheat and rye. The appearance, structure, and shape of its spikes are very similar to the wheat and rye. Triticale is one of the most productive cereals that are mainly used as feed.

Cereals are one of the most important plants not only for Uzbekistan, but also for other countries. Soil salinization, one of the main environmental factors that adversely affects grain crop productivity, is one of the main environmental problems nowadays, and their complex area is currently common in many parts of the country [1, 4].

Soil salinity contributes to plant growth and development, impairment of water exchange and homeostasis, slowing down photosynthesis and respiration [2, 3, 5]. In the scientific study, the statistical differences in the productivity and development of triticale varieties at different concentrations of NaCl salt were investigated.

MATERIALS AND METHODS

For the experiment, 11 varieties of triticale varieties and Krasnodarskaya-99 wheat variety were extracted at thermostat with different concentrations of NaCl salt (0.5%, 1.0%, 1.5%). The germination temperature was 24 °C, and for each statistical analysis, each grade was planted three times on a petri plate. Fifteen days later, the laboratory productivity of the samples, germination length, and root length were measured.

Results were analyzed using the Fisher test in StatView software (with SAS Institute Inc., Cary, NC, USA, www.statview.com) and statistical analysis was conducted between the varieties according to the above criteria. In this case, the levels of statistical variance of probability were obtained in the $P < 0.001$ range.

Results of the experiment and their analysis

Our experiment encompasses the features and characteristics, creating different saline resistance and their changes depending on salinity variation under the laboratory conditions. Seed germination is directly dependent on the productivity under the laboratory conditions. The difference between laboratory productivity and field productivity depends on the genotype of the sampling ranges between 9.2–15.8%.

The general appearance of seedlings and roots of triticale varieties grown under artificial conditions is shown in Figure 1.

Decrease in field productivity depends on climatic conditions and other factors. It should be noted that the more favorable the germination conditions, the shorter the germination time and the higher the field yield. The results of the study showed that laboratory germination decreased when the concentration of NaCl salts increased (Figure 1). At 0.5% concentration of NaCl salt,

plant germination was virtually indistinguishable from the control variant. When NaCl salt concentration reached 1.0-1.5 %, there was a decrease in plant germination.



Figure 1. General appearance of seedlings and roots of triticale varieties grown under artificial conditions

The results of the dispersion analysis by means of the Fisher test, showed that there were significant differences between the control and other wheat varieties. As can be seen in Figure 2, using 1.0% of NaCl salt, it is observed that Odyssey, Dustlik and Valentin-90 varieties are less resistant than other varieties, while Sardar, Guldu and Farhod varieties showed relative stronger resistance.

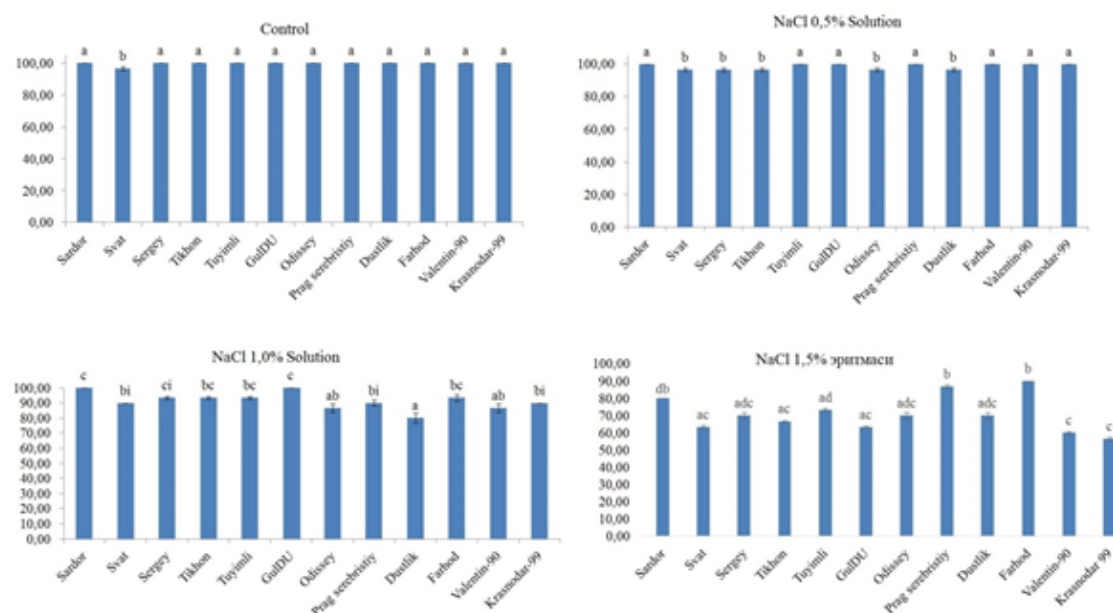


Figure 2. Laboratory Germination of Triticale Specimens. (In the figure, the letters mean standard deviation among POV <0.001 according to ANOVA)

Using 1.5% NaCl solution it was found that Sardar, Prag, Serebristiy and Farhod varieties are the most resistant than other varieties.

Nowadays, development of triticale varieties, which are resistant to soil salinization is one of the important problems of plant selection.

The features and characteristics of plants in the development process are varietal and vary in height and root length depending on the salt content in NaCl solution at different concentrations. In our research samples, when analyzing the root formation process of plants under different saline conditions, the root formation and development of seeds under laboratory conditions were slowed down in high salty conditions, in which 1.5% NaCl salt concentration. It has been observed that the root system of Sardor, Tuyimli, Guldu and Valentin-90 varieties is more developed than other samples (Figure 3).

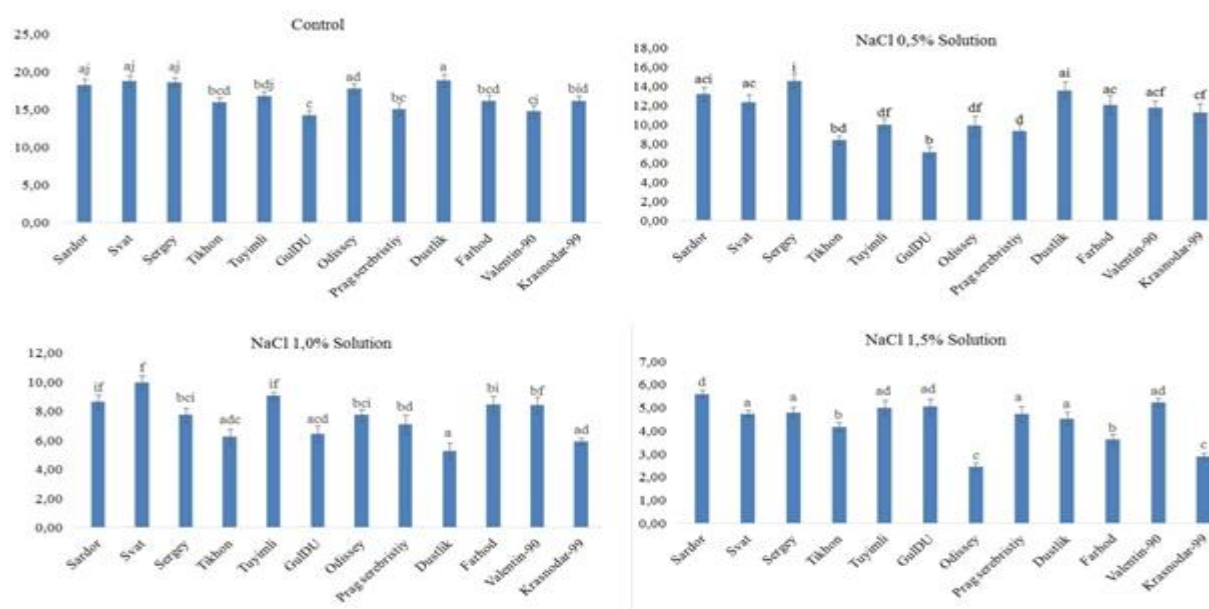


Figure 3.Development of the root system in Triticale specimens. (In the figure, the letters mean standard deviation among $POV < 0.001$ according to ANOVA)

Therefore, in order to produce high yields of triticale species that are resistant to saline conditions, in-depth study and selection of the primary sources used in the selection process are essential for effective results.

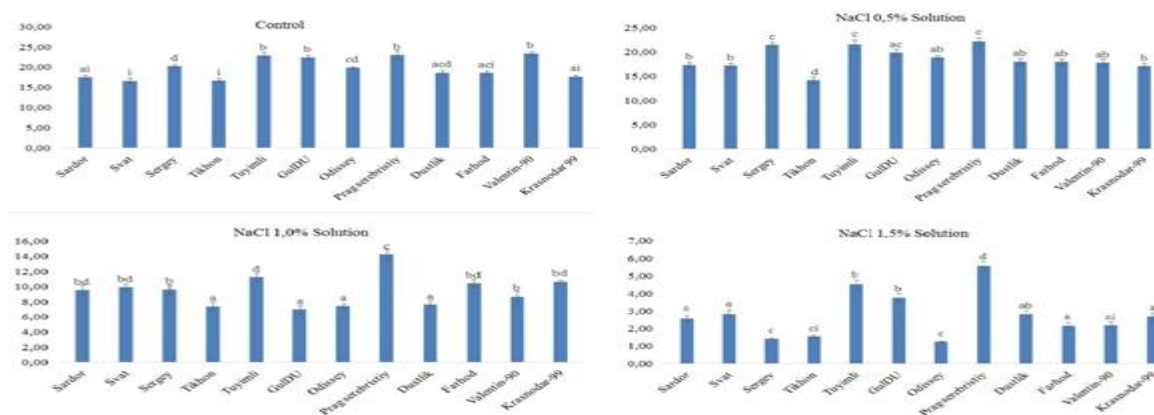


Figure 4. Development of Triticale specimens. (In the figure, the letters mean standard deviation among POV <0.001 according to ANOVA)

When NaCl salt concentration reached 1.0-1.5 % there was a decrease in plant productivity.

The features and characteristics of the plants in the development process are varietal, and the development of plants in NaCl solution at different concentrations varies. The results of the experiment (Figure 4) show that the vegetation at 0.5% concentration of NaCl salt was not significantly different from the control variant. When NaCl salt concentration reached 1.0-1.5%, there was a decrease in plant growth, that is, the length of the stem.

CONCLUSIONS

On the basis of these data, it can be said that during the evaluation and selection of triticale specimens, it is important to take into account the condition of grasses and root systems in saline conditions.

With that in research:

- Even at high concentrations of NaCl solution, Sardor, Pragserebristiy and Farhod varieties had higher germination than other varieties;
- Tuyimli and Pragserebristiy varieties showed good results in terms of root system and seedling development, even in uncomfortable conditions.

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DOI NUMBER: **10.5958/2249-7137.2020.00133.0**

ABOUT THE CONDITIONS OF OPTIMALITY IN THE MINIMAX PROBLEM FOR CONTROLLING DIFFERENTIAL INCLUSION WITH DELAY

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ABSTRACT

In the paper we considered one class controlling differential inclusions with delay. For the control system the minimax problem is researched. In the no smooth control problem the necessary and sufficient conditions of optimality are obtained. One of the approaches used in making decisions in conditions of incomplete information is the principle of guaranteed management [18]. This principle leads to minimax control problems for the ensemble of trajectories of a dynamical system. Such an approach for controlled differential inclusions was used in [16]. However, taking into account the specific form of the terminal functional $g(x)$, in this paper we use a different method based on the use of the minimax theorem from convex analysis. Control problems for such systems are more complex than systems without delay. Moreover, the specific of the constructions method of optimal control depends on the degree to which the delay factor is taken into account in the dynamics of the control system. In the case of linearity of system (3), the controllability conditions of the ensemble of trajectories are studied. In [23], for such systems, the control problem with terminal constraints was considered.

KEYWORDS: *Differential Inclusions, Control System, Nosmooth Functional, Minimax Problem, Conditions of Optimality.*

INTRODUCTION

The theory of differential inclusions has effective applications in the theory of optimal control [1,2,3,4], in the theory of differential equations with discontinuous right-hand sides [5], in differential games, in mathematical economics [6] and in other areas of mathematical research. As a result, this branch of mathematics is developing in various directions. The study of optimization problems for differential inclusions with delays [7, 8, 9], differential inclusions with a fuzzy right-hand side [10] and other classes of differential inclusions [11,12] deserves much attention. The problems that arise in this case are studied by the of multivalued and nonsmooth analysis methods [2, 3, 4].

In real situations, the control object should often be considered when information about external influences is incomplete, and their probabilistic characteristics are absent. In such cases, we have a mathematical model of the form

$$\frac{dx}{dt} = f(t, x, u, v), \quad u \in U, \quad (1)$$

where $w = w(t)$ is an uncontrolled external influence, and information about it is limited in the form of a geometric condition $w(t) \in W$, W is a given set from the space of parameter values w . Using the Filippov – Kastena lemma [13], we can verify that under fairly general assumptions the control system (1) is equivalent to the differential inclusion

$$\frac{dx}{dt} \in f(t, x, u, W) \equiv \{f(t, x, u, w) : w \in W\}. \quad (2)$$

The resulting model is a differential inclusion with a control parameter, i.e. belongs to the class of controlled differential inclusions [14, 15, 16]

$$\frac{dx}{dt} \in F(t, x, u), \quad u \in U, \quad (2)$$

where $F(t, x, u)$ is a multivalued mapping, $u = u(t)$ is a control parameter.

In studies of control systems under informational constraints, the properties of the ensemble of trajectories, methods for estimating the reachability set and forecasting the phase state of the system, minimax synthesis problems and others are of great interest [17, 18]. One of the approaches used in making decisions in conditions of incomplete information is the principle of guaranteed management [18]. This principle leads to minimax control problems for the ensemble of trajectories of a dynamical system. Various problems of controlling the ensemble of trajectories were considered in [14, 15, 16, 20]. These include, in particular, controllability, time optimal control and minimax problems. Such problems lead to nonsmooth optimal control problems.

In connection with the control problems of dynamical systems with delays under conditions of uncertainty, arise problems of controlling ensembles of trajectories of differential inclusion with delay

$$\dot{x} \in F(t, x(t), x(t - h(t)), u), \quad u \in V. \quad (3)$$

Some properties of controlled differential inclusions with delays of the form (3) were studied in work [21, 22]. In particular, the conditions of compactness and convexity of the set of absolutely continuous solutions are revealed. In the case of linearity of system (3), the controllability conditions of the ensemble of trajectories are studied. In [23], for such systems, the control problem with terminal constraints was considered.

In this paper, we consider one minimax problem for one class of controlled differential inclusions. Necessary and sufficient optimality conditions are studied.

The object of study and methods

One of the important models of real control processes are systems with delays (deviations). The delay factor in the control process leads to significant changes in the structure of the model of a dynamic system. Control problems for such systems are more complex than systems without delay. Moreover, the specific of the constructions method of optimal control depends on the degree to which the delay factor is taken into account in the dynamics of the control system.

Consider a mathematical model of a control system that is described by a controlled differential inclusion of the form

$$\frac{dx}{dt} \in A(t)x + \sum_{i=1}^k A_i(t)x(t-h_i) + b(t,u), t \geq t_0, u \in V, \quad (4)$$

where x is the state n -vector, u is the control m -vector, $A(t)$ and $A_i(t)$, $i = \overline{1, n}$, - $n \times n$ - matrices, $b(t, u)$ is a nonempty compact from R^n , $h_i > 0$, $i = \overline{1, n}$, - are delay constants, V is a convex compact from R^m , R^n is n -dimensional Euclidean space with the scalar product $(x, y) = \sum_{i=1}^n x_i y_i$ and the norm $\|x\| = \sqrt{(x, x)}$. We assume that the right-hand side of the differential inclusion (4) satisfy the following conditions:

- 1) The elements of the matrices $A(t)$ and $A_i(t)$, $i = \overline{1, n}$, summable on $T = [t_0, t_1]$;
- 2) A multivalued mapping $(t, v) \rightarrow b(t, v)$ is measurable in a variable $t \in T$ and continuous in a variable $v \in V$, moreover $\sup_{\gamma \in b(t, u)} \|\gamma\| \leq \beta(t)$, $\forall (t, v) \in T \times V$, where $\beta(t)$ is a summable function on $T = [t_0, t_1]$.

As admissible controls for system (4), we choose measurable bounded functions $u = u(t)$, $t \in T$, that take values almost everywhere on T from compact V . Denote by $U(T)$ - the set of all admissible controls.

Let $C^n(T_0)$ be the space of n -vector functions continuous on $T_0 = [t_0 - h, t_0]$, where $h = \max_{i=1, k} h_i$.

An admissible trajectory corresponding to the control $u(\cdot) \in U(T)$ and the initial function $\varphi_0(\cdot) \in C^n(T_0)$ is called continuous on $T_1 = [t_0 - h, t_1]$ and absolutely continuous on T an n -

vector function $x = x(t)$, satisfying differential inclusion (1) and the initial condition $x(t) = \varphi_0(t), t \in T_0$.

Denote by $H(u, \varphi_0)$ the set of all admissible trajectories corresponding to the admissible control $u(\cdot)$ and the initial function $\varphi_0(\cdot) \in C^n(T_0)$.

Consider the set $X(t, u, \varphi_0) = \{\xi \in R^n : \xi = x(t), x(\cdot) \in H(u, \varphi_0)\}, t \in T$. According to the results of [22], when the above conditions are met, the sets $X(t, u, \varphi_0), t \in T$ are convex, closed and bounded for any $u(\cdot) \in U(T)$ and $\varphi_0(\cdot) \in C^n(T_0)$. In addition, the ensemble of trajectories $t \rightarrow X(t, u, \varphi_0), t \geq t_0$, is a continuous multivalued mapping and the following representation is true:

$$X(t, u, \varphi_0) = S(\varphi_0) + \int_{t_0}^t F(t, \tau) b(\tau, u(\tau)) d\tau, \quad (5)$$

where $F(t, \tau) - n \times n$ is a matrix function satisfying the equation

$$\begin{aligned} \frac{\partial F(t, \tau)}{\partial \tau} &= -F(t, \tau) A(\tau) - \sum_{i=1}^k F(t, \tau + h_i) A_i(\tau + h_i), \quad \tau \leq t, \\ F(t, t-0) &= E, \quad F(t, \tau) \equiv 0, \quad \tau \geq t+0 \quad (E - \text{single } n \times n - \text{matrix}), \\ S(\varphi_0) &= F(t_1, t_0) \varphi_0(t_0) + \sum_{i=1}^k \int_{t_0}^{t_0+h_i} F(t_1, t) A_i(t) \varphi_0(t-h_i) dt. \end{aligned}$$

Let the quality of the control process of system (1) be evaluated by a nonsmooth terminal functional $J(x(\cdot)) = g(x(t_1)), x(\cdot) \in H(u, \varphi_0)$, where $g(x) = \sum_{i=1}^k \min_{z_i \in Z_i} (z_i, P_i x)$, P_i is a $m_i \times n$ -matrix, Z_i is a closed bounded set from R^{m_i} . The purpose of management is to obtain the guaranteed value of the criterion $J(x(\cdot)) = g(x(t_1)), x(\cdot) \in H(u, \varphi_0)$. According to this goal, we consider the problem of minimizing the functional

$$\Phi(u) \equiv \sup_{x(\cdot) \in H(u, \varphi_0)} J(x(\cdot)) = \max_{\xi \in X(t_1, u, \varphi_0)} g(\xi), \quad (6)$$

it is required to find a control $u^*(\cdot) \in U(T)$, satisfying the condition

$$\min_{u \in U(T)} \max \{g(\xi) : \xi \in X(t_1, u, \varphi_0)\} = \max \{g(\xi) : \xi \in X(t_1, u^*, \varphi_0)\}.$$

So, the following minimax optimal control problem for the ensemble of trajectories of system (4) has been posed:

$$\max_{\xi \in X(t_1, u, \varphi_0)} g(\xi) \rightarrow \min, u \in U(T). \quad (7)$$

We put: $y = \sum_{i=1}^k y_i$, $y_i = P'_i z_i \in R^n$, $Y = \sum_{i=1}^k Y_i$, $Y_i = P'_i Z_i$, $coY = \sum_{i=1}^k coY_i$ is the convex hull of the set Y . Easy to see that

$$g(x) = \sum_{i=1}^k \min_{z_i \in Z_i} (z_i, P_i x) = \min_{z_i \in Z_i, i=1, k} (x, \sum_{i=1}^k P'_i z_i) = \min_{y \in coY} (x, y).$$

Since $\Phi(u) = \max_{\xi \in X_1(u, \varphi_0)} g(\xi)$ then, using the minimax theorem from convex analysis [24], we have:

$$\Phi(u) = \max_{\xi \in X(t_1, u, \varphi_0)} \min_{y \in coY} (\xi, y) = \min_{y \in coY} C(X(t_1, u, \varphi_0), y),$$

where $C(X(t_1, u, \varphi_0), \psi) = \max_{\xi \in X(t_1, u, \varphi_0)} (\xi, \psi)$ is the support function of a convex compact set $X(t_1, u, \varphi_0)$.

It easily follows from formula (5) and the properties of the integral of multivalued mappings that the support function of a convex compact set $X(t_1, u, \varphi_0)$ is expressed by the equality

$$C(X(t_1, u, \varphi_0), \psi) = (S(\varphi_0), \psi) + \int_{t_0}^{t_1} C(F(t_1, t)b(t, u(t)), \psi) dt, \quad (8)$$

where $C(F(t_1, t)b(t, u(t)), \psi)$ is the support function of the set $F(t_1, t)b(t, u(t))$.

Therefore, for functional (6), the following formula is true:

$$\Phi(u) = \min_{y \in coY} \left[(S(\varphi_0), y) + \int_{t_0}^{t_1} C(F(t_1, t)b(t, u(t)), y) dt \right], \quad (9)$$

We introduce the functional

$$\rho(y, u) = (S(\varphi_0), y) + \int_{t_0}^{t_1} C(F(t_1, t)b(t, u(t)), y) dt. \quad (10)$$

Then formula (9) can be written as:

$$\Phi(u) = \min_{y \in coY} \rho(y, u). \quad (11)$$

Representation (11) of functional (6) allows minimax problem (7) to be written in the following form:

$$\Phi(u) \equiv \min_{y \in coY} \rho(y, u) \rightarrow \min, u \in U(T). \quad (12)$$

Thus, the posed minimax problem is reduced to the repeated minimization problem (12).

The main results

We study necessary and sufficient optimality conditions in problem (7). Let $u^*(t), t \in T$, be the optimal control in problem (7). Then, by virtue of (12), we have:

$$\min_{y \in coY} \rho(z, u^*) \leq \min_{y \in coY} \rho(z, u), \forall u \in U(T).$$

Hence,

$$\rho(y^*, u^*) = \min_{u \in U(T)} \rho(y^*, u), \quad (13)$$

where $y^* \in coY$ is the global minimum point of the function $y \rightarrow \rho(y, u^*)$, $y \in coY$. Given equality (10), from (13) we obtain

$$\int_{t_0}^{t_1} \left[\min_{g \in V} C(F(t_1, t)b(t, g), y^*) - C(F(t_1, t)b(t, u^*(t)), y^*) \right] dt = 0.$$

Hence, by virtue of the properties of the Lebesgues integral, it follows that

$$C(F(t_1, t)b(t, u^*(t)), y^*) = \min_{v \in V} C(F(t_1, t)b(t, g), y^*) \quad (14)$$

for almost all $t \in T$. So, the following necessary optimality condition holds.

Theorem 1. Let $u^* = u^*(t), t \in T$, be the optimal control in problem (7) and $y^* \in coY$ be an voluntary point of the global minimum of the function $y \rightarrow \rho(y, u^*)$. Then equality (14) holds for almost all $t \in T$.

Now we give a statement, clarifying the result of Theorem 1.

Consider the function

$$\mu(y) = (S(\varphi_0), y) + \int_{t_0}^{t_1} \min_{g \in V} C(F(t_1, t)b(t, g), y) dt. \quad (15)$$

Easy to see that

$$\min_{y \in coY} \mu(y) = \min_{u \in U(T)} \min_{y \in coY} \left[(S(\varphi_0), y) + \int_{t_0}^{t_1} C(F(t_1, t)b(t, u(t)), y) dt \right] = \min_{u \in U(T)} \min_{y \in coY} \rho(y, u).$$

From this we get, that if $u^*(t), t \in T$, is an optimal control, then

$$\min_{y \in coY} \rho(y, u^*) = \min_{y \in coY} \mu(y) \quad (16)$$

Let y^* be the global minimum point of the function $y \rightarrow \rho(y, u^*)$, $y \in coY$. Then, using (14) and (16), we have:

$$\begin{aligned} \min_{y \in coY} \mu(y) &= \rho(y^*, u^*) = (S(\varphi_0), y^*) + \int_{t_0}^{t_1} C(F(t_1, t)b(t, u^*(t)), y^*) dt = \\ &= (S(\varphi_0), z^*) + \int_{t_0}^{t_1} \min_{g \in V} C(F(t_1, t)b(t, g), y^*) dt = \mu(z^*), \end{aligned}$$

it is $\min_{z \in coZ} \mu(z) = \mu(z^*)$. We formulate the result as the following statement.

Theorem 2. Let $u^*(t), t \in T$, be the optimal control in problem (7), and the functional $\rho(y, u)$ has the form (10). Then each point of the global minimum of the function $y \rightarrow \rho(y, u^*)$ on the set coY is a point of the global minimum of the function $\mu(y)$ on the same set coY .

Theorem 3. For the optimality of control $u^*(t), t \in [t_0, t_1]$, in problem (7), it is necessary and sufficient that there is a vector $y^* \in coY$, which is the global minimum point of the function $\mu(y)$ and that the minimum condition (14) is satisfied for almost all $t \in T$.

Proof. Necessity. If $u^*(t), t \in T$, is an optimal control, then, by Theorems 1 and 2, there is exist a global minimum point $y^* \in coY$ of function $\mu(y)$ for which the minimum condition (14) holds almost everywhere on T .

Sufficiently. Let y^* be the global minimum point of the function $\mu(y)$ on coY and satisfy the minimum condition (14) almost everywhere on T . Then, for any $u \in U(T)$ we have:

$$\begin{aligned} \min_{y \in coY} \left[(S(\varphi_0), y) + \int_{t_0}^{t_1} C(F(t_1, t)b(t, u(t)), y) dt \right] &\geq \min_{y \in coY} \left[(S(\varphi_0), z) + \int_{t_0}^{t_1} \min_{g \in V} C(F(t_1, t)b(t, g), y) dt \right] = \\ &= (S(\varphi_0), y^*) + \int_{t_0}^{t_1} C(F(t_1, t)b(t, u^*(t)), y^*) dt \geq \min_{y \in coY} \left[(S(\varphi_0), y) + \int_{t_0}^{t_1} C(F(t_1, t)b(t, u^*(t)), y) dt \right]. \end{aligned}$$

Therefore, by virtue of (9) $\Phi(u) \geq \Phi(u^*)$, $\forall u \in U(T)$, i.e. $u^* = u^*(t), t \in T$, is a optimal control in problem (7). The theorem is proved.

DISCUSSION OF THE RESULTS AND CONCLUSION

When studying the minimax problem (7), a representation of the form (5) of the ensemble of trajectories was used to obtain formula (8) for the support function of a convex compact set $X(t_1, u, \varphi_0)$. Further, as a result of applying formula (8) and the minimax theorem from convex analysis, we obtained formula (9) for the optimized functional (6). A new representation (9) of the quality control criterion for the ensemble of trajectories made it possible to reduce the minimax problem (7) to the repeated minimization problem of the form (12).

In formula (9) there is a functional $\rho(y, u)$ of the form (10). This functionality is convex in a variable $y \in coY$. Under the additional condition of convexity of the support function $C(b(t, v), \psi)$ in a variable $v \in V$, the functional $\rho(y, u)$ is be convex in the variable $u \in U(T)$.

The necessary optimality conditions are given in Theorems 1 and 2. Theorem 3 states that these necessary conditions are also sufficient. According to the results obtained, the construction of the optimal control in the considered minimax problem can be carry out in two stages: first, the finite-dimensional minimization problem $\mu(y) \rightarrow \min, y \in coY$ should be solved; after finding the solution $y^* \in coY$ to this auxiliary problem, the optimal control $u^* = u^*(t), t \in T$, is determined from the minimum condition (14), i.e. $C(F(t_1, t)b(t, u^*(t)), y^*) = \min_{v \in V} C(F(t_1, t)b(t, v), y^*)$ holds for almost all $t \in T$.

Here, as a remark, we note that if the multivalued mapping $(t, v) \rightarrow b(t, v)$ is continuous in each variable, and the class of admissible controls is limited to piecewise continuous functions, then the minimum condition (14) holds for all $t \in T$.

The final result of the study of minimax control problems substantially depends on the properties of the optimized functional. The function $g(x) = \sum_{i=1}^k \min_{z_i \in Z_i} (z_i, P_i x)$ used as a terminal functional for estimating the final state of the ensemble of trajectories of controlled differential inclusion (4) has the concavity property. Note that for concave functions $g(x), x \in R^n$, the following statement holds [16]: if Q is a convex compact R^n and $x^0 \in Q$ is the global maximum point of a concave function $g(x), x \in Q$, then there exists $l^0 \in -\partial(-g)(x^0)$ such that

$$\max_{x \in Q} g(x) = \min_{l \in R^n} [C(Q, l) + (-g)^*(-l)] = C(Q, l^0) + (-g)^*(-l^0),$$

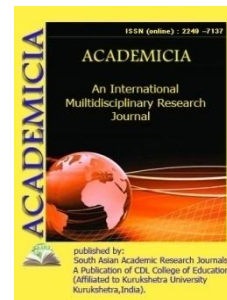
where $C(Q, l)$ is the support function of the set Q , $(-g)^*(l)$ is the joint function to the function $\gamma = -g(x)$. The above statement for concave functions can be used to study minimax control problems for an ensemble of trajectories. Such an approach for controlled differential inclusions was used in [16]. However, taking into account the specific form of the terminal functional $g(x)$, in this paper we use a different method based on the use of the minimax theorem from convex analysis. This method can be developed for a wider class of terminal functionals used to evaluate the quality of control of a dynamic system of the form (4).

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DOI NUMBER: 10.5958/2249-7137.2020.00090.7

STUDY OF EFFECT OF ADVERTISEMENT ON FMCG PRODUCTS IN KSA

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ABSTRACT

The purpose of present study has been conducted to investigate the impact of advertisement on consumer behavior of university students (N = 150). This paper aims to explore the role of advertisement on attitudes towards buying behavior. A questionnaire has prepared to evaluate the impact of advertisement. The sample data has been collected from of college students of Umm Al-Qura University, Makkah between 18-24 age group. As a whole six brands has been taken into consideration as FMCG's brand eg. Al-Safi, Al-Marai, Nadec, Jamjoum, Nada and Saudia. Interviews were made in respect of their co-relations with advertisements. As a result, formulation of chi-square, frequency and binomial test analysis were used and presented in tabular, bar graph, and pie chart format. These results exposed that advertisement attracts towards the preference and choices to influence the consumer buying behavior. The model used therein influenced the consumers more as compared to traditional mode of advertisement. Results also revealed that consumers considered advertisement as a reliable source of knowledge as compared to others, (friend, neighbors, reference group) opinions. Advertisement play a very important role to affect any high or low income group, but expensive products and the repetition of advertisement did not affect the consumer buying behavior. The most preferred brand is Al Safi Milk and second preferred brand is Al- Marai Milk. Consumers were attracted and influenced by the flash of advertisement on the silver screen.

KEYWORDS: *Consumer Buying Behavior, Impact of Advertisement, College Students.*

INTRODUCTION

In the business world, relationship marketing is very power full tool to gain and keep the customers. The concept of relationship marketing (RM) is widely understood, both academically

and professionally. Main goals of relationship marketing are enhancing good relationship between customer and organization and convert indifferent customers into loyal ones (Berry and Parasuraman, 1991). It involves a process of attracting, maintaining and enhancing relationships with customers and stakeholders (and, when necessary, terminating them) at a profit, so that the objectives of the parties involved are achieved through mutual exchange and the fulfillment of promises (Zineldin and Philipson, 2007; Das, 2009; Adamson et al., 2003; Gronroos, 1994, 2004; Kotler and Armstrong, 1999; Berry, 1995). Relationship marketing involves sustaining long-term relationships through the use of interactive databases and networking in order to retain valuable customers, on the basis of mutual benefit and fulfillment (wangpaichitr, 2010). One of the major developments within marketing has been the evolution from transaction to relationship marketing. Rather than solely focussing on the 4Ps - product, price, promotion, and place – numerous companies have changed their business processes so that they focus on the most important asset of their economical viability: their current and potential new clients. In other words, today's companies are seeking to acquire, develop, and retain profitable customer relationships (Wyner, 1999).

The banks are competing with each other to gain a great slice of the market share with a globalization effect. Therefore, the banks have to face difficulties to meet the high growth of customer expectations (Ramkelawon, 2010). In Sri Lanka, According to Abeysekera and Hewawasam (2010) banking sector is considered as main recipient in recent economic downturn. Therefore, better formation of strategies in banking sector is the most needed one especially in the recent information technology era. Furthermore, in Sri Lanka, the rapid growth of banking and other financial services provide the financial infrastructure facilities to the economic expansion and structural transformation. This is clearly reflected in the growth of assets in the financial sector and the contribution of the financial sector to gross national product in last ten years.

Private Commercial Banks are becoming the mainstream banking institutions in the South Asian Countries, mainly because, government owned banks have failed to meet the service expectations of general public due to their inefficient operation including administrative delay, traditional technology, slow processing of transactions etc (Fatima, 2009). Furthermore, Recently, more than ever before, strong competition, fragmentation of markets, short life cycles of products and increasing customer awareness and complexity are the big challenges to the banking sector (Taleghani 2011). In such situation, banks can use the relationship marketing strategy to create, maintain, and enhance strong relationships with their customers to secure their loyalty. Therefore, it is important, to empirically examine the actual impact of relationship marketing on customer loyalty. Such understanding or finding will help to banks to establish the better management of firm –customer relationship and to achieve the higher level of loyalty among customers (Ndubisi, 2006).

Research Problem

In northern part of the Sri Lanka, especially in Jaffna district, after the thirty year ethnic war, private commercial banks (i.e. Commercial bank, Hatton national bank, Sampath bank, etc) are highly penetrated to the market through the opening of branches in several places of Jaffna peninsula. Meanwhile, they are facing more difficulties such as high competitiveness, high level preliminary expensive etc. They use different formation of strategies to compete in the highly

competitive market. Most of the banks prefer the relationship marketing strategy to secure the customer loyalty. A Study on the relationship marketing and its impact on customer loyalty in an emerging market like Jaffna peninsula can be a fruitful empirical work, which may likely to differ from a developed market. Furthermore, there is not much widely empirical works on relationship marketing and its impact on customer loyalty to banking sectors in Jaffna district. Therefore, it is important, to empirically examine the actual impact of relationship marketing on customer loyalty. Such understanding or finding will help to banks to establish the better management of firm –customer relationship and to achieve the higher level of loyalty among customers.

RQ: What extent the relationship marketing influences on customer loyalty in private commercial banks in Jaffna district, Sri Lanka.

Objectives of Study

The main objectives of the study is to find out the impact of relationship marketing on customer loyalty in private commercial banks in Jaffna district, Sri Lanka and sub objectives are:

To recognizes the level of customer loyalty in private commercial banks in Jaffna district;

To find out the relationship between relationship marketing and customer loyalty;

Review of Literature and Hypothesis

Relationship Marketing has been thought of as a new paradigm in marketing over the last few decades. It has been believed by academics and practitioners that companies can achieve success in the long run by maintaining relationship with their customers and business associates (Nguyen, 2006). Christopher. (as cited in Ravesteyn, 2005) noted that Relationship marketing has emerged from a primary focus on consumer goods in the 1950s, industrial marketing in the 1960s, non-profit and societal marketing in the 1970s, services marketing in the 1980s and finally, relationship marketing in the 1990s. Baron and Harris (2003) differentiated the relationship marketing from transaction marketing as transaction marketing is about attracting customers using offensive strategies like encouraging brand switching or recruiting competitors' dissatisfied clients and relationship marketing is about retaining customers using defensive strategies like minimizing customer turnover and maximizing customer retention. Grönroos (as cited in Ravesteyn, 2005) defined the relationship marketing as "Marketing is to establish, maintain and enhance relationships with customers and other partners, at a profit, so that the objectives of all parties are met. This is done by mutual exchange and fulfillment of promises "this definition draws attention to the importance of retaining as well as attracting customers with the emphasis being placed on the development of long term relationships with existing customers and also other partner. According to the holistic marketing concept the relationship marketing has the aim of building mutually satisfying long term relationships with key parties such as customers, suppliers, distributors and other marketing partners (Kotler and Keller, 2007). In this research, we concerned the relationship marketing concept based on the customer point of view . Therefore, it is important, to empirically examine the actual impact of relationship marketing on customer loyalty. Such understanding or finding will help to banks to establish the better management of firm –customer relationship and to achieve the higher level of loyalty among customers (Ndubisi, 2006).

Baron and Harris (2003) summarized the seven key indicators of relationship marketing approach. Such as high level of trust between both parties, high level of commitment between both parties, long time horizon, open communication channels between both parties with information exchanged between both parties, having the customer's best interest at heart, a commitment to quality from both parties, an attempt to favorably lock- in or retain the customer. And Ndubisi (2006) proposed the four key virtues that underpin relationship marketing, such as trust, commitment, communication, conflict handling. In this research, we also considered the four dimensions that underpin relationship marketing, such as trust, commitment, communication, and conflict handling to predict the customer loyalty in the private commercial banks in Jaffna peninsula, Sri Lanka.

Nowadays, the term "customer loyalty is long-familiar as a significant factor in a business of a successful organization. So many research evidences have shown that just having satisfied customers is not sufficient for organization. Because there is no guarantee that customers are satisfied with the purchase of the company (Taleghani et al., 2011 b). Reason is that it is relatively easy to imitate many services, and consequently easy for customers to switch loyalties. It may take only one bad 'moment of truth' in a service encounter to persuade a customer to go to a competitor (Baron and Harris, 2003).

Therefore, it is clear that the success of customer loyalty in a business organization is the backbone of a successful organization and also customer loyalty is significantly more important than customer satisfaction. Oliver (as cited in das et al., 2009) defined it as a deeply held commitment to re-buy or re-patronize a preferred product or service in the future despite situation influence and marketing efforts having the potential to cause switching behavior. Conceptually, loyalty has both an attitudinal and behavioral dimension. Attitudinal loyalty is reviewing the concept of good and favorable attitude towards a service provider like trust or emotional attachment. And behavioral loyalty emphasizes on customer behavior like repeat purchase, word of mouth (Das et al., 2009; Taleghani et al., 2011 b). Ravesteyn (2005) pointed out the two key advantages of customer loyalty the first one is that Once customers become loyal to the company, repeat sales and referrals will increase, which will lead to growth in revenues and market share. Existing customers, who are willing to give enthusiastic references and word of mouth referrals, create free advertising. Customers become advocates. The second one is that Loyalty provides the time to respond to competitive moves – it gives breathing Room to organization. The banks are fighting with each other to gain a great slice of the market share with a globalization effect. Therefore, Banks use the relationship marketing concept as strategy to build loyal with each customer, which leads to improved financial and market performance, and an increased competitive edge (Ravesteyn, 2005). Ndubisi (2006) concluded that if the bank is trustworthy, committed to service, reliable, efficient in communicating to customers and able to handle conflicts well. Bank customers tend to be loyal in Malaysia. And also Ndubisi (2004) suggested that the organization should maintain the good relationship with customers to get the loyalists. Loyal customers are the greatest asset to the organization. Because they can communicate through the favorable word of mouth about the organization or products to which they feel loyal and also attract new customers for the organization which lead to the benefit of its sales, revenue and profit. Useful sources of new product ideas can be also drawn from loyalists. And also, Afsar et al. (2010) concluded that when a customer is committed to a bank, his/her trust is grown up which automatically leads to the loyalty of the customer. In contrast, Das et al.

(2009) found that customer relationship management deployment might not be a profitable strategy for retail banks, particularly in an Indian context. These results were also supported by leverin and liljander (2006) who found that the implementation of a relationship marketing strategy in a retail bank did not result in the increase of loyalty with respect to the most profitable customer segment.

But in most cases in both developed and developing countries the relationship marketing in banking sector is positively related to the customer loyalty. In srilanka, banking sector is considered as main recipient in recent economic downturn. Better formation of strategies in banking sector is the needed one especially in the recent information technology era. As a result of the continuing movement towards deregulation and the associated increase in competition, Maintaining a long term customer relationship leads to get a moderate or greater share of financial market and of a corporation's business (Abeysekera et al., 2010). In an Iran context, Taleghani et al. (2011 a) suggested that banks should be trustworthy and committed to the service ethic, should communicate timely and accurately, and must resolve conflicts in a manner that will eliminate unnecessary loss and inconvenience to customers. However, much of the work and understanding of relationship or relational marketing to date focuses on the Western perspective, and hardly any work has been done in the Asian context (Nguyen, 2006). And also there are possible influences of personal demographical factors on relationship marketing dimensions and customer loyalty. Studies have suggested that Women tended to be more loyal than Men; older people have more level of loyalty than younger age groups moreover, higher – income customers to receive better attention from banks in Malaysia (Ndubisi, 2005). Therefore, it is important, to empirically examine the actual impact of relationship marketing on customer loyalty. Such understanding or finding will help to private commercial banks in Jaffna peninsula, Sri Lanka, to establish the better management of firm –customer relationship and to achieve the higher level of loyalty among customers. Following hypotheses were formulated based on the above review of literature.

H1: Relationship Marketing and customer loyalty are positively correlated

H1_a: Trust and customer loyalty are positively correlated

H1_b: Commitment and customer loyalty are positively correlated

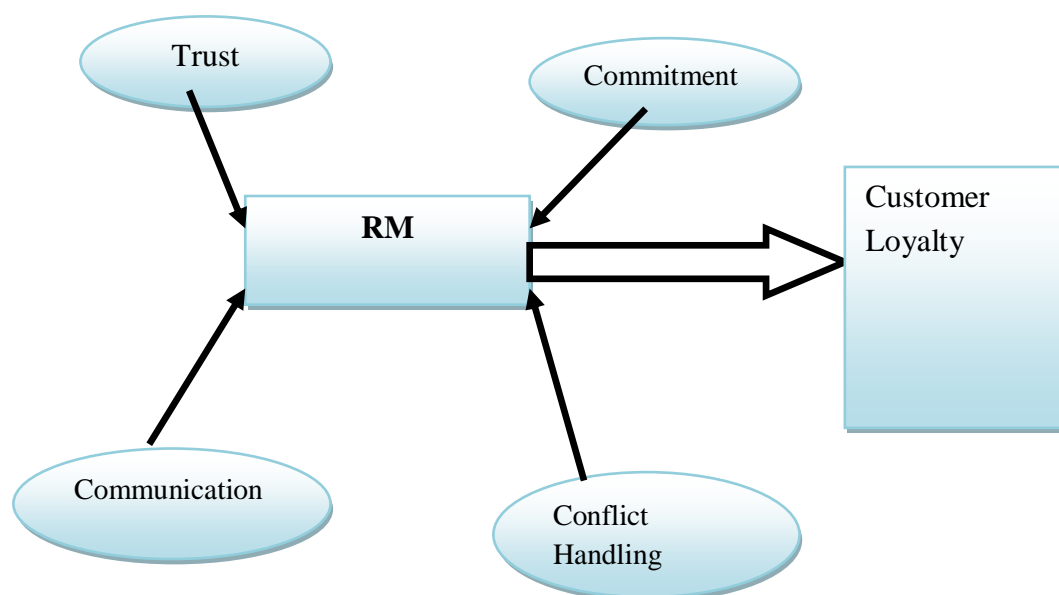
H1_c: Communication and customer loyalty are positively correlated

H1_d: Conflict handling and customer loyalty are positively correlated

H2: Relationship marketing has impact on customer loyalty

Conceptualization

Based on the research question, the following conceptual model has been constructed. This model of relationship marketing in banking sector introduces new constructs and uniquely combines them in specifying that the customer loyalty is a function of trust, commitment, communication, and conflict handling in the relationship marketing. In which, personal demographical factors are used as a moderating variable.



Research Material

Data collection

Primary and secondary data are used for this study. Primary data are collected through the questionnaire, and secondary data are collected from texts, journals and magazines.

Sample and instruments

A survey instrument in the form of close-ended questionnaire was developed for the purpose of collecting the main data for the study. This study was conducted in private commercial banks in Jaffna peninsula. Systematic random sampling methods has been undertaken to select the customers. The study is limited to customers of private commercial banks in Jaffna peninsula. Convenience sampling method has been adopted to select respondents. Researchers issued one hundred and fifty (150) questionnaires to the selected customers and out of which hundred and two (102) only returned with their responses. The above table gives details about the distribution of questionnaires. The instrument used in this study is composed of 3 parts. The part 1 includes a number of demographic questions such as age, gender, occupation, income level. The second part deals with relationship marketing in the banking sector. This is measured by four dimensions from Ndubisi (2006), namely (1) trust (2) commitment (3) communication (4) conflict handling which comprised seventeen items. Part 3 includes customer loyalty in banking sector. This is measured by using two dimensions from Das et al. (2009) and Ndubisi (2006), namely (1) Attitudinal loyalty (2) Behavioral loyalty which comprised four items. All items were measured by responses on a five-point Likert scale of agreement with statements, ranging from 1 = strongly disagree to 5 = strongly agree.

Results and Analysis

Reliability

The internal consistency of the research instrument should be tested by reliability analysis (Ndubisi, 2006). Nunnally (as cited in Ahsan et al., 2009) suggested that the minimum alpha of

0.6 sufficed for early stage of research. The cronbach's alpha in this study were all much higher than 0.6, the constructs were therefore deemed to have adequate reliability. The descriptive statistics of the variables and reliability estimates are shown in table No 01.

TABLE NO 01: DESCRIPTIVE STATISTICS AND RELIABILITY ESTIMATES.

Dimension	Cronbach's alpha value
Trust	.766
Commitment	.788
Communication	.722
Conflict handling	.773
Customer loyalty	.785

Correlation

Correlation test can be used to measure the hypotheses -01 and H1_a-H1₂

TABLE NO- 02 CORRELATION ANALYSIS

Variable	Relationship marketing	Customer Loyalty
Relationship marketing	1	0.546**
Customer Loyalty	0.546**	1

** Correlation is significant at the 0.01 level (2-tailed).

Table 02 shows the relationship between the variables (Relationship marketing and customer loyalty). Correlation value is 0.546 which is significant at 0.01 levels. It indicates that as the relationship marketing increases the customer loyalty increase. So, the hypothesis – 1 is accepted.

Correlation (matrix) analysis was applied to identify the relationship between Four main dimensions such as trust, commitment, communication, and conflict handling were used to measure the relationship marketing and customer loyalty. These variables and results are revealed in the table no- 03.

TABLE NO- 03 CORRELATION MATRIX

	Trust	Commitment	Communication	Conflict Handling	Relationship Marketing	Customer Loyalty
Trust	1					
Commitment	.584** (.000)	1				
Communication	.507** (.000)	.645** (.000)	1			
Conflict Handling	.626** (.000)	.760** (.000)	.651** (.000)	1		
Relationship Marketing	.801** (.000)	.876** (.000)	.832** (.000)	.889** (.000)	1	
Customer Loyalty	.511** (.000)	.569** (.000)	.493** (.000)	.511** (.000)	.546** (.000)	1

** Correlation is significant at the 0.01 level (2 – Tailed)

Table no-03 shows the relationship between variable accordingly, conflict handling component for relationship marketing (RM) is highly correlated with customer loyalty with the correlation value 0.546 whereas, the correlation value between trust component of relationship marketing and customer loyalty is 0.511 which is significant at 0.01 level and other component communication and conflict handling are also correlated with customer loyalty. Hence the sub hypotheses (H1a to H1d) are also accepted.

Regression analysis

The purpose of regression analysis is to find out the significant impact or influence of independent variable on dependent variable (Ndubisi, 2006). In this study, Relationship marketing is considered as independent variable or predictor variable, and the customer loyalty is considered as dependent variable. Table No 06 presents the results of the regression analysis.

TABLE NO 04: MULTIPLE REGRESSION ANALYSIS.

Variable	Beta	t-value	p-value	Model summary		
				Adj R square	F-value	Sig
Constant		1.391	.167	0.308	12.229	0.000
Trust	.319	3.128	.002			
Commitment	.047	.480	.632			
Communication	.329	2.583	.011			
Conflict handling	-.031	-.270	.788			

NOTE: Significant at 0.05 levels.

The results of the regression analysis summarized in table no 04 show that relationship marketing contributes significantly to customer loyalty ($F=12.229$; $P < 0.05$) and predicts 30 percent of the variation found. Trust and communication in the relationship marketing contribute significantly to customer loyalty. And also customer loyalty is not contributed significantly by commitment and conflict handling in the relationship marketing.

CONCLUSION AND RECOMMENDATION

Based on the finding of the study, there are a few key points that can be used to conclude this research paper. It is very important that the relationship marketing in the private commercial banks in Jaffna peninsula contributes to the customer loyalty. Mainly trust and communication dimensions in the relationship marketing contribute to the customer loyalty. Therefore the private commercial banks should strive to earn customers trust. By giving and keeping promises, showing concern for the security of customer transactions, providing quality services, showing respect for customers, fulfilling obligations to customers, and striving always to enhance customers' confidence. Furthermore, Effective communication predisposes customers to stay with a provider of banking services. Loyalty can also be nurtured by providing timely and reliable information. In contrast, customer loyalty is not significantly contributed by the commitment and conflict handling in the relationship marketing in this study. But both dimensions are the important predictor variables to predict the customer loyalty (Ndubisi, 2006; Taleghani et al., 2011). At the same time mean value of both dimensions are in a low level compare with the mean value of trust and communication dimensions in this study. Therefore, the banks should have proper strategy to handle the conflict. By trying to avoid potential conflict,

trying to solve manifest conflicts before they create problems and holding the ability to openly discuss solutions when problems arise. Furthermore, the commitment is another critical factor to building the customer loyalty. So that banks should concentrate on customer commitment through offering the personalized and flexible services. Lastly, in the moderating effect of personal demographic variables, banks should concern the age wise segmentation. Persons who are 56 and more than 56 years old have lowest level of customer loyalty. Lack of knowledge in the banking technological aspects might be the reason for the least level of loyalty among customers who are 56 and more than 56 years old. Therefore the banks should provide the awareness programs on the “use of information technology in the banking sector” to especially the persons who are 56 and more than 56 years old.

In today's technologically advanced world and due to arrival of internet, it's much more difficult to retain a Customer. Several strategies have been attempted to retain customers (Afsar et al., 2010). Nguyen, (2006) recommended the strategies to develop the capability of relationship marketing in the banking sector especially in the Asian context.

1. Strategy development: It is imperative to develop an overall approach to managing customers. There is a need to link back to the overall corporate and marketing strategy of the company.
2. Customer information strategy (CRM): There is a need for detailed data identification, collection, analysis and interpretation of customer information to enable the detailed strategy to be implemented with confidence in the banking sector
3. Reduce the customer list: There is a need to differentiate customers by value which will allow a firm to priorities its marketing efforts, allocating more resources to high value customers, while minimizing the resources applied to low value customers
4. Planning and internal marketing: There is a need to draw together all the analyses of the different departments to produce a case for changing the way to manage customers plus the associated investment and profit implications, and developing a project plan to manage and monitor
5. Technology: it can be used to speed up the routine aspects of business, freeing up people for more complex issues and increasing their job satisfaction. Consumers are happy because of the increased speed of response and the capability to access information as required.

LIMITATION AND FUTURE RESEARCH

This research focuses on banking services in one particular district of the country; therefore further research in other sectors may be necessary before generalization can be made on the entire service industry. For the purpose of practicability and manageability, Convenience sampling method has been adopted to select respondents. Factors such as precision, confidence, time and cost constraints were taken into consideration in selecting sample size. Furthermore, this research mainly conducted based on the data collection, through the questionnaire. The other data collection methods had not been considered. As a result they may not be 100% accurate. In this study, relationship marketing contributes significantly to customer loyalty and predicts 30 percent of the variation found. Remaining 70 percent of the variation should be found. Due to that, an important future research direction is to find out the key factors to determine the relationship marketing in the banking sector in Jaffna peninsula through the factor analysis. Furthermore, relationship marketing research may include other less widely acknowledged

relationship marketing variables, for example, friendship, recognition, thoughtfulness, understanding, benevolence, competence, and time to listen.

In the customer loyalty side, within the loyal category there are satisfied and un-satisfied customers. The satisfaction is not an essential requirement for loyalty. Sometimes unsatisfied customers are also loyal due to attachment and commitment with the supplier. This type of loyalty is sometimes called False Loyalty which stops him/ her from switching or choosing another supplier. These hurdles are called switching cost. Therefore, future study direction is to examine the mediating role of customer satisfaction between relationship marketing and customer loyalty. and also the impact of the relationship marketing underpinnings can be investigated on other dependent variables such as customer retention, satisfaction, market share, profitability and firm performance.

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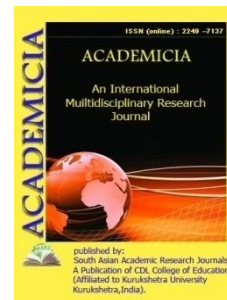
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DOI NUMBER: **10.5958/2249-7137.2020.00197.4**

PART OF THE SOIL SURFACE WITH MINIMAL TILLAGE ANALYSIS OF LATERAL SUCTION TECHNIQUES AND TECHNOLOGIES

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ABSTRACT

In particular, special attention is paid to the development of technical means that ensure the quality of all technological processes at the same time, using less energy in preparing the soil for planting melons. The technological work process of the working bodies is as follows: when the aggregate is moving, a one-sided flat cutting blade cuts the stem roots of the tape being processed. Today, the preparation of the soil for planting melons involves a number of operations with individual units. In particular, the main agro-technical measures are fertilizing the land, plowing, leveling the unevenness, chiseling, harrowing, mulching, opening irrigation canals.

KEYWORDS: *Unevenness, Chiseling, Harrowing, Mulching.*

INTRODUCTION

The article provides an analysis of the techniques and technologies of lateral absorption and surface softening of the soil surface with minimal tillage on stalked fields.

Our country is a leader in the cultivation and export of melons, including watermelons and melons. Therefore, improving the quality and volume of melon cultivation is a topical issue today [1]. Particular attention is paid to the use of high-efficiency techniques and technologies of tillage, while maintaining the fertility of the soil for high yields of melons.

Today, the preparation of the soil for planting melons involves a number of operations with individual units. In particular, the main agro-technical measures are fertilizing the land, plowing, leveling the unevenness, chiseling, harrowing, mulching, opening irrigation canals. Frequent passage of aggregates through the field during operations increases energy, labor and fuel consumption, as well as leads to excessive compaction and structural degradation of the soil. These shortcomings can be overcome by the use of technologies that prepare the soil for planting in a single pass through the field.

In order to reduce energy and labor costs in agricultural production, the use of advanced technologies in the cultivation of agricultural crops in order to save resources, as well as the development of high-efficiency agricultural machinery is being carried out in the country. In particular, special attention is paid to the development of technical means that ensure the quality of all technological processes at the same time, using less energy in preparing the soil for planting melons. This is due to the fact that today it is necessary to develop energy, resource-saving technologies for preparing the soil for planting melons, as well as the development of combined equipment to implement this technology.

Research is being carried out around the world to improve the technology and technical means of planting melons and vegetables in the following priority areas: development of improved tillage methods that preserve soil potential and reduce yields of energy and labor, ensuring high yields; creation of combined machines that allow to carry out various technological processes simultaneously; creation of combined machines for tillage, creation of ditches and furrows, planting, fertilization on the basis of flat plowing technology and working bodies; development of scientific and technical solutions for the creation of tools that ensure quality tillage of the soil, precision sowing of seeds and local fertilizer [2].

One of the current challenges is the development of minimal tillage technology in preparing the soil for planting melons in one pass of the unit, as well as soil protection, energy and material consumption through the use of a combined unit that implements this technology.

It should be noted that in recent years, technological processes such as soil softening, fertilization and opening of irrigation canals on the same loosened and fertilized tracks are becoming more common all over the world without tillage and minimal tillage.

It is known that when melons are planted instead of winter wheat as a secondary crop, straw residues from the crop on the surface of the field cause difficulties in preparing the soil for planting. For this reason, when preparing the soil for planting melons, it is necessary to clean the field from plant debris on the surface of the planting area. This is achieved by tilting the surface part of the field to a depth of 8–10 cm to the right and left.

Scientists around the world have developed a number of techniques and technologies for pushing and softening the surface of the soil with minimal tillage.

Russian scientist VG Valimov developed a weapon with minimal tillage. This proposed weapon treats the soil in the form of a belt. This tool, which implements the tillage method, consists of a

frame and transverse sections mounted on it in series [3]. The front section is made of earth-moving platinum 2 with a spear-shaped claw 1, a double-sided body 3 and a softener 4, and the rear section is made of earth-moving platinum 6 with double-sided flat 5, double-sided body 7 and left and right parts of these working bodies 8 and 9. formed.

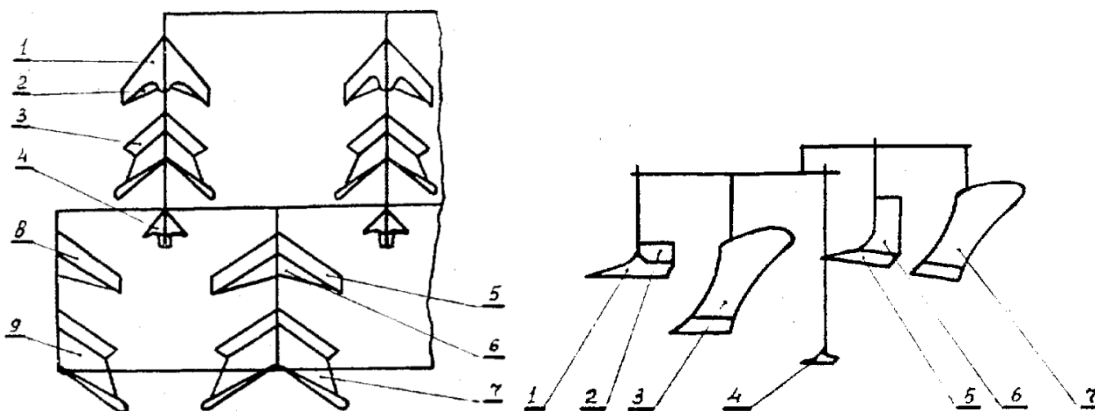
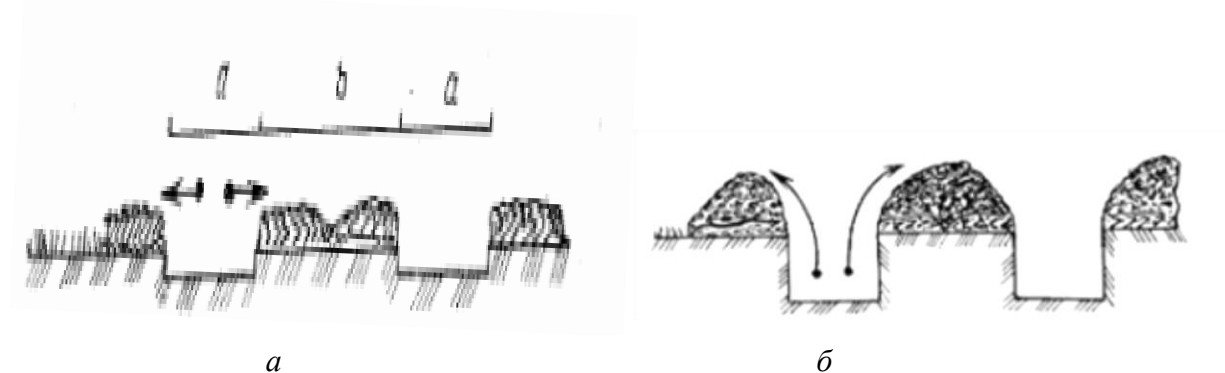


Figure 1. A tool that works in the form of a belt on the ground:

1 - spearhead; 2 - ground-pushing platinum; 3 - double-sided housing; 4 - softener; 5 - bilateral ploskorez; 6 - ground-moving platinum; 7 - double-sided housing; 8 - right side of the ploskorez; 9 - Right part of the rear body.

The tool, which treats the soil in the form of a belt, works as follows: during the movement of the aggregate, the spear claw 1 cuts the top (8-12 cm thick and 30-40 cm wide) layer of soil from the bottom, softens it and pushes it to the sides of the belt using plates 2 (Fig. 2a). the double-sided body 3 rolls the lower (18-29 cm thick) layer of soil over the soil pushed to the side of the plate (Fig. 2 b), and the softener 4 softens the lower (8-12 cm thick) part of the groove (Fig. 2 c). . Ploskorezes 5 and 8 cut the top layers of soil on the side of the furrow at an angle along the edges of the furrow and push the soil stockpile without turning it into the furrow (Fig. 2 g).

When agricultural crops are planted on a flat surface, the back section hulls 7 and 9 are not installed, while when planting on hilly technology, the hulls 7 and 9 cut an additional layer of soil and roll it in the direction of the ribbed heap (Fig. 2 d).



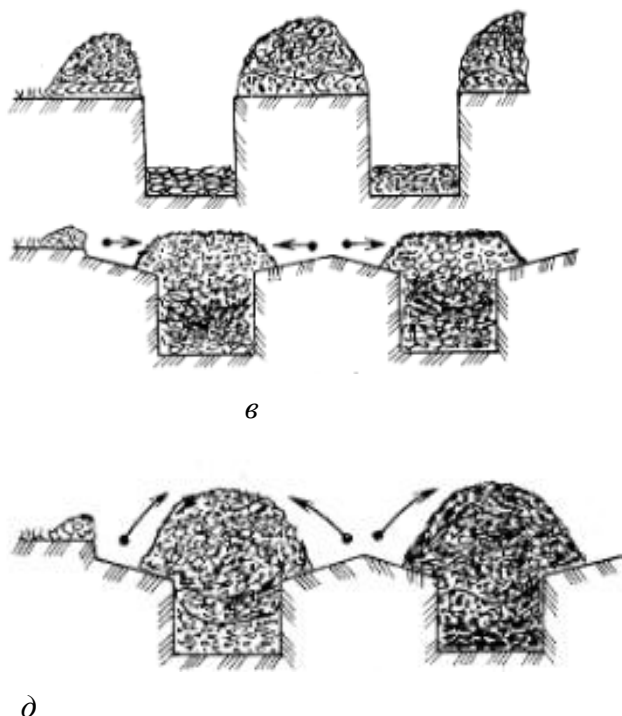


Figure 2. Soil belt tillage technology.

In the above technology, a platinum spear-shaped claw was used to push the soil surface (8-12 cm thick) to the sides (Fig. 2 a), and the plates pushed the soil out without turning it to the sides. With this in mind, the required dimensions for the plates were not obtained. This causes a portion of the excavated soil to fall back and impair the quality of the work. However, since the coverage width of the softener is smaller than the body coverage width, it cannot fully soften the belt width.

A section of the tillage device developed by UzMEI scientists H.T.Kirgizov and A.Tukhtakuziev consists of working parts 1, a handle 2, a flat cutting claw 3, a sliding plate 4, a spear claw 5 and a disc softener 6. takes

The technological work process of the working bodies is as follows: when the aggregate is moving, a one-sided flat cutting blade cuts the stem roots of the tape being processed. The cut stems are moved along with the soil away from the treated strip using a soil-sliding plate, then the cleaned strip is softened with a spear-shaped claw. The irregularities formed by the spear-shaped claw are smoothed by the discs [4].

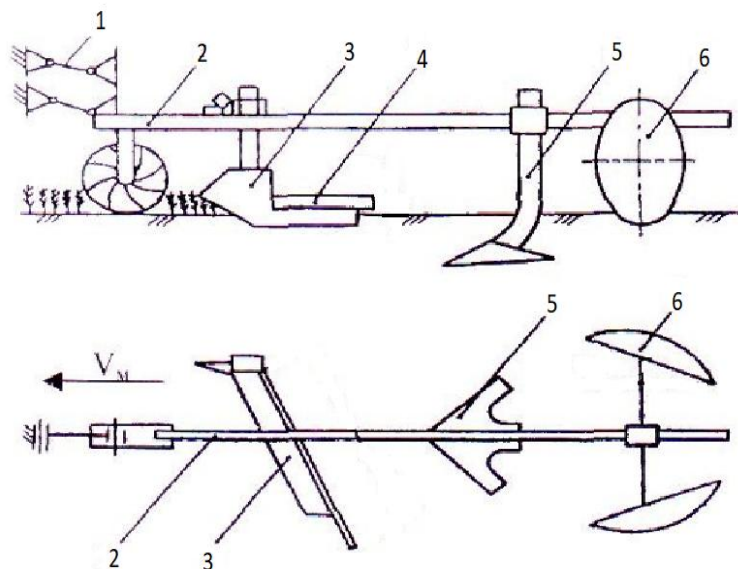


Figure 3. Section of working bodies for belt tillage.

1 hanging mechanism, 2 handles, 3 flat cutting claws, 4 earth sliding plates, 5 spear claws, 6 disc softeners

Single-sided flat-cutting blade with a sliding plate for tillage, tillage blade for belt tillage, taking into account the quality of softening, uniform processing depth, length and flatness of the processed belt surface and the fact that plant residues are clogged to the working organs after sowing of grain crops after cereal crops and a combination of working bodies consisting of a pair of discs is acceptable [5]. However, taking into account the unevenness of the field profile and the fact that the plate flat cutting edge cuts a 4 cm thick surface of the soil and pushes it to the side, this depth of cultivation is not enough to completely clean the treatment area from plant debris. In addition, the surface softening of the treated tape to a depth of 10 cm is not an optimal depth in the good development of the plant root system.

Kazakh scientist EM Tleujanov has developed his own multi-body plug. Accordingly, the proposed plug frame consists of 1 middle, 3 left and 2 right parts. In the middle part 1 is mounted on the central beam 4 by means of an extended left 7 and right 6 overturning double housing screw mechanism 5. On the left side of the frame there is a section consisting of corps 17 and chimpanzees 18 behind 3 left turners 7, and on the right part 2 there is a section consisting of cases 15 and chimera 16 behind the right turnner 6 [6].

In the middle of the multi-body plug frame, behind the double housing, there are 20 and 19 non-overturning bodies and 22 and 21 overturning bodies, and the coverage width of the double housing is equal to the coverage width of these four bodies. The front body is also fitted with left 11 and right 10 level levelers.

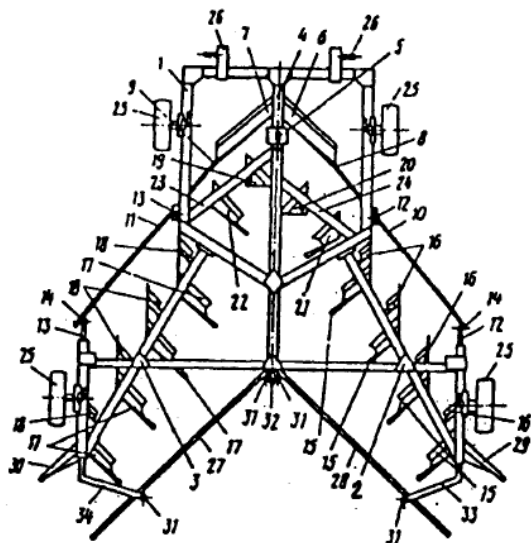


Figure 4. Top view of the multi-body plug.

When using a multi-body plow for soil erosion treatment, a field gap is formed. For this reason, the structure is equipped with softening claws 29 and 30 and additional levelers 27 and 28.

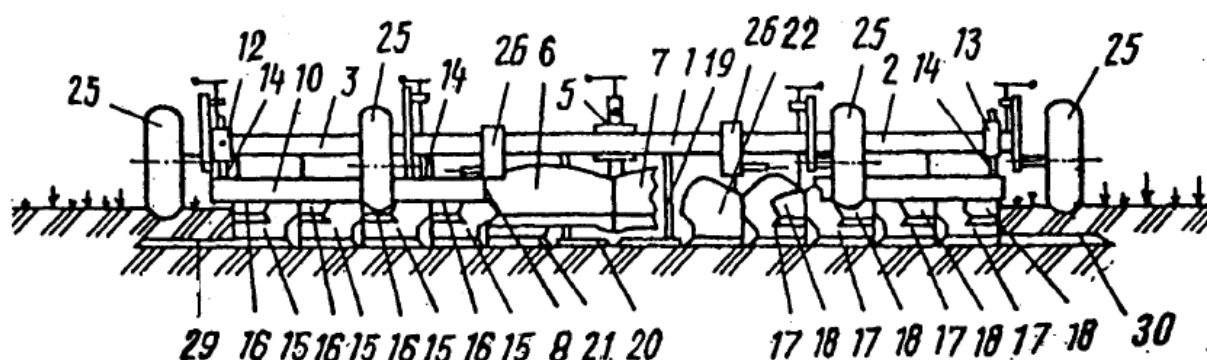


Figure 5. Front view of the multi-body plug.

During the movement of the plow, the double body cuts and removes a portion of the soil surface equal to half the main processing depth at the width of the four body covers. The cut soil is leveled with levelers. Non-rolling hulls soften the surface of the middle of the formed groove, while the remaining two sides of the groove are rolled over the loosened soil by the rolling hulls. The hulls and chimneys mounted on the two sets overturn the soil sledgehammer over the grooves formed by the hull in front of it (Fig. 6 a).

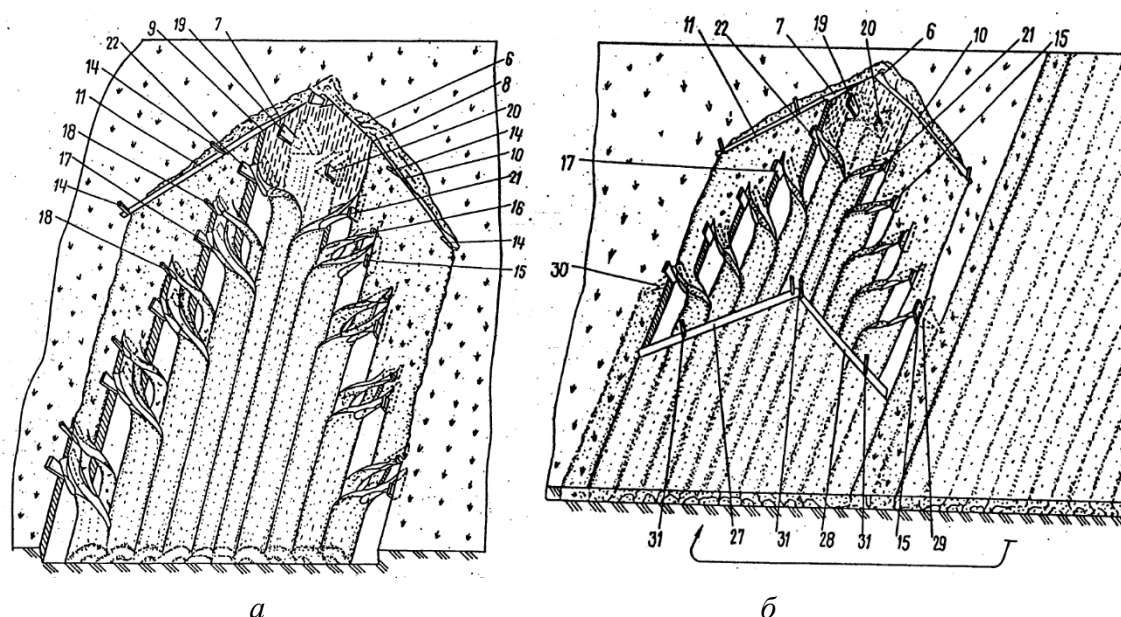


Figure 6. Technological work process of multi-body plug.

With the help of additional installed levelers, the irregularities formed by plowing are leveled, as well as the grooves formed by the passage of the final bodies are buried. The softeners mounted on the end housings soften the remaining two sides of the aggregate plow to a single housing coverage width and machining depth (Fig. 6 b).

The proposed plug stem is based on plowing the fields, first soaking the plant residues and then burying them at the depth of cultivation. Accordingly, an elongated overhead hull was used to push the plant debris to the side, which takes into account the extra energy and fuel consumption during use, taking into account the coverage width and processing depth of the double hull.

Hence, the above technical developments show that when plowing field crops with combined aggregates, pushing plant residues along with the soil and loosening the strip cleared of plant residues without overturning reduces energy consumption, prevents wind and water erosion. However, due to the field profile, the amount of plant residues in it, the type of crop and soil and climatic conditions, the selection of the necessary working bodies and the optimal parameters for them leads to a violation of the quality of work, excess energy and fuel consumption.

It is obvious that in the preparation of stem fields, especially the soil for planting melons, it is necessary to improve the combined aggregates with minimal tillage.

The above shortcomings can be overcome by developing and applying the necessary combination of working bodies and the optimal parameters for the preparation of soil for re-planting of stem fields, for example, melons instead of winter wheat.

Scientists of the Karshi Institute of Engineering and Economics have developed a technology for preparing the soil for planting melons and the unit that implements it. Accordingly, the unit prepares the soil for planting melons in one pass.

The proposed technology included the following technological operations: surface softening, cutting and turning of the planting area layers, deep softening of the belt, fertilizing and formation of irrigation ditches [7].

As a result of carrying out the above technological operations with optimally parametric working bodies, the operating costs are reduced by 60-70% compared to single-operation machines that prepare the soil for planting melons.

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DOI NUMBER: **10.5958/2249-7137.2020.00198.6**

TECHNOLOGY DEVELOPMENT PRODUCTION OF A ZINC OXIDE SCAVENGER

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ABSTRACT

A technology has been developed for producing an absorber of sulfur compounds from activated zinc oxide of local production and magnesium oxide. A carbamide solution was used as a plasticizer, which extends the setting time of the mass of the absorber. The activation of the muffle zinc oxide was carried out with an ammonia-carbonate solution. Active zinc oxide is also obtained from spent zinc scavengers. The main production parameters of zinc oxide absorbers formed in a screw extruder and a tablet machine are determined. The intensity of the extrudates depends on the activation method and varies from 22.5 to 29%.

KEYWORDS: Zinc Oxide, Urea, Ammonia, Magnesium Oxide And Ammonia-Carbonate Solution.

INTRODUCTION

Natural gas is purified from sulfur compounds by absorption, followed by removal of H₂S from the regeneration gases to obtain sulfur by the Claus method and fine purification on zinc oxide absorbers.

Zinc absorbers are made in the form of tablets and granules.

Tablet absorbers (GIAP-10, GIAP-10-2) contain respectively 94-97% zinc oxide, GIAP-10-2 $10.0 \pm 1\%$ copper oxide.

The molded granules absorbers GIAP-PS and GIAP-PS-2 respectively contain 87, 77% zinc oxide, and 6.5% -3.5% magnesium oxide, respectively, are added as a binder component. In GIAP-PS-2, copper is introduced in an amount of $10 \pm 1\%$ in terms of copper oxide.

GIAP-10 and GIAP-PS absorbers are mainly used in large energy technological units for the production of ammonia for absorption of hydrogen sulfide at a temperature $350-390^{\circ}\text{C}$, pressure up to 4 MPa, space velocity up to 1300 h^{-1} , the concentration of hydrogen sulfide in the source gas is not more than $80 \text{ mg} / \text{nm}^3$ [1].

The bulk density of the tablets is $1.6 \div 1.9 \text{ kg} / \text{dm}^3$, and the granules $1.1-1.5 \text{ kg} / \text{dm}^3$. Consequently, about 200 tons are required to load the AM-76 desulfurization apparatus pos.104A, B. tablet absorber or 150 tons. granular absorber.

The tables show the main physical and chemical indicators of sulfur absorbers produced in the CIS countries.

TABLE NUMBER 1

The name of indicators	Absorber brand					
	+GIAP-10	GIAP-ΠC	GIAP-10-2	GIAP-ΠC-2	SPS-F	SPS-F (II)
Appearance	Light gray pills	Granules, cylinder shape gray-white	Light gray pills	Granules cylinder shape, light green uv.	Granules gray-white	Granules gray-white
Dimensions d / n, mm	5/5	$4,5 \pm 1/-$	5,5	$4,5 \pm 1/-$	5/-	5/-
Bulk density	1,6-1,9	1,1-1,4	1,7-1,9	1,3-1,5	1,4	1,4
Mechanical strength - MPa \rightarrow on the end						
Average						
Min.	15	-	15,0	-	-	-
By image. average	9	-	10,0	-	-	-
minimum	2,5	-	2,0	-	-	-
	13	-	1,5	-	-	-
Hot strength index kg / mm, not. less average min.						
	-	0,70	-	0,70	0,70 0,35	0,70
	-	0,35	-	0,35		0,35
Mass fraction, %						
ZnO	94,0	87,0	77,0	77,0	85	75
MgO	-	$6,7 \pm 1,5$	-	3,5	-	-
CuO	-	-	$10,0 \pm 1,0$	$10,0 \pm 1,0$	-	10 ± 2
Al ₂ O ₃	-	-	-	-	10	-

The sulfur consumption of zinc oxide absorbers produced in the CIS countries is determined in accordance with TU 113-03-380-2002 with sulfur saturation. As a sulfur-containing substance, carbon disulfide is used, the vapors of which react with the absorber.

Table 2 shows the data on sulfur absorbers of the Süd-Chemie company [3].

TABLE NUMBER 2

Name indicator	Absorber brand					
	S7-2	S-72D	A	B	S	D
	3/16	3/16	5/32	5/32	1/8	5/32
Size d / n	table	table	table	Table	Table	table
The form						
Bulk density, kg / m ³	25-40	35-50	8	45	20-40	13
Specific surface, m ² / h	22,5	26,9	19,6	19,8	19	13,5

Comparison of the data presented in tables No. 1 and No. 2 show that granular sulfur absorbers have a higher sulfur intensity, which is explained by better diffusion of sulfur into the inner pores of the absorber. In granular absorbers, the specific surface, and therefore the volume of sulfur-accessible pores, is greater than in tablets. Therefore, the time before the sulfur breakthrough is longer in granular absorbers.

The aim of the work was the development of domestic technology for the production of zinc oxide scavenger from local raw materials.

The raw materials used were: muffle zinc oxide produced by the Almalyk Mining and Metallurgical Combine (State Standard 202-84) and zinc oxide obtained from a spent sulfur absorber.

It is known [18] that the catalytic effect of zinc oxide substantially depends on the preparation method. Careful thermal decomposition of Zn(OH)₂ or ZnCO₃ allows to obtain ZnO with high catalytic properties. Zinc oxide prepared from hydroxide and carbonate is more effective than the weaker heating when it was received.

Zinc oxide obtained in various ways: $2\text{ZnO} + \text{O}_2 = 2\text{ZnO}$

$\text{Zn}(\text{NO}_3)_2 = \text{ZnO} + \text{N}_2\text{O}_5$

$\text{ZnCO}_3 = \text{ZnO} + \text{CO}_2$

$\text{Zn}(\text{NO})_2 = \text{ZnO} + \text{H}_2\text{O}$

have one type of lattice, but differ in the degree of its completeness. The latter determines the catalytic activity and chemical reactivity of zinc oxide.

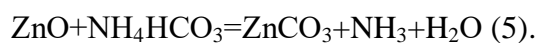
Therefore, the ability of an absorber based on zinc oxide to chemisorb hydrogen sulfide will depend on the degree of activation, i.e. on the number of unfinished gratings. To obtain active zinc oxide, it is necessary to decompose carbonates, hydrates or complexes of zinc with ammonia, carbon dioxide, etc. by careful thermal decomposition at a low temperature.

Literature material [3-17] devoted to the production of a sulfur absorber based on zinc oxide was analyzed from the point of view of manufacturability and their effectiveness.

The development of the production technology of a sulfur absorber based on zinc oxide was carried out according to the following option:

1. Activation-carbonization of zinc oxide by mixing with carbon ammonium salts, followed by calcination, grinding, dosing of binders and organic additives, moisture, molding and drying.
2. Activation of zinc oxide in a mixture with magnesium oxide and VHC in an aqueous solution of ammonia containing carbon dioxide, forming into granules, drying and calcination.
3. Activation of zinc oxide in a solution of ammonium carbonate with the addition of ammonia water, drying, calcining, grinding and forming into tablets.
4. Dissolution of carbonized zinc oxide obtained from the spent zinc absorber GIAP-10 in an aqueous solution of ammonia with the addition of binders: high-alumina cement or oxide. Aluminum forming into granules and drying.
5. Activation of zinc oxide in a mixture with magnesium oxide and VHC in an aqueous solution of ammonia containing urea, forming into granules, drying and calcination.
6. Activation of zinc oxide in an aqueous solution of ammonia containing carbon dioxide with the addition of basic carbon dioxide and nitric, phosphoric acid, drying, calcination, grinding and molding into tablets.
7. Activation of zinc oxide in an aqueous solution of ammonia containing urea with the addition of basic carbon dioxide and nitric, phosphoric acid, drying, calcination, grinding and molding into tablets.
8. Activation of zinc oxide in a mixture with magnesium oxide and VHC in an aqueous solution of ammonia containing urea, drying, calcining, grinding and tableting.

The studies of the first embodiment were carried out by dry mixing zinc oxide with ammonium carbonate at a ratio of $\text{NH}_4\text{HCO}_3 / \text{ZnO} = 1 \div 1.2$ against stoichiometry. When mixed in a Z-shaped laboratory mixer, water and ammonia are released as a result of the carbonization reaction:



The mass is moistened by reaction water.

The calculated paste moisture content during full carbonization of zinc oxide by reaction (5) should be 18–22%. The mass was stirred for 60 minutes, then molded, dried, calcined at 400–450 °C until the evolution of CO₂ bubbles ceased upon interaction with hydrochloric acid.

The calcined mass was ground into powder and mixed with a binder additive, dosing the required amount of water.

The paste was formed in a laboratory screw extruder with a die of 5 mm diameter or manually by pressing and extruding through a glass tube.

The cylindrical granules were dried and dried at a temperature of 2000C for 4 hours.

Alumina, alumina, high-clay cement, magnesium oxide both individually and in various combinations were used as a binder additive.

Test batches of the absorber were molded in a screw extruder or tableted on a tablet machine. When the mass was formed into granules in a screw extruder, both in laboratory conditions and in industrial conditions, with the binder additive, mass setting and clogging of the screw extruder were observed. It is known [15,21] that the addition of surfactants to a wet mass consisting of ZnO and a binder additive lengthens the setting time of the mass.

The introduction of 1% polyvinyl alcohol (PVA) extends the setting time of the mass by 4 hours, which is quite enough for molding the mass. However, PVA during drying (200⁰C) softens and decomposes during operation 350-400⁰C and thereby reduces the strength of the absorber.

The samples of the absorber obtained with the addition of 0.5-2% PVA, as a result of calcination at 350-400⁰C, became weak brown and fragile, which is explained by its decomposition.

The addition of PVA in an amount of 0.2–0.3% did not affect the light and the strength of the absorber.

It should be noted that the solidification time of the wet mass depends on the binder and its quantity. For example, a wet mass containing 5% MgO and 1% PVA sets completely in 390 minutes [1], and containing 7% MgO and 1% PVA in 240 minutes

Additive, PVA in an amount of 0.2-0.3% will not delay the hardening time of the wet mass, when using 7% MgO and high alumina cement in the amount of binder. The results of the study on the replacement of PVA with urea showed that the introduction of 1% urea into a wet mass containing 7% MgO postpones the setting time of the wet mass by 6 hours, and when 0.5% urea is added, the complete setting time was 3.5 hours.

Table 3 shows the results (No. 1a) of the use of an absorber obtained by dry displacement of ZnO with ammonium bicarbonate, using as a binder, aluminum oxide in an amount of 14% in terms of dry weight, and adding polyvinyl alcohol to the mixer before forming, in an amount of 2 % As follows from the data presented, the absorber granules, although they have a 22.5% sulfur intensity, are not durable and do not meet the requirements: neither by the strength index nor by the crushing force.

The reason is that part of the zinc oxide does not bind to the complex, as a result of which the properties of zinc white are preserved.

Carbonization according to reaction (5) proceeds with the release of gaseous ammonia, part of which volatilizes, and the other part apparently binds, forming zinc coordination compounds [1].

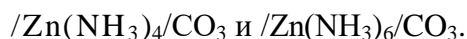


TABLE NUMBER 3 THE RESULTS OF THE STUDY OF ZINC OXIDE ABSORBERS OF SULFUR COMPOUNDS

№	The composition of the mass for the preparation of the experiment of the absorber	Binding Additive		Absorber Shape	Specific surface area, cm ² /g	Crushing force, MPa		Serous consumption, % on CS ₂ at 4000C		Strength Index MPa	kg / d m ³
		Name	content %			Потрону	By forming	Время нас	X ₁₀		

					/ g		г.	ыщ. ч.			
1	2	3	4	5	6	7	8	9	10	11	12
1	a) ZnO:(NH ₄)HCO ₃ =1:1-1:1,2 ZnO: limited additive = 1: 0.02 b) ZnO muffle	Al ₂ O ₃ Al ₂ O ₃	14 15	Extrud extrud		0,9 -	0,3 -	12	22, 5	Not satisfied.	0, 99
2	a) ZnO:(NH ₄)HCO ₃ :VGS:MgO=1:0,015:0,11:0,028 on 10% NH ₄ OH (one-step) б) ZnO:NH ₄ OH(NH ₄)HCO ₃ : VGS:MgO=(two-stage) (I activation, drying, calcining; II st-drying)=1:0,33:0,33:0,11:0,03 в) ZnO:AKP:MgO+ZnO=0,33:7,51:0,23+0,67 (AKP:NH ₃ -150 g/l CO ₂ – 100 g / l (suspension - mass - calcining-molding-drying)) д)ZnO:AKP:MgO+ZnO=0,33:7,51:0,23+0,67(AKP: NH ₃)-150g/l CO ₂ -100 g / l suspension-mass-calcining molding-drying	- VGSMgO MgO org.Delivery VG S org.deliver y	- 102,5 7,6 1,3 10 0,2	extrud extrud. extrud. extrud.	47,4 74	2,3 2,6 1,6	1,07 1,1 0,9	12 12 12	13, 6 20, 8 23, 2	satisfied sat., but a little weak satisfied	1, 08 1, 1 0, 9 0, 93
3	ZnO: (NH ₄)HCO ₃ : H ₂ O: 25% NH ₄ OH=1:0,4:0,8:0,15	graphite	2	tables	68,5 без нагрев. 59,4	4,9	No identified.	12	18, 5	-	1, 32

4	a) ZnO calcined ZnCO ₃ from GIAP-10	Al ₂ O ₃ VG S	14 10	extru d.	78 78,3	1,3 1,1	0,6 0,5	12 12	28 ,9 5 23	Sat isfi ed sati sfie d	0, 9 1, 1
5	a) ZnO: CO (NH ₂) ₂ :25% NH ₄ OH :C ₆ H ₅ CO ₃ :C ₆ H ₅ (OH) ₂ :H ₃ PO ₄ = 1:0,108:0,49:0,04:0,03 b) ZnO:CO(NH ₂) ₂ :NH ₄ OH ₄ = 1:0,67:0,57	gra phit e gra phit e	2 1	table ts table ts	 47	12,4 15,2	2,6 3,4	25 24	14 ,4 11 ,5		1, 4 1, 9
6	a) Pilot batch ZnO: (NH ₂) ₂ CO:25% NH ₄ OH:HCO ₃ :H ₂ O=1:0,4: 0,15:0,0125:0,15	gra phit e gra phit e		table ts	44,3	6	1,2	18	12 ,6		2

Zinc oxide is activated if the reaction passes through coordination compounds and acquires a structure different from that of zinc white.

For this reason, upon carbonization of zinc oxide by dry mixing of coal with ammonium salt, smeared granules are obtained which are not resistant to abrasion.

In order to prepare absorbers of sulfur compounds that are more resistant to abrasion, zinc oxide was mixed with a solution of carbon ammonium salt in an aqueous solution of ammonia.

In the experiments according to options 2,3,4,6, the preparation of absorbers of sulfur compounds was carried out by activating zinc oxide in an aqueous solution of ammonia containing a carbon ammonium salt.

In experiments on variants 5,7,8,9,10, the possibility of replacing the carbon ammonium salt with urea was considered.

The work was carried out in the direction of the preparation of tablets and extrudates.

The results of the study prepared in laboratory and experimental batches of samples are presented in table No. 3.

As follows from the data presented in paragraph 1, the absorber granules-extrudates obtained by activation of zinc oxide, carbon ammonium salt and the addition of polyvinyl alcohol in an amount of 2%, using alumina as a binder, have a sulfur capacity of 22.5%. However, their strength does not satisfy the requirements.

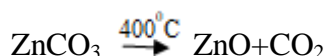
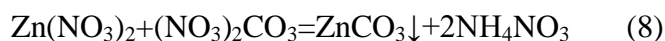
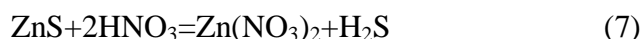
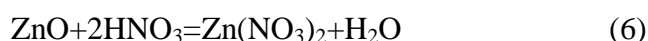
The reason is the decomposition of polyvinyl alcohol during drying, which leads to a weakening of the structure of the absorber and a decrease in strength.

The experiments carried out according to the one-stage scheme of claim 2 (a), i.e. activation and addition of a binder in one step in a 10% ammonia solution containing 1.5% CO₂ showed the possibility of obtaining an absorber, but the sulfur intensity (13.6%) does not satisfy the requirements.

To obtain an absorber with sufficient sulfur intensity, it is necessary to achieve activation and high dispersion of zinc oxide.

The degree of dispersion determines the completeness of the binding of zinc oxide to the ammonia-carbonate complex of zinc oxide or zinc carbonates.

The surface and sulfur intensity of the samples of the absorber obtained by treating ZnO with ammonia-carbonate solutions and ZnO obtained from spent GIAP-10 by the chemical-thermal method are compared according to the scheme:



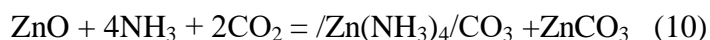
The comparison results are presented in table No. 4

TABLE NUMBER 4

Activation method	Specific surface m ² / g	The intensity of	Absorber Shape
Mixing ZnO with Ammonium Coal		<u>22,5</u>	Extrudates
Mixing ZnO with an ammonia-carbonate solution in two stages	<u>74</u>	<u>23</u>	- // -
Mixing ZnO with an ammonia-carbonate solution in one step	<u>68,5</u>	<u>18,5</u>	Tablets
Mixing ZnO with an ammonia-carbonate solution	<u>50,3</u>	<u>14,4</u> (τ _{Нас} =25 ч)	- // -
ZnO obtained from the spent absorber GIAP-10 by the chemical-thermal method	<u>78</u>	<u>29</u>	Extrudates

From the presented data it follows that activation by an ammonia-carbonate solution and by the chemical-thermal method gives satisfactory results.

During two stage mixing of ZnO with an ammonia-carbonate solution in the first stage, a zinc-ammonia-carbonate complex is formed by the reaction:



or



Ammonia is involved in complexation and is a solvent. The interaction of ZnO (sol.) With carbon dioxide in the liquid phase proceeds faster and to the end than in a heterogeneous process.

In the first stage of the displacement, the mixture is completely homogenized with the formation of dissolved zinc oxide, zinc-ammonia-carbonate complex.

In the second stage, with a new portion of zinc oxide, it additionally performs the above processes and physical mixing with homogenized zinc oxide and zinc-ammonia-carbonate complex.

The disadvantage of two-stage activation by ammonia-carbonate solution is the binding of zinc oxide, which affects the sulfur intensity of the absorber.

The chemical-thermal activation method allows ZnO to be completely converted into solution in the form of zinc nitrate, followed by precipitation in carbonate form. By thermal decomposition of zinc carbonate, a fully activated, fluffy, light zinc oxide is obtained.

The absorber obtained from chemically-thermally activated ZnO has a sulfur capacity of 29% and a specific surface of 78 m / g.

An experimental batch using the described technology was produced in the catalyst workshop of Maxam-Chirchik JSC.

8 l were poured into the mixer SNM-200. Condensate and 8.5 liters. 10% aqueous ammonia, 16 kg of ammonium bicarbonate was added. After dissolving the ammonium bicarbonate in small batches, 40 kg of zinc oxide was added. The mixing process was continued until a doughy mass was obtained. The mixer was not heated.

The doughy mass was unloaded on the stretch, dried at a temperature of 150 ° C for 6 hours, calcined at a temperature of 4000C until complete decomposition of carbonates. The calcined mass was triturated, condensate, graphite were added and tableted.

The rate according to saturation time is as follows

Saturation time, h	13	16	20	24
The intensity of%	18,7	20,6	23,7	25

The content of zinc oxide is 97.2%; humidity is 6.9%.

Thus, a sulfur absorber in the form of tablets that meets the requirements of TU-113-03-380-2002 can be obtained from activated zinc oxide in an ammonia-carbonate solution.

FINDINGS:

1. A technology has been developed for the production of oxide-zinc absorbers of compounds from local raw materials — muffle zinc oxide.
2. It was found that zinc oxide scavengers of sulfur compounds, in the form of extrudates and tablets, can be obtained from muffle zinc oxide by activation with ammonia-carbonate solutions.
3. The most durable extrudates, while maintaining high sulfur intensity, are absorbers containing 7.5% magnesium oxide and 7.5% high-alumina cement.
4. It is recommended to introduce polyvinyl alcohol in the form of an aqueous solution before molding in a screw extruder, or an aqueous urea solution.

5. On a pilot scale tested: tablet machine, screw extruder and rotary tablet granulator. The production parameters of oxide-zinc absorbers with the formation of granules in a screw extruder and tablets on a tablet machine are determined. The main characteristics of the obtained absorbers were studied and the workability of granules and tablets in the fine purification of natural gas from sulfur compounds was shown.

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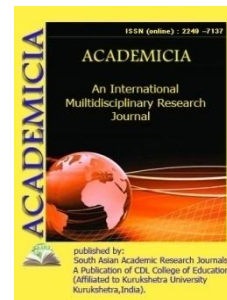
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DOI NUMBER: **10.5958/2249-7137.2020.00199.8**

DEVELOPMENT OF TECHNOLOGY FOR PREPARING STRONG CARRIERS AND NICKEL CATALYSTS ON THEIR BASIS FOR PRIMARY REFORMING OF NATURAL GAS

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ABSTRACT

A technology has been developed to obtain a strong carrier of a catalyst for primary reforming of natural gas based on alumina and calcium hydroxide or carbonate with a ratio of $\text{Ca}/\text{Al}_2\text{O}_3 = 3,5 \div 3,8$. The reforming catalyst has a mechanical strength of no change of 44,5 MPa/5 m²; the volumetric yield of methane at 5000°C is -35,5%, and at 7000°C it is -3%.

KEYWORDS: Catalyst, Carrier, Plasticizer, Nickel, Calcium, Natural Gas.

INTRODUCTION

Currently, in the chemical industry and other industries to increase the efficiency of chemical reactions, catalysts are widely used. Catalyst carrier (shaped carrier) (carrier or support) - an inert or inactive material that serves to stabilize particles of the active catalytic phase on its surface

The advantages of ceramic supports are: structure with a wide range of pore sizes; high microporosity; high strength; resistance to acids and alkalis; the possibility of manufacturing products of any shape and size.

Like most catalysts, nickel reforming catalysts are very sensitive even to low concentrations of certain impurities that may be present in the feed.

Sulfur is very often present in natural gas in the form of hydrogen sulfide and organosulfur compounds. As a result of poor desulfurization, hydrogen sulfide or other sulfur compounds irreversibly poison the nickel reforming catalyst.

At any given operating temperature, there is a sulfur concentration below which no significant poisoning occurs. The poisoned catalyst quickly restores its initial activity when it works with a feedstock containing sulfur in concentrations below the acceptable concentration. The sensitivity of the catalyst to poisoning increases with decreasing operating temperatures.

A common reason for the end of the run of the catalyst is a slow but constant increase in resistance to gas flow. This occurs as a result of the destruction of the catalyst or the deposition of carbon on it. At the same time, the pipes overheat. Carbon, unless the pipe is clogged by it, can be completely removed by treating the catalyst with steam at a temperature of 800 ° C for 12-24 hours.

The destruction of the catalyst usually occurs due to the fact that due to an accident at the installation or violation of the regime, the catalyst is overheated and poisoned, or operates at a low steam: gas ratio. Operation with a vapor: gas ratio below the thermodynamic minimum can lead to very short time in a serious destruction of the catalyst by carbon deposited inside the granules.

The supported type catalysts are produced for the hydrocarbon conversion process: GIAP-3-64, GIAP-8, GIAP-18, KR-1, K-87, K-905, AKI-M, NIAP-03-01, KATASSO 25-4Q; 57-4Q, RK-211, RK-20, R-67-7H, Refor-Max 300 and mixed type GIAP-16, GIAP-19.

Mixed catalysts have 23-26% NiO in their composition, which is 2-3 times more than in supported catalysts. Mixed catalysts lose their strength when heated in air above 800°C.

Due to the high nickel content and the application method, mixed catalysts lose their strength; during reduction, nickel goes into a low-active form both during preparation and during operation.

Due to these shortcomings, the average duration of mixed catalysts rarely exceeds 3 years [1]. Therefore, all well-known foreign companies use supported catalysts for hydrocarbon gas conversion processes.

The supported catalysts contain 7.5-14% NiO on a ceramic corundum support of α -Al₂O₃, used in pure form or with additives.

Haldor Topsoe catalysts also use magnesium spinel-based supports. Carriers used by JonsonMatthey and Clariant are composed of calcium aluminate.

Calcium monoaluminate CaO · Al₂O₃ was obtained in Nicece by the reaction of limestone with alumina at 1480-15200C.

By treatment with monoaluminate calcium, carriers with high mechanical strength were obtained [1].

The work [2] is devoted to the production of corundum support with a bulk density of 0.90-0.98 kg / dm³, water absorption of 19-21.7%, and mass fraction of Al₂O₃ -99.5-99.7%.

Using alumina containing a certain amount of α -Al₂O₃ and aluminum hydroxide in the form of hydrogillite, the carrier was obtained with water absorption of 23-24% and a strength of 520-680 kg / cm².

It is known [3] that CaO c · Al₂O₃ forms the compounds CaO · 2Al₂O₃, 3CaO · Al₂O₃, 5CaO · Al₂O₃ and others, depending on the ratio of CaO · Al₂O₃ and the firing temperature. With the ratio CaO · Al₂O₃ = 0.354: 0.645, the invariant point in the CaO · Al₂O₃ system corresponding to calcium monoaluminate is at a temperature of 1400⁰C. Therefore, the temperature of calcination of the carrier with the addition of calcium should not be lower than 1400⁰C.

For a uniform separation of calcium, it is recommended to add calcium in the form of a nitric acid aqueous solution.

The primary reforming catalyst carrier of the ChKR-3-06 brand prepared according to the technology developed in Uzbekistan at Maxam-Chirchik JSC consisted of Al₂O₃ with the addition of 4-5% CaO. A 20 ton pilot-production batch was produced, which was successfully tested in the reforming furnace of Maxam-Chirchik JSC.

The catalyst has the following characteristics: carrier moisture content (17-18.5)%, mechanical tensile strength at crushing at the end-18 MPa / cm², mass fraction of nickel in the enumerate to NiO,% -10.5 ± 1.5, mass calcium fraction in terms of CaO,% -4 ± 1, mass fraction of aluminum in terms of Al₂O₃,% -82 ÷ 95.5, activity-volume fraction of residual methane,%: at 500⁰C -37, at 700⁰C -8.

The catalyst for quality, activity, the catalyst for quality, activity meets the requirements of the normative document Kat 6.3-106: 2006, however, mechanical strength in comparison with the best analogues is not enough.

The aim of the work was to obtain durable media and primary reforming catalyst.

METHODS AND MATERIALS

Alumina state standard 30559-98, calcium hydroxide TU-6-18-75-75, graphite, wood flour, nickel nitrate, aluminum nitrate, magnesium oxide were used as raw materials for the preparation of supports and catalysts.

The activity was determined according to the TU-113-03-313-85 method, the mechanical strength according to Tsh 6.367-99, the moisture capacity according to the methodology "Collection of GIAP-8 catalyst test methods (MVI No. 7), gas analyzes by chromatography on LHM-8MO, X-ray analysis on Drone 2.0.

RESULTS AND DISCUSSION

For comparison, we selected a Catalco DonhsonMattey catalyst - 25-4 Q and 57-4 Q, whose support consists mainly of calcium and aluminum oxides and has a strength of 50-60 MPa / cm².

It is well known that the mechanical properties of a carrier depend on the structure, chemical and phase composition of the material. X-ray diffraction studies of the ChKR-3-06 catalyst and the DonhsonMattey company showed that the catalyst support consists mainly of calcium dialuminate $\text{CaO} \cdot 2\text{Al}_2\text{O}_3$ and in the α -form contains 21.75% CaO, while the catalyst support ChKR 3-06 corresponds to hexaaluminate calcium in β -form $\text{CaO} \cdot 6\text{Al}_2\text{O}_3$ which is less stable than α -form of calcium dialuminate.

Based on the results of x-ray studies, we can conclude that with an increase in the mass fraction of calcium oxide, the strength of the carrier increases. This is due to the greater binding of calcium oxide to alumina. In the case of CKR-3-06, the amount of CaO is insufficient for more complete binding to Al_2O_3 and transition to a stable α - form.

In addition to the phase composition of the carrier, it is necessary to take into account the effect of fineness of grinding of reagents, calcination temperature of samples, and exposure time at a given temperature [4].

The search for ways to increase the strength of the carrier was carried out in two directions:

- The introduction of magnesium oxide instead of calcium oxide in the carrier to form high-strength aluminum-magnesium spinel.
- An increase in the mass fraction of calcium oxide in the composition of the carrier.

Magnesium-aluminum carriers.

The starting components for aluminum-magnesium carriers were: magnesium oxide and magnesite state standard 1216-87, containing at least 87% magnesium and alumina state standard 6912 - 87. Nitric acid was used as a plasticizer, and wood flour was used as a steam generator. The dry components of the mixture were mixed, then HNO_3 was added with a mass fraction of 38% to obtain a pasty mass, which was transferred to an electromechanical Z-shaped mixer, where it was mixed for 40-60 minutes. The resulting homogeneous mass was molded, first dried in air, then dried in an oven at a temperature of 100-120⁰C for at least 8 hours, then calcined at a temperature of 1400⁰C.

Carrier samples were prepared with the following composition: mass fraction of MgO - 27.6%, Al_2O_3 - 72.4%, wood flour (pore former) 10% of ($\text{Al}_2\text{O}_3 + \text{MgO}$). Nitric acid with a mass fraction of 38% was used as a plasticizer. The resulting mass was dried and calcined at a temperature of 1400C formed into tablets.

The strength of the obtained carrier sample was not high 6.4 MPa / cm², the water capacity was 29.5%. Obviously, the temperature strength of the carrier was affected by insufficient temperature and exposure time at a given temperature.

Calcium alumina carriers

Carriers based on calcium and aluminum oxides were prepared as follows: the calculated amount of Al_2O_3 and $\text{Ca}(\text{OH})_2$ or CaCO_3 in dry form was thoroughly mixed with a plasticizer, which was used either distilled water or nitric acid with a mass fraction of 20% until a moistened mass was formed, which was then placed in a Z-shaped mixer, where it was stirred for an hour until a plastic, well-formed mass was obtained. Rectangles with a thickness of ~ 10 mm were formed

from the resulting mass, first dried in air and then in an oven at a temperature of 350°C for 5 hours, after which they were calcined at a temperature of 1400°C.

The calcined samples were crushed to particle sizes of 0.15 mm or less, the resulting powder was moistened with $4 \div 6.5\%$ water by weight of the powder, thoroughly mixed and stabilized on a tablet machine.

The obtained tablets were used as a carrier for preparing the catalyst by impregnating them three times with a solution of nitrate salts of nickel and aluminum in a ratio of 3: 1. Mass concentration of nickel 630 g / dm³. After each impregnation, the catalyst samples were dried for 5 hours at a temperature of 250-350 °C, the temperature rise rate was 60°C per hour. After drying, the catalyst samples were still calcined for 5 hours at 500°C.

It should be noted that carrier samples prepared by mixing Al₂O₃ and CaCO₃ and plasticized by HNO₃ impregnated with nickel nitrate were destroyed, while carrier samples prepared on water with Ca(OH)₂ were not destroyed.

Based on the results of the study, the following technology is proposed for preparing a strong carrier and active catalyst for the primary reforming of hydrocarbon gases.

The technology is as follows:

1. Mixing of aluminum oxide and calcium hydroxide with water, based on the content of CaO 17-18.4%.
2. Forming the resulting paste in the form of sausages.
3. Sinking and drying the molded paste at 350°C.
4. Calcination at a temperature of 1400°C.
5. Grinding calcined sausages.
6. Humidification of the obtained powder, molding on a tablet machine.
7. Three-time impregnation with a solution NiNO₃ : Al(NO₃)₃ = 3:1.
8. Drying after each impregnation at a temperature of 250 - 300°C.
9. After the last impregnation, calcination at a temperature of 500°C.

The grade of catalyst is ChKR-3-07.

Comparative characteristics of the primary hydrocarbon reforming catalysts produced by various firms according to our proposed technology are presented in table 1.

From the table it follows that the catalyst CKR 3-07 in all respects is not inferior to the best world standards.

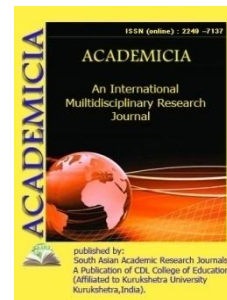
TABLE 1

Manufacturer	OJSC Alvigo Estonia	«Donhson- Mattey» UK	«Holdor- Topcoe» Denmark	Expensive. Catalys- traffic jams »Russia	Uzbekistan Maxam- Chirchik JSC
Mark	NIAP 03-03	Catalco 25-4Q/ 57- 4Q	R- 67-7H	GIAP -16	ChKR 3-07

Chemical share % NiO, no more Al ₂ O ₃ , no more CaO, no more	11 The rest	18/16 The rest	>15 The rest MgAl ₂ O ₄	19,5 65,0 10 ± 2	9,6 69,0 18,4
Porosity, %	40	Not identified	Not identified	Not normalized	17,8
Mechanical strength: - on the end, kgf / cm ² - by generatrix, kgf / cm ²	30 ÷ 40	> 500* 70 / 60	Not measured > 25	350 ÷ 600 13-25	447 Not measured
Activity: residual methane content, % at 5000C 7000C	- 3,3	9,3 ÷ 10,5	10,2 ÷ 10,5	37,0 5,0	35,0 3,0

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DOI NUMBER: **10.5958/2249-7137.2020.00200.1**

ANALYSIS OF SOCIAL AND MEDICAL ASPECTS OF VASOMOTOR RHINITIS

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ABSTRACT

Objective: to Analyze the social and medical significance of vasomotor rhinitis, study the processes of the disease and create a sufficient database. **Materials and methods:** Total of 916 adults over 18 years of age were involved in the research. **Results:** all 3 analyzed symptoms (nasal congestion, nasal discharge, and frequent sneezing) were mostly rare. A characteristic feature is that all 3 symptoms occurred in three-quarters of patients, and one in four respondents indicated that these symptoms disturbed them very rarely. Indicators of physical discomfort and functional disorders in patients with vasomotor rhinitis were expressed to varying degrees, and a third of the examined patients were more or less (often, constantly) concerned about nasal congestion (73.9%), nasal discharge (81.5%) and frequent sneezing (76.7%). Respondents often associated the development of vasomotor rhinitis with allergies (55.3%), various stresses (21.2%), colds (13.7%) and environmental factors (9.8%). **Conclusion:** This survey of ENT doctors shows that there is still no consensus on the diagnosis and treatment of vasomotor rhinitis among specialists. This confirms our opinion on the proposal to search for new methods of early diagnosis and new approaches to the treatment of vasomotor rhinitis in adult patients. The development of new diagnostic algorithms and treatment standards is necessary to improve early diagnosis, treatment of patients, and improve the quality of life of patients with vasomotor rhinitis.

KEYWORD: Vasomotor Rhinitis, Idiopathic Rhinitis, Hyperreactivity, Dynamics, Hyperergic Reaction, ENT Doctor

INTRODUCTION

Environmental degradation, environmental pollution, uncontrolled use of medications, reduced body defenses-all this has caused an increase in the prevalence of vasomotor rhinitis [3] Vasomotor rhinitis is a common disease and in recent years the number of patients with this pathology is constantly increasing [1]

This disease is characterized by a pathological condition of the nasal mucosa of a non-inflammatory nature, which is based on a violation of nerve mechanisms that causes a normal physiological state, as a result of which exogenous and endogenous stimuli cause a hyperergic reaction. Vasomotor rhinitis is characterized by the following symptoms: paroxysmal sneezing, rhinorrhea, difficulty in nasal breathing [4]. In vasomotor rhinitis, nasal syndrome caused by dilation of nasal vessels and / or nasal hyperreactivity develops under the influence of non-specific exogenous or endogenous factors, but not as a result of an immunological reaction and is not associated with infection or eosinophilia [5].

Treatment of vasomotor rhinitis is an urgent problem, since conservative therapy is often not effective, which necessitates surgical intervention. The task of all methods of surgical treatment of vasomotor rhinitis is to correct the shape and volume of the lower nasal shells.

Undoubtedly, there are reasons for the development of Vasomotor rhinitis throughout childhood: [6,11]

- Teething (growing BP is associated in this case with excessive inflow of pterygopalatine node);
- * Hyperplasia of the adenoids, leading to retronasal obstruction and through a number of pathophysiological mechanisms to the reaction of the lower nasal conchs;
- * Acute respiratory viral infections accompanied by frequent use of decongestants;
- * Curvature of the nasal septum;
- * Autonomic dysfunction syndrome;
- Puberty;
- * The beginning of sexual life – the so-called "rhinitis of the honeymoon", etc.

The study and analysis of medical and social aspects of the course of a certain nosological unit allows specialists to determine the level of influence of this disease on the physical and psychological state of a person and the family in which he lives[1,12]

The term "vasomotor rhinitis" has been criticized in recent years because the violation of vasomotor innervation, which is the basis of the pathogenesis of vasomotor rhinitis, occurs in all forms of rhinitis except atrophic. Currently, there is no generally accepted definition and classification of the disease. Moreover, the very existence of this form of rhinitis is questioned in recent versions of international recommendation documents [8]. Foreign researchers classify vasomotor rhinitis as a form of non-allergic rhinitis (idiopathic rhinitis), in their opinion, vasomotor symptoms are inherent in all forms of rhinitis. In many countries (Russia, Ukraine, and others), vasomotor rhinitis retains the status of an independent nosological disease [9].

Studies conducted in different populations of several countries have shown that over the past 10 years, the incidence of this disease has increased by an average of 11%, and now its occurrence

among the population of certain regions has increased to 16%, even to 50%. In the United States alone, there are 19 million patients with vasomotor rhinitis, and another 26 million suffer from mixed forms, in which allergies are not the only cause of the disease. The cost of treating this disease in the United States is 2-3 billion dollars annually [9.10].

Objective: to Analyze the social and medical significance of vasomotor rhinitis, study the processes of the disease and create a sufficient database. The aim of the research was to improve the methodology for studying and analyzing the medical and social aspects of the course of vasomotor rhinitis in patients in a comparative aspect.

Material and methods for assessing the impact of vasomotor rhinitis on the quality of life of patients were studied and analyzed the medical and social aspects of the course and outcome of vasomotor rhinitis in adult patients in a comparative aspect. [11]

A total of 916 adults over the age of 18 were involved in the research. Among the examined patients were patients with vasomotor rhinitis, who responded that they were diagnosed with vasomotor rhinitis ($n=594$, $64.8 \pm 1.6\%$) and had had this disease in the past ($n=322$, $354.2 \pm 1.6\%$).

Among all the surveyed ($n=916$), there were 487 men ($53.2 \pm 1.6\%$) and 429 women ($46.8 \pm 1.6\%$). It can be seen that representativeness is observed in both cases, which allows us to get reliable results.

Analysis of the results shows that to a certain extent, some of the respondents we examined feel physical discomfort and functional disorders due to vasomotor rhinitis (table 3.1). It was found that 29 respondents ($4.9 \pm 0.9\%$) are constantly concerned about nasal congestion, and $30.3 \pm 1.9\%$ ($n=100$) of respondents often felt this symptom, only 155 respondents ($26.1 \pm 1.8\%$) complained about nasal congestion very rarely, almost did not notice. This means that three-quarters of patients indicated that they were bothered by nasal congestion at least once a day.

Another symptom of vasomotor rhinitis is nasal discharge, which was very rarely reported by 110 people ($18.1 \pm 1.6\%$). In other cases, nasal discharge rarely bothered 290 patients ($48.9 \pm 2.1\%$), often 173 patients ($29.1 \pm 1.9\%$) and constantly 21 patients ($3.5 \pm 0.7\%$).

Almost the same survey results were observed in patients and in determining the incidence of frequent sneezing. The responses were as follows: very rarely disturbed in $23.3 \pm 1.7\%$ ($n=138$) cases; rarely disturbed in $38.0 \pm 2.0\%$ ($n=226$), often in $36.3 \pm 2.0\%$ ($n=216$) and constantly in $2.4 \pm 0.6\%$ ($n=14$) cases.

All 3 analyzed symptoms (nasal congestion, nasal discharge, and frequent sneezing) were mostly rare. A characteristic feature is that all 3 symptoms occurred in three-quarters of patients, and one in four respondents indicated that these symptoms disturbed them very rarely.

It was found that in more than half of cases ($55.3 \pm 2.0\%$, $n=329$), the respondents associated symptoms of vasomotor rhinitis with allergies, and in $21.2 \pm 1.7\%$ ($n=126$) cases, the presence of the disease was associated with various stresses. The above-mentioned symptoms were associated with colds in 81 respondents ($13.7 \pm 1.4\%$), while only 58 people ($9.8 \pm 1.2\%$) attributed their illness to various environmental factors (water, soil, climate and atmospheric).

The respondents' answers related to the presence of discomfort in the nasal cavity and the possibility of a quiet sleep during rest in the respondents. To the questionnaire question "how

often Do you experience discomfort in the nasal cavity?" 71 respondents ($11.9 \pm 1.3\%$) answered that "constantly", and 126 respondents ($21.2 \pm 1.7\%$) answered "very rarely". But the majority of respondents answered this question "rarely" ($n=193$, $32.6 \pm 1.9\%$) and "often" ($n=204$, $34.3 \pm 1.9\%$). From the answers, it is clear that this condition is individual in patients and the respondents did not Express a common opinion.

Sleep disorders were associated with the presence of vasomotor rhinitis ("constantly") in 69 respondents ($11.6 \pm 1.3\%$), but 178 patients (29.9 ± 1.9) indicated that sleep disorders associated with vasomotor rhinitis bothered them "frequently". The majority of respondents did not notice any connection between sleep disorders and vasomotor rhinitis and therefore answered "rarely" ($41.5 \pm 2.0\%$, $n=246$) and "very rarely" ($17.0 \pm 1.5\%$, $n=101$).

Thus, such indicators of physical discomfort and functional disorders as "discomfort in the nasal cavity "and" sleep disturbance " patients with vasomotor rhinitis in most cases were not associated with their disease. If in the case of "nasal discomfort" this was 53.8% of cases, in the case of "sleep disturbance" it was 58.5% of cases. In our opinion, these parameters are not the leading ones in patients with vasomotor rhinitis, so we believe that these facts should not be crucial in assessing the General clinical and psychological state of the patient.

Another factor that evaluates the condition of a patient with vasomotor rhinitis is the study of the patient's emotional state. This factor is also extremely important for assessing the psychological state of the patient, which is of great importance for the process of his recovery and assessment of the quality of life.

As can be seen from table 1.3, only $9.6 \pm 1.2\%$ ($n=57$) of respondents are constantly upset because of problems with vasomotor rhinitis, $36.5 \pm 2.0\%$ ($n=217$) of respondents were often upset, in addition, the problem of vasomotor rhinitis practically did not upset the majority of respondents-respectively, "rarely" $37.1 \pm 2.0\%$ ($n=220$) and "very rarely" in $16.8 \pm 1.5\%$ ($n=100$) cases.

From the results obtained, it follows that the majority of patients are not constantly upset by problems with the studied disease. When we determined the cause, it turned out that they were satisfied with the results of treatment ($80.1 \pm 1.6\%$, $n=476$), confident in their full recovery ($89.6 \pm 1.3\%$, $n=532$), had a more complete understanding of vasomotor rhinitis (92.4 ± 1.1 , $n=549$) and were grateful to otorhinolaryngologists ($93.1 \pm 1.4\%$). Data shows that all patients trust their doctors and have a high medical culture. This means that patients have a lot of confidence in otorhinolaryngologists, which should be supported in every possible way.

It should be emphasized that the respondents" frequently "and" constantly " lost their composure due to vasomotor rhinitis in them- $8.4 \pm 1.1\%$ ($n=50$) and $2.2 \pm 0.6\%$ ($n=13$), respectively, and were generally cheerful, despite the fact that they have vasomotor rhinitis-respectively "often" 197 cases ($33.2 \pm 1.9\%$) and "constantly" 234 cases ($39.4 \pm 2.0\%$).

In addition, the same questions were asked to patients who had had vasomotor rhinitis ($n=322$). The results show that the emotional state parameters of patients with vasomotor rhinitis were significantly higher than in patients ($P < 0.001$) for all four questions. Thus, the respondents who were ill indicated that they were very rarely upset because of this disease ($96.3 \pm 1.1\%$, $n=310$), as well as because of constant treatment of this disease ($98.4 \pm 0.7\%$, $n=317$). The majority of patients in this group did not lose their composure ($99.1 \pm 0.5\%$, $n=319$) and were cheerful ($99.1 \pm 0.5\%$, $n=319$) despite having had vasomotor rhinitis.

Thus, the study and evaluation of the parameters of the emotional state of patients and patients with vasomotor rhinitis shows that patients constantly (9.6%) and often (36.5%) were upset because of problems with vasomotor rhinitis in a smaller number than those who paid little attention to it (53.9%), in addition, it should be emphasized that this indicator was 96.3% in patients who were ill. The results were similar to the answer to the question "are You upset because of the constant treatment of vasomotor rhinitis?". However, many patients did not lose their composure (89.4%) and were cheerful (72.6%), despite the fact that they had vasomotor rhinitis. The same parameters were the maximum for those who were ill (99.1%). The reasons for this emotional state were satisfaction with the results of treatment (80.1%), confidence in full recovery (89.6%), high medical culture and gratitude to the doctors of this specialty (93.1%).

The results show that the social condition of the surveyed population is generally well-off. Patients "very rarely" ($37.9 \pm 2.0\%$, $n=225$) and "rarely" (49.8 ± 2.1 , $n=296$) feared for their lives due to vasomotor rhinitis. Among the "frequently" ($9.3 \pm 1.2\%$, $n=55$) and "constantly" ($3.0 \pm 0.7\%$, $n=18$) patients with vasomotor rhinitis who feared for their lives were mostly elderly patients (61 out of 73 respondents, 83.6%).

It should be emphasized that most of the respondents were satisfied with the diagnosis and treatment of vasomotor rhinitis by doctors ($72.1 \pm 2.0\%$, $n=428$) of their region, those respondents who were "rarely" ($20.3 \pm 1.7\%$, $n=121$) and "very rarely" (7.6 ± 1.1 , $n=45$) satisfied with the diagnosis and treatment of their disease mainly complained about the lack of modern, world-standard medical equipment (158 of 166 respondents, $95.2 \pm 1.7\%$), which did not depend on doctors of practical level in any way.

To the next question about the trust of the surveyed patients in otorhinolaryngologists, only 47 respondents ($7.9 \pm 1.1\%$) answered that they trust "very rarely" (almost do not trust). There were significantly more positive responses ($P < 0.001$). Thus, if $32.3 \pm 1.9\%$ ($n=191$) of respondents "frequently" trusted, then 216 respondents ($36.3 \pm 2.0\%$) showed constant trust. Analysis of the study results shows that mostly patients trusted their doctors in the treatment of vasomotor rhinitis.

The same questions were answered by patients who were ill ($n=322$) with vasomotor rhinitis. The overwhelming number of respondents indicated that they did not fear for their lives during the illness and after recovery ($99.4 \pm 0.4\%$, $n=320$), were satisfied with the diagnosis and treatment of this disease ($98.8 \pm 0.6\%$, $n=318$), and almost completely trusted the doctors of their region (99.4 ± 0.45 , $n=320$).

Thus, the study and analysis of the parameters of the social status of patients with vasomotor rhinitis showed that patients generally have a positive social status, expressed in the vast majority of cases by the absence of fear for their lives due to this disease (87.7%), satisfaction with the diagnosis and treatment of this disease (72.1%), trust in doctors-otorhinolaryngologists in their region (92.1%). Established facts indicate a positive social state of patients, which allows us to assess the relationship between patients and doctors-otorhinolaryngologists trust in the treatment of vasomotor rhinitis. The reason for the observed sharp differences in responses between patients and those who have been ill is the psychological state after the disease, when the patient fully returns to active life and there is a high quality of life.

The majority of respondents indicated that clinical symptoms of vasomotor rhinitis did not appear since childhood ($55.0 \pm 2.0\%$, $n=327$). Almost the same opinion was held by adult respondents who had this disease ($59.6 \pm 2.7\%$, $n=192$).

Results of the study of indicators of family well-being of patients with vasomotor rhinitis

It should be emphasized that the majority of respondents "rarely" and "very rarely" used nasal medications without a doctor's recommendation-in $48.8 \pm 2.1\%$ ($n=290$) and $26.8 \pm 1.8\%$ ($n=159$) cases, respectively.

Another aspect of assessing family well-being is the presence of the effect of medications used independently by the respondents. Only 22 respondents ($3.7 \pm 0.8\%$) answered that there is an effect from self-medication, 108 respondents ($18.2 \pm 1.6\%$) also answered in the affirmative - "the effect is often manifested". The majority of respondents admitted the fact that self-administered nasal medication had a positive effect "rarely" and "very rarely" - respectively $53.4 \pm 2.0\%$ ($n=317$) and $24.7 \pm 1.8\%$ ($n=147$). This fact confirms that self-treatment generally does not bring a positive effect in three-quarters of the respondents, patients and/or patients with vasomotor rhinitis.

If we analyze those people who were constantly self-medicating ($n=38$, 6.4%), it turned out that they were mostly medical workers or their family members (32 of the 38 respondents who answered in the affirmative).

Conclusions. This survey of ENT doctors shows that there is still no consensus on the diagnosis and treatment of vasomotor rhinitis among specialists. This confirms our opinion on the proposal to search for new methods of early diagnosis and new approaches to the treatment of vasomotor rhinitis in adult patients. The development of new diagnostic algorithms and treatment standards is necessary to improve early diagnosis, treatment of patients, and improve the quality of life of patients with vasomotor rhinitis.

If we draw a conclusion about the social and medical aspects of vasomotor rhinitis based on the above indications, the importance of these cases is justified.

- indicators of physical discomfort and functional disorders in patients with vasomotor rhinitis were expressed to varying degrees, and a third of the examined patients were more or less (often, constantly) concerned about nasal congestion (73.9%), nasal discharge (81.5%) and frequent sneezing (76.7%);

- respondents often associated the development of vasomotor rhinitis with allergies (55.3%) and various stresses (21.2%). There were also a lot of those who associated the disease with a cold (13.7%) and environmental factors (9.8%);

- discomfort in the nasal cavity and sleep disorders patients with vasomotor rhinitis in most cases were not associated with their disease. If in the case of "nasal discomfort" this was 53.8% of cases, in the case of "sleep disturbance" it was 58.5% of cases.;

- the study and evaluation of the parameters of the emotional state of patients and patients with vasomotor rhinitis shows that patients constantly (9.6%) and often (36.5%) were upset because of problems with vasomotor rhinitis in a smaller number than those who paid little attention to it (53.9%), in addition, it should be emphasized that this indicator was 96.3% in patients who were

ill. The results were similar with the answer to the question "are You upset because of the constant treatment of vasomotor rhinitis?»;

- patients did not lose their composure (89.4%), were cheerful (72.6%), despite the fact that they had vasomotor rhinitis. The same parameters were the maximum for those who were ill (99.1%). The reasons for this emotional state were satisfaction with the results of treatment (80.1%), confidence in full recovery (89.6%), high medical culture and gratitude to doctors of this specialty (93.1%);

- the results of a survey of otorhinolaryngologists show that the majority of respondents (77.2%) consider allergic rhinitis to be a variant of vasomotor rhinitis;

- almost all respondents (98.8%) consider patient complaints and anamneses morbi to be the main criteria for diagnosing vasomotor rhinitis. Rhinoscopic picture (in 88.0% of cases) and endoscopic signs (in 61.7% of cases) are also suggested as the main diagnostic criteria. Radiography as a diagnostic criterion is recognized, just over half of the examined (54.5% of cases);

- it was found that most otorhinolaryngologists suggest starting treatment of vasomotor rhinitis with intranasal corticosteroids (76.6%) and physiotherapy procedures (73.7%). Most tend to think that treatment will be effective if treatment is started with antihistamines (58.1%), but more than 1/3 of specialists also offer decongestants and prolonged steroids locally (39.5% each). There were many respondents who, without ignoring conservative treatment, immediately offered surgical treatment of this disease (58.7%);

The development of new diagnostic algorithms and treatment standards is necessary to improve early diagnosis, treatment of patients, and improve the quality of life of patients with vasomotor rhinitis.

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DOI NUMBER: **10.5958/2249-7137.2020.00201.3**

RINOENDOSCOPIC EVALUATION OF CHRONIC POLYPOID RHINOSINUSITIS

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ABSTRACT

The aim of the study was to study the role of endoscopy in the diagnosis of chronic polypoid rhinosinusitis. We examined 50 patients with chronic kidney disease who were hospitalized in the ENT department of the Bukhara multidisciplinary clinic from 2017 to 2019. All patients underwent clinical and laboratory research, including a medical history, rhino endoscopy and computed tomography. The study showed that endoscopic examination of the nasal cavity provides great opportunities for the diagnosis and treatment of chronic kidney disease, helping to identify unrecognized and undetected foci of infection during previous operations, as well as to find out the cause of the failures of previous surgeries and correct them surgically and with the help of drug therapy.

KEYWORDS: *Chronic Polypoid Rhinosinusitis, Endoscopic Examination, Diagnosis, Computed Tomography.*

INTRODUCTION

In recent decades, diseases of the nose and paranasal sinuses in terms of referral to the clinic and treatment in hospitals firmly occupy the first place in the overall structure of the incidence of ENT organs [1, 4, 7, 9, 12, 15]. One of the most complex forms of chronic rhinosinusitis, both in terms of clinical course and treatment, is chronic polypous rhinosinusitis (CHPRS).

The use of universal (independent of the nature of the disease) questionnaires (SF-36) showed that the quality of life in individuals with nasal polyposis is worse than in patients with arterial hypertension, migraine, angina, and malignant tumors of the head and neck [2, 5, 16]. The deterioration in the quality of life of patients with nasal polyposis is comparable to that of patients suffering from chronic obstructive pulmonary diseases [8, 13].

CHPRS has a fairly significant medical and social significance, which is confirmed by the prevalence of the disease, the tendency to relapse, the need to conduct medical, rehabilitation, and social activities for a significant period of patients' life [2, 10, 11, 17, 19]. In view of the above, this justifies the appearance of the term "difficult rhinosinusitis" [2, 3, 14].

The leading role in the emergence and development of the inflammatory process in the PNS belongs to the side wall of the nose, where their mouths and narrow passages between the structures that form this wall are located – the zone of the ostiomeatal complex (OMC).

The persistence of infection can be facilitated by impaired ventilation and sinus drainage due to congenital or acquired abnormalities of intra-nasal structures: deformation of the nasal septum, hypertrophy of the nasal shells, polypous degeneration of the mucous membrane [5, 6, 12, 18].

In the diagnosis of chronic rhinosinusitis anterior rhinoscopy is used, which is the main method for determining the pathology of the nasal cavity. Rhinoscopy provides better visibility only up to the middle of the nasal conchs and therefore has a limited opportunity, which makes it necessary to conduct an endoscopic examination of the nose [10, 15].

Purpose of research the role of endoscopy in the diagnosis of chronic polypous rhinosinusitis.

MATERIAL AND METHODS OF RESEARCH

We examined 50 patients with CKD who were inpatient treatment in the ENT Department of the Bukhara multidisciplinary clinic from 2017 to 2019. Patients with concomitant bronchial asthma and specific diseases (aspirin-induced asthma, Cartagener's syndrome, young's syndrome, etc.) were not included in this study. All patients underwent a clinical and laboratory study, including a history of the disease, rhinoendoscopy and computed tomography. The control group consisted of 20 healthy volunteers. Rhinoendoscopy was performed with a Karl Storz endoscope (Germany) 00, 300 and 700.

The results of the study and their discussion. The main complaints made by patients were difficulty in nasal breathing (92.5%), nasal discharge (78.4%), sneezing (56%), and impaired sense of smell (52.2%). Often patients reported headaches (78.4%), more in the frontal area.

Endoscopically, nasal polyps looked like smooth, shiny, grayish formations of the mucous membrane, quite mobile, not soldered to the surrounding tissues, significantly reducing the lumen of the nasal cavity, not bleeding when in contact with the probe. The results of endoscopic examination are presented in table 1.

TABLE 1 DATA FROM ENDOSCOPIC EXAMINATION OF PATIENTS WITH CHPRS

Pathology	Number of patients, (n=150)	
	abs.	%
Curvature of the nasal septum	75	50,0
Nasal septum spikes	31	20,7
Hypertrophy of the hook process	22	14,7
Hypertrophy of the lower nasal conch	65	43,3
Absence of the inferior turbinate	5	3,3
Absence of the middle nasal conch	5	3,3
Perforation of the nasal septum	8	5,3
The ethmoid Bulla	27	18,0

Synechia	24	16,0
Absence of the medial wall of the maxillary sinus	36	24,0
Pathological discharge in the nasal cavity	94	62,7
Hyperemia and swelling of the nasal mucosa	101	67,3

During endoscopic examination, it was possible to distinguish different forms of chronic polypous rhinosinusitis. For example, in 90 (60.0%) patients with chronic "eosinophilic" polypous rhinosinusitis (chronic recurrent polypous rhinosinusitis) during nasal endoscopy, "grayish" transparent polyps with mucous secretions in the nasal cavity are detected. These types of polyps were more often found in both sides of the nasal cavity. During nasal endoscopy in 60 (40.0%) patients with chronic "neutrophilic" polypous rhinosinusitis (chronic purulent-polypous rhinosinusitis), nasal polyps are defined as "fibrous-dense" polyps, usually unilateral. Purulent discharge with the presence of chronic purulent rhinosinusitis (62.7%) is often detected.

Polypous growths of the mucous membrane were found in all patients, and in 39 patients they completely obstructed the nasal passages, in 47 the polyps went beyond the middle nasal passage, in 41 they were in the middle nasal passage.

It was not possible to thoroughly examine the structures of the osteomeatal complex in all patients. All structures of the osteomeatal complex were visualized in 128 (85.3%) patients with CPS, but in 22 (14.7%) patients, the natural maxillary sinus was blocked by hypertrophied hook-like process, and chronic inflammation in the area of the hook-like process arose from the crest of the nasal septum.

Pathology of the middle nasal conch, including pathologically curved middle nasal conch was found in 2 patients, bullous hypertrophy of the middle nasal conch – in 4.

In two patients, a giant bulla ethmoidalis was found, which blocked the maxillary sinus, pus and polyps were found in its cavity – a chronic focus of infection that provoked a relapse after operated sinusitis. It is characteristic that in all these patients, the dominant complaint was difficulty in nasal breathing on the eponymous side.

In the nasal passages of the examined patients, pathological discharge was found: 24-mucus, 4-Muco-purulent discharge, 12-pus.

Endoscopic examination data allows not only to determine the location of the polyp, but also to visually carefully remove polypous growths.

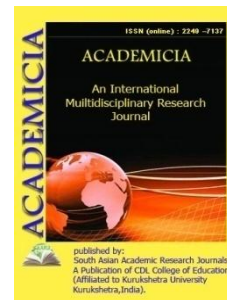
Thus, the analysis of the obtained data allows us to conclude that endoscopic examination of the nasal cavity and paranasal sinuses provides great opportunities for the diagnosis and treatment of CHPRS, helping to identify unrecognized and unnoticed during past operations foci of infection, as well as to find out the reason for the failures of previous surgical interventions and correct them surgically and with the help of medication.

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DOI NUMBER: **10.5958/2249-7137.2020.00134.2**

SOME WORDS ABOUT ENGLISH DIALECTS AND ITS FEATURES

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ABSTRACT

This article is written to give information standard and nonstandard English dialects, as well up-to-date variants of English dialects. Among some non-English speaking EU countries, a large percentage of the adult population can converse in English - in particular: 85% in Sweden, 83% in Denmark, 79% in the Netherlands, 66% in Luxembourg and over 50% in Finland, Slovenia, Austria, Belgium, and Germany. A dialect that is associated with a particular social class can be termed a sociolect; a regional dialect may be termed a regiolect or topolect. The other usage refers to a language socially subordinate to a regional or national standard language, often historically cognate to the standard, but not a variety of it or in any other sense derived from it. Within England, variation is now largely confined to pronunciation rather than grammar or vocabulary. At the time of the Survey of English Dialects, grammar and vocabulary differed across the country, but a process of lexical attrition has led most of this variation to die out. Scots has its origins in early Northern Middle English and developed and changed during its history with influence from other sources, but following the Acts of Union 1707 a process of language attrition began, whereby successive generations adopted more and more features from Standard English, causing dialectalisation. Books, magazines, and newspapers written in English are available in many countries around the world, and English is the most commonly used language in the sciences with Science Citation Index reporting as early as 1997 that 95% of its articles were written in English, even though only half of them came from authors in English-speaking countries.

KEYWORDS: *Official Language Of The UN, International Language, Aerial And Maritime Communication, Dialects, Socialist, Regilect, Topolect*

INTRODUCTION

Some linguists believe that it is no longer the exclusive cultural property of "native English speakers", but is rather a language that is absorbing aspects of cultures worldwide as it continues to grow. It is, by international treaty, the official language for aerial and maritime communications. English is an official language of the United Nations and many other international organizations, including the International Olympic Committee.

English is the language most often studied as a foreign language in the European Union, by 89% of schoolchildren, ahead of French at 32%, while the perception of the usefulness of foreign languages amongst Europeans is 68% in favor of English ahead of 25% for French. Among some non-English speaking EU countries, a large percentage of the adult population can converse in English - in particular: 85% in Sweden, 83% in Denmark, 79% in the Netherlands, 66% in Luxembourg and over 50% in Finland, Slovenia, Austria, Belgium, and Germany. Books, magazines, and newspapers written in English are available in many countries around the world, and English is the most commonly used language in the sciences with Science Citation Index reporting as early as 1997 that 95% of its articles were written in English, even though only half of them came from authors in English-speaking countries.

When English began to emerge as an international language and millions of people were learning it, educators began searching for unique word-groups teaching approaches.

The history of English Language teaching is usually described as a progression in which one word-group followed another. For example, in the 19th Century dialectology (especially the term "dialect" is used for English, too) was the main notion used in teaching; then in 20th Century, it was followed by the Direct method with Englishes. However, at present, all over the world, a Communicative approach to language teaching is popular.

Nevertheless, the situation in Uzbekistan is little bit different. The term "Dialect" is appropriate for Uzbek language because of its area and neighborhood provinces.

As Uzbekistan is in the Expanding Circle, Uzbek people start to learn English as a foreign language in elementary school; some children even start to learn it in kindergarten. As mentioned above, in Uzbekistan, the notion "dialect" rather than variant even for English language is still in use- our schools' teachers are still teaching the new generation with the said feature. Others suppose that it limits communicative competence, as a result, students may have some misunderstandings in differentiation of these two notions.

The term dialect (from the Greek Language word *dialektos*, *διάλεκτος*) is used in two distinct ways, even by linguists. One usage refers to a variety of a language that is a characteristic of a particular group of the language's speakers. The term is applied most often to regional speech patterns, but a dialect may also be defined by other factors, such as social class. A dialect that is associated with a particular social class can be termed a *sociolect*; a regional dialect may be termed a *regiolect* or *topolect*. The other usage refers to a language socially subordinate to a regional or national standard language, often historically cognate to the standard, but not a variety of it or in any other sense derived from it. A dialect is distinguished by its vocabulary, grammar, and pronunciation (phonology, including prosody). Where a distinction can be made only in terms of pronunciation, the term *accent* is appropriate, not *dialect*. Other speech varieties include: standard languages, which are standardized for public performance (for example, a

written standard); jargons, which are characterized by differences in lexicon (vocabulary); slang; patois; pidgins or argots. Dialects are now chiefly preserved in rural communities, in the speech of elderly people. Their boundaries have become less stable than they used to be; the distinctive features are tending to disappear with the shifting of population due to the migration of working-class families in search of employment and the growing influence of urban life over the countryside. Dialects are said to undergo rapid changes under the pressure of Standard English taught at schools and the speech habits cultivated by radio, television and cinema. British linguists distinguish dialect from accent, which refers only to pronunciation.

According to O. Jespersen, however, dialect study suffered from too much attention being concentrated on the “archaic” traits.

In Great Britain there are two variants, Scottish English and Irish English, and five main groups of dialects: Northern, Midland, Eastern, Western and Southern. Every group contains several (up to ten) dialects. One of the best known Southern dialects is *Cockney*, the regional dialect of London. According to E. Partridge and H.C. Wylde, this dialect exists on two levels. As spoken by the educated lower middle classes it is a regional dialect marked by some deviations in pronunciation but few in vocabulary and syntax. As spoken by the uneducated, Cockney differs from Standard English not only in pronunciation but also in vocabulary, morphology and syntax.

The following are portmanteaus devised to describe certain local creoles of English. Although similarly named, they are actually quite different in nature, with some being genuine mixed languages, some being instances of heavy code-switching between English and another language, some being genuine local dialects of English used by first-language English speakers, and some being non-native pronunciations of English. A few portmanteaus (such as Greeklish and Finglish) are transliteration methods rather than any kind of spoken variant of English.

Anglish (English stressing words of Germanic origin)

Arabish (Arabic English, mostly chat romanization)

Benglish (Bengali English)

Bislish (Bisaya English)

Chinglish (Chinese English)

Czenglish (Czech English)

Danglish (Danish English)

Dunglish (Dutch English)

Engrish/Japlish (Japanese English)/Engbrew (English Hebrew) - most popularly refers to broken English used by Japanese and in Hebrew in attempts at foreign branding.

Finglish (Finnish English)

Franglais (French English)

Denglich/Germish/Genglish/Ginglish/Germish/Pseudo-Anglicism (German English)

Hebrish (Hebrew English, chat romanization) – also sometimes used to refer to English written with Hebrew characters

Hinglish (Hindi English)
 Italgish (Italian English)
 Konglish (South Korean English)
 Manglish (Malaysian English)
 Malglish (Maltese English)
 Poglish/Ponglish (Polish English)
 Porglish (Portuguese English)
 Punglish (Punjabi English)
 Rominglish/Romglish (Romanian English)
 RunGLISH (Russian English)
 Serblish (Serbian English) and Cronglish/Croglis/Croenglish
 Sardish (Sardinian English)
 Siculish (Sicilian English)
 Singlish (Singapore English, multiple pidgins)
 Spanglish (Spanish English)
 Swanglish/Kiswanglish (Swahili English)
 Swenglish (Swedish English)
 Taglish (Tagalog English)
 Tinglish/Thailish (Thai English)
 Vinish (Vietnamese English)
 Wenglish (Welsh English)
 Yeshivish (Yeshiva English)

A standard dialect (also known as a standardized dialect or "standard language") is a dialect that is supported by institutions. Such institutional support may include government recognition or designation; presentation as being the "correct" form of a language in schools; published grammars, dictionaries, and textbooks that set forth a "correct" spoken and written form; and an extensive formal literature that employs that dialect (prose, poetry, non-fiction, etc.). There may be multiple standard dialects associated with a single language. For example, Standard American English, Standard Canadian English, Standard Indian English, Standard Australian English, and Standard Philippine English may all be said to be standard dialects of the English language.

A nonstandard dialect, like a standard dialect, has a complete vocabulary, grammar, and syntax, but is not the beneficiary of institutional support. An example of a nonstandard English dialect is Southern American English or Newfoundland English. There is no universally accepted criterion for distinguishing a language from a dialect. A number of rough measures exist, sometimes leading to contradictory results. Some linguists do not differentiate between languages and

dialects, i.e. languages are dialects and vice versa. The distinction is therefore subjective and depends on the user's frame of reference.

Language varieties are often called dialects rather than languages: because they have no standard or codified form, because the speakers of the given language do not have a state of their own, because they are rarely or never used in writing (outside reported speech) or because they lack prestige with respect to some other, often standardized, variety.

In groups where prestige standards play less important roles, "dialect" may simply be used to refer to subtle regional variations in linguistic practices that are considered mutually intelligible, playing an important role to place strangers, carrying the message of where a stranger originates (which quarter or district in a town, which village in a rural setting, or which province of a country); thus there are many apparent "dialects" of Slavey, for example, by which the linguist simply means that there are many subtle variations among speakers who largely understand each other and recognize that they are each speaking "the same way" in a general sense.

The classification of speech varieties as dialects or languages and their relationship to other varieties of speech can thus be controversial and inconsistent. English and Serbo-Croatian illustrate the point. English and Serbo-Croatian each have two major variants (British and American English, and Serbian and Croatian, respectively), along with numerous other varieties. For political reasons, analyzing these varieties as "languages" or "dialects" yields inconsistent results: British and American English, spoken by close political and military allies, are almost universally regarded as dialects of a single language, whereas the standard languages of Serbia and Croatia, which differ from each other to a similar extent as the dialects of English, are being treated by many linguists from the region as distinct languages, largely because the two countries oscillate from being brotherly to being bitter enemies.

The expansion of the British Empire and—since World War II—the influence of the United States has spread English throughout the globe. Because of that global spread, English has developed a host of English dialects and English-based Creole languages and pidgins.

Several educated native dialects of English have wide acceptance as standards in much of the world, with much emphasis placed on one dialect based on educated southern British and another based on educated Midwestern American. The former is sometimes called BBC (or the Queen's) English and it may be noticeable by its preference for "Received Pronunciation". The latter dialect, General American, which is spread over most of the United States and much of Canada, is more typically the model for the American continents and areas (such as the Philippines) that have had either close association with the United States, or a desire to be so identified. In Oceania, the major native dialect of Australian English is spoken as a first language by 92% of the inhabitants of the Australian continent, with General Australian serving as the standard accent. The English of neighboring New Zealand as well as that of South Africa have to a lesser degree been influential native varieties of the language.

Aside from these major dialects, there are numerous other varieties of English, which include, in most cases, several subvarieties, such as Cockney, Scouse and Geordie within British English; Newfoundland English within Canadian English; and African American Vernacular English ("Ebonics") and Southern American English within American English. English is a pluricentric language, without a central language authority like France's Académie française; and therefore no

one variety is considered "correct" or "incorrect" except in terms of the expectations of the particular audience to which the language is directed.

Scots has its origins in early Northern Middle English and developed and changed during its history with influence from other sources, but following the Acts of Union 1707 a process of language attrition began, whereby successive generations adopted more and more features from Standard English, causing dialectalisation. Whether it is now a separate language or a dialect of English better described as Scottish English is in dispute, although the UK government now accepts Scots as a regional language and has recognized it as such under the European Charter for Regional or Minority Languages. There are a number of regional dialects of Scots, and pronunciation, grammar and lexis of the traditional forms differ, sometimes substantially, from other varieties of English.

English speakers have many different accents, which often signal the speaker's native dialect or language. For the most distinctive characteristics of regional accents, see Regional accents of English, and for a complete list of regional dialects. Within England, variation is now largely confined to pronunciation rather than grammar or vocabulary. At the time of the Survey of English Dialects, grammar and vocabulary differed across the country, but a process of lexical attrition has led most of this variation to die out.

Just as English it has borrowed words from many different languages over its history; English loanwords now appear in many languages around the world, indicative of the technological and cultural influence of its speakers. Several pidgins and Creole languages have been formed on an English base, such as Jamaican Patois, Nigerian Pidgin, and TokPisin. There are many words in English coined to describe forms of particular non-English languages that contain a very high proportion of English words.

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DOI NUMBER: **10.5958/2249-7137.2020.00135.4**

"ALPOMISH" FRIENDS GULTOJI

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ABSTRACT

"Alpomish" is a great epic that sings of heroism, courage, patriotism, brotherhood of different peoples and nations, love, loyalty, family strength. It reflects the ideas of national unity, its glory and prospects, the well-being of the people, the happiness of the family and the struggle for the fate of the Motherland through the artistic depiction of the reunification of an ancient Uzbek tribe divided by the situation. As the First President of the Republic of Uzbekistan Islam Karimov said in his speech at the solemn ceremony dedicated to the millennium of the epic "Alpomish". Therefore, the study of the process of staging a great epic like "Alpomish" by our film and theater artists is tantamount to studying the history of our spiritual life. The epic "Alpomish" has always been and will always be the flower of our national values, one of the foundations of our national spirituality. As for the theatrical interpretation of the epic "Alpomish", these works were created by the same author. Only in these plays are certain episodic events of the epic interpreted. The epic "Alpomish" vividly depicts the heroic ideals and courage of our people. It expresses the feelings of courage and bravery inextricably linked with the idea of patriotism. Uzbek folk heroic epic "Alpomish". The main feature of the epic is that it has a heroic character. A man of a pure heart, with a very wide range of thinking, with the ability to think deeply, can only do good. After all, one of the leading aesthetic features that define the main features of folklore works is its direct connection with the life of the people. Epics embodying ancient epic traditions have the opportunity to have a strong artistic and aesthetic impact on the younger generation, as they embody the mythological imaginations, beliefs, lifestyle and spirituality of our people.

KEYWORDS: Great, Epic, Courage, Patriotism, National.

INTRODUCTION

The epic "Alpomish" teaches us human qualities. It teaches us to be just and truthful, to protect our country, our family, to protect our friends, our honor, the sacred tombs of our ancestors from any aggression. "Alpomish", which is widespread among the Turkic peoples, is an extraordinary and unique rarity in the history of world aesthetic thought. Is one of the events. Its extraordinary and unique is that this great epic, created in antiquity, has been sung by bakhshis for centuries and has come down to us orally in living epic traditions. That is why it is a great gift of antiquity, the general outlook of the period of its creation, as well as the objective state of the soul of the people in the conditions of living traditional creativity and performance. The literary monument, which has arrived, is a unique artistic expression of the heroic events in the national history of the people, wrapped in a shell of legends, is regarded as a great epic.

Main Part

From the first days after the national independence of our people, the need to study the set of spiritual values created by our ancestors and to revive its ancient traditions has grown more than ever. The promotion and study of folklore heritage is also an integral part of this noble work. The study of spiritual values is of great importance in the glorious work carried out for such glorious goals as strengthening the spiritual foundations of Uzbekistan's independence and laying the groundwork for the bright future of our people. The renewal and changes taking place in our country place a number of important requirements and tasks before the people of literature and art. After all, the solution of the noble work being done in the field of spirituality is directly connected with such topical issues as the radical renewal, enrichment and upbringing of our contemporaries as perfect human beings. Therefore, the study of the process of staging a great epic like "Alpomish" by our film and theater artists is tantamount to studying the history of our spiritual life. The epic "Alpomish" has always been and will always be the flower of our national values, one of the foundations of our national spirituality. After all, this work is the most artistically perfect example of folk art, reflecting the history of our people. Artists of each epoch have their own attitude to monumental works such as "Alpomish". Regardless of the level, extent, scale of this relationship, it reflects the attitude of the people of this period to their national values.

In the film "Alpomish", although the motive and plot are not so different from the epic, it is difficult to say that the interpretation of the film was able to fully reveal the essence of the epic. It is here that the art of cinema stems from its own demands and possibilities. However, the reader familiar with the epic, it is difficult to get this pleasure from the interpretation of the film. However, the staging of the epic "Alpomish" by our filmmakers can be considered as a new stage in the history of Uzbek cinema. Because, so far, with the exception of "Tahir and Zuhra", our epic, similar to the epic "Alpomish", has never been interpreted in cinema. As for the theatrical interpretation of the epic "Alpomish", these works were created by the same author. Only in these plays are certain episodic events of the epic interpreted. The epic "Alpomish" vividly depicts the heroic ideals and courage of our people. It expresses the feelings of courage and bravery inextricably linked with the idea of patriotism. Uzbek folk heroic epic "Alpomish". The main feature of the epic is that it has a heroic character. It should be noted that it is ancient due to independenceteaching our tradition-rich literary heritage in secondary schoolsolutions have also expanded.

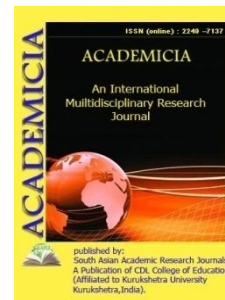
The language of folk epics, their artistic aspects, the idea that they play an important role in the spiritual development of adolescents, the artistic analysis of ordinary human feelings, the ability to think about them is a sign of freedom of the modern creative teacher.

CONCLUSION

The real examples of art, therefore, are the miracles of thought that motivate man today to take a bold step on the path of freedom and spiritual renewal, rather than on false paths. After reading such works, imbued with the ideology of independence and the national idea, seeing the interpretation of the scene, the love for the past of their ancestors grows in the hearts of the younger generation. Such buds of respect for the history and glorious past of the motherland, the nation, gradually grow and bring up the younger generation, the owners of the national spirit and national thinking, the perfect people who will determine the glorious future of our country. A man of a pure heart, with a very wide range of thinking, with the ability to think deeply, can only do good. After all, one of the leading aesthetic features that define the main features of folklore works is its direct connection with the life of the people. Epics embodying ancient epic traditions have the opportunity to have a strong artistic and aesthetic impact on the younger generation, as they embody the mythological imaginations, beliefs, lifestyle and spirituality of our people. By researching and promoting them, one can learn a lot about the history of spirituality and culture of our nation. Therefore, an in-depth study of the specific artistic features of the epics serves to a deeper understanding of the laws of artistic thinking of our people.

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DOI NUMBER: **10.5958/2249-7137.2020.00136.6**

ABOUT COPIES, TRANSLATIONS AND EDITIONS OF THE WORK "TARIKH AR-RUSUL VAL-MULUK"

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ABSTRACT

The article provides information about the life of the medieval historian Ibn Jarir al-Tabari, the works of the scholar, manuscripts of the historically recognized work "History ar-rusul val-muluk" in the Academy of Sciences of the Republic of Uzbekistan, translations and editions of the work. Mentioned. In short, the work "History of ar-rusul val-muluk" has a special place in the field of Islamic studies, historiography, and we can obtain valuable information by analyzing the historical events in it. Belyaev was able to fully preserve the originality and individual style of the author. A translator who translates literally often cannot translate artistically perfectly. As a result, the editors faced the problem of comparing the two editions of the translation. This work was undoubtedly useful. Because a lot of additions and clarifications were made to the translation, as a result of which some methodological errors were corrected. In general, the style of translation has been preserved. On the basis of this translation, Sh. Zokirova and M. Kutluqov translated the sections of the work "The events of the murder of Yazdgird and the conquest of Khorasan", "Qutayba's attack on Movarounnahr" into Russian and "Materials from the history of Central Asia" (Fan Publishing House, 1988). included in the set.

KEYWORDS: Ibn Jarir At-Tabari, Tarikh Ar-Rusul Val-Muluk, Prophet, Historian, Sahih, Narration, Source, Summary, Detail, Existence, Caliph-Rashidin, Prophet, Author, Classification, Hijri, Scholar, Hadith, Tafsir, Caliph, Sheikh, Sect, Sharia, Ahkam, Tawil, Sunnah.

INTRODUCTION

Abu Ja'far Muhammad ibn Jarir al-Tabari's book, *Tarikh ar-rusul val-muluk*, is valuable not only for its rich history, but also for its reasons for its occurrence and the extent to which it is true. Tabari's History covers the history of creation from 302 AH (915 CE).

The Arabic translation of "History of Prophets and Rulers" or, in other words, "History ar-rusul val-muluk" began in the Middle Ages. It has been translated into Ottoman several times. This work was later translated into Tajik by Balami. The study of Central Asia flourished in the 1930s. During this period, Khorasan's places in "Tarih ar-rusul val-muluk" "Materials on the history of Turkmenistan and Turkmens" were published. *Tarikh ar-rusul val-muluk* was translated into Uzbek by Khorezmian translator Bayoni in the early 20th century. But this translation has not been published. The translation we want to dwell on is the result of many years of work by VI Belyaev, a scholar of medieval Arabic history. He tried to create a collection of data on the history of the peoples of Central Asia and the Caucasus on the basis of Ibn Jarir Tabari's book "History of the Russians", but failed. His translation of information about Khorasan and Movarounnahr saw the world after the death of VI Belyaev.

These translations have been preserved as a single manuscript at the Leningrad Institute of Oriental Studies, along with other works by Belyaev. They consist of a 13-page introductory section and a 378-page translation that provide information on the content of Tabari's scholarly work. But the manuscript translation is not ready for publication, it must be re-edited and supplemented. At the same time, the translation was made from an old edition of *Tarikh ar-rusul val-muluk*. Later, a supplemented edition of *Tarikh ar-rusul val-muluk* was published in Arabic in Cairo. As a result, the editors faced the problem of comparing the two editions of the translation. This work was undoubtedly useful. Because a lot of additions and clarifications were made to the translation, as a result of which some methodological errors were corrected. In general, the style of translation has been preserved. In carrying out this work, orientalist A.B.Kholidov and O.G. The work of the Bolsheviks was great.

MATERIALS AND METHODS

As mentioned above, the translated places belong only to Khorasan and Movarounnahr and cover the historical events from 22 to 191 AH. The rest of *Tarikh ar-rusul val-muluk* has not been translated. The reason for this is that the work is very large in size. However, it requires many years of complex work. Believ, the mentor of many students, spent most of his time teaching. A question arises of its own accord. Why did VI Belyaev translate the history of this period?

VI Belyaev explains this as follows. "This section provides information about the events of the period in which Tabari lived and created, and it is the most beautiful part of the History of the Prophets and Rulers, such a brilliant and important monument of medieval Arabic historiography."

In his translation, VI Belyaev preserved the spirit of the original Arabic language. Although its translation is mainly intended for historians, it is written in a language that is understandable even to the average reader interested in the history of the peoples of the Middle East.

The translation was based on a publication prepared by a group of prominent Arab scholars, but in later years a new edition of the work was published in Cairo. Ancient manuscripts were used in its preparation. A number of shortcomings of the previous edition were corrected, a number of

additions were made, some methodological errors were corrected. In general, the style of translation has been preserved.

In the copy in the archive, all the famous names were in a state of clear transliteration, but due to technical problems with the publication, only "ayn" and "hamza" were left. All geographical names of non-Arabic origin are given without the Arabic article "Al", but the geographical names that have survived in transliteration are given in modern cartographic spelling.

VI Belyaev's comments are not marked, and AB Khalidov's comments are marked "Red". The comments at the end of the text were compiled by OG Bolshakov. The technical part of the preparation of the manuscript for publication was carried out by D.E. Bertels.

"History ar-rusul val-muluk" was translated into different languages in several countries before VI Belyaev. The Turkish translation of the work in 928-938 is the most popular among orientalists. This work was translated into Persian by Zotenwerk in 1873 AH in France.

There is also a Persian translation of Tarikh ar-rusul val-muluk, which was done in 963 by al-Balami (died 974), the minister of the Samanid Abu Salih Mansur ibn Nuh (961-976), a famous patron of science. Balami's translation is not just a translation, but a reworked and in some cases enriched version of the work with new facts. It contains, first, information that is not found in the abbreviated translation. For example, the Persian epic "Bahrom Chobina" is not found in the original Arabic manuscripts. Hence, Balami used a complete copy of Tabari's work. Second, the Balami translation is supplemented with new information based on other sources.

The work was translated into Persian in 352 AH (968 CE) by Mir Abu Ali bin Muhammad Balami. However, the translator uses a number of other sources to add additional information to the Tarihi Tabari.

Abdul Malik Hamadani (died 521 AH, 1127 A.D.) continued the history of Tabari, adding the events from the Abbasid caliphs to the reign of Mustazhir (487-512 AH, 1094-1118 AD) and calling it the "History of Takmilai Tabari."

Tarikh ar-rusul val-muluk was translated into Uyghur by Muhammad Sadiq Kashgari in the 16th century. In the process of translation, the translator added some passages from the works, such as "Mirnoma", "Qissasul anbiyo", "Ravzat us-safo", "Me'rojnom", "Shohnoma". On the basis of this translation, Sh. Zokirova and M. Kutluqov translated the sections of the work "The events of the murder of Yazdgird and the conquest of Khorasan", "Qutayba's attack on Movarounnahr" into Russian and "Materials from the history of Central Asia" (Fan Publishing House, 1988). included in the set.

Academician of the Academy of Sciences of Uzbekistan B.Akhmedov in his book "Sources of the history of the peoples of Uzbekistan" ("Teacher" Publishing House, 1991) also translated some of the information on the history of Movarounnahr "History ar-rusul val-muluk". The book was translated into Turkish, German, English, Uzbek (in the XIX century).

RESULT AND DISCUSSION

Excerpts from this work by Tabari have been translated into several European languages. Its complete French translation was published by G. Zotenberg in Paris in 1867-1874. There are Persian, Turkish and Old Uzbek translations of the work, and manuscripts are kept in the libraries of Leningrad and Tashkent.

- Tarikh ar-rusul val-muluk has been published several times in the following countries.
- Between 1898 and 1879, Dutch orientalists published the work "Tarikh ar-rusul val-muluk" in Leiden. The book is divided into three parts.
- Part 1. Part of pre-Islamic history. Then there is the history of the prophets, the history of the caliphate of the Rashids up to the year 40 AH.
- Part 2. It covers historical events from 41 AH to 130 AH.
- Section 3. It ends with historical events from 131 AH to 302 AH.
- Some parts of this edition contain historical events, in part, from Tabari's History of the Companions and Companions and Qurtubi's Silatu Tarikhul Tabari.
- Tarikh ar-rusul val-muluk was published in the Netherlands in 1901-1897 under the editorship of orientalist Degoeje in collaboration with Barth, Noeldeke, Loth, Dejong, Primm, Thordbecke, Fraenkel, Guidi and other orientalists. They used a number of books available in the Islamic world and in Europe during the preparation of Tarikh ar-rusul val-muluk for publication. This edition consists of 15 books, 2 of which are catalogs.

"Tarikh ar-rusul val-muluk" was published in 1326 AH by Yusufbek Hanafi and Muhammad Abdulatif in 11 parts.

"Tarikh ar-rusul val-muluk" was published in 1955 in Cairo.

"History ar-rusul val-muluk" was published for the second time in Baghdad by the orientalist Degoeje in 14 parts.

Published in Beirut in 1965 by Hussein Publishing House.

Published in Tehran in 1965.

In 1967-1960, it was published in 11 editions under the editorship of Muhammad Abu Fazil Ibrahim in Dorul Marifa'a Publishing House in Egypt.

The abbreviated form of "Tarihi Tabariy" was written by the Dutch orientalist M.Ya. Published by De Gue in 1879-1901 in 14 volumes.

The full text of Balami's edition was published in Lakhnaw, Kuanpur (1874, 1896, 1916) and Tehran (1962, 1967). Manuscripts of the work are kept in libraries in England, Turkey, Iran and India.

The life and work of Ibn Jarir al-Tabari have been studied by a number of orientalists in Europe, and some aspects of his Tarikh ar-rusul val-muluk have been analyzed and translated. Orientalists Barth, Noeldeke, Loth, De Jong, Primm, Thorbecke, Fraenkel, Guidi, Mueller conducted research on the scientific heritage of Tabari in Europe.

Manuscripts of Ibn Jarir al-Tabari's "Tarikh ar-rusul val-muluk" are kept in the following countries:

At the National Library of Paris under numbers 1422, 1427, 1428;

In the library of the University of Olive, Tunisia - under numbers 1032, 1030;

In the library of the Asyuta Complex in Calcutta - under number 443;

In the Berlin library - under the numbers 9434, 9412, 9417, 9418, 9419, 9420;

In the British Museum Library - under numbers 271, 1205, 1217;

In the Algerian library - under the numbers 1572, 1593.

Structure of the work "History of Tabari" kept in the manuscript fund of the Institute of Oriental Studies named after Abu Rayhan Beruni under number 11273:

The manuscript belongs to the 19th century and is well preserved. It has never been repaired. Paper is crumpled cocoon paper. The work is written in Nasta'liq letter. Red and black inks were used. At the end of each sentence is a round mark with a cinnabar. Underneath some of the desired words are underlined in red ink. The seasons are also marked with cinematography. The work is paginated in oriental style. There are no wrestlers. At the beginning of the work is a list of topics. The manuscript is complete. There is a colophon at the end of the work.

The cover of the work is black leather on thick cardboard. The cover has three rhombus-shaped medallions. The handle part of the cover is covered with brown leather. The stick part is also very well preserved.

The work consists of 524 pages, each page has 23 lines. The page size is 22.5x30. Text size 14x21. The language is Persian. The work was translated by Ali Muhammad al-Balhi in Khorasan by order of Abu Salih Mansur ibn Nuh. In 1887 the calligrapher Mullo Abdullah moved.

CONCLUSION

In short, the work "History of ar-rusul val-muluk" has a special place in the field of Islamic studies, historiography, and we can obtain valuable information by analyzing the historical events in it. Belyaev was able to fully preserve the originality and individual style of the author. A translator who translates literally often cannot translate artistically perfectly. Conversely, even a translator who exaggerates free translation cannot maintain the author's style. VI Belyaev created a much higher level of translation, keeping the author's style. Today, Ibn Jarir Tabari's Tarikh ar-rusul val-muluk is being studied in various parts of the world. We hope that in the future "Tarikh ar-rusul val-muluk" will be translated into Uzbek and presented to the general public, and its translation will be widely researched.

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DOI NUMBER: **10.5958/2249-7137.2020.00138.X**

DC MOTORS. REASONS FOR FAILURE

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ABSTRACT

This article summarizes the shortcomings of irregular electric motors, the reasons for their immediate failure, and the failure of each motor. It also provides information on thermal changes in engines. It practically does not consume power, thanks to its electronic filling. There are a lot of similar relays on the market at the moment. But the right choice requires, first of all, a competent electrical calculation and optimization calculation. The winding is laid on a steel core mounted on a shaft (not shown in the figure). Suppose that the core is made in the form of a hollow cylinder, on the outer and inner surfaces of which conductors are placed. From the end sides, these conductors are interconnected, forming a closed loop. Brushes or brush contact provides switching of the next conductor with the network.

KEYWORDS: *Induction, Squirrel-Cage, Main Causes, DC Motors, Brush-Collector, Joule-Lenz, Coils, Oxidation.*

INTRODUCTION

This motor can also be called a synchronous DC machine with self-synchronization. The simplest motor, which is a direct current machine, consists of a permanent magnet on an inductor (stator), one electromagnet with pronounced poles at the anchor (two-pronged armature with pronounced poles and with one winding), a brush-collector assembly with two plates (lamellas) and two brushes.

The simplest engine has two rotor positions (two dead points), of which self-starting is impossible and uneven torque. In a first approximation, the magnetic field of the stator poles is uniform (homogeneous). In this case, the torque is:

$$M_s = 2 \cdot s \cdot B \cdot I \cdot L \cdot r \cdot \sin(\omega \cdot t);$$

where: s — the number of turns of the rotor winding,

B — Magnetic field induction of stator poles,

I — Rotor winding current [A],

L — Length of the working part of the winding coil [m],

r — The distance from the axis of the rotor to the working part of the coil of the rotor winding (radius) [m],

\sin — The sine of the angle between the north-south pole of the stator and the similar direction in the rotor [grad],

ω — Angular velocity [rad / sec],

t — time [sec].

Due to the presence of the angular width of the brushes and the angular gap between the plates (lamellae) of the collector, in the engine of this design there are dynamically constantly short-circuited brushes of the rotor winding. The number of short-circuited parts of the rotor winding is equal to the number of brushes. These short-circuited parts of the rotor winding do not contribute to the creation of a common torque.

The total short-circuited part of the rotor in engines with one collector is equal to:

$$n \cdot \alpha / (2 \cdot \pi)$$

Where: n - number of brushes, α - angular width of one brush [radian].

In fig. 1 is a schematic cross-sectional view of a DC machine (MPT). On the fixed part of the machine (stator), steel poles are placed with the field winding coils on them. The coils are interconnected so that when passing through a DC winding, the poles acquire alternating polarity (N, S, N, S, etc.). The flow created by the field winding is constant in time and closes through the armature.

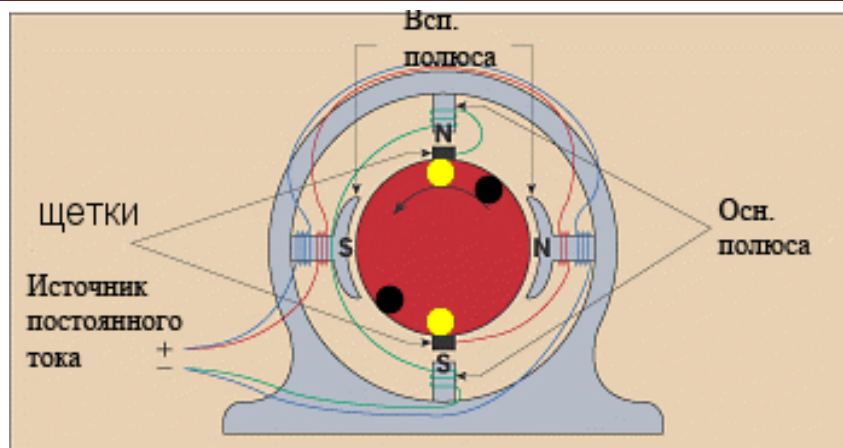


Fig. 1 - Device and principle of operation of MPT

On the rotating part of the machine there is a winding in which the main DC is induced, therefore in DC machines the rotating part is called an anchor.

The winding is laid on a steel core mounted on a shaft (not shown in the figure). Suppose that the core is made in the form of a hollow cylinder, on the outer and inner surfaces of which conductors are placed. From the end sides, these conductors are interconnected, forming a closed loop. Brushes or brush contact provides switching of the next conductor with the network.

The figure shows that the conductor under the brush (yellow) conducts current, which, interacting with the excitation electromagnet, through a magnetic field, creates a pair of forces according to the rule of the left hand. These forces untwist the anchor, which, turning, commutes through the brushes the next conductor.

The main causes of failure

As can be seen from the principle of operation, the main part of the windings is at the anchor (rotor) of the machine, therefore, almost 80% of all accidents are associated with the anchor winding:

1. Breakage of one or more sections of the anchor winding. The engine at a certain position of the armature does not start, because the conductor is broken and there is no anchor current creating a moment. With a successful start, the normal useful power does not develop on the motor shaft, the drive can work jerkily
2. Breakage of connection with collector plates. A collector is a device that is a drum consisting of contact plates, each of which serves to switch the section through a brush contact. In the absence of contact with the collector, similar malfunctions occur, as in paragraph 1
3. Deterioration of collector plates. It can lead to poor contact with the armature circuit, as well as to the appearance of a "circular circuit" - the current will flow not along the armature sections, but along the collector surface. Circular fire - a very dangerous accident, leading to fires and the complete failure of the collector and brush assembly
4. Wear of contact brushes and brush beam. The consequences are similar to paragraph 1, paragraph 2

5. Imbalance of the anchor. Changing the gap between the pole and the section. The magnetic flux becomes uneven at different points in the machine, therefore, the forces that create the moment change depending on the position of the armature. As a result, power decreases, overheating increases, vibrations appear

Accidents at the magnetic poles are not frequent, but they are also worth noting:

1. Open coil excitation. The main magnetic flux is absent. Engine does not start
2. The coil circuit of the excitation coil. Increased pole current, danger of thermal damage to the insulation

"Reasons for the need for motor protection"

Electric motors, like other electric machines, have a large margin of safety and durability. If you do not take into account the bearing assembly, perhaps the only part of the machine that is subject to friction and increased wear, then the remaining parts with proper operation can last a very long time.

Modern electrical insulating materials are made of polymers that are not afraid of aging, oxidation and corrosion, and copper / aluminum conductors, in principle, do not wear out. The main cause of accidents is overheating of live parts of the machine. Overheating can cause insulation damage, winding short circuits, and even fire. To avoid the problems associated with overheating, it is worth recalling the basic physical laws, in particular the Joule-Lenz law, which states that when current flows through the conductor, electric energy is converted into heat, and the amount of heat generated will be equal to the work of electric forces:

$$Q = W$$

The amount of heat released in the conductor is equal to the product of the square of the current strength, the resistance of the conductor and the time it takes.

$$Q = I^2 R t = I U t = U^2 t / R \quad P = I U = I^2 R = U^2 / R$$

As can be seen from the formulas, the electrical parameters of the network play an important role. In particular, a voltage whose surge can lead to an increase in current. Violation of the phase rotation, as well as the asymmetry of the supply network lead to the same consequences.

To prevent these undesirable factors, a special device is used - a phase monitoring relay, designed to automatically disconnect (possibly with a time delay) the motor from the network in the event of an accident in the power circuit. The device is connected to the stator circuit and controls all the main parameters (including frequency). It practically does not consume power, thanks to its electronic filling. There are a lot of similar relays on the market at the moment. But the right choice requires, first of all, a competent electrical calculation and optimization calculation.

The next reason for the failure of electrical machines is increased current. High current always occurs at the time of starting any asynchronous and synchronous motor, this is the principle of operation of these machines. In fig. 1 shows graphs of the change in current from sliding of the rotor of the motor (rotation speed). The figure shows the starting currents and the dynamics of their change. I_{nom} is the rated stator current, I_e is the current on the natural characteristic, I_1 is the current at the first speed, I_2 is the current at the second speed. The speeds in this case depend

on the additional resistance in the rotor. As can be seen from the figure, regardless of speed, the start current is always increased.

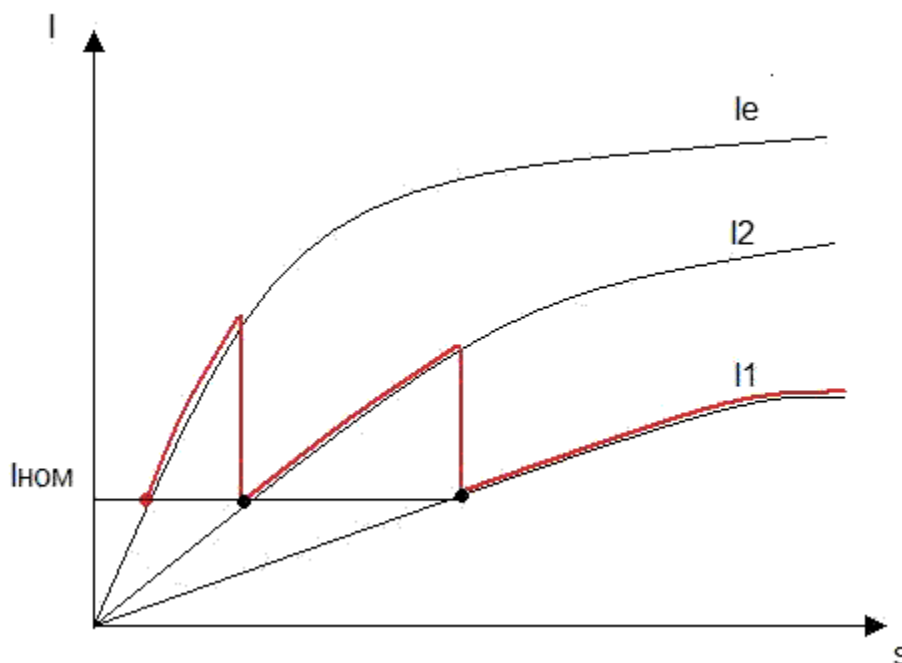


Fig. 1 - Current characteristics of the motor

It is also worth noting that any rotating electric machine has a specific heat capacity - the ability to accumulate heat. This means that the number of starts for each engine is limited. Roughly speaking, the engine accumulates heat and for the Nth time a repeated start can be fatal for the machine, even at normal currents and voltages.

CONCLUSION

In order to correctly choose the mode and protection of the engine, accurate calculations are necessary, including not only the electrical, but also the mechanical and thermal components.

The scope of type testing of DC motors includes.

- 1) Measurement of insulation resistance of the windings relative to the machine body and between the windings;
- 2) Measurement of the resistance of the windings with direct current in an almost cold state;
- 3) Insulation test of the windings relative to the machine body and between the windings for electrical strength;
- 4) test of interturn insulation of the armature windings for electrical strength;
- 5) Measurement of gaps under the main and additional poles;
- 6) Measurement of clearances in plain bearings;
- 7) Running in idle;
- 8) Measurement of the run of the armature in the axial direction;

- 9) test at high speed;
- 10) Determination of the excitation current of the generator or the rotation speed of the electric motor at idle (for engines with sequential excitation, the experiment is carried out with independent excitation);
- 11) Checking the nominal data of the machine;
- 12) Verification of switching at rated load and short-term overcurrent;
- 13) Determination of the idle speed characteristic;
- 14) Determination of the working (speed) characteristic (for an electric motor);
- 15) Determination of the external characteristics (for the generator);
- 16) Determination of the regulatory characteristics of the generator and electric motor;
- 17) Heating test;
- 18) Determination of the area of sparkless operation (for machines with additional poles) and checking the quality of switching;
- 19) Determination of the efficiency factor;
- 20) Vibration measurement.

During control tests, clauses are excluded. 14-20 inclusive.

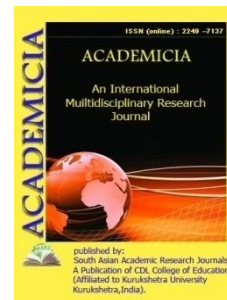
After the current repair, the scope of tests includes paragraphs. 1, 3, 4 and 7.

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DOI NUMBER: **10.5958/2249-7137.2020.00139.1**

HISTORY AND FOLKLORE IN INTERLITERARY RELATIONS

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ABSTRACT

The use of folklore in literature allows you better illuminate the daily lives of people, traditions and thinking, connected both territorially and historically, socially, culturally and spiritually. One of the most talented writers of Uzbek literature, N. Kabulov, in his article "the Pacific ocean of childhood" emphasizes that some critics claim that the story "the Sky of your childhood" is the second book of the "White steamship" by CH. Aitmatov (2). In addition, doctor of Philology M. Kushzhonov notes that the writer N. Kabul came to Uzbek literature to study the creative experience of CH. Aitmatov. Naturally, the typology of the gospel legends and their narratives requires a lot of study. When using each biblical religious mythology, it becomes clear that it is based on their ideological and aesthetic purpose. Central Asian writers have also turned their attention to mythological and religious themes in their work. He finds harmony with them, because they can listen to him and hear what you cannot say about adults. His parents-always busy with the household, do not notice his thoughts and desires, they do not have time for "empty conversations". And only his grandmother, who tells him the parable of Beshbulak, that is, about the spring-pyateritsa, brings up the origins of morality in him. Thus, this approach to studying Kyrgyz and Uzbek poetry shows that the typological study of the oral traditions of the two peoples is crucial. Another important factor in the need for such a typological analysis is the kinship of the social phenomenon of relations between the Uzbek and Kyrgyz peoples.

KEYWORDS: Literature, Folklore, Myth, Culture, Thinking, Spirituality, People, Composition, Art, Novel, Tradition, Analysis.

INTRODUCTION

In the literature of recent years, special attention is paid to the study of the field of realistic literature - the history of folklore-myths, narratives, parables and legends. In recent years, a number of publications have been published on the problems of literature and folklore. The use of folklore samples in literature makes it possible to better cover the daily life of people, traditions and thinking related both geographically and historically, socially, culturally and spiritually.

Secondly, the genres of oral creativity, where the folk dream of creativity is revealed, serve to demonstrate the beauty of images in realistic literature, their appearance and inner world. Third, the depictions of reality in folk art genres, the terms of use of folklore, and the precise details allow a deeper understanding of the origins of common themes, desires, and beliefs. Fourth, and most importantly, the use of folklore is one of the most important tools for improving performance. Examples of folklore works used in 20th-century realistic literature can be divided into several types depending on their content and genres.

First of all, there are stories that contain religious mythological images. These works can be traced back to the gods, prophets, and subjects of various religious traditions. In the second category, legends about historical figures created in folk art are presented as artistic means of describing the hero's life. In the third category of works, narratives and myths coexist with life stories. These legends are symbolic and fill life stories. The novel "Chinara" by the Uzbek writer A. Mukhtar is based on this feature. The main character of the novel, OchilBobo, is a symbol of life on earth, he fused his "roots" in his native land. And as long as the human race lives, its children and descendants will live.

Continues the tradition of creating contemporary works based on myths and other narratives: The Psalms, hymns, and religious mythology. The phenomenon of introducing biblical legends into the world of realistic literature is one of the most important tasks that require cognitive-typological analysis. Naturally, the typology of the gospel legends and their narratives requires a lot of study. When using each biblical religious mythology, it becomes clear that it is based on their ideological and aesthetic purpose. Central Asian writers have also turned their attention to mythological and religious themes in their work. Kyrgyz writer ChingizAitmatov creates the image of Jesus in the novel "the Block". The dramatic poem "the Way to Paradise" by Uzbek poet Abdulla Aripov depicts mythological subjects in the Islamic religion in the light of realistic life. The novels of Russian Writers V. Panov and Yu.Vakhtin "the Life of Mohammed" illustrate the youth of Mohammed, his activities as a prophet and the formation of Islamic teachings.

MATERIALS AND METHODS

The tradition of using myths, parables, legends and tales in modern Uzbek literature in realistic literature began with the novel - parable of A. Mukhtar "Chinara". This novel is close to the works of ChingizAitmatov, which is a philosophical and imaginative description of modern life. Also in the 80's, this tradition began to be reflected in the work of the Uzbek writer T. Pulatov in Russian. His "Second journey of Kaip", "the Tortoise Taraziy", "the Last interlocutor" is characterized by its close proximity to folk art. The creative heritage of ChingizAitmatov is embodied in the works of the Uzbek writer Nurali Kabul, who uses an artistic method, world vision, and pictures of the life of the great writer. One of the most talented writers of Uzbek literature, N. Kabulov, in his article "the Pacific ocean of childhood" emphasizes that some

critics claim that the story "the Sky of your childhood" is the second book of the "White steamship" by CH. Aitmatov (2). In addition, doctor of Philology M. Kushzhonov notes that the writer N. Kabul came to Uzbek literature to study the creative experience of CH. Aitmatov. The writer's views are based on the worldview of the child's thinking of the boy in the story "White steamboat" and norbuta's childhood, depicted in "the Sky of your childhood".

The boy in the "White steamboat" learns real life through a fairy-tale world told by old Mamun and invented by Him. Narbuta has heard stories from his grandmother and lives with his mysterious spirit. His world is the world of nature and animals, in which he finds the response of his dreams. The adult world is closed and incomprehensible to him. His friends: sky, dog Buynak and lamb Yinkui, that is an orphan. He finds harmony with them, because they can listen to him and hear what you cannot say about adults. His parents-always busy with the household, do not notice his thoughts and desires, they do not have time for "empty conversations". And only his grandmother, who tells him the parable of Beshbulak, that is, about the spring-pyateritsa, brings up the origins of morality in him. When studying the typological work of N. Kubul and CH.Aitmatov, you can see the strong influence of the creative heritage of the great writer CH.Aitmatov on the writer's search for N. Kabul.

Thus, the unique method of ChingizAitmatov-the use of elements of oral folk art in a realistic literary work-attracts Uzbek writers as a special feature when creating works using the genres of oral folk art: legends, parables, tales, tales, etc. This feature is one of the most important events in the modern literary process. The works of ChingizAitmatov and his contemporaries, in particular modern Uzbek writers, reflected a realistic world with romantic analogs: images, compositions, plots; ideological and artistic similarity - in typologies. It is no accident to study the topic of Kyrgyz-Uzbek literary relations in the typological aspect is relevant, since these peoples are connected not only geographically, but also spiritually, historically, and culturally. The social basis that is common to the two national writers dedicated in their works starts from very ancient times.

There are genres: poems, stories and stories that have become the common heritage of the Kyrgyz and Uzbek peoples, based on the experience gained over the centuries by the two peoples, which reveal their common hopes and dreams.

We find many paintings in Kyrgyz folklore that have become a favorite hero among the people. For example, Kusa, and sometimes AldarKusa. Folk storytellers perform folk heroic poems. Among them are such poems as "System", "Ertoshtuk" and "JonilMirzo".

Manas is one of the heroic epic poems. The epic summarizes the long history of the Kyrgyz people and the images of people who fought against foreign invaders. Manas consists of about 500 thousand bytes and three large parts. The first part depicts the manuscripts of Manas, the second part depicts his son Semetheus, and the third part depicts the adventure and heroism of Manas 'grandson, Seitek.

Result and discussion

It should be taken into account that "Manas" is a complex story that covers a lot of fairy tales and epics of the ancient Turkic people. In Uzbek folklore, such a heroic epic is "Alpomish", which is also associated with the history of ancient Turkic tribes. The history of the struggle of the people against foreign invaders, the exploits of the main characters, the ideological and artistic

originality brings these two epics together. In a comparative typological study of these epics, one can find a commonality not only of historical character, but also a commonality of goals, desires, and battles committed for the benefit of the Turkic people who inhabited the territory of Central Asia since ancient times.

Academician Bulat Yunusaliev, a well-known Kyrgyz linguist, wrote: "there Are many epics of the peoples of Central Asia that are common works for the Turkic peoples, such as" Alpomish "in Uzbek, Kazakh, Karakalpak," Gurugli " - Azerbaijani, Uzbek, Tajik, Kazakh, Turkmen," Manas " Kyrgyz, Kazakh. The epic poetry of the peoples of Central Asia and the peoples of Central Asia is associated with the arrival in the middle ages of the Turks from the Altai and Pamir, and therefore there are common cultural trends in the works of oral creativity that unite these epics "(11).

Academician B. Yunusaliev, referring to the words of V. Dzhirmunsky and H. Zaripov, who pointed to the origin of the word "Alpomish" (Alp and Manash), claims their historical proximity. Indeed, these two epics are close, and a comparative typological analysis can reveal common features that reflect their struggle against their enemies during feudalism in Central Asia. A typological study will allow us to determine their similarity:

- a) the enemy of both - the people and the heroes - in "Alpomish" and "Manas" is the Same;
- b) the idea of the two epics is the Same: to unite the disparate tribes, expel the invaders from the country and thus improve the lives of people;
- C) the Proximity of epics is shown in the fates of heroes. For example, Alpamysh and Manas are the only children of their parents. They are known among people as batyrs at the age of 6 or 7 years;
- d) barchinoy in "Alpomish" and "Henekey" in Manas smart, beautiful and brave women;
- e) in the two epics, the idea of friendship is raised, which brings together the images of the two heroes. For example: the Chinese Almambet with Manas, Kalmyk Karajan with Alpomish become close brothers.
- g) in both epics there is a picture of disagreement and conflict. If "Alpomish" the conflict between Baisary and Bibury makes Binary to go into the Kalmyk steppe, the conflict between the kin of the tribe of koskimaki by Manas leads to the fact that the tribe kaskabasov also goes into Kalmyk land and becomes an enemy of Manas.

When studying "Alpamysh" and "Manas", it is possible to identify similarities, as a result of centuries-old friendship, economic and cultural life of the Uzbek and Kyrgyz peoples.

Thus, this approach to studying Kyrgyz and Uzbek poetry shows that the typological study of the oral traditions of the two peoples is crucial. Another important factor in the need for such a typological analysis is the kinship of the social phenomenon of relations between the Uzbek and Kyrgyz peoples. If we look at the events in "Manas", the hero Manas frees his fellow tribesmen, who live among the Uzbeks in Andijan, from the black Chinese. His mother and wife, Janika, fleeing from tyrants who want to seize the wealth of Manas, found shelter in Bukhara. As we can see, in the ancient epic there is no clear geographical location of the Kyrgyz. The territory where the hero acts is common to all the Turks.

Conclusion

The common theme of literary works of the Uzbek and Kyrgyz peoples, similarities of genres and images of heroes, was created in the next decade. A characteristic feature of modern literature is not only the genre, theme, but also the appearance of new forms in the internal capabilities of the genre, a variety of styles, compositions, plot structures.

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DOI NUMBER: **10.5958/2249-7137.2020.00140.8**

PORTRAIT AND TYPES OF HEROES IN LITERARY WORKS

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ABSTRACT

The article analyzes the types and appearance of the portrait of heroes in a work of art. In particular, on the example of the trilogy "Dastan about Karakalpaks" by T. Kaipbergenov, the author's artistic skill is studied, a scientific theoretical idea of new types of artistic portraits is given. Materials of the article are analyzed according to their individual portrait (portrait of a hero) and group portrait (two or more hero portraits). Moreover, there are used three methods of the literary investigation of the portrait such as syntactic portrait (portrait depicting the general appearance of the hero), static portraits, and condition portraits. However author tries to find peculiarities of the assimilated –portrait based on example from Kaipbergenov's work, especially author is likely to highlight emotional and portraits that represent only the hero's point of view. In terms of structure, this portrait consists of three parts. In the first part, the writer describes in detail the character and appearance of the hero, especially the facial features. The other is that the distinguished character has two heroes, and the difference between the sign in Aldosbiy and theirs is that his character is mainly drawn on the basis of that character. These edges are not always exaggerated. They may pop up in certain situations. Character traits in a dramatic-psychological situation are either customary or transient (character specific to the situation only) for the character portrayed in the work of fiction. The image is consistent. That is to say, Maman's fast-paced state of grip on horses is compared to an eagle ready to fly.

KEYWORDS: Fiction, Fiction, Character Of The Hero, Individual, Group, Syntactic, Mastered Portraits, Stable (Stable), Located, Emotional, Mastered Portraiture, And Karakalpak Literature.

INTRODUCTION

The importance and role of the portrait in the artwork are unmatched. Because the portrait is closely related to the question of character and is one of the components that determine the ideological and artistic nature of the century. Each artist draws a particular meaning to the artist, drawing on his portrait of a hero based on his worldview and aesthetic criteria. This meaning is meant to complement the hero's character and to make it more vivid. The character of the hero is always in the process of growth and development, and his appearance is in harmony with his inner world. Otherwise, the character will be stuck and stiff.

MATERIALS AND METHODS

Artistic portraits can be classified according to their form in the trilogy:

1. Individual portrait (portrait of a hero).
2. Group portrait (two or more hero portraits)

In general, the portraits are divided into the following types:

1. Syntactic portrait (portrait depicting the general appearance of the hero).

- a) Static portraits;
- b) Condition portraits [3.83.]

2. Assimilated -portrait

- a) Emotional;
- b) Portraits that represent only the hero's point of view.

This means that the content of the portrait of the hero in the work of the fiction will have two types. Hero portraits need to be explored in meaning, rather than in form, as an artistic component. Only then will each writer discover the mysteries of creating a portrait of a hero and discover new or in-house portraits.

LITERATURE REVIEW

Russian writer A.N. Tolstoy wrote about the creation of artistic portraits: "For example, it is wrong to portray a hero's portrait, his personality, his appearance, his face, and then let the hero do something. This is the wrong method. It's not fun because it's hard. It's static. The portrait of the hero should come from the actions, the conflicts, the struggle itself. Vertical lines, phrases and words occur slowly, and the reader can comprehend it without any explanation..." [2,174-175].

Literary explorer Sh.Niyatov divided into two types of artistic portraits in epic storytelling. "One of them is the discovery of the character from the point of view of a hero," he wrote, "and the other is the portrayal of the hero's appearance by the author. In the first one, the subject of a particular person plays a crucial role" [1.100].

Kaipbergenov's trilogy "The Karakalpak epic" features Mamanbiy, Murod Sheikh, Iriskulbi, Amonlyk, Oydosbi, Dospan, Turamurod Sufi, Begis and Mirjiq, Ernazar keneges, Fazilbi, Ernazar keneges, Zarlyk and Karakum horns are created. At the same time, we come across a wide variety of portraits of the hero, from small portraits to large-scale portraits. The writer

initially draws a general picture of the hero's appearance on the first pages of the work. Then, as the plot progresses, he makes notes on the hero portrait in each episode. The writer uses the portrait to show new aspects of the character in a dramatic situation. Thus, Kaipbergenov describes the development and development of the heroic character in artistic portraits.

Results

It is well-known that each person's facial expressions, actions, behavior, laughter, and in general, physiology and dress, are characterized by certain aspects of the character. These edges are not always exaggerated. They may pop up in certain situations. Character traits in a dramatic-psychological situation are either customary or transient (character specific to the situation only) for the character portrayed in the work of fiction. That is why the writer portrays every character in the characters' actions in accordance with the character of the hero. This means that the artistic portrait portrays some aspect of the character. It provides a full-fledged character, in combination with other artistic components.

Consequently, creating a portrait of a hero requires special skills and responsibility from the writer. When a writer portrays a portrait of a hero in characters and characters, it is necessary to represent not only the appearance of the hero but also the characters that are stable and situated.

DISCUSSION

In synthetic portraits, the writer describes the physical appearance of the heroes, what kind of social strata, class, or profession they represent. In this type of portrait, the protagonist exaggerates some (one or more) characters of the outward appearance in a comparative manner. As a result, the writer increases the emotional-expressiveness of the meaning in the artistic portrait. The character, accentuated by the protagonist's appearance, then serves as a solid, stable portrait. More precisely, the character acts as a dominant character in the work that characterizes the character of the hero.

"A white woolen cloak over a white collar with a black collar, a large dark-skinned, white-eyed young man with black felt caps spread across an eagle's wings, with his right hand and a bruised horse. The cavalry retreated from the small aul at the foot of the mountain and headed towards the south. "

This piece presents a synthetic portrait of Mamanbiy. From this we can see that Maman represents the upper class, and through the words loaded with emotionally-expressive meanings, his physical appearance. The author also uses the beautiful, ornate images to exaggerate the hero's portrait in showing that Maman has great plans, goals, a great way of life, and that the fate of the people depends on the fate of the hero. The parallels relate to the action of the hero, arising from action and condition. The image is consistent. That is to say, Maman's fast-paced state of grip on horses is compared to an eagle ready to fly. This synthetic portrait expresses the writer's intent and the ideological direction of the work. The purpose of the writer is to show that the unity of the people was prevented by seed, dispersion, and that the heroes of the work were working to eradicate that unity, to unite the people, and to devote their lives to it.

The writer also uses synthetic portraits to describe the deep socio-psychological character of the characters, to show a certain aspect of the character of the characters. The character is emphasized by a character in appearance, and the fact that the character changes in a psychological state also means that the hero has a change in his mental state. Thus, the synthetic

portrait portrays not only the protagonist's appearance, but also his inner state, and thus the character's character.

"Aydos is a man of about fifty years old, a big-haired man and a brunette. The top of the left eyebrow is empty. To her astonishment, all three siblings are left on their foreheads. Because Aydos is often wearing white shorts on her head, she is very comfortable. But now it seems that Aydos's color has changed and become even bigger, and even more lovable "[5.18].

This synthetic portrait illustrates the appearance, social appearance, and psychological state of the hero of the unfortunate Aydosbiy.

In terms of structure, this portrait consists of three parts. In the first part, the writer describes in detail the character and appearance of the hero, especially the facial features. The other is that the distinguished character has two heroes, and the difference between the sign in Aldosbiy and theirs is that his character is mainly drawn on the basis of that character. The third section shows the reflection of Aydosbiy's inner mental state on the face and the highlighted sign. Consequently, T. Kaipbergenov psychologically based the inner state of the hero in this portrait.

The characters in the "Karakalpak epic" trilogy are also filled with static portraits. In this type of portrait, the writer statically gives the hero some "stamp". Because, the characters in various psychological situations of the plot line describe the whole message of the text, the static portraits of the characters determine their physical and mental appearance, character, and individuality. Also, Portrait drawings of this kind also express the writer's sympathy, antipathy, or impartial attitude.

In stationary (stable) portrait drawings, the writer's character, character or behavior, repeats any characters or stamps in his dramatic psychological situations, repeatedly repeating the same phrase or phrase. However, the phrase or phrase in static portraits can vary in terms of syntactic structure. Even so, the hero's logo remains unchanged. Kaipbergenov draws portraits of heroes in the Karakalpak epic trilogy, creating their inner worlds and character. This means that the writer's physiological abilities are evident in the creation of a heroic artistic portrait.

The heroes of the Karakalpak epic trilogy are also filled with static portraits. In this type of portrait, the writer statically gives the hero some "stamp". Because the characters in various psychological situations of the plot line, the static portraits of the characters determine their physical and mental appearance, character, and individuality is given in the portrait.

Portrait drawings of this kind also express the writer's sympathy, antipathy, or impartial attitude.

Stable (steady) portrait drawings repeats the character, character or behavior of a literary hero over and over again in a variety of dramatic psychological situations, in which a particular phrase or phrase is repeated over and over.

However, the phrase or phrase in static portraits can vary in terms of syntactic structure. Even so, the hero's logo remains unchanged. For example, the author draws a static portrait of the Ghayib Khan in Karakalpakstan:

1. "Qoraqalpoqlarning dastlabki xonadonlari ko'chib kelishi bilanoq kichik yuzning katta xoni Abulxayir xabar topib, pakana, qorni tarvuzdek yumaloq, qovoqbosh G'oyib degan odamni ko'chirib keltirdi" (1.20).

2. “Qizil baxmalli, qunduz qalpoq kiygan, qorni tarvuzday yumaloq xon qora qashqada gerdayib, otliqlarning oldida kelardi” (1.21).

1. As soon as the earliest settlements of Karakalpakstan were moved, Abulkhair, the elder of the little face, found out. (1.20)

2. "A khan with a red velvet cap and a snow-capped hood came round the cavalry (1.21)

The foregoing examples depict the static portraits of Ghayibkhon. In the above examples, we see in the portraits of the "small, snow-covered watermelon, the pumpkin-head" ugliness of the character of the Unseen, only the interests of self-interest. The portrayal of the writer's negative attitude also reveals the selfishness and selfishness of Ghayibkhan's character.

In conditional portrait drawings, the writer describes the behavior and status of the hero in a psychological situation. In particular psychological situations, the writer combines the character with new aspects that show the character in development and progress. Conditional portrait drawings mainly focus on depicting the emotional and expressive state of the hero, expressing a particular mood and mood of the writer.

“Irisqul biyni ayblayotgan otliq qo'ng'irotning eng e'tiborli boylaridan Jondos edi. U jiyrinning jilovini tortib, Irisqul biy bilan tenglashdi. Jondosning qalin qora soqoli selkillab, o'siq mo'ylovi titradi, kiyik ko'zlari Irisqul biyning chaqchaygan ko'zlariga tushishi bilan, dosh berolmay, jilvoni bo'shatdi. Ularning o'qrayishganini kuzatib kelishayotgan sheriklari churq etishmasdi. Biroq obro'sizlanib kelayotgan biyga qilingan o'rinli ta'naga hammalari ham ichlarida qo'shilishgan edi. Jondos biy alamiga chidolmadi» (1.73).

“Iriskul was one of the richest men on the rider who blamed the dance. He grabbed hold of the gazelle and equated it with Iriskul biy. Jondos' thick black beard trembled and his mustache trembled, and the deer's eyes fell upon the irritated eyes of the iris, and he let out a smile. Their partners, who were watching their shooting, were speechless. But they were all involved in the dignified insulting dance. Jondos couldn't endure the dance" (1.73).

This portrait shows new aspects of Jondos' character from the richest men of Kungrad. Jondos is rich beard with a "bearded skeleton" signifies the excitement of his "mustache vibration" and his emotional state. Until then, we do not see this feature in his character.

Mastered portrait, the reason why we call it portrayed and highlighted is that in this type of drawing, a hero draws a portrait of a second character with a "eye".

The writer portrays not only the hero's "perception" of these portraits, but also his own sense of individuality, individuality, and community. This shows the writer's talent in portraying the human inner world.

The first series of portraits that the researcher was referring to were the portraits we mastered, and divided them into two subcategories:

1. Self-portraiture portraits that represent the emotional reaction of the hero after or before the portrait with the eye's eye.
2. Self-portrayed portraits that represent only the hero's point of view without emotional contact.

Synthetic portrait signs may have been added in the mastered portrait. However, the difference is that the syntactic portrait is represented only by the author's language (literally). These types of portraits allow us to delve deeper into the human spirit world, to illuminate the "dialectic of the soul," and have the power to exert a strong emotional impact on the reader.

The second series of assimilated portraits does not contain the emotional response of the hero to his character and his emotional state, or rather to his imagination. Instead, it portrays the hero's looks and wishes, and these portrait notes draw on changes in the character's appearance.

"Omonlik went into the yurt and bowed to everyone, kneeling at the door. The sheikh stared at her face as if he wanted to know something. They are full. But it must have been because of the pain of the road, his eyes were drooping, his face was a little broken, and his face was withering [4.211].

The portrait is painted by Murad Sheikh's "eye". Murad is not surprised for the sheikh to come into the yurt where the dances are. That is why the sheikh looks closely at him and feels that there is a trace of anxiety in his appearance.

"Agabiy was very angry when she saw her daughter and her son-in-law. What happened to them? They both clung to the bones. The jaw bones are out. His white face was like a white roasted wheat, and it turned yellow, like a white wheat ripe grain (1.203.)

This is the first section of the mastered portrait, and the outward appearance of Amonlyk and Whitebee is depicted in the emotional attitude of Agabiy. This portrait illustrates her anxious state of affairs with Agabiy's "ko'z/eye". Kaipbergenov once again emphasizes the shoot, comparing the face of Amonlik with the "pishgan bug'day poyasining sarg' ayganligiga/yellowish stem of ripe wheat." In these portrait notes, we see the character of Agabiy's character of compassion, nobility, and indifference to the fate of her daughter and son-in-law.

CONCLUSION

Thus, it is necessary to pay attention to the following important aspects of the author's portrait creation:

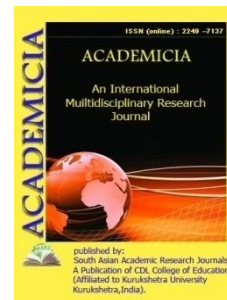
- 1) To make permanent characters of the hero in static portraits;
- 2) To feel the hero's mental state in the portrait drawings of the situation;
- 3) To perceive the intense emotional expression expressed in artistic portraits and the functional, functional nature of the artistic representations, imitations and comparisons in them;
- 4) To know each artistic portrait and its subcategories;
- 5) To accept the words that characterize the hero in the form of an artistic portrait.

In short, the writer in the portraits of the hero not only looks at her, but the characters in her portraits, the steady characters of the hero in steady portraits, the portraits of the situation portray the hero's mental state and the strong emotional expression in the portrait drawings, which is primarily due to the writer's ability to create artistic character.

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DOI NUMBER: **10.5958/2249-7137.2020.00206.2**

CUSTOMER OPINION TOWARDS CRM PRACTICES OF SELECTED PRIVATE SECTOR BANKS IN SIVAKASI

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ABSTRACT

Customer Relationship Management (CRM) is an intelligent blend of marketing and information technology for serving the customers with greater care and value. CRM is a process of identifying, attracting, differentiating and retaining customers. CRM in banking is a key element that allows a bank to develop its customer base and sales capacity. The goal of CRM is to manage all aspects of customer interactions in a manner that enables banks to maximize profitability from every customer. Retaining customers is a major concern for banking institution which shows the importance of CRM. Banks have to come out with innovative measures to satisfy the needs of both the present and potential customers and at the same time they must adopt procedures to bring back the lost customers through establishing an excellence in customer relationship. So, in this paper, i have tried to point out private Sector banks. The aim of this paper is to analyze the customer opinion towards CRM practices of selected private sector banks and to know the CRM practices adopted by the selected private banks in sivakasi.

KEYWORDS: *Customer Relationship Management; Private Sector bank; Customer; Customer opinion, Banking.*

INTRODUCTION

Customer Relationship Management (CRM) is an intelligent blend of marketing and information technology for serving the customers with greater care and value. CRM is a process of identifying, attracting, differentiating and retaining customers. It is a comprehensive approach for creating, maintaining and expanding customer relationship. CRM is the outcome of the continuing evolution and integration of marketing ideas and newly available data, technologies and organizational approaches. Bank as a service organization have excellent reasons to adopt a comprehensive CRM strategy. Customer needs, wants, desires keep changing day by day. Therefore it is necessary for the banks to adopt the changes in the market through tracking the customer wants and the needs. This is possible only when the organization has a close contact with its customers. Since customer is the life blood of any business organization and customer creation cost is costlier than customer retention cost, thus bank adopt CRM techniques for maintaining life relationship and by which they ensures customer loyalty and retention. Thus the banking sector moves from a transaction centric to a relationship centric business approach by focusing through “build good relationship” and the profitable transaction will follow automatically.

REVIEW OF LITERATURE

Dr. K. Ganesamurthy et al., (2011) they describe that Customer Retention Management (CRM) perceives as a technique of banking companies in order to explore, retain and also increase the loyal customers in the competitive business era. This research paper attempted to study the customers' perspectives on CRM practices of Commercial Banks in India, the sample size include 421 respondents from both public and private sector banks in Tamilnadu, and the study reveals that customers' perception of CRM in banks does not vary irrespective of different classifications of customers such as age, sex, education, occupation, income level, the bank in which customers have an account, type of account, type of account maintained by the customers and the period of customers' association with banks.

2) Morpace Reports (2008) and Teller Vision (2009) state that the perception of banks varies depending on their size. However, all banks share the same key opportunity for improvement in customer satisfaction that is, helping customers achieve their financial goals. But as per the study, the overall customer satisfaction tends to decrease as bank size increases. That is, customers of national banks tend to be significantly less satisfied than customers of regional or local banks who, in turn, are less satisfied than customers of credit union

3) According to Brown(2000) CRM is a process of acquiring new customers, retaining the existence customers ,and at the same time understands, anticipates and manages the needs of an organization's current and potential customers.

4) Hiroshi f (1997) In this study “Electronic commerce for new management and information system infrastructure “,he had given stress on electronic information provided to customer in various banking sector more efficient to fulfill the needs of customer using banking services and help in CRM.

OBJECTIVES OF THE STUDY

- ✓ To study the socio economic characteristic of respondents.
- ✓ To know the CRM practices adopted by the selected private banks in sivakasi.
- ✓ To study the customer opinion about the CRM practices in selected private sector banks.
- ✓ To offer suitable suggestions on the basics of findings of the study.

DATA AND METHODOLOGY

The present study was based on primary data as well as secondary data. The primary data were collected from the customer of the selected private sector banks through interview schedule. The secondary data have been collected from the standard books, journals, articles and internet.

SAMPLING DESIGN

The researcher is concerned with the study on the customer opinion towards CRM practices of selected private sector banks. It covers the customers of sivakasi only. There are 10 private sector banks functioning in sivakasi. But researcher selects only two banks namely ICICI bank and TMB. Both the banks are having 74,823 customers in total. The researcher has used **sample survey.com** for calculating sample size .The sample size is 96 respondents. So, the researcher by adopting simple random sampling technique collected the primary data from the respondents.

TOOLS FOR ANALYSIS

The collected data were analyzed by using relevant statistical techniques like:

- ❖ Percentage analysis,
- ❖ Chi square test and
- ❖ Weighted arithmetic mean

HYPOTHESIS

- ✓ H₀: There is no significant association between male and female with regard to their attitudes towards CRM practices
- ✓ H₀: There is no significant difference among the occupational status with respect to their attitudes towards CRM practices

RESULTS AND DISCUSSION

TABLE I SOCIO ECONOMIC PROFILE OF THE RESPONDENTS

S.No	Particulars	No of Respondents	Percentage
Gender wise Classification of Respondents			
1	Male	69	71.90
2	Female	27	28.10
Age wise Classification of Respondents			
1	Below 30 years	18	18.80
2	31 to 45 years	29	30.20
3	46 to 60 years	32	33.30
4	Above 61 years	17	17.70
Level of Education			
1	School level	21	21.90

2	Under graduate	33	33.40
3	Post graduate	16	16.70
4	Diploma	9	9.40
5	Illiterate	17	17.70
Employment Status of the Respondents			
1	Employed	58	60.40
2	Unemployed	38	39.60
Nature of Occupation			
1	Business man	13	22.41
2	Government employee	8	13.80
3	Private employee	20	33.48
4	Professional	10	17.24
5	Agriculturist	7	12.07
Total		58	100
1	House wife	12	31.58
2	Student	22	57.90
3	Retired people	4	10.52
Total		38	100
Monthly Income Level of the Respondents			
1	Less than 5000	6	6.20
2	5001 to 10000	28	29.20
3	10001 to 15000	20	20.80
4	15001 to 20000	23	23.00
5	Above 20000	19	19.80

Source : Primary data

From the Table I clearly exhibit that out of 96 respondents, most of the respondents are male, belong to the age group of 46 to 60 years, under graduate, their family income Rs 15001 to 20000, out of 58 respondents most of the respondents are private employee, out of 38 respondents majority of the respondents are student.

TABLE II OPINION OF THE RESPONDENTS ABOUT THEIR BANK

Sl.No	Respondents Opinion	No. of. Respondents	Percentage(%)
1.	Personalized service	21	21.9
2.	Wide branch of network	25	26.0
3.	Customer service	15	15.6
3.	Computerized service	26	27.1
5.	Core banking	9	9.4
Total		96	100

Source: Primary data

Table II reflects that, 27.1 percent of the respondents feel computerized service is the highlight of their bank, 26.0 per cent have opined that their bank has wide branch of network, 21.9 percent has felt that personalized service of their bank is the best ,15.6 percent about customer service of their banks, and the remaining 9.4 percent of the respondents have said the as first one comes in

their mind about their bank is its core banking. It is inferred that majority of the customers 27.1 percent feel computerized service about their bank.

TABLE III TYPES OF BANK ACCOUNT

Sl.No	Type of Bank Account	No. of. Respondents	Percentage (%)
1.	Savings account	53	55.2
2.	Current account	13	13.5
3.	Recurring deposit account	12	12.5
3.	Fixed deposit account	18	18.8
Total		96	100

Source: Primary data

It is crystal clear from the Table III that, Out of 96 respondents, 53 respondents are holding savings account, 13 respondents are operating current account, 12 respondents having recurring deposit; and the remaining 18 are operating fixed deposit account. It is understood that most of the respondents 53 are having savings account with banks.

OVERALL OPINION ABOUT CRM PRACTICES OF SELECTED PRIVATE SECTOR BANKS

The researcher has also interested to analyze the overall opinion about CRM practices of selected private sector banks. The analyzed data presented in the Table IV

TABLE IV OVERALL OPINION ABOUT CRM PRACTICES

S.No	CRM	HS	S	NO	DS	HDS	TOTAL
1	Relationship with customer	14	62	10	8	2	96
2	Customer prospecting	4	22	44	24	2	96
3	Interactive management	7	16	16	35	22	96
4	Understanding customer expectations	10	16	6	38	26	96
5	Interacting on internet	4	22	17	14	39	96
6	Speedy of service	14	42	26	10	4	96
7	Speedy of ATM and other related service	27	35	15	8	11	96
8	Loan and other facility	14	18	40	18	6	96
9	Problem solving attitude	18	20	27	30	6	96
10	Variety of service	10	34	17	31	4	96
11	Better rate of interest	4	24	16	33	14	96
12	Staff co operation and behavior	10	24	21	11	30	96
13	Online service and other related facility	4	27	24	10	31	96
14	New product and service	16	19	27	22	12	96
15	Better competitors offerings	23	29	28	10	6	96

Table IV stated that opinion about the CRM practices of selected private sector banks. The average score of the respondent's opinion have calculated by using 5 point scaling technique for that following points are given to each factor:

Highly satisfied - - 5 Marks

Satisfied - - 4 Marks

Dissatisfied - - 3 Marks

Highly dissatisfied - - 2 Mark

No opinion - - 1 Marks

TABLE V AVERAGE SCORE FOR OPINION ABOUT CRM PRACITIES

Statement	SA	A	DA	SDA	N	W. Total	W. Score	Rank
Relationship with customer	14	62	10	8	2	356	3.71	1
Customer prospecting	4	22	44	24	2	228	2.34	14
Interactive management	7	16	16	35	22	264	2.75	10
Understanding customer expectations	10	16	6	38	26	286	2.98	7
Interacting on internet	4	22	17	14	39	245	2.55	12
Speedy of service	14	42	26	10	4	302	3.15	4
Speedy of ATM and other related service	27	35	15	8	11	336	3.50	2
Loan and other facility	14	18	40	18	6	248	2.58	11
Problem solving attitude	18	20	27	30	6	294	3.06	6
Variety of service	10	34	17	31	4	304	3.17	3
Better rate of interest	4	24	16	33	14	269	2.80	9
Staff co operation and behavior	10	24	21	11	30	230	2.39	13
Online service and other related facility	4	27	24	10	31	213	2.22	15
New product and service	16	19	27	22	12	273	2.84	8
Better competitors offerings	23	29	28	10	6	301	3.14	5

Source: Primary data

Table V clearly shows that **relationship with customer go first rank**, speedy of ATM and other related service got second rank, thirdly is variety of service offerings, fourth rank encourages to speedy of service, fifth rank given to better competitor offerings, problem solving attitude got sixth rank, interacting on internet got twelfth rank, followed by staff cooperation and behavior, customer prospecting and finally Online service and other related facility got last rank.

CHI SQUARE TEST

HYPOTHESIS – I

There is no significant association between male and female with regard to their opinion towards CRM practices of selected private banks.

To test the above hypothesis chi square test is applied and the results are presented in the following Table VI

TABLE VI ASSOCIATION BETWEEN MALE AND FEMALE WITH REGARD TO THEIR OPINION TOWARDS CRM PRACTICES OF SELECTED PRIVATE SECTOR BANKS.– RESULT OF CHI SQUARE TEST

	Value	Df	Asymp.sig. (2 – sided)
Pearson chi square	5.231	2	.073
Likelihood ratio	5.621	2	.060
Linear by Linear Association	.23	1	.879
N of Valid cases	96		

From the above results it is found that the significant value of 5.231 is more than the acceptance level 0.05 ($p=0.073$). Hence the null hypothesis is accepted and it is concluded that there is no significant association between male and female with regard to their opinion towards CRM practices of selected private sector banks.

HYPOTHESIS – II

There is no significant difference among the occupational status with respect to their opinion towards CRM practices

To test the above hypothesis chi square test is applied and the outcomes are presented in Table VII

TABLE VII DIFFERENCE AMONG THE OCCUPATIONAL STATUS WITH RESPECT TO THEIR OPINION TOWARDS CRM PRACTICES – RESULT OF CHI SQUARE TEST

	Value	Df	Asymp.sig. (2 – sided)
Pearson chi square	10.399	10	.406
Likelihood ratio	15.087	10	.129
Linear by Linear Association	0.002	1	.964
N of Valid cases	96		

From the above results it is found that the significant value of 10.399 is more than the acceptance level 0.05 ($p=0.406$). Hence the null hypothesis is accepted and it is concluded that there is no significant difference among the occupational status with respect to their attitude towards CRM practices.

MAJOR FINDINGS OF THE STUDY

The findings of the research study are reported below

1. Among 96 respondents majority 71.90 per cent of the respondents are male.
2. From the age – wise classification of the respondents, majority 33.3 per cents (32) of the respondents are in the group of 46 to 60 years..
3. For the literacy level classification, majority of the customers are literate and only 17.7 per cent of the respondents are the illiterates.
4. It is clearly states that among 96 respondents, 60.4 per cent of the respondents are employed
5. Among 58 respondents most 33.48 per cent of the customers are private employees
6. Out of 38 unemployed respondents 57.90 percent of the respondents are student

7. From the analysis of monthly income, majority 29.2 per cent of the customer's monthly income ranges between Rs 5001 to Rs 10000
8. The majority of the customers 27.1 percent feel computerized service about their bank.
9. Weighted average score result

STATEMENT	RANK
Relationship with customer	1
Customer prospecting	14
Interactive management	10
Understanding customer expectations	7
Interacting on internet	12
Speedy of service	4
Speedy of ATM and other related service	2
Loan and other facility	11
Problem solving attitude	6
Variety of service	3
Better rate of interest	9
Staff co operation and behavior	13
Online service and other related facility	15
New product and service	8
Better competitors offerings	5

Relationship with customer go first rank, speedy of ATM and other related service got second rank, thirdly is variety of service offerings, fourth rank encourages to speedy of service, fifth rank given to better competitor offerings, problem solving attitude got sixth rank, interacting on internet got twelfth rank, followed by staff cooperation and behavior, customer prospecting and finally Online service and other related facility got last rank.10) chi square test reveals that there is no significant relationship between gender of the respondents, occupational status with respect to their opinion towards CRM practices of selected private sector banks.

SUGGESTIONS

- ❖ Communication is the key to success. The Banks should pay more emphasis on the communication with the customers on regular basis by means of Customers Meet.
- ❖ If any complaints are received from the customers, they must be redressed immediately to get better satisfaction from the customers.
- ❖ Based on the findings of the study online service and other related facilities got last rank. So the selected private sector bank can offer better online and related service to their customers.

CONCLUSION

The service sector in India is fast growing and their contribution to economic development is really impressive due to advancement in information technology. Among various services in service sector, banking services occupies a key role both in the development of individual customer in their business and in social life. Managing relations with customers has become an unquestionable issue in the wake of liberalization and globalization. The study will be useful to the banking to understand the banking perception and expectation of Customer in relation to the service rendered by them. Bankers can identify the extent to which they are able to maintain customer relations and the measures they can take to improve their relationship. Hence the concept of CRM may be emphasized so that the customers are treated royally in relation to bank services. To be successful a bank need to be not just high tech but high touch as well.

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DOI NUMBER: 10.5958/2249-7137.2020.00166.4

INTERNAL SEED CONTROL AND QUALITY OF CONDUCTED SEED-BREEDING PRACTICES IN ELITE FARMS

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ABSTRACT

This article analyzes internal seed control and quality of conducted seed-breeding practices in elite farms. The quality of the field examination in the elite-seed farms was analyzed on the production of cotton seeds and biometric observations of the growth and development of plants were carried out.

KEYWORDS: *Elite Farms, Cotton Seeds, Biometric Observations*

INTRODUCTION

The quality of the field examination in the elite-seed farms was analyzed on the production of cotton seeds and biometric observations of the growth and development of plants were carried out.

The historical path to the current state of varietal and seed control of seeds has been complex and continuous—its origin date back to the mid-19th century [1-2]. At this time, in most countries of Western Europe there was an intensive process of industrial development, leading to a sharp increase in the urban population.

The experience of countries with a developed branch of seed-breeding shows that the controlling process of varietal and sowing qualities provides a guarantee of high quality seeds [3-4].

Despite more than a century-old history of the development of selection, seed-breeding, varietal and seed control in Uzbekistan, the transition to market relations has changed many of their positions. Seed quality has become a sphere of mutual interest between selection breeders of the variety, producers and consumers of seeds.

Internal control is necessary to maintain long-term sustainability and effective functioning of the production of specific products, to motivate specialists for improving the overall performance of the enterprise as a whole, to monitor the results of internal control and regular reporting, to make recommendations for optimizing the elimination of detected deficiencies. The productive implementation of the internal control system determines the overall effective performance of the enterprise [6].

The main results and findings

The internal seed control system should include a set of organizational measures, methods and procedures used as tools for normalized and efficient farm operations and for timely and correct decision-making.

It should be noted that the internal control system includes actions to prevent the release of defective products, identify and correct errors in detected violations. The purpose of internal control is to minimize uncertainty and risks in the activities of an economic entity [5].

An important element of the internal control system is the control environment. The control environment is the assessment of an economic entity of the importance of the internal control system by managers and their actions to maintain and form this system.

Properly organized and conducted activities of the internal control service contribute to the protection of the intellectual rights of the patent holder, guarantee the quality of seeds and enable the consumer of marketable products to receive raw materials from crop production with the required characteristics. In addition, internal control over a seed lots entering the trade turnover, provides the patent holder with a potential opportunity to collect selection fees (license fee, royalties), due to which it is possible to develop the industry on the basis of self-repayment, while imposing full responsibility on it for the quality of produced seeds.

In order to study the quality of the seed production practices in the elite seed-breeding farms “Ok suv” in Andijan region for Andijan-36 variety, in the farm “Tashtemirota” of the Jizzakh region for AN-Bayaut-2 variety, biometric observations were carried out from June to September, on

the growth and development of cotton plants in the sections of nurseries. The data are shown in table 1.

The farms carried out timely and qualitative agro technical and seed-breeding activities. Plant growth did not exceed 120 cm, the highest were the plants grown from seeds of the Andijan-36 variety in the nursery of the first year - 118 cm, in the nursery of the second year and in seed reproduction a rise was of 116 cm. In the same elite farm, a high yield of cotton was obtained. The low yield of cotton in the nursery of the 1st year is explained by the fact that 200 bolls are taken from each family to harvest the seed cotton, in the nursery of the 2nd year and seed propagation a 40-60% of the total crop is harvested.

The node of the first sympodium occurred in Andijan-36 variety in the nursery of the first year, 6,4cm and in seed propagation – 7,2 cm, in AN-Bayaut-2 variety, respectively, 5,8 and 6,4 cm.

In the same elite farms, the quality of the field examinations was determined. They laid 3 nurseries: the 1st year –1528 families, 2nd year –403 families and seed reproduction –250 families.

Field examinations were carried out 3 times, the first one was during the flowering period (end of June and beginning of July), the second was during the period of mass fruit formation (second half of August), and the third one during the period of mass ripening before harvesting (September 15-25). At the first viewing, the main attention was paid to the identity of variety and thinness, at the second examination identity of variety, infection by diseases and pests, at the third one – plant development, drying, and excessive growth.

The impact on the quality of field examinations is provided by the timely and high-quality implementation of agricultural activities. There was a large number of defective families and plants for agricultural technology in “Tashtemirota” farm, where 44,5% of the total number of sowed families were found as defected and rejected in nurseries I - II, out of them 26,1% were rejected for non-typicality and 18,4% for agricultural technology.

TABLE 1 BIOMETRIC OBSERVATIONS OF THE GROWTH AND DEVELOPMENT OF COTTON PLANTS IN ELITE SEED FARMS IN ANDIJAN AND JIZZAKH REGIONS AS ON SEPTEMBER 1, 2019

	Plant height, cm	The node of the first sympodium	Number of monopodia in one plant	Merithallus length on main stalk, cm	Number of bolls in one plant	Abscission of fruit bodies %	Plant stand density, thous/ha	Number of days from the sowing till maturity	Yield of cotton, c/ha	Mean weight of boll (g)
For Andijan-36 variety in “Oksuv” farm in Kurgantepa district of Andijan region										
The 1 st year nursery	118	6,4	0-1	5,2	19,2	37,8	49,2	122	9,2	5,7
The 2 nd year nursery	116	6,9	0-1	5,7	18,9	35,9	47,4	124	23,2	5,9
Seed propagation	116	7,2	0-1	5,8	17,6	37,2	50,1	124	22,1	5,6
for AN-Bayaut-2 variety of “Tashtemirota” in Zafarobod district of Jizzakh region										

The 1 st year nursery	104	5,8	0-1	4,7	16,8	39,1	50,4	118	7,8	5,1
The 2 nd year nursery	108	6,1	0-1	4,9	15,7	38,7	48,6	119	18,3	5,0
Seed propagation	105	6,4	0-1	5,0	15,2	39,4	48,2	119	17,6	5,0

Allow percentage of defects by agricultural technology was noted in “Oksuv” farm, where 1,2% of families were rejected for agricultural technology in the nurseries I – II.

During field surveys, each elite farm rejected from 50,0% to 60% of sown families in the 1st year nursery, from 24 to 30% of families in the 2nd year nursery. The number of rejected plants in the nursery of the 1st year is up to 60,0%, including 3,4% to 8,9% of non-rejected families.

Thus, the main defect of plants caused by rejected families. It was noted that in the nurseries of seed reproduction during field surveys almost there were no rejected families, only up to 1,1% of plants were rejected on the basis of non-typicality. A low percentage of rejects in reproduction nurseries indicates that within 2 years the seed material has been leveled according to the morphological trait.

TABLE 2 THE RESULTS OF FIELD OBSERVATIONS IN 2019 IN ELITE SEED-BREEDING FARMS OF ANDIJAN AND JIZZAKH REGIONS

Rejection reasons	The 1 st year nursery of 1528 plant families out of which 57877 are rejected				The 2 nd year nursery of 403 families out of which 156373 plants are rejected				Seed propagation nursery of 250 families, plant stand density 54,4 t/ha			
	families	plant, total	including		families	plant, total	including		families	plant, total	including	
			In rejected families	In non-rejected families			In rejected families	In non-rejected families				
for Andijan-36 variety in «Oksuv» farm of Kurgantepa district of Andijan region												
Off type	916	34893	33644	1249	98	37199	36171	1028		4881		4881
Thinning	4	54	54									
Pests		698		698		1797		1797		2665		2665
By development	12	459	459	-	7	2773	2773					
total:	932	36104	34157	1947	105	41769	38944	2825		7546		7546

%	6 1, 0	62, 4	59,0	3,4	2 6, 0	26, 7	24,9	1,8		0, 3		0,3
for AN-Bayaut-2 variety «Tashtemirota» farm of Zafarobod district of Jizzakh region												
Rejection reasons	The 1 st year nursery of 1528 plant families out of which 53762 are rejected				The 2 nd year nursery of 403 families out of which 139275 plants are rejected				Seed propagation nursery of 250 families, out of them rejected			
	families	plant, total	including		families	plant, total	including		families	plant, total	including	
			In rejected families	In non-rejected families			In rejected families	In non-rejected families			In rejected families	In non-rejected families
Offtype	4 7 0	257 58	150 84	2805	3 5	125 38	109 03	1635		715 3		7158
Thinning	2 0 9	391 2	391 2	-	1 6	285 6	285 6					
Pests	2 5	184 0	648	1192	2 0	718 1	581 0	1371		698 0		6980
By development	5 8	211 7	211 7		2 7	944 2	944 2					
total:	7 6 2	257 58	217 61	3997	9 8	320 17	290 11	3006		141 33		14133
%	4 9, 9	47, 9	40,5	7,4	2 4, 3	23, 0	20,8	2,2		1,0		1,0

CONCLUSION

An analysis work on the production of super elite seeds conducted by elite farms showed that the existing methodology requires a fundamental review. It is necessary to transfer the production of super elite seeds directly to the selection breeders of the varieties, and the internal control service should provide control over the production of seeds of subsequent reproductions.

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DOI NUMBER: **10.5958/2249-7137.2020.00167.6**

PUBLIC POLICY OF THE GOVERNOR-GENERAL OF TURKESTAN TOWARDS TRADITIONAL MUSLIM EDUCATION (BASED ON THE LITERATURE OF COLONIAL PERIOD)

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ABSTRACT

The article shed the light the politics of Russian Empire on education in Turkestan. The politics of "non-interference" and the disputes around it has been disclosed in the article. Besides, debatable ideas of Russian officials on traditional education in Turkestan, the analysis of norms and harsh criticism of Russian officials towards local education as the cause of political disturbances have been revealed in the article.

KEYWORDS: *Governor-General of Turkestan, traditional education, schools and madrasahs, non-interference, K.P. Kaufman, N.P. Ostroumov, Department of Educational Institutions of Turkestan.*

INTRODUCTION

After the establishment of the Governor-Generalship of Turkestan in 1867, the imperial authorities faced with the task of either terminating the centuries-old system of education in the province or subordinating its activities to their own interests. Although it was intended to achieve the purpose through a policy based on the principle of "non-interference" ran forward by K.P. von Kaufman the Governor-General of Turkestan, there were a systematic interference in the activities of Muslim schools and madrasahs in reality.

Imperial officials considered traditional education to have a great influence on local population that might become a factor leading to various protests in the future, and thus it was paid attention to the level of public policy. This can be deduced from the following: first, the Governor-General of Turkestan, K.P. von Kaufman himself drew his attention to the issue and investigated it for a

long period and in consultation with the representatives of foreign educators and orient lists, he introduced the policy based on the principle of "*non-interference*". Succeeded Governor-General also continued to run their policies that they sometimes followed and sometimes did not.

Secondly, there were adopted the laws concerning traditional education at the imperial level and issued the decrees of the Governor-General of Turkestan. In particular, these legal documents played fundamental role in an attempt to control educational system.

Thirdly, all issues concerning directly or indirectly the schools or madrasahs were strictly resolved with the permission of the governors of the areas.

MAIN PART

Since 1876, when schools and madrasahs located in the territory of the Governor-General of Turkestan were legally attributed to the Department of Educational Institutions of Turkestan, the representatives of the education field, particularly V.P. Nalivkin, and N.P. Ostroumov published many articles in newspapers and magazines about the educational institutions. Muslim schools were designated as backward and politically dangerous in these articles. In particular, the authors accentuated that the activities of local schools were unfavorable to the interests of the empire, and suggested the establishment of strong control over them and the introduction of teaching Russian in educational process. After establishment of strong control over the issue, the representatives from education had directed their attention to internal disagreements among traditional educational institutions that became main topic of articles they published in the journals of the metropolis.

In particular, N.P. Ostroumov, who had been working in the Department of Turkestan educational institutions for many years, stated in his article "Madrasa v Turkestanskoy krae (Madrasahs in Turkestan region)" [8, 49] that there were still disturbances in internal life of madrasahs throughout the region. For instance, he provides that a senior mudarris (teacher) of a madrasah located in Burmish village in Marghilan district appealed for the Department of Education that the mutawalli of the madrasah had spent 315 roubles of 565 roubles on his personal needs and many other similar examples in this character. By this, N. Ostroumov hinted at the significance of relinquishing "*non-interference*" policy had functioned before and to supervision local educational institutions not only externally, but also observing their internal affairs.

It should be noted that the articles of the representatives of the education field in central editions about traditional schools did not have permanent character. There were even cases when information given in one of them denied the content of the other. For instance, F. Kerensky, who was Chief Inspector of the Department of Educational Institutions of Turkestan, in the introductory part of his article published in 1892 in "Zhurnal Ministerstva Narodnogo Prosvesheniya (The Journal of the Ministry of People Education)" made a statement: "*Over a quarter century has passed since the annexation of Turkestan territory. Now it is time we get acquainted with Muslim schools there and dealt with them*" [6, 18]. This, in turn, was a blatant denial of the work of A.L. Kun (under the pseudonym I.T.), who was the first chief inspector of the Department of Educational Institutions of Turkestan, published an article in 1874 entitled "Musulmanskie uchilishcha Turkestanskogo kraja (Muslim Educational Institutions of Turkestan region)" [5, 1-34] and other authors' works issued in the same journal. However, A.L. Kun gave valuable information about traditional schools in Turkestan in his article published 18 years ago.

Besides, prior to F. Kerensky's 1892 article, there were conducted a number of affairs aimed at investigating and monitoring traditional education. In particular, by order of the Governor-General of Turkestan No. 509 issued on 14 February 1880, the Turkestan Regional Department of Educational Institutions collected statistical data on Muslim schools by all district administrations, and in 1890 the post of 3rd Inspector of Public Schools was introduced who was entrusted with inspecting and monitoring each school and madrasah in the area. All this process was exactly conducted under the direct control of F. Kerensky. The study raised the idea that F. Kerensky sought to draw the attention of government officials to the relatively underfunded Turkestan regional administration of educational institutions by the pretext of traditional education.

It should be noted that M.A. Miropijev in his work "O polozhennii russkikh inorodtsev (On the position of Russian foreigners)" [7, 382] criticized Kerensky's article published in 1892 mentioning it to be inexcusably plagiarized, and emphasized V.P. Nalivkin as the original author of the article. While the goal is analysis of the data sources, I don't think it appropriate to dwell on this issue in detail.

There are few sources that depict information about the legal basis of public policy on traditional education in the period under review. This is explained by the fact that the policy of "*non-interference*" was officially in force in Turkestan Governor-Generalship issuing few decrees and orders on the matter.

In most cases, general legal documents on non-Russian population's education were applied to traditional education schools. Therefore, experts in the field of education of the Russian Empire held a number of meetings on this topic, which had intense discussions. In particular, there were discussed such issues as specific to local schools and the legal basis for their establishment at the panel of non-Russian education of First All-Russian meeting on public education held in Petrograd in 1913. In 1916, the materials were published as a proceeding. Such issues were performed as the legal bases for non-Russian people's education, the beginning of changes in the form of education, the status of native languages and teaching Russian. In particular, it was noted when the State Duma planned to draft a law on education concerning traditional schools of local population in their native languages in 1910, there were a number of appeals sent by Muslim population. One of them was sent from Tashkent, saying that "*Muslims living in the second part of Tashkent have discussed the law on general education, and we want you to be aware of the needs and desires of all Muslims when you discuss this law in the State Duma*" [4, 24]. This, in turn, seemed to have been taken into account, the views of indigenous peoples, including Turkestan Muslims, in drafting the legislation relating to the education of indigenous peoples during the last period of Russian rule. However, in most cases, the laws adopted on education considered the demands of Muslims of Kazan, Orenburg, Western Siberia, and Caucasus educational department, without taking into account the interests of Muslims living in Turkestan. It is reasonable to make a conclusion that the prohibition on reforms of traditional schools concerning politics of "*non-interference*" of Turkestan's Governor-Generalship as well as restriction of any initiative were the main obstacle in changes.

S.M. Gramenitsky, who has been working in the field of education in Turkestan for a long time, said: "*There is lack of commonality, clarity, and stability in Laws and Decrees on non-Russian*

public education in Russia. There is no single decree that applies equally to all non-Russian schools throughout the empire” [2, 39].

Almost all of the imperial laws concerning the education of non-Russian population applied to schools in the districts of Kazan, Orenburg, Western Siberia, and Caucasus. The data analysis represent that even local schools had considerable distinctions from each other in the form of education practices in these districts.

S.M. Gramenitsky listed few chapters of legislation relating to local schools in Turkestan. In particular, *“All Russian and non-Russian schools in Turkestan are subordinated to the Department of Education. Any non-Russian school is opened only with the permission of this Department (Code of Laws, Part XI, Article 89); Russian and non-Russian primary schools are monitored by inspectors of public schools (Article 91); The Instruction of the Minister of Public Education for public inspectors issued on January 13, 1879; The Decree of the Governor-General of Turkestan No. 509 of February 14, 1880 on the collection of statistical data on Muslim schools by all district administrations” [2, 46-48].*

In the state politics of the Governor-General of Turkestan towards Muslim schools, their control was considered as priority task. However, the question which organization had the power to conduct inspections, in what order, and extent of inspector's requirements were always relevant. Therefore, N.P. Ostroumov stated in his report that *“apart from local language, inspectors of Muslim schools should fluently know Arabic, Persian and Kyrgyz, as well as they must have good knowledge of Islam and Sharia” [11, 308]* at a special meeting on non-Russian public educational institutions held in St. Petersburg in March 1905. N.P. Ostroumov suggested that the education of the settled and nomadic population should be supervised by separate inspectors. This meant that Arabic and Persian were needed to study the textbooks of schools and madrassas, and Turkish (the language of settled people - M.A.) and Kyrgyz (Kazakh - M.A.) were needed to communicate with the settled and nomadic population. However, N.P. Ostroumov's proposals were ignored. Therefore, N.P. Ostroumov criticized Kaufman's *“non-interference politics”* to be ineffective which instead led to an increase of Muslim schools in the area said at the Commission on internal and external espionage in Turkestan region held on August 7, 1908. Besides, he proposed repealing this politics and taking full control over these schools [1, 82]. However, his proposal was not taken into account again.

N.P. Ostroumov advocated strong control over traditional Muslim schools, being not only a permanent active participant in public educational policy of the Turkestan Governor-General, but also as a missionary. During his activity in the Department of Educational Institutions of Turkestan, he was always critical to politics of traditional education accomplishes in these departments and of almost by all Turkestan Governor-Generals. In particular, in his article collection dedicated to the memory of K.P. Kaufman, he called the plan to open Russian schools in the area and attract Kyrgyz children to protect them from the influence of Islam to be inappropriate, and stated: *“Such attitudes towards Muslims and the Kyrgyz were developed under the influence of V.V. Grigor'ev who is an outstanding specialist on Oriental history” [9, 140-141].* Furthermore, he criticized A.L. Kun, who was appointed the Head of Turkestan Department of Educational Institutions by K.P. von Kaufman, not knowing of responsibility entrusted to him.

N.P. Ostroumov kept his idea marking ironically that *“the hopes of general-governors Rosenbach and Baron Vrevsky for the Russification of Turkestan’s local population and its integration into the metropolis did not come true, massive riot had been broken up by Tashkent population in 1892, and only afterwards it was remembered about the schools of the indigenous people after the Andijan rebellion happened in 1898 that was dangerous for constituting peace of the area”* [9, 146]. But this was not vanishing, because, after K.P. von Kaufman's death, N.Ostroumov always proposed relinquishing from the politics of *“non-interference”* and advocated for full control over traditional Muslim schools, reforming them and, if necessary, abolishing them.

A special commission, which was established in Tashkent to take further steps with regard to Muslim schools in Turkestan after the Andijan uprising, made a decision to continue *“non-interference policy”* and to follow the existing articles and procedures set out in the law. No matter how hard it was, but N. Ostroumov who participated in this commission tried not to take into account this proposal on traditional Muslim schools. S. Gramenitsky’s initiatives played significant role in this process. Because he reasonably proved that Muslim schools had no any connection with the Andijan uprising and he argued that monitoring and reforming these schools could lead to major uprisings.

Dissatisfied by this, N. Ostroumov later provided the following ideas about S. Gramenitsky who opposed his suggestion in special commission: *“New inspector of the public schools of the Syrdarya region (later the director) S.M. Gramenitskybased on brief experience of a special inspector for Muslim schools in Kazan and Turkestan, they not only maintained the status quo of Muslim schools, but also opposed the restoration of suspended control over them. It is true that he is a mathematician by his education and from the point of Russian views, his opinion about teaching Russian to the children of the local population in Russian-style schools is important and it plays significant role to civilize them. However, he makes a mistake without realizing the need to control schools and madrasahs which are thirty times more than Russian-style schools”* [9, 146-147].

Basing on his personal observations, M.A. Miropiev also supports N.P. Ostroumov’s idea of overseeing Muslim schools, and stating that in fact this work had been carried out successfully by V.P. Nalivkin, who once upon a time served as the 3rd Inspector of Public Schools. According to him, *“it was V.P. Nalivkin who comprehensively studied madrasahs in Turkestan region and regulated both the activities of the madrasahs and their waqf during his activity between 1890 and 1896”* [7, 383]. In my consideration, V.P. Nalivkin was unable to perform the task entrusted to him. Because, he was initially entrusted with the task to introduce teaching Russian and to make reforms in traditional schools. However, instead of fulfilling the entrusted task during his career, he began to actively interfere in the economic affairs of the madrasahs, that is, the issue of waqf income. This naturally caused mutawallis’ and mudarrises’ protest which led to the resignation of the post of the 3rd Inspector of Public Schools.

In 1899 S.M. Dukhovskoy, who began his career as Governor-General of Turkestan after Andijan events in 1898, emphasized the Russian administration to have full information about all Muslim institutions including schools, and to replace foreign and Tatar teachers in Muslim schools with the teachers having Russian citizenship. In his report on the importance of Islam for Turkestan [3, 16-17] he was personally managing the task. Although Governor-General S.M.

Dukhovskoy's attempts were a slight relinquish from the policy of “*non-interference*” it was hardly probable to accomplish the control over traditional Muslim education.

There were numerous factors why the government was not able to take control over Turkestan's traditional Muslim schools. S.M. Gramenitsky considered the main reason for this was none of the commissions proceed to monitor Muslim schools in making final decision submitted for administration of Turkestan Governor-General for its fulfillment [2, 50].

CONCLUSION

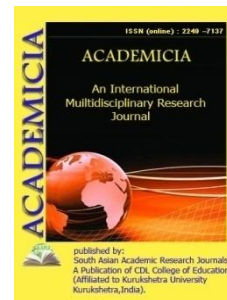
The analysis of the literature of colonial period represent that state politics of “*non-interference*” in traditional education was not effective. Russian researchers, who realized high significance of traditional education at schools and madrasahs for local people, always kept their thorough attention to comprehensive study of these educational institutions, monitoring them and in due course, make them serve for their own interests. This resulted in a number of scientific and popular science publications on the issue. Some of these works [10, 270] are considered as most significant and valuable sources for studying.

These books have high scientific value since they were written in the second half of the 19 - early 20 centuries by people who worked in the ranks of administration and education in the Turkestan Governor-Generalship witnessing historical events and providing the available statistics on traditional education in the area and historical evidence of imperial education policy. However, these studies were ideologically consistent with colonial politics, because the muslim schools and madrasahs were considered as the hearths of religious “*fanaticism*” and educational institutions that contradicted imperial policy.

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DOI NUMBER: 10.5958/2249-7137.2020.00168.8

ISSUES OF CREATING AN ONLINE PLATFORM FOR TEACHING UZBEK LANGUAGE AS A FOREIGN LANGUAGE

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ABSTRACT

The article discusses the history, current status, problematic issues of teaching Uzbek as a foreign language. There are also suggestions on how to create an online platform, which is currently considered one of the most pressing issues, to supplement its content, to compile teaching materials for foreign Uzbek learners as well as special characteristics of teaching manuals, level of language proficiency, types of collection and enrichment of resources.

KEYWORDS: *Online Learning, Online Platform, Distance Education, Content, Language Grade, Foreign Language.*

INTRODUCTION

International relations of Uzbekistan in the political, economic and cultural spheres are elevating new stages yearly, gaining honorable position, reputation and prestige in the global ranking. This is also affecting positively to the Uzbek language. Nowadays, the reasonable stimulus of foreigners to learn Uzbek language is increasing. Currently, several research and language centers of foreign countries, including Korea, Japan, India, the United States, the United Kingdom, China and others are focusing on the study of Uzbekistan in terms of ethnography, culture, language, society and economics. Uzbek language is being taught as a second or foreign language at nearly sixty universities and more than a hundred schools of foreign countries, such as United States, Great Britain, Germany, France, Sweden, Russia, Ukraine, China, Japan, South Korea, India, Turkey, Afghanistan, Azerbaijan, Tajikistan, Kazakhstan, Turkmenistan, Kyrgyzstan.

The number of foreign scholars and researchers interested in conducting research on the Uzbek language and literature is going up both quantitatively and qualitatively. This leads to teach

Uzbek for foreigners fast and effectively. Although, some textbooks and manuals have been published by A. Rafiyev, S. Adilova, H. Ismatulla, G. Mukhamedjanova, R. Niyazmetova, N. Azimova and others to cover demanding gaps of teaching Uzbek for foreigners, some problematic issues of teaching Uzbek as a second or foreign language has not completely found practical solutions.

The needs to learn Uzbek language and culture by specialists, researchers, students, as well as business people of foreigners lead to demand to design and create intensive programs, online courses, self-study materials, online platforms, distance learning resources by taking into consideration modern requirements under the research and local or foreign higher education institutions. Even though there are a number of unsolved problems in teaching Uzbek as a foreign language. Below we try to count some of them:

- So far, there is no systematically divided perfect Uzbek textbook according to the language level;
- There is no sufficient authentic resources on the Internet to teach Uzbek language;
- Supplementary bilingual, trilingual and multilingual dictionaries and specific dictionaries are not complicated for teaching purpose of Uzbek as a foreign language;
- Most foreign Uzbek learners desire to be aware of Uzbek culture and traditions. However, there are no specific and comprehensive programs to teach Uzbek culture for foreigners;
- One of the most considerable issues is the lack of scientific - methodological bases of teaching Uzbek as a foreign language by implementing new methods and technologies;

On the internet

<https://www.teachaway.com/teach-in-uzbekistan>, <https://languageliveschool.com/en/land/learn-uzbek-language-via-skype/>, <https://teachyourselfuzbek.com/>, <https://www.justlearn.com/uzbek-tutors>, <https://en.amazingtalker.com/apply-to-teach/uzbek> and other sites provide of some Uzbek dialectical glossary and words belong to the A, A2 level. However, attached information on the sites is not enough to supply real face of Uzbekistan and Uzbek language environment.

- Indeed, at the beginning of the XX century, there were misconceptions about the Uzbeks in the world. To clarify, according to some of them, Uzbeks live mainly in rural areas, have up to 16 children, and are engaged in farming and animal husbandry. This information is still recorded in abroad published Uzbek language textbooks. The main reason of those misconceptions go back to lack of updated translation of Uzbek language and culture. On the other hand, it causes most of the efforts to learn the Uzbek language in the world are ineffective. Most of the sites on the Internet are run by Russians, English, Afghans and other nationalities who has not enough information about Uzbekistan, the Uzbek language and Uzbek culture. Such kind of prejudice and unreal rumors affect negatively to the Uzbek nationality and their language. (especially in cases of use of active vocabulary of the Uzbek language with pronunciation).

This issue has been neglected for many years due to the fact that the creation and regular enrichment of an online platform for teaching Uzbek language since it requires huge financial resources and a large workforce.

So, what are the strategic goals and priorities of teaching and raising the status of Uzbek as a foreign language?

Online learning is one of the most effective and convenient method in today's global education. There are two general approaches to e-learning: self-paced and facilitated/instructor-led.[1] Self-paced learners are alone and completely independent, while facilitated and instructor-led e-learning courses provide different levels of support from tutors and instructors and collaboration among learners. The learner chooses one of them based on their abilities and age. It is important that the online platform takes into account the clear and convenient opportunities for the learner. Online learning plays an important role in teaching languages. As we have seen, e-learning approaches can combine different types of e-learning components, including:

- (a) e-learning content;
- (b) e-tutoring, e-coaching, e-mentoring;
- (c) Collaborative learning; and
- (d) Virtual classroom.[2]

Let's have a quick look at these components.

(a) E-learning content

E-learning content can include:

- Simple learning resources;
- Interactive e-lessons;
- Electronic simulations;
- Job aids.

b) E-tutoring, e-coaching, e-mentoring

Services which provide human and social dimensions can be offered to learners to support them through the learning experience.

c) Collaborative activities range from discussions and knowledge-sharing to working together on a common project. Social software, such as chats, discussion forums and blogs, are used for online collaboration among learners.[3]

d) A virtual classroom is the instructional method most similar to traditional classroom training, as it is led completely by an instructor.[4]

What are the strategic goals of creating an online platform for teaching Uzbek and enriching it on a regular basis?

Based on international experience and standards, the main strategic objectives of creating an online platform for teaching the Uzbek language are:

Development of the international status of the Uzbek language and wide-ranging international cooperation;

Development of electronic textbooks and programs in the Uzbek language for compatriots living abroad and foreigners who want to learn Uzbek language, as well as their widespread distribution, distance learning courses in the Uzbek language to establish;

Organization of Uzbek language centers, special language courses in foreign higher education institutions;

Support the protection and development of the language and culture of compatriots living abroad;

Promotion of the Uzbek language in foreign countries, the creation of an online platform for teaching the Uzbek language, providing information and regular enrichment of its database to help foreigners who want to learn the Uzbek language;

Coverage of actions and events dedicated to the Uzbek language holiday on the platform in order to promote Uzbek culture, science and education in the world;

Creation of information systems teaching Uzbek language, introduction of digital technologies and modern methods, creation of computer programs in Uzbek language;

Increase the number of computer games for children and adolescents, online textbooks, special sites for teaching the Uzbek language on the Internet,

The worthy place of the Uzbek language on the Internet, the revitalization of practical work to expand the content of the Uzbek language in the global information system;

Creation of the national corpus of the Uzbek language and development of work in the field of applied linguistics;

Advanced training of Uzbek language specialists abroad for exchange of experience, organization of sending young specialists for master's and doctoral studies;

The following are the tasks of creating and constantly enriching the online platform for teaching the Uzbek language;

Accelerate the teaching and promotion of the Uzbek language and culture through the creation of an online platform. For this:

- a) establishment of a working group of Uzbek language and information technology specialists;
- b) Establishment of a working group of Uzbek language and information technology specialists;
- d) Development of sequential programs for teaching Uzbek as a foreign language at the level of A1 A2, B1 B2;
- e) Creating a language textbook for sister and non-sister speakers based on a systematic program;
- f) Create electronic resources to help you learn the language;
- g) Accelerate the teaching and promotion of the Uzbek language and culture through the creation of an online platform.

For this:

- a) establishment of a working group of Uzbek language and information technology specialists;

b) allocation of special grants on the basis of a state order for the working group, as the creation of an online platform requires large financial resources;

d) Development of sequential programs for teaching Uzbek as a foreign language at the level of A1 A2, B1 B2;

e) Creating a language textbook for sibling and non-sibling speakers based on a systematic program;

f) Create electronic resources to help you learn the language;

It is planned to achieve the following results by performing the tasks set within the framework of creating an online platform:

- Due to the fact that the creation of the online platform requires large financial resources, special grants will be allocated for the working group on the basis of a government order.

- The creation of an online platform will accelerate the teaching and promotion of the Uzbek language and culture

- A working group of Uzbek language and information technology specialists will be set up

- An online course for intensive teaching of Uzbek as a foreign language will be prepared. The intensive course is integrated into the platform and consists of 12-14 lessons of A1 A2, B1 and B2 levels, each of which includes 4 aspects of foreign language teaching (reading, listening, speaking, writing) and online assessment. , is placed.

- In addition to the platform, a program for teaching Uzbek as a foreign language, a methodological manual for teachers based on national methods, exercises for each stage, assignments, a set of interactive multimedia, audio, videos plami and units of Uzbek culture are prepared and assembled.

An elementary and intermediate Uzbek language textbook for foreigners will be created that meets international standards.

- A methodical manual for teachers of teaching Uzbek as a foreign language on the basis of national methods will be created.

- Programs based on the sequence of A, B, C levels of teaching Uzbek as a foreign language will be created.

A systematic language textbook for sister and non-sister languages will be created on the basis of a systematic program. Electronic resources will be created to assist in language teaching.

- Dictionaries and mobile applications used in the process of teaching Uzbek as a foreign language will be created.

- The national corps of the Uzbek language will be created.

Universal grammar of the Uzbek language will be created.

Methods of teaching Uzbek as a foreign language will be developed.

Videos promoting Uzbek culture will be created and widely disseminated.

Online lessons will be created on the basis of special methods of teaching Uzbek as a foreign language.

An independent education system for learning the Uzbek language will be formed.

A system of assessment of Uzbek language skills will be created.

The creation of the platform will allow online teaching and assessment of the Uzbek language for representatives of foreign languages in higher education, students of all types of education, foreign government and public organizations, as well as foreign experts. Education in Uzbekistan as a set of technologies for teaching the Uzbek language and assessing the level of knowledge of the Uzbek language on the basis of international criteria in foreign language institutions, foreign citizens, foreign businessmen operating in the country, specialists widely introduced.

Following the creation of an online Uzbek language platform, Uzbekistan is one of the few countries that has such a platform.

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DOI NUMBER: **10.5958/2249-7137.2020.00169.X**

DEVELOPMENT OF CREATIVE ABILITIES IN PRIMARY SCHOOLS USING ICT

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ABSTRACT

Modernization of education focuses on the continuous development of students and at the same time assumes the priority of a competence-based approach in teaching, when the first place is not only the awareness of the student, but the formation of his ability to solve emerging problems. This article discusses the development of creative abilities in primary schools using ICT.

KEYWORDS: *Creative Abilities, Use Of ICT Technologies, Forms Of Development Of Creative Abilities.*

INTRODUCTION

The formation of a creative personality is one of the main tasks proclaimed in the concept of modernization of education. Its implementation dictates the need to develop the child's cognitive interests, abilities and capabilities. It is planned to introduce the state educational standard of General education based on an integrated approach, new educational technologies and principles of the educational process, including the use of modern information and communication technologies (ICT).

Currently, there is an urgent question about the reform and modernization of the entire system of General education, this is due, first, to the new position of schools in modern society: the need to prepare children for life in new socio-economic realities, and secondly, the pedagogical community requires changes in education, as evidenced by the unusually wide interest of teachers in innovation, and third, managers and politicians are also interested in changing the existing system of General education.

The use of ICT in lessons in primary classes allows you to develop the ability to navigate the information flows of the surrounding world, to master practical ways of working with information, to develop skills that allow you to exchange information using modern technical

means. Lessons using ICT not only expand and consolidate the knowledge gained, but also significantly develop the creative and intellectual potential of students, since creative development in primary classes is closely related to the cognitive activity of the student.

It is impossible to imagine modern training and education of students without the use of ICT, they are quite effective, as they are skillfully combined with appropriate pedagogical technologies, allowing you to move from an authoritarian school to the pedagogy of cooperation, when the teacher and student, being in an equal relationship to information resources, become partners with the leading role of the teacher. New information technologies are not only new technical means, but also new forms and methods of teaching, a new approach to the process of learning and education.

Thus, the introduction of ICT contributes to the main goal of modernizing education – improving the quality of education, increasing the availability of education, ensuring the harmonious development of the individual, including the development of creative abilities.

The most effective means of including a child in the creative process in the lesson are:

- playing activities;
- creating positive emotional situations;
- teamwork;
- Problem-based learning.

The computer in the lesson can be a simulator, a means of mobile visibility, a Keeper of information, and a means of control and monitoring, for Example, geometric shapes are given – a polyline, segments, and a circle. We asked our students to finish drawing the figures.

Promote the disclosure and development of creative abilities of the child through the use of information and communication technologies. Information and communication technologies are widely used in modern educational systems for interaction between teachers and students in the development of creative abilities. A modern teacher should not only have knowledge in the field of ICT, but also be a specialist in their application in their professional activities. Under the creative (creative) abilities of students understand the complex capabilities of the student in performing activities and actions aimed at creating new educational products for them. Adhering to the position of scientists who define creative abilities as an independent factor, the development of which is the result of teaching creative activities of schoolchildren, the following components of creative (creative) abilities of younger students are identified: creative thinking, creative imagination, the use of methods of organizing creative activities. The development of creative thinking and creative imagination of students involves the development of the following skills:

- Classify objects, situations, and phenomena on various grounds.
- establish causal relationships;
- see relationships and identify new connections between systems;
- consider the system in development;
- make forward-looking assumptions;
- highlight opposite features of an object;
- identify and formulate contradictions;

- separate conflicting properties of objects in space and time;
- to represent spatial objects;
- to use a different system orientations in an imaginary space.

One of the key problems of any training is the problem of developing creative abilities. The computer, thanks to the change of bright events on the monitor screen, allows you to keep your attention during the lesson. In addition, presentations prepared for lessons significantly save the teacher's time, increase the culture of the lesson, allow to differentiate the approach to students, contribute to the formation of interest in the subject and, consequently, positively affect the quality of education of younger students.

Using a computer in the educational process from the point of view of ICT implementation is an attempt to offer one of the ways that can intensify the educational process, optimize it, raise the interest of students in studying the subject, implement the ideas of developing learning, increase the pace of the lesson, increase the volume of independent work. The computer in the educational process acts as a means of clarity in learning, an assistant in working out practical skills of students, in organizing and conducting surveys and monitoring of students, as well as monitoring and evaluating homework, in working with diagrams, tables, graphs, symbols, etc., in editing texts and correcting errors in students' creative works.

Feature of computer training is step-by-step sequence of independent activity of students, contributing to enhance the educational process, and the availability of immediate feedback, based on which possible

The form and place of using a multimedia presentation for the purpose of organizing creative activities (or even a separate slide of it) in the lesson depends on the content of this lesson, the goal that the teacher sets. Nevertheless, practice allows us to identify some common, most effective methods of using such developed manuals. When studying a new material, a multimedia presentation allows you to illustrate it with a variety of visual means. The application is particularly advantageous in cases where it is necessary to show the dynamics of the development of a process.

Multimedia presentation can act as a means of emotional relief. Multimedia looks like a video, but with the ability to interfere in the course of actions and conduct a dialogue.

Multimedia presentation is a tool for making handouts of didactic material, codograms and cards. The teacher's personal computer, in addition to a scanner and printer, is the teacher's mini – printing shop.

Multimedia computer technologies can replace almost all traditional technical training tools. In many cases, this replacement is more effective, allows the teacher to quickly combine a variety of tools that contribute to a deeper and more conscious assimilation of the material being studied, saves the lesson time, saturates it with information. Software products such as Paint, Word, and Power Point allow the teacher to prepare a multimedia manual for a lesson on any subject with minimal time spent. At the same time, the teacher does not need a deep computer training, because the main features of applications are easy to learn in just a few hours of independent work at the computer.

The use of information technology allows you to increase the density of the lesson by 1.5-2 times; activates cognitive interest; accelerates the processes of demonstration, verification, evaluation.

For example, a computer presentation of Power Point allows you to implement a method of front-group work that is performed simultaneously by all students. The slides may contain a route list of the work, an instruction map, or a video that illustrates an experience or experiment.

The use of presentations in the lesson is the use of a visual method of illustrations in conjunction with other methods. Illustrations are necessary when the object of study is inaccessible to direct observation, and the words of the teacher are not enough to give an idea of the phenomenon being studied. The information placed on the slides forces students to go through all the stages of thinking.

In comparison with the traditional form of lesson management, which forces the teacher to constantly refer to the chalk and blackboard, the use of presentations frees up a large amount of time that can be used for additional explanation of the material.

In our opinion, the most advanced features of multimedia are their use in the educational process as an interactive multi-channel learning tool. Information technologies allow students to get a unique opportunity to learn new things independently of the teacher.

Modern education, the time in which we live, work, and our children receive education, requires from all of us a huge stock of knowledge in the field of modern technologies. They do not just accompany us, but more and more penetrate into our life, everyday life, and communication. And, unfortunately, most teachers feel "not very well prepared" to use the computer in teaching their subject. Today, schools are provided with modern computers, electronic resources, and Internet access. This, of course, requires the teacher to implement new pedagogical technologies in the practice of their work.

Informatization of education is a complex multi-level process that cannot be reduced to providing schools with computers, electronic textbooks and Internet connections. The goal of informatization is to involve everyone in the process of informatization: students, parents, teachers, administration, librarian, psychologist and other school employees.

CONCLUSION

One of the most successful forms of preparation and presentation of educational material for lessons in primary school can be called the creation of multimedia presentations. This is a convenient and effective way to present information using computer programs. It combines dynamics, sound and image, i.e. those factors that hold the child's attention for the longest time. The methodological power of multimedia is that it is easier to interest and teach a student when he perceives a coherent stream of audio and visual images, and it is not only informational, but also emotional impact. Moreover, the presentation allows the teacher to independently compose the educational material based on the characteristics of a particular class, topic, subject, which allows you to build a lesson so as to achieve the maximum educational effect.

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DOI NUMBER: **10.5958/2249-7137.2020.00091.9**

THE STUDY OF EFFECT OF STOCK PRICES TO EARNINGS ANNOUNCEMENTS

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ABSTRACT

Speed of stock price response is important because if response is slow, the informed and alert investors would exploit it to earn abnormal returns by outperforming the market. This implies that market is inefficient in the semi-strong form. The study tests the reaction Indian stock market reaction to June 2014 quarterly financial results announcement. The study is based on 98 companies. The researcher used event study methodology. The behaviour of average abnormal returns (AARs) and cumulative average abnormal returns (CAARs) are examined for 30 days prior to and 31 days after the announcement of quarterly financial results. Runs test, sign test and t-test statistics on AARs are statistically not significant. However, t-values on CAARs are statistically significant. Therefore, we conclude that Indian stock market is not efficient in the semi-strong form.

KEYWORDS: *Efficient Market Hypothesis, Event Study, Semi Strong Form Of Efficiency, Stock Market Reaction, Indian Stock Market.*

INTRODUCTION:

An empirical study to test the semi-strong form of efficient market hypothesis examines the speed and accuracy of adjustment of stock prices to release of certain new relevant information. Security prices are expected to respond to the relevant new information as and when it reaches the market. In an efficient market, stock prices reflect available information fully and instantaneously. In other words, efficiency of stock market is reflected in two ways, i.e. speed and accuracy. Speed refers to time taken by the stock to respond to new publicly available

relevant information. Woodruff and Senchack (1988) asserted that the adjustment process is assumed to be over when the likelihood of continuation (reversal) comes back to the level expected in non-announcement period.

A semi-strong form of efficient market is a market in which adjustment of stock prices to new publicly available information is not only rapid, but also accurate, i.e., in the right direction and of right magnitude. There should not be any bias in the adjustment of stock prices to new information and if there is no systematic bias in the adjustments of stock prices to new information, the average price movement will be zero. Therefore, speed and accuracy of stock price adjustment is important to consider any stock market as an efficient market. Both underreaction and overreaction to new price sensitive information would offer an opportunity to investors to systematically beat the market and earn abnormal returns, which is inconsistent with semi-strong form of efficient market hypothesis.

REVIEW OF LITERATURE:

Patell and Wolfson (1984) investigated the intra-day speed of adjustment of stock prices to earnings and dividend announcement. They selected a sample of 571 earnings and 96 dividend announcements during 1976 to 1977. Patell and Wolfson (1984) measured effects of earnings and dividend announcements on intra-day stock price behaviour around mean returns, return variance, and serial correlation in consecutive price changes. The analysis of the results suggested that price reaction to earnings and dividend announcements begins very quickly. There are many studies, which support the view that stock market is semi-strong form of efficient market hypothesis. However, there are many empirical studies that questioned the semi-strong form of efficient market hypothesis. In efficient market hypothesis literature these studies are commonly called 'anomalies. According to Ball (1992) "the anomaly is that estimated future abnormal returns are predicted by public information about future earnings, contained in (i) current earnings and (ii) current financial statement ratios" (p.319). There is a consistent anomaly in the behaviour of security prices after the announcement of earnings, dividends, merger and acquisition, stock split, bonus issue, rights issue etc. Brown (1979) examined the adjustment of stock prices to earning per share (EPS) information. The study covered a period from 1963 to 1971 with a sample of 158 firms. He used residual analysis method previously used by Ball and Brown (1968), Brown and Kennelly (1972), Fama et al. (1969), Kaplan and Roll (1970) and Pettit (1972). The analysis of the results suggested that statistically significant cumulative abnormal returns appeared from day 15 to day 45. This indicated that the market failed to adjust instantaneously to the new EPS information and provided an opportunity to earn excess returns on the EPS information after 45 days of announcement. Moreover, the excess returns from purchasing the qualifying security at the time of publication of the EPS information substantially higher than transaction costs.

Ball and Bartov (1996) re-examined Rendleman, Jones, and Latane (1987) and Bernard and Thomas (1990) hypothesis and reported that investors use a naïve seasonal random walk model for quarterly earnings. The sample comprises of 70,728 quarterly earnings announcements made by the NYSE and AMEX firms during 1974 to 1986. The analysis of the results revealed that the four lagged standardised unexpected earnings (SUE) variables have the predicated reversed (-, -, -, +) signs and each is significant at the 1% level of t- statistics. This indicates that the investors are being aware of the signs of serial correlation in seasonally differenced earnings.

Narayan Rao (1994) examined stock price adjustment to corporate financial policy announcements such as increase in dividend, bonus issue, and equity rights issue. The study covered different periods for different events. Dividend increase announcement covered a period from 1987 to 1988, bonus and rights issue announcement from 1988 to 1989. The sample consisted of 65 firms for dividend increase announcement, 42 firms for bonus issue announcement and 40 firms for equity rights issue announcements. Chaturvedi (2000a) attempted to determine the existence of post-earnings announcement drift using unexpected half-yearly earnings information. The sample used for the study consisted of 90 companies listed on BSE and fulfilled the criteria determined by Chaturvedi. He found that pre-announcement cumulative abnormal returns of 10.10 percent are also significant at 0.01 levels.

Chaturvedi (2000b) examined effect of price/earnings ratio in both pre-and post-earnings announcement periods. The sample consisted of 90 companies, which fulfilled certain criteria, and the study covered a period from January 1990 to March 1996. Based on price/earnings ratio the sample was divided into five portfolios. The overall results suggested that the stock prices do not reflect price/earnings ratio quickly which was against the semi-strong form of efficient market hypothesis. Mallikarjunappa and Iqbal (2003, 2013) investigated stock price reactions to quarterly earnings announcement for the quarter ended June 30, 2001. They selected a sample of 30 companies, which are listed on BSE and included in the BSE Sensitive index. The results of the study indicated that abnormal returns occur throughout the sample period and the stock price adjustment to quarterly earnings announcement is delayed. This contradicts semi-strong form of efficient market hypothesis. Mallikarjunappa (2004a) investigated stock price reaction to quarterly earnings announcements. The study was based on 30 companies, which were included in the BSE Sensex and covered the period from January 1, 2000 to May 16, 2003. Therefore, he concluded, there is no statistical evidence to show that the Indian stock market is efficient in the semi-strong form. Iqbal and Mallikarjunappa (2003, 2007a, 2007b, 2007c, 2009, 2010, 2011) and Iqbal (2005, 2014) concluded that Indian stock market is not efficient in semi strong form of EMH. Hawaldar (2016) tested the reaction of Bahrain Bourse to announcement of annual financial results and concluded that the reaction of stock prices to earnings announcements are slow.

OBJECTIVES OF THE STUDY

The review of the empirical studies conducted in the Indian stock market showed that there is no conclusive evidence to accept that Indian stock market is semi-strong form efficient or inefficient. In this background this study is conducted with the following objectives:

1. To test whether the semi-strong form of efficient market hypothesis holds in the Indian stock market.
2. To test the stock price responses to the quarterly earnings announcements.

HYPOTHESES

Since this study examines the semi-strong form of efficient market hypothesis taking the quarterly earnings announcements as an event, the hypotheses being tested are:

1. That the responses of stock prices to the quarterly earnings announcements are complete on the day of the announcement.

2. That the investors cannot earn abnormal returns by trading in the stocks after the quarterly earnings announcements.
3. That the average abnormal returns and the cumulative average abnormal returns are close to zero.
4. That the average abnormal returns occur randomly.
5. That there is no significant difference between the number of positive and negative average abnormal returns.

RESEARCH METHODOLOGY

Used a two-stage approach to test the stock price responses to quarterly earnings announcement. The first stage consists of estimation of parameters like alpha, beta based on the ex-post returns on stocks and market index and expected returns on each of the stocks based on the market model. In the second stage these estimated parameters are used to calculate abnormal returns around the event day. In this study, the date of quarterly earnings announcement is defined as day 0 or event day. If event day is a non-trading day, then the immediately following trading day is considered as event day. Pre-announcement period includes 30 trading days prior to the earnings announcement date, i.e., days -30 to -1. Post announcement period includes 30 trading days after the earnings announcement i.e., days +1 to +30. Thus, we have taken the event window of 61 trading days (including day 0 as the event day). The estimated abnormal returns are averaged across securities to calculate average abnormal returns (AARs) and average abnormal returns are then cumulated over time to ascertain cumulative average abnormal returns (CAARs).

Mathematically market model can be expressed as:

$$E(R_{it}) = \alpha_i + \beta_i R_{mt} + e_{it} \quad \text{for } i = 1, \dots, N$$

We need the values of α_i and β_i to estimate the expected returns. Therefore, the following simplified model of regression is used for estimating the returns on each security by taking the actual returns on market, R_{mt} . This model used by Brown and Warner (1980, 1985), Fuller and Farrell, Jr., (1987, p.105), Mallikarjunappa and Iqbal (2003), Iqbal and Mallikarjunappa (2007, 2009, 2010).

$$\text{Expected Return} = E(R_{it}) = \alpha_i + \beta_i R_{mt}$$

Calculation of abnormal returns is necessary to know the existence of market efficiency. The abnormal returns are computed using the following model:

$$AR_{it} = e_{it} = R_{it} - E(R_{it}),$$

Where,

R_{it} = Actual Returns

The following model is used for computing the average abnormal returns (AARs):

$$AAR_{it} = \frac{\sum_{i=1}^N AR_{it}}{N} \quad \text{For } i = 1 \dots N; t = -30 \dots 0 \dots +30$$

Where, i = the number of securities in the study

N = total number of securities.

t = the days surrounding the event-day

Generally, if market is efficient, the CAAR should be close to zero [Brown and Warner (1980, 1985), Fuller and Farrell, Jr., (1987, p.105), Mallikarjunappa and Iqbal (2003), Iqbal and Mallikarjunappa (2007, 2009, 2010)]. The model used to ascertain CAAR is:

$$CAAR_t = \sum_{t=-30}^K AAR_{it} \quad \text{Where } k = -30 \dots 0, \dots +30.$$

The conclusions are based on the results of t values on AARs and CAARs for the event window. The t test statistics for AAR for each day during the event window is calculated as:

$$t = \frac{AAR}{\sigma(AAR)}$$

Where,

AAR = Average abnormal return

$\sigma(AAR)$ = Standard error of average abnormal return

The t statistics for CAAR for each day during the event window is calculated by using following formula:

$$t = \frac{CAAR}{\sigma(CAAR)}$$

Where,

CAAR = Cumulative average abnormal return

$\sigma(CAAR)$ = Standard error of cumulative average abnormal return

The standard error is calculated by using following formula:

$$S.E = \frac{\sigma}{\sqrt{n}}$$

Where,

S.E. = Standard Error

σ = Standard Deviation

n = Number of Observations

Runs test has been used to analyse the randomness in the behaviour of AARs. Runs test is carried on AARs before and after the event day and for the event window.

Mean number of runs to be computed using the following method:

$$\mu_r = \left(\frac{2n_1n_2}{n_1 + n_2} \right) + 1$$

Where,

μ_r = Mean number of runs

n_1 = Number of positive AARs

n_2 = Number of negative AARs

r = Number of runs (actual sequence of counts)

The standard error of the expected number of runs can be computed by using following formula:

$$\sigma_r = \sqrt{\frac{2n_1n_2(2n_1n_2 - n_1 - n_2)}{(n_1 + n_2)^2(n_1 + n_2 - 1)}}$$

A standardised variable 'Z' as under can express the difference between actual and expected number of the runs:

$$Z = \frac{r - \mu_r}{\sigma_r}$$

The null hypothesis (AARs occur randomly) will be accepted (or rejected) at 5% level of significance against (or in favour of) the alternative hypothesis (AARs do not occur randomly) depending on whether computed values of Z is within the range of critical value of ± 1.96 .

The sign test on AARs carried out to test the null hypothesis that there is no significant difference between the number of positive and negative AARs.

The standard error of the proportion (σ_p) is calculated as under:

$$\sigma_p = \sqrt{\frac{pq}{n}}$$

Where,

σ_p = Standard error of the proportion

P = Expected proportion of positive AARs = 0.5

q = Expected proportion of negative AARs = 0.5

n = Number of AARs

To compute the value of sign test we used the following equation:

$$Z = \frac{\bar{p} - p_{Ho}}{\sigma_p}$$

Where,

\bar{p} = Actual proportion of AARs in the respective quarters having positive signs

p_{Ho} = Hypothesised proportion = 0.5

We calculated sign test statistics before and after the event day and during the event window.

The following methodology is used for computing returns and beta:

Returns on stock price are given by:

$$R_{it} = \frac{P_{it} - P_{it-1}}{P_{it-1}}$$

Where,

R_{it} = Return on security 'i' during time period 't'.

P_{it} = Closing price of security 'i' for period 't'.

P_{it-1} = Closing price of security 'i' for period 't-1'.

Returns on market index are given by:

$$R_{mt} = \frac{I_{it} - I_{it-1}}{I_{it-1}}$$

Where,

R_{mt} = Return on market index m during time 't'.

I_{it} = Closing value of market index corresponding to the period of security 'i' for time 't'.

I_{it-1} = Closing value of market index corresponding to the period of security 'i' for time 't-1'.

Beta is calculated using following equation:

$$\beta_i = \frac{N \sum_{t=1}^N R_{mt} R_{it} - \left(\sum_{t=1}^N R_{mt} \right) \left(\sum_{t=1}^N R_{it} \right)}{N \left(\sum_{t=1}^N R_{mt}^2 \right) - \left(\sum_{t=1}^N R_{mt} \right)^2}$$

Where,

β_i = Slope of a straight line or beta coefficient of security 'i'

N = Number of observations

R_{mt} = Return on market index 'm' during period 't'

R_{it} = Return on security 'i' during period 't'

ANALYSIS OF THE RESULTS OF THE STUDY:

The results for the June 2014 quarter are presented in Tables.

TABLE1: AARS AND CAARS SURROUNDING THE EVENT

Market Model with Raw Returns			Market Model with Log Returns		Market Model with Raw Returns			Market Model with log Returns	
Day s	AARs	CAARs	AARs	CAARs	Day s	AARs	CAARs	AARs	CAARs
-30	0.57762	0.57762	0.00478	0.00478	1	-0.20346	-0.31073	-0.00324	-0.05707
-29	-0.10517	0.47245	-0.00168	0.00310	2	0.33282	0.02209	0.00246	-0.05461
-28	-0.45252	0.01993	-0.00490	-0.00181	3	-0.81913	-0.79704	-0.00925	-0.06385
-27	-0.70852	-0.68859	-0.00737	-0.00918	4	0.38915	-0.40789	0.00238	-0.06147
-26	0.24989	-0.43870	0.00189	-0.00729	5	0.07362	-0.33428	0.00006	-0.06141
-25	-1.15241	-1.59111	-0.01212	-0.01941	6	1.11093	0.77665	0.01038	-0.05103
-24	-0.20894	-1.80005	-0.00247	-0.02187	7	0.14576	0.92241	0.00090	-0.05014
-23	-0.29460	-2.09465	-0.00293	-0.02480	8	-0.11885	0.80356	-0.00131	-0.05145
-22	0.22825	-1.86640	0.00208	-0.02273	9	0.90083	1.70439	0.00818	-0.04327
-21	0.73225	-1.13415	0.00658	-0.01615	10	1.12836	2.83276	0.01038	-0.03289
-20	0.27965	-0.85450	0.00200	-0.01414	11	0.73102	3.56378	0.00695	-0.02594
-19	0.0126	-0.84188	-	-	12	0.3233	3.88714	0.0023	-

	1		0.0003 1	0.0144 6		7		2	0.0236 2
-18	0.6219 8	-0.21990	0.0053 5	- 0.0091 1	13	0.1547 0	4.04185	0.0008 5	- 0.0227 7
-17	- 0.2673 3	-0.48723	- 0.0031 0	- 0.0122 1	14	0.2069 3	4.24878	0.0016 8	- 0.0210 8
-16	- 0.8105 3	-1.29776	- 0.0086 6	- 0.0208 7	15	0.1328 5	4.38163	0.0006 7	- 0.0204 2
-15	0.4778 3	-0.81993	0.0043 3	- 0.0165 3	16	0.2380 3	4.61966	0.0020 1	- 0.0184 0
-14	0.1688 1	-0.65111	0.0009 1	- 0.0156 2	17	0.5668 7	5.18653	0.0052 4	- 0.0131 7
-13	- 0.3739 5	-1.02507	- 0.0041 2	- 0.0197 4	18	0.9707 3	6.15727	0.0089 4	- 0.0042 3
-12	0.2932 4	-0.73183	0.0022 0	- 0.0175 5	19	0.8463 3	7.00359	0.0079 6	0.0037 3
-11	- 0.2706 0	-1.00243	- 0.0040 7	- 0.0216 1	20	0.6493 8	7.65298	0.0057 3	0.0094 7
-10	0.1123 2	-0.89011	0.0000 9	- 0.0215 2	21	- 0.2358 7	7.41710	- 0.0026 9	0.0067 7
-9	- 0.6173 1	-1.50742	- 0.0069 9	- 0.0285 1	22	1.0983 9	8.51549	0.0105 9	0.0173 6
-8	0.4603 6	-1.04707	0.0038 9	- 0.0246 1	23	- 0.0091 5	8.50634	- 0.0009 2	0.0164 5
-7	0.0313 7	-1.01570	- 0.0006 0	- 0.0252 1	24	0.1920 3	8.69837	0.0018 5	0.0183 0
-6	- 1.4252 4	-2.44094	- 0.0153 1	- 0.0405 3	25	1.2215 8	9.91995	0.0120 2	0.0303 1
-5	- 0.2216 7	-2.66261	- 0.0027 8	- 0.0433 1	26	- 0.0546 4	9.86531	- 0.0011 4	0.0291 8
-4	-	-3.59761	-	-	27	0.6551	10.5204	0.0064	0.0355

	0.9350 0		0.0110 9	0.0543 9		2	3	0	7
-3	- 0.4431 3	-4.04074	- 0.0049 3	- 0.0593 2	28	0.3556 2	10.8760 5	0.0029 6	0.0385 3
-2	- 0.2807 2	-4.32146	- 0.0037 8	- 0.0631 0	29	- 0.2714 0	10.6046 5	- 0.0034 0	0.0351 3
-1	- 0.6744 6	-4.99592	- 0.0072 7	- 0.0703 6	30	0.0652 5	10.6699 0	0.0002 3	0.0353 5
0	4.8886 5	-0.10727	0.0165 4	- 0.0538 3					

The results presented in Table 1 under market model with raw returns and market model with log returns shows that during the event window negative AARs exists for 24 days (39.34%) and 26 days (42.62%) respectively as compared to positive for 37 days (60.66%) and 35 days (57.38%). This implies that AARs are positive for most of the days under both the models. CAARs are negative for as high as 27 days (90.00%) and positive for as low as 3 days (10%) before the event day as against 5 days (16.13%) and 26 days (83.87%) after the event day. By observing the results, before the event day CAARs are negative for as high as 90% of days. However, after the event day there is a reverse trend and CAARs are positive for 83.87% of days. Of the 61 days CAARs are negative for 32 days (52.46%) and positive for 29 days (47.54%). However, under market model with log returns CAARs are negative for as high as 28 days (93.33%) and positive for only 2 days (6.67%) before the event day as against 19 days (61.29%) and 12 days (38.71%) respectively after the event day. This means that the numbers of negative CAARs are decreased from 28 days to 19 days after the event day, a decrease of 9 days. While, positive CAARs increased from 2 days to 12 days. Of the 61 days, CAARs are negative for majority of days i.e., 47 days and remaining days it is positive.

Comparative analysis of the results under both the models reveals that for the full period of 61 days, under market model with raw returns CAARs are negative for 32 days and positive for 29 days as against as high as 47 days and 14 days respectively under market model with log returns. From the above analysis it is evident that the choice of the model affected the overall results based on CAARs.

In Table 2 an attempt is made to present briefly runs test and sign test statistics.

TABLE 2: RUNS AND SIGN TEST STATISTICS

	Market Model with Raw Returns			Market Model with Log Returns		
	Runs	Runs Statistics	Sign Statistics	Runs	Runs Statistics	Sign Statistics
Before	14	-0.6562	-0.7303	16	0.4279	-1.4606
After	15	1.6767	3.0533	15	1.6767	3.0533
Overall	29	-0.3018	1.6645	31	0.0433	1.1523

It can be seen from Table 2 that the computed value of runs test is not significant at 5% level. Therefore, we accept that ARs occur randomly and there is no trend. This prevents traders from making profits based on daily trading.

The sign test statistics shows that for the event window of 61 days computed values falls within the acceptance region. Therefore, we conclude that there is no significant difference between the number of positive and negative AARs.

The parametric t-test statistics are shown in Table 3.

TABLE 3: T-TEST STATISTICS ON AARS AND CAARS

	Market Model with Raw Returns				Market Model with Log Returns			
	AAR	%	CAAR	%	AAR	%	CAAR	%
Bef-RT	0	0.00	0	0.00	0	0.00	0	0.00
Bef-LT	3	100.00	26	100.00	4	100.00	27	100.00
Aft-RT	6	100.00	25	86.21	5	83.33	12	38.71
Aft-LT	0	0.00	4	13.79	1	16.67	19	61.29
Tot-RT	6	66.67	25	45.45	5	50.00	12	20.69
Tot-LT	3	33.33	30	54.55	5	50.00	46	79.31

The t-values on AARs interpreted by taking the maximum percentage of days having statistically significant t-values for all the three portfolios under both the models. This reveals that the t-values on AARs are significant for less than 20% of days and for the remaining more than 80% of the days they are not significant. This shows that AARs are not significantly different from zero for most of the days. This indicates that market is efficient based on AARs.

However, t-values on CAARs are interpreted by taking minimum percentage of days having statistically significant t-values for all the three portfolios under both the models. For example, 95.08%, 85.25% and 90.16% of the days t-values on CAARs are statistically significant under both the models. This indicates that t-values for CAARs are significant for more than 52 days out of 61 days (more than 85%).

Therefore, we infer that CAARs are greater than zero for more than 85% of the days and anyone who had bought these shares either before or after the quarterly earnings announcement and held them would have earned abnormal returns that are not attributable to market factors. Therefore, we conclude that there is no empirical evidence to show that Indian stock market is semi-strong form efficient during the June 2014 quarter. The results are similar to Mallikarjunappa and Iqbal (2003, 2013), Iqbal and Mallikarjunappa(2007, 2009, 2010, 2011) who showed that for the quarter June 2001 Indian stock market is not semi-strong form efficient.

CONCLUSION

Based on the Runs test statistics on AARs, we accept the hypothesis that the AARs occur randomly and there is no trend. This prevents traders from making profits based on daily trading. The sign test statistics shows that for the event window of 61 days computed values falls within the acceptance region. Therefore, we conclude that there is no significant difference between the number of positive and negative AARs. Based on t test values on CAARs, we infer that anyone

who had bought these shares either before or after the announcement of quarterly financial results and held them would have earned abnormal returns that are not attributable to market factors. Therefore, the study concludes that the reaction of Indian stock market to the announcement of quarterly financial results is very slow. These results also supports the results of the studies conducted by Jones and Litzenberger (1970), Litzenberger, Joy and Jones (1971), Brown and Kennelly (1972), Jones (1973), Joy, Litzenberger and McEnally (1974), Latane, Jones and Rieke (1974), Foster (1977), Watts (1978), Foster, Olsen and Shevlin (1984), Rendleman, Jones and Latane (1987), Freeman and Tse (1989), Bernard and Thomas (1989, 1990), Ball and Bartov (1996) in the U.S.A and Obaidullah (1990), Chaturvedi (1999, 2000a,b, 2001), Mallikarjunappa (2004a, 2004b), Iqbal and Mallikarjunappa (2003, 2007a, 2007 b, 2008a, 2008b, 2008c, 2009, 2010, 2011) Iqbal (2005, 2014) in India and Hawaldar (2016) in Bahrain.

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DOI NUMBER: **10.5958/2249-7137.2020.00205.0**

THE IMPACT OF MICROFINANCE ON SOCIO ECONOMIC UPLIFTMENT OF ECONOMICALLY WEAKER SECTION OF RANCHI DISTRICT

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ABSTRACT

Over the last two decades microfinance has emerged as a powerful tool to combat poverty. A number of past studies have reiterated the fact that the poor are credit worthy. They have exceptional talent, integrity and are assiduous in any livelihood activities which they undertake. However the major constraint faced by them is financial awareness, financial literacy and provision of hassle free credit. Provision of credit through the SHG bank linkage programme aims to address these issues. Jharkhand has a majority of tribal population and is one of the most backward states in the country. Population of Jharkhand has registered an increase of around 60 lakhs in ten years i.e. from 2001-2011¹ and with this trend of increase in population around another 300 lakhs will be added in next 50 years. Creation of white collared jobs to absorb such population would be challenging. Self-employment is the only way out to make the vulnerable people self-dependent, who otherwise resort to violence and terrorism in absence of employment. Most of the government credit programs have a 'stillbirth' and availing bank finance becomes a herculean task for the unbanked. The marginalized should be provided with avenues and opportunities to set up micro enterprises. While a considerable number of studies on microfinance have been done in other parts of the country, merely a few quantitative studies have been done in the state of Jharkhand. This also justifies the low impact of the program in this

state compared to its southern counterparts. This paper aims to study the impact of microfinance on the socio economic upliftment of the poor in Ranchi district of Jharkhand state. It also aims to diagnose the problems and suggest suitable remedial actions to all stakeholders involved.

KEYWORDS: *Microfinance, Self Help Group, Financial Inclusion, Women Empowerment*

1. AN INTRODUCTION TO MICROFINANCE

Microfinance is a specialized non-conventional banking which has a social perspective. Microfinance is essentially based on the concept that economically weaker people have the willingness and ability to pull themselves out of poverty, if they have access to affordable credit. They have exceptional talent and are diligent in any livelihood activity they undertake. But they were marked as non-lucrative potential customers by commercial banks as these small ticket loans involve high administrative cost and repayment risks. Additionally the poor people do not have enough to offer as collateral and often the title of land is not clear. Most of them do not have any past credit records. They are illiterate and cannot read and understand loan documents and other important clauses. Neither do they have proper employment history. However the success of Grameen Bank at Bangladesh has reiterated the fact that the poorest of poor can be empowered with a little support and guidance. According to a World Bank Study conducted in 2000, there is more than 900 institutions offering microcredit to over 101 countries. A representative sample of 206 such institutions indicate a total loan portfolio size of almost \$ 7 billion,, representing small ticket loans of over 14 million and 53 percent of these loans are provided to the rural people across the globe.

Microfinance is not an end in itself but an important means to strengthening livelihoods. Microcredit in simple terms means providing small loans to the under privileged population, to upgrade small enterprises, who otherwise are rejected conventional loans. Microfinance is a broad concept and apart from credit it includes savings, insurance, pension, remittances etc. It is an imperative tool for economic development through livelihood promotion of grass root level micro-entrepreneurs. In the long run it helps them to increase income, provide better education to children, improve health facilities, build up assets and provide cushion for unanticipated calamities.

Currently there exist two basic mechanisms of delivery of microfinance to the underprivileged.

1. Finance to individual entrepreneurs.
2. Credit to Self Help Groups. This model is favored as it mitigates risk and lowers operational cost.

TABLE 1 – GROWTH IN MICROFINANCE SECTOR

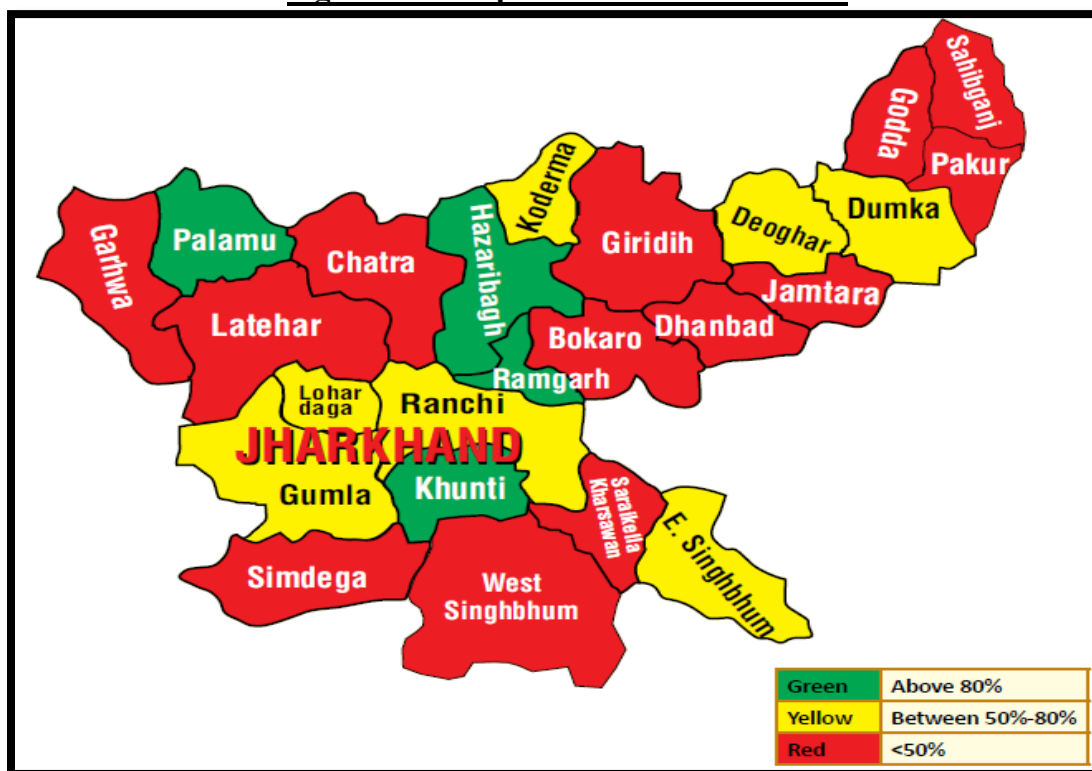
Sl No.	Year	Outstanding Loan Portfolio (Rs Crore)	Loan Disbursed (Rs Crore)	Client Outreach (In Lakhs)
1	2009-10	22,544	29,330	267
2	2010-11	24,332	35,176	317
3	2011-12	24,607	22,635	275
4	2012-13	25,699	25,635	275
5	2013-14	33,517	38,558	330

6	2014-15	48,882	56,860	371
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Source - Sa-Dhan (2015)

A **Self Help Group** is a voluntary union of 10 to 20 members (mostly women from similar background) who pool in their resources to avail credit from Microfinance Institutions, NGO's and Banks. The SHG encourages its members to regularly save small amount of money and then lends this amount together with money availed from Bank to the needy poor members. These members assure their trustworthiness to each other over time and due to of fear of "naming-shaming" policy. This group model relies on peer pressure to ensure that the borrowers develop regular savings habit, use the money for income generating activities, observe firm discipline in timely repayment and eventually built good credit standing. The significance of Savings Linked Bank Programme can be gauged by the fact that today; it forms an indispensable element of all poverty alleviation programs of both State and Central government.

Figure 1: SHG penetration in Jharkhand



Source – NABARD Status of Microfinance in India (2012-13)

2. JHARKHAND – AN OVERVIEW

Jharkhand was formed on 15th November 2000, carving 46 % land area with 18 districts from Bihar. The territory of this state is surrounded by the state of Bihar on the north, West Bengal on the east, Orissa on the south & Chhattisgarh on the west. Jharkhand has some of the wealthiest deposits of iron & coal in the world. It is also endowed with rich fauna & flora. The state is abundantly endowed with mineral wealth, which probably no other state in the country can boast of. 33% of the country's coal reserves are in Jharkhand. However it is also among the poorer states in India. Population count as per 2011 census is 3.29 crs. Population has registered an

increase of 60 lakhs in last 10 years i.e. from 2001 - 2011. There is acute poverty & unemployment and with this trend of increase of population (i.e. 60 lakhs in 10 years), the problem will be grave. This region used to be once covered with thick dense forest, however massive deforestation has reduced the forest land to only about 28%. Traditionally the forests were a major source of livelihood for the tribal but deforestation and rapid urbanization is having an adverse impact on their livelihood means. Due to increasing trend of population there is fragmentation of land holdings leading to decreasing availability of cultivable land per household. Paddy, millet and maize are the principal crops grown on small patches of land. The uncertainty of agricultural income has also resulted in migration to nearby States. Rural labour force cannot depend solely on agriculture for its livelihood. Hence the impetus for achieving sustained development in rural areas has to thrive upon expanding base of non- farm activities like rope/ basket making, local handicrafts, puffed rice, poultry etc.

Consequent upon the creation of Jharkhand state on 15th November, 2000, Ranchi got the privilege of becoming the capital of the state. As a result of which the destiny of the district of Ranchi changed drastically and all round development started to take place. During the British Raj, Ranchi also used to be the summer capital of erstwhile Bihar state.

TABLE 2 – PROGRESS UNDER MICROFINANCE IN JHARKHAND

S. No.	Particulars	Commercial Banks		Regional Rural Banks		Co-operative Banks		Total	
		No. of SHG's	Amount (Rs Lakh)	No. of SHG's	Amount (Rs Lakh)	No. of SHG's	Amount (Rs Lakh)	No. of SHG's	Amount (Rs Lakh)
1	Saving Amount (As on 31 March 2016)	62490	6731.85	36769	2820.14	67	6.19	99326	9558.45
2	Bank Loans disbursed (During 2015-16)	7303	4596.79	3494	1895.93	21	128.45	10818	6621.17
3	Bank Loans Outstanding (As on March 2016)	31832	29327.57	33138	7236.39	29	129.45	64999	36693.41

Source – NABARD Status of Microfinance in India (2015-16)

3. OBJECTIVES OF THE STUDY

1. To study the impact of microfinance on alleviating poverty at Ranchi district, Jharkhand.
2. To evaluate the performance of Self Help Groups in providing microfinance and related services to its members.
3. To identify the problems associated with functioning of the SHG's and suggest ways to resolve them.

4. AREA & METHODOLOGY FOR STUDY

While there is considerable study material and researches on the impact of microfinance in all parts of India, the studies are skewed towards the Southern region and merely a few systematic quantitative studies have been conducted in the state of Jharkhand. This study focuses on Ranchi district which is also the capital of the State.

The questionnaire was designed keeping in view the research objectives and background questions regarding household and village characteristics were asked to factor in contextual differences across study locations. For the current study 3 blocks of Ranchi district has been considered namely Kanke block, Ormanjhi block and Namkum block. The blocks have been selected basis higher percentage of SC, ST population, eases of access and existence of village level animators. 30 SHG's have been contacted from each block and data has been obtained from 3 member from each SHG. Hence the number of observations is 270

5. DATA ANALYSIS AND INTERPRETATIONS

Through primary data observations an attempt has been made to evaluate the impact of microfinance on poverty. In the first section of the analysis the economic details and information about the SHG is presented. In the latter section, an empirical analysis of the impact of microfinance on the socio economic upliftment of the SHG members is done through identified variables. The impact of microfinance on poverty is assessed by comparing the socio economic conditions of the respondents during the pre and post microfinance intervention periods.

The socio demographic profile of the respondents covers three dimensions viz age, caste and educational level. Out of a total 270 members, a major 135 members (50%) belong to the scheduled tribes, followed by 58 members (22%) belonging to scheduled caste. ST's, SC's, OBC,s and General stood at first, second, third and fourth position in terms of their share in total sample population. According to the age classification, a maximum of 30% respondents are in the age group of 26 to 35 years, followed by a 25% in the age bracket of 36 to 45 years. Another 20% fall in the category 46-55 years. It can be concluded that maximum members are either young or middle aged.

With regards to educational qualification, a majority of respondents i.e. 36% have studied till 10th standard whereas a cumulative 29% of the respondents are either illiterate or have studied up to 5th standard.

Out of 270 sample woman SHG members about 121 respondents (45%) are in the income category of Rs. 5000 to 10000, whereas 104 respondents (39%) are in the category of income more than Rs 10000. Only 45 respondents (16%) are having a monthly income of less than Rs 5000.

162 respondents (60%) have a SHG size of 11 to 20 members followed by 97 respondents (36%) having SHG size of more than 20 members. A mere 11 respondents (4%) have a SHG size of less than 11 members.

A maximum of 102 respondents (38%) have joined SHG to avail credit followed by 81 respondents (30%) to increase income. The total remaining 87 respondents have joined SHG's for other reasons such as societal pressure, savings, meeting family expenses etc. Out of the 183 respondents who have joined SHG either to avail credit or to increase income, 86 respondents

(47%) want to use it for initiating income generating activities for self, 38 respondents (21%) want to use it for income generating activities for family members. The other purposes are to repay old loans (14%), to meet medical and educational expenses (9%), marriage/funeral etc. (7%) and to buy household items (2%).

94% of the SHG's have a savings fund with banks. 114 respondents (42%) have a savings corpus within Rs 45000 to Rs 60000 followed by 107 respondents (40%) with gross savings of more than Rs 60000, 15% of the respondents have a savings fund ranging from Rs 30001 to Rs 45000 and 3% are in the bracket of Rs 15001 to Rs 30000. However it is to be noted that none of the SHG's have a savings fund of less than Rs 15000.

Out of 270 sample SHG members, 184 respondents (68%) have undergone training and 86 respondents (32%) have not received any formal training. The most frequent trainings provided are on the concept and working of SHG's (39%), training and marketing of products (27%) and financial knowledge and literacy (20%). A majority 84% respondents found the trainings to be effective.

Post their association with the SHG, 154 respondents (57%) has started income generating activities (IGA) such as animal husbandry (36%), handicrafts (25%), vegetable shops (15%), tea stalls and canteens (14%) and others (10%). Impact of microfinance have been discussed on five variables, namely, viz. Income, Employment, Assets, Decision making and Healthcare.

Income

TABLE 3

S. No.	Particulars	Annual Income						Total
		Increase		Decrease		No. Change		
		Figure	%	Figure	%	Figure	%	Figure
1	Your Income	234	87%	0	0	36	13%	270
2	Your Household Income	229	85%	9	3%	32	12%	270

Source: Primary Data

Out of 270 sample woman SHG members 87 percent reported an increase in self income post availing microfinance whereas 13 percent said that there was no change in their annual income. With regards to total household income 85 percent respondents reported an increase in income, 12 percent reported 'no change' status and 3 percent respondents reported a decrease in household income. There was certain instance where the male member of the household stopped working and depended on the women to solely earn and run the household. MFI's are working on the promotion of Self Help groups and microfinance for livelihood, forest based products (siali leaf plate), goat rearing, microenterprise promotion like broiler poultry rearing, aquaculture etc.

Employment

TABLE 4

S. No.	Particulars	Before Joining (SHG)	After Joining SHG
1	No. of days employed per week	3.5	6
2	Type of employment	Wage Employment	Self Employment

Source: Primary Data

The employment data has been obtained on weekly basis because the downtrodden and marginalized people generally receive their earnings on weekly basis. Also computation of income for them is easy for them when done on weekly basis. It is easier to collect such data as it relates to recent past. It is observed from the above table that there is a significant increase in the number of days employed per week post availing microfinance. 262 respondents (97%) have agreed that the increase in employment is related to their involvement in SHG. Also prior to joining the SHG, the respondents were mostly employed as daily wage labourers, agricultural labourers. There was a surge in self-employment in the post SHG period.

Assets

TABLE 5

Figures in INR

S. No.	Particulars	Before Joining SHG	After Joining SHG
1	Productive Assets	91,253.0	106,382.0
2	Consumer Assets	54,315.0	75,216.0
	Total	145,568.0	181,598.0

Source: Primary Data

The asset holding of respondents enhanced significantly. Assets have been classified as productive assets and consumer assets. The mean of total assets of respondent households before joining SHG was Rs 1,45,468 and the mean of total assets of respondent household after joining SHG is Rs 1,81,598. There is a 25 percent increase in asset holding. However it is to be noted that the percentage increase of consumer assets (38%) is more than the increase in productive assets (16%). The increase in consumer asset is also due to the fact that some NGO's, promoting institutions provide consumer loans to its members on weekly installment basis.

Decision Making

TABLE 6

S. No.	Decision Type	Significantly Improved		Improved		No Change	
		Figure	%	Figure	%	Figure	%
1	Decision to visit parents and siblings	91	34%	147	54%	32	12%
2	Use of borrowed money	193	71%	77	29%	0	0%
3	Education of Children	143	53%	110	41%	17	6%
4	Decision to have/not have children	97	36%	144	53%	29	11%
5	Strength to protest against social evils	221	82%	43	16%	6	2%
	Total	745	55%	521	39%	84	6%

Source: Primary Data

There was a noted improvement in the personal lives of members following their active participation in the microfinance programmes. There were five different decision making categories like decision to visit parents and siblings, use of borrowed money, education of children, decision to have/ not have children and strength to protest against social evils. There

categories were measured by the parameters like significantly improved, improved and no change. Across all the five different categories, there was a significant improvement in the decision making ability. 55 percent respondents noted significant improvement in their decision making ability followed by 39 percent respondents who said that their decision making ability had improved. Only 6 percent respondents reported no change in their decision making abilities in the pre and post SHG periods.

Healthcare

TABLE 7

S. No.	Healthcare Category	Significantly Improved		Improved		No Change	
		Figure	%	Figure	%	Figure	%
1	Immunization to children below age of ten	131	49%	104	39%	35	13%
2	Purchasing medicine for self	145	54%	97	36%	28	10%
3	Improved sanitation	72	27%	67	25%	131	49%
4	Safe drinking water	58	21%	53	20%	159	59%
5	Proper nutrition	94	35%	108	40%	68	25%
	Total	500	37%	429	32%	421	31%

Source: Primary Data

As evident from the above table, there is a significant in healthcare post SHG membership. The SHG meetings have played an important role in educating the rural women the importance of proper nutrition and immunization to children. Two areas in healthcare which require further attention is improved sanitation and safe drinking water. In this respect the NGO's and promoting institutions can increase awareness of diseases due to open defecation. It often leads to spreading of germs and therefore possess health hazards.

6. RECOMMENDATIONS

Although the data suggests that microfinance has made a significant impact on the lives of its beneficiaries, however discussions with the members of the self-help groups have revealed certain problems. There is a lack of continuous guidance and follow up actions to the IGA's. One major financial problem is the high rate of interest. It eats up majority of their income. Some of the IGA's undertaken by the members are not remunerative and are on the verge of closure. Some of the respondents have multiple memberships in different microfinance programmes which have resulted in vicious circle of debt. This poses serious problems in the future with respect to repayment of loans. There needs to be some coordination or monitoring mechanism in place to avoid multiple borrowings. Also the promoting agencies can introduce the members to government schemes like MUDRA (Micro Units Development And Refinance Agency Ltd.) which have a low rate of interest. They should also help the marginalized in paperwork, documentation etc.

An important observation is that the programme is benefitting the better off amongst the poor. The poorest of the poor are not receiving benefits from the microfinance intervention. The efforts should be aimed at making the poorest; members of the SHG. Each SHG can keep a mandate to

include atleast two members from the extreme lower strata in the group.the political intervention regarding working of the SHG should be minimized.

As evident from the data of our study, the number of respondents using the loan for consumption purpose is more than those using it for productive purposes.This is a major reason for difficulty resulting in low savings, low loan repayment and consequent dropout from the programme. There is a need to conduct awareness camps among members to use the loan for setting up of microenterprises. A separate category of consumption loans can be introduced and such loans should be available to the members after few months of membership in SHG.

As revealed by the respondents the involvement of women in community decisions has increased significantly post the membership of SHG. The extent of the duration of SHG membership has a positive impact on the involvement of members in community decision making. It is suggested that the promoting institutions encourage their members to participate in the local administration and contest for various posts.

7. CONCLUSION

The self-help groups are society based groups which work mutually to change their own economic and social situation. They are playing an important role in strengthening the rural economy. The present study has revealed that microfinance through SHG's have helped in socio economic upliftment of the downtrodden. The microfinance intervention is playing a crucial role in poverty alleviation and building up of human capital. There is a noted improvement in household welfare as well as in the respondent's social position. The programme has brought about a discipline within the members with regards to savings and expenditure. However provision of credit is not the solution to all problems and the SHG's in this case have not been free from problems and hurdles. The promoting agencies should widen economically viable self-employment opportunities and skill base of beneficiaries. All the stakeholders need to focus on the problem and hurdles and collectively work towards removing the same.

ABBREVIATIONS

NGO – Non Government Organization

MFI – Microfinance Institutions

MUDRA – Micro Units Development And Refinance Agency Ltd.

SLBP – Savings Linked Bank Program

SC – Scheduled Caste

ST – Scheduled Tribes

OBC – Other Backward Caste

IGA – Income Generating Activities

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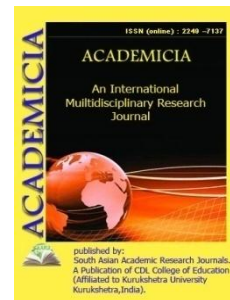
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DOI NUMBER: **10.5958/2249-7137.2020.00141.X**

THE CONTRIBUTION OF AL-BERUNIY IN DEVELOPING CHEMISTRY

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ABSTRACT

The article describes the work of the great encyclopedic scientist Abu Raykhan al-Beruniy, who made a significant contribution to the development of chemistry. In «Mineralogy», Al-Beruniy describes gemstones their types, properties and healing properties in the body. It also provides information on the physicochemical properties of metals such as mercury, gold, silver, copper, iron, tin and lead. Al-Beruniy also measured the density of metals, as well as human blood, cow's milk, wine and olive oil. The fact that Al-Beruniy gives information about organic substances and minerals in his works indicates that he has great knowledge in the field of chemistry. Since ancient times, mankind has used different types of healing stones and various useful substances. The healing effects of gemstones have been used for different nervous conditions of the body and it is also relevant today. In Mineralogy, mercury is the first in the metal group and its density is determined. It should be noted that for the first time, the density of water is related to temperature and this was determined by this famous scientist. He also determined the density of other fluids: human blood, cow's milk, wine, olive oil and others. Today, such coolants are widely used in chemical technology and in public services; they prevent the appearance of ice on airfield roads and airways. Abu Raykhan al-Beruniy for the first time proposed a method of heating using oxide of organic fertilizers, also to produce ammonia through dry hair distillation.

KEYWORDS: Al-Beruniy, Chemistry, Mineralogy, Gemstones, Metals, Minerals, Density, Gold, Mercury, Silver, Properties.

INTRODUCTION

Abu Raykhan al-Beruniy (973-1048) is a great scientific encyclopedia of the East, who has contributed to the development of chemistry; he has created several works in mathematics, astronomy, botany, geography, general geology, mineralogy and chemistry. He wrote more than 150 works in all educational areas at that time, unfortunately, many of these works have not been saved to date. Only 5 works were saved and translated into Arabic and other languages. These are: Chronology, India, Surveying, Mineralogy, and Astrology.

Al-Beruniy was the first in the field of mineralogy and geology, which determined the density of many minerals and metals. In his work Mineralogy, more than 50 types of minerals, ores, metals, and liquids were characterized in detail. Since ancient times, mankind has used different types of healing stones and various useful substances. The healing effects of gemstones have been used for different nervous conditions of the body and it is also relevant today. Among the gemstones, the Yakut stone is the first stone of beauty and jewelry, the healing properties of the body are written, different colors of the stone, in which mountain places you can find this stone. Data is also given on white pomegranate, diamond, pearls, emerald, turquoise, carnelian, rock crystal, amethyst, lapis lazuli, malachite, jade, and amber. It is also written about malachite, that by heating malachite it is possible to melt copper in a closed saucer, about mummies - mountain resin, it is medicinal in the treatment of fractured bones, as well as an integral part of the appearance of glass. It is also written that, in coloring, if you add iron rust to get yellow, add copper to get green, mix bronze to get red, iron barrier-black, lead-white. [1.211]

MATERIALS AND METHODS

In the Middle Ages in the East, they attached great importance to the evaluation of various quality parameters of precious stones. For example: color, transfusion, endurance of various external actions, clarity, its ornaments, cut symmetry, healing and other properties. Gold and silver have been significant to humanity since ancient times and have been used to measure pricelessness.

2-3 thousand years BC the first thing was digging up stones. Characteristics of precious stones, their physical and magical properties, as well as ways to distinguish between simple and artificial stones, have created the basis of the science of mineralogy. In the history of world science and culture, precious stones play a big role. Today, the development of modern technology has given the opportunity to use artificial rubies, sapphires and many other crystals in jewelry. But in terms of beauty and majesty, one can never compare synthetic necklaces with natural stones of nature.

In the book of Mineralogy by al-Beruniy, metals are characterized such as: properties of lead, iron, copper, silver, gold and mercury. Gold and silver are used in the preparation of precious jewelry, and copper and iron are used in useful substances and tools. [1.216] He reveals that among metals, mercury is not a metal, but a "mother of metals." In Mineralogy, mercury is the first in the metal group and its density is determined. It should be noted that for the first time, the density of water is related to temperature and this was determined by this famous scientist. He also determined the density of other fluids: human blood, cow's milk, wine, olive oil and others. Abu Raykhan al-Beruniy determined the density of metals, minerals and precious stones using hydrostatic water pressure. In his work, al-Hazini reported that al-Beruniy rated the density of metals, which differed by one percent compared to modern data. [2.25]Table. This proves the accuracy of metal density measurements. [3.19]

Metal	Datas of al-Beruniy	Modern datas
Gold	19,05	19,32
Mercury	13,56	13,54
Lead	11,32	11,35
Silver	10,30	10,5
Copper	8,66	8,93
Iron	7,74	7,86
Tin	7,32	7,31

The knowledge of the Greek language became an opportunity for Abu RaykhanBeruniy to deeply study the works of Thales, Pythagoras, Galen, Hippocrates, Euclid, Ptolemy, Plato and Aristotle.

RESULT AND DISCUSSION

In the implementation of scientific research, first of all, he was shown logical thinking, analyze and generalize. Studying the natural wealth of Central Asia, al-Beruniy concludes that there are gold in the mountains of Karategin and Shungan, precious stones in Badakhshan, mercury and silver in Zarafshan, and large oil deposits in the Ferghana Valley.

The hypothesis of Abu RaykhanBeruniy was subsequently approved. In a recent work by Abu RaykhanBeruniy, “Kitob al-Saydana fi-t-tib” (Pharmacognosy in medicine) for the first time revealed that ammonia can be used as a component to cool impurities. In his opinion, if you mix salt with water, it will cool the water, and if this liquid is put in snow, it will turn into ice.

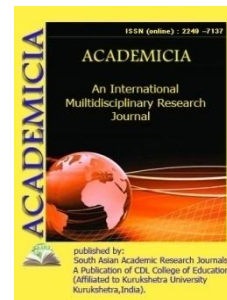
In addition, objects that replace ammonia are shown. Today, such coolants are widely used in chemical technology and in public services; they prevent the appearance of ice on airfield roads and airways. Abu Raykhan al-Beruniy for the first time proposed a method of heating using oxide of organic fertilizers, also to produce ammonia through dry hair distillation. Al-Beruniy in his works gives data about substances that appear from organic and mineral substances, their physical properties, the etymology of the name, location of the deposit, as well as pharmacological properties. [4.28]

CONCLUSION

Arab alchemy is a new and highest degree in the development of chemical knowledge. In the Arab period, alchemists expanded the range of chemical data, handicraft, introduced new objects in the development and practical use of the laboratory, in the preparation of various materials and chemicals, and developed methods for processing and described in their letters.

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DOI NUMBER: **10.5958/2249-7137.2020.00142.1**

THE RESETTLEMENT POLICY OF IMPERIAL RUSSIA DURING THE COLONIAL PERIOD

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ABSTRACT

In clause colonization and scale settling by Russian population of Turkmen territories and realization expansion plans to the statement of the domination in the territories occupied by Turkmens looks round. Besides the aspiration of the authorities of Petersburg to extend domination on all territories the Turkman was so strong that after tearing away of a part of territory of Khivan khanate and Bukhara эмуpama and receptions, thus, an exit to border with Afghanistan on Amu-Dare it seemed to them necessary necessarily to occupy and territories, adjacent with Afghanistan around the river of Kushka, and with Iran. Thus the tsarism and the colonial authorities of Turkestan considered extremely necessary creation, despite a difficult environment, along the future railway and territories adjoining to it the great number of Russian settlements which would serve as a support for colonial administration and army in case of excitements, indigenous population revolts suffice. Thus, it is possible to conclude that the colonial period the Zakaspijsky area including a considerable part of Turkmen territories, drew attention of the Russian authorities and immigrants, has been transformed into valuable enough object of operation. The colonialism – is colonialism. But consequences of its domination in Turkestan as in other regions, were not only negative.

KEYWORDS: *Part Of Territory, Civil-Engineering, Population Of Region, Difficult Environment, Immigrants.*

INTRODUCTION

In strategic plans of a gain and colonization of Central Asia the tsarism attached great value to the statement of the domination in the territories occupied by Turkmen. Without it, according to the Russian tops, there would be impossible a realization of all-round colonization of region, not to mention other foreign policy and military plans correcting, empire circles. Not casually, as the first attempts of penetration of the Russian military force (for example, group Bekovicha-Cherkassk in 1717-1718, N.N.Muravyova's military expedition in 1819) were undertaken in a direction of the Turkmen earths. Long before employment of east coast of Caspian sea and replacement from here the Turkmen population Russian armies, in June, 1858 M.G.Tchernyaev (the future conqueror of Chimkent, Tashkent and Hodzhenta, the Military governor of Turkestani area (August 1865 – March 1866 rr), in 1882-1884 – The governor general of Turkestan), participating on expedition of captain A.Butakova to Kungradu, in the diary has written down: «Employment of Amu-Dari will bring to us incomparably more benefits, rather than possession Cheese-darej» that spoke, probably, expediency of the statement of Russian armies first of all the Turkestani earths. Besides the aspiration of the authorities of Petersburg to extend domination on all territories the Turkman was so strong that after tearing away of a part of territory of Khivan khanate and Bukhara эмирата and receptions, thus, an exit to border with Afghanistan on Amu-Dare it seemed to them necessary necessarily to occupy and territories, adjacent with Afghanistan around the river of Kushka, and with Iran. Therefore in the civil-engineering design of the railway from Krasnovodsk through Ashabad to Samarkand this road has been named by the Zakaspijsky military railway.

MATERIALS AND METHODS

All it also has given especially cruel character to military men actions on a gain of the Gasped-Tekinsky oasis in 1879-1881 Resistance of the Turkmen population was expected by high military ranks, in spite of the fact that many fortresses of Khivan khanate (Mangyt, Hodzhejli, Kungrad) were are taken without long sieges. For example, on November, 24th, 1879 temporarily fulfilling duties of the commander of armies of Zakaspijsky military department lieutenant general P.L.Terkuchasov in the official report glavnekomiyshen wrote armies: «the People which were not knowing over self anybody who would operate it, not recognizing the power in any kind ..., such people won't give the freedom, not having in any relation of borders, voluntary. It will try to resist in the most excellent image and takes expensive for the submission. Remarkable examples really self-denying, heroic resistance the Turkman to superior forces of Russian army of a steel day protection of Geok-Tepe, fights at Kushka (1885). As the participant of those events – N.A.Maslov wrote, after a fortress capture it was found out that except a thick external wall in it has appeared nothing. All the rest represented absolutely equal area ... on which it has been established about ten thousand tilt carts. And this piece of the naked earth, absolutely not not closed destructive action of hinged fire, heroically protected Defenders of Dengil-Tepe in August, 1879 So statements in the press and in many published memoirs of the colonial and Soviet periods that the indigenous population of Central Asia, including Turkmen, weakened and separated by interfeudal and intergeneric struggle, couldn't resist long and solid so courageously struggled, were no means always proved.

Speech went about contradictions between Turkmen tribes, in particular, yoёмытов and текинцев though resistance to conquerors was rendered by all tribes more often. Possibility of

inevitable resistance of indigenous population of region to conquerors and colonizers has been considered by tsarism which did all that frontier areas were occupied by the semimilitary Cossacks, and other territories-Russian and in general Christian immigrants from mother country.

So, right after employment of east coast of Caspian sea from territory Caucasian наместничества hundreds Cossack families, and as many the Ural Cossacks here have been moved. Then in connection with preparation and expansion of works on building of the Zakaspijsky railway from internal provinces of Russia and from Transcaucasia организовано peasants, the city poor and dealers moved. Later in Ashabade, Chardzhue, Kerki began to appear the Russian manufacturers, factory owners, experts in cultivation and oil recovery, other minerals.

Thus the tsarism and the colonial authorities of Turkestan considered extremely necessary creation, despite a difficult environment, along the future railway and territories adjoining to it the great number of Russian settlements which would serve as a support for colonial administration and army in case of excitements, indigenous population revolts suffice. Resettlement from mother countries of the peasants, doing not wish to get over to Siberia and to the Far East where, unlike Central Asia, there were millions hectares of the empty earths, it was presented useful and for the permission by a colonialist way of a problem of an agrarian overpopulation in a number of the Russian provinces.

Till the end of 60th years of XIX century from among territories where Turkmans made the majority or a considerable part of the population and where directed the first groups of Russian immigrants, it is necessary to note east coast of Caspian sea and Mangyshlak. And after an establishment of protectorate of empire over Bukhara эмиратом (1868г.), Khivan khanate (1873г.) and formations of Amudarinsky department (1874г.) Subordinated to Syr-Darya area, colonization sawn-off from Bukhara and Khiva of territories has considerably amplified. By 1881 colonial armies and, again created administrative bodies, already supervised almost all territory occupied by Turkmans, каракалпаками, Uzbeks. It has allowed tsarism to form Zakaspijsky area in 1881, having included in its structure Ashabadsky, Krasnovodsk, Mangyshlaksy, Mervsky and Tedzhensky districts. Thus, considering the begun emancipating, anticolonial movement of the Turkmen population under leadership Women Utuzova (Woman-goklena) and growing discontent of patrimonial elders with oppressions from the Russian military men and immigrants, the authorities of Petersburg have decided to subordinate Zakaspijsky area Caucasian наместничеству though also the Turkmen general governorship was in conducting the imperial Ministry of Defence. As a result Turkmen patrimonial associations have appeared separated between Zakaspijsky area Caucasian наместничества (administrative center Tiflis), Amudarinsky department of the Turkestani general governorship, Khivan khanate and Bukhara эмиратом. Transfer of Zakaspijsky area Caucasian наместничеству, as well as transfer to 1882 of Seven-Rechensky area to structure of the Steppe general governorship, was required first of all for more operative decision of questions of suppression of liberation movement and revolts of indigenous population, settling of these areas by the Russian immigrants, and in Zakaspijsky and for local population use on workers on railway building.

From structure Caucasian наместничества Zakaspijsky area only in 1898г. Has been returned in structure of the Turkestani general governorship. By this time the tsarism has had time to move

in area almost twenty thousand Cossacks, peasants and to place in garrisons, on Amudarinsky and Caspian flotillas, more than 15 thousand military men, not including battalions of railway armies; on the left coast of Amu Darya the fortress of Kerki where was two thousand military men has been constructed, and also garrisons in Kushka, by Chardzhue, Merv, Kizyl-Arvate, Geok-Tepe, Ashabade and other cities are created. For active operation of minerals, farmlands, in particular, with a view of increase in manufacture of a clap-raw, and use of work of the population of Zakaspijsky area in interests of mother country, the power have involved here also industrialists, bankers, have created customs in Kerki, Kelife and in other 4 places, having included thus, this area in the Russian customs line. In connection with end of a lining of the railway from Krasnovodsk through Ashabad to Samarkand the administration of Turkestan in June, 1888 has achieved the conclusion «the Report of the agreement with the Bukhara government concerning the device of settlements near railway stations and steamship landing stages». According to this report, representatives of indigenous population in Russian settlements along the railway and at landing stages could lodge with the consent of the imperial political agent in Bukhara. Before the similar rule Caucasian наместничества has been entered by the authorities for local population of Zakaspijsky area. Besides туркменцы, Uzbeks, Tadjiks, representatives of other radical nationalities hadn't the right to work on the operating railway. The exception forcedly was to make only in days of I-й world war, and that only for performance of the works which are not demanding qualification.

To increase in the end of XIX beginning XX centuries of scales of resettlement in Zakaspijsky area from mother country, in particular, from Caucasian наместничества, dealers, small and average businessmen promoted only its almost 20-year-old stay in structure наместничества, but also opening of some new oil fields, creation in Ashabade, Kerki of branches of the Russian-Asian bank, and also the possibility which has appeared at tsarism of formation of Russian settlements of the territory of Northern Iran occupied mainly by Turkmans. Such possibility was valuable not only in the light of strategic экспансионистских plans of tops of Russia but also because the Russian peasants who have appeared in Zakaspijsky area, even having received the cultivated gardens selected at the Turkman, the irrigated earths, have appeared incapable in local conditions (prirodno-climatic, протекнических) to be engaged neither agriculture, nor animal industries that is why both gardens, and the earth's leased local дахканам. Besides, for maintenance of the Russian planters and peasants, the sufficient earths, it was necessary to carry out considerable works on building of irrigational constructions, on development and an irrigation of the earth's. And about in what scales such works were spent, that for 50 years of domination of a colonial mode in Turkestani edge has been mastered all about 40 thousand dessiatinas (1 dessiatina = 1,09 hectares testifies) and those were used under a cotton. Хлопководством local peasants in general were engaged, and from Russian settlers inhabitants of settlements Skobelovsky and Dmitrievsky, and that only on 442 hectares were engaged in it only. However, the authorities of Zakaspijsky area developed projects of the device of irrigational systems, by an irrigation of the big files of the earth's between Kerkami and Murghab, and also the earth's of the Murghab state (Grand duke Konstantin), but the majority hasn't been carried out.

And consequently almost 80 percent of the Russian immigrants, and their aggregate number, not including military men, in Zakaspijsky area in 1917г. Exceeded 65 thousand persons, lived in cities, in settlements at railway stations, traveling and at landing stages, garrisons. In cities took

place and the peasants-settlers sent from Russia, and also more than 3 thousand the Armenians running from Turkey in 1894г., thousand immigrants from Afghanistan. In spite of the fact that in countryside Zakaspija of the Russian immigrants, in comparison with Syr-Darya or Seven-Rechensky area, was a little, nevertheless they were very prosperous for in total had in 1916г. About 4 thousand dessiatinas of an area under crops, 1700 horses, about 7 thousand goals of a horned cattle and 20 thousand sheep, goats. But pigs to contain here it was obvious not favourably in every respect and consequently them was less one thousand. The Russian settlers arranged on Mangyshlak and in Krasnovodsk district, were engaged basically in fishery and nonindustrial processing of fish.

Without being limited to realization of a resettlement policy in Turkestani edge, including in Zakaspijsky area, tsarism as it was already marked, in the XX-th century beginning began to promote actively to resettlement of Russian, natives-Christians of Transcaucasia to Northern Iran. In occupied, basically, TurkmenAstrabadsky and Mazendaransky provinces using that traditionally active trading, ethnic, their intergeneric dialogue with the relatives living in territories of Khivankhanate, Bukhara эмирата, departed to Zakaspijsky area, did its border with Iran enough easier passable, and the Russian immigrants, from Transcaucasia, have autocratically gone still in 80 – 90th years of XIX century But, when almost all possibilities of the device of immigrants from mother country in Turkestan and Steppes have been as much as possible used by the colonial authorities, and for one positions of Great Britain and Germany in Iran have amplified, the tsarism has decided to make active organized settling of Northern Iran by immigrants from Russia. Imperial tops counted also that immigrants from Russia quickly enough will create there settlements which actually designate new border.

However, it is remarkable that without relying on military-police administration of Zakaspijsky area, border with Iran and on which territory immigrants went to its northern provinces, the imperial authorities a reception and device problem there natives of mother country have assigned to the Syr-Darya military governor and resettlement department (it is created in 1906) the Syr-Darya area which administrative center was the city of Tashkent. Partly, it in our opinion, was explained and with necessity of establishment of the Russian consulate for Northern Iran, and with the extremely reactionary, cruel relation of the military governor of Zakaspijsky area of general V.A.Kosagovsky of that time. In behavior and to sights of the last the governor general of edge general D.I.subajdich in 1906 has noticed «If to listen Kosagovsky it is possible to depopulate all area», and itself Kosagovsky estimating results of the service in Turkestan, was proud of that «has inspired fear in all edge».

RESULT AND DISCUSSION

It is necessary to underline also that a problem of the organized resettlement of the Russian citizens to Northern Iran it was especially diligently carried out by Syr-Darya resettlement department, thanks to all-round support from new (since January 1907) governor general N.I.Grodekova. The Governor general well knowing a state of affairs in areas of Turkestan, considered necessary to suspend a stream of immigrants in edge, not to take away from the native population its personal labor the irrigated earths and to raise this discontent against our management therefore has been interested in a direction of arriving immigrants to Northern Iran. It was favored also by the agreement concluded in 1907 between Russia and Great Britain about differentiation of spheres of influence in Iran. By this time in Northern Iran already there were

some resettlement settlements, in particular, than Cossacks and sent from Russia and is more exact - from adherents of Christian sect молоков (settlement the Penalty-sou).

But unlike Turkestan, Steppes and Transcaucasia, in Northern Iran to confiscate expropriate the earth's the Russian authorities couldn't, immigrants needed to buy or rent the ground areas only. The majority of Russian, Transcaucasian immigrants, including early settled in the Transcaucasian area, had no means for lands buying, having arrived on territory of the Astrabadsky province, have created here a share society agricultural the industries, engaged in rent of the earth's and rendering of the possible help to immigrants. In Northern Iran the boundary commissioner (the settlement Lavrovka which has based near to the city of Gumbet-Kabuza was the first certain the Laurels,) was engaged in distribution of immigrants.

With 1913 Immigrants from mother country and Turkestan began to be arranged and in the Mazandarinsky province. And to 1914. In the Astrabadsky province 11 Russian settlements which inhabitants grew up a cotton and grain crops were. But under the agreement with Turkmen, immigrants are more rare with Persians for rent of the earth gave, according to norms of the Adat, the tenth part of a crop. However, greedy and unfair officials of the Russian consulate in Iran, colonial officials and representatives of military command from Transcaucasia, Turkestan, using the office position, aspired to buy or rent for long term (till 30 years) cheap ground grounds. To 1914г. Have bought and rented the earth from aboriginals of Northern Iran (basically river Gurgun left banks) following associations: молокане on the rivers Kara-Su-3000 дес., Tikhonov's associations – 3000 дес., the Saratov settlement 5000., Germans-colonists – 8000., kubantsev-5000. Magavariana, Fergana, Kushkinsky and some other-10 thousands дес. From among individual owners of ground grounds it is necessary to note Lionozova (1 thousand дес), Dolgorukov's princes (3 thousand дес), Lisostova (500 дес), the general Strizhakovsky (1200 дес), Agamirova (5 thousand дес). In total it has been bought and rented (for the term of not less than 30 years) more than 75 thousand dessiatinas of the irrigated earths.

After 1914г. The price of the processed earths has sharply increased in Northern Iran and consequently inflow of immigrants from Russia was reduced, though it represented now the loan to 250 roubles on a family. However, ruin to Russia, an inattention of the authorities to needs of peasantry and city poverty in days of world war have caused increase in scales of autocratic resettlement from mother country to Turkestan and Northern Iran. In Astrabadsky and Mazandarsky provinces was (1916г.) 15 Russian settlements in which lived more than 2,5 thousand persons.

CONCLUSION

Thus, it is possible to conclude that the colonial period the Zakaspijsky area including a considerable part of Turkmen territories, drew attention of the Russian authorities and immigrants, has been transformed into valuable enough object of operation. The colonialism – is colonialism. But consequences of its domination in Turkestan as in other regions, were not only negative. Besides will of tsarism and colonial administration, here objectively had development productive forces of the industry and the agriculture, invaluable value had a railway lining in the Penalty-godfathers, influence of secular knowledge, the Soviet outlook has increased, at level of ordinary broad masses there were неидеологизированные, mainly internationalist international relations.

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DOI NUMBER: **10.5958/2249-7137.2020.00143.3**

THE INFLUENCE OF DEFICIENCY OF MICROELEMENTS IN CHILDREN WITH BRONCHIAL HYPERREACTIVITY

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ABSTRACT

The study shows pathogenetic mechanisms of formation of bronchial hyper reactivity associated with microelementosis. The study group consisted of 58 children with a combination of atopic dermatitis and bronchial asthma. Methods: inhalation-provocation tests with histamine and metacholine, atomic absorption spectrometry, x-ray fluorescence method. The state of hyperreactivity of the bronchi was accompanied by a deficit of essential microelements (69.6 %) with high sensitivity of the bronchi (PK20 metacholine, histamine-0.125-0.5 mg / ml), against the background of selenium and zinc deficiency (plasma content below 0.2 and 0.35 mg / l, respectively), reducing the speed parameters of the external respiratory function. Determination of the ME content in blood serum (Se, Zn) was performed by atomic absorption spectrophotometer. Mathematical calculations were performed using the statistical analysis package Microsoft Excel. When working with the database, the arithmetic mean values and standard errors of the arithmetic mean ($M \pm m$) were determined. The sensitivity of the receptor apparatus of the bronchial tree was studied by means of an inhalation-provocation test with histamine and metacholine by the dose method [13]. Standard histamine solutions were prepared from histamine phosphate powder and buffer phosphate salt solution in concentrations 0,125; 0,25; 0,5; 1; 2; 4; 8; 16 mg / ml. The control group consisted of 68 children with no history of atopic or chronic bronchopulmonary diseases and having the last acute respiratory illness more than 1 month before the study.

KEYWORDS: *Hyper Reactivity Of The Bronchi, Microelementoses, Atopic Dermatitis, Bronchial Asthma.*

INTRODUCTION

Reactivity of the respiratory tract is the most important characteristic of the functional state of the bronchopulmonary apparatus. Bronchial hyperreactivity syndrome (BHS) occurs not only in bronchial asthma [1, 2], but also in other bronchopulmonary diseases: chronic and recurrent obstructive lung diseases, pollinosis [1], allergic rhinitis, atopic dermatitis [3].

Violation of metal-ligand homeostasis can indirectly affect the reactivity of the bronchial tree. The leading role in the pathogenesis of BHS development it belongs to calcium and magnesium ions, which are directly involved in the reduction of the bronchi; such microelements (ME) as selenium, zinc, copper have influence on the processes of lipid peroxidation and the formation of an allergic inflammatory process of the tracheobronchial tree-the morphological basis for the development of hyperreactivity [4-9]. In experimental and clinical conditions, the important role of ME in the regulation of bronchial patency, respiratory muscle contractility, sensitization processes, and the intensity of pathochemical and pathophysiological phases of allergic reactions [10-12].

The purpose of the study: to study possible pathogenetic mechanisms of formation of hyperreactivity of the bronchial tree associated with microelement disorders in children, which live in high climate risk area.

MATERIALS and methods of research

The study group included 58 children (49 patients with combined forms of Allergy and 9 children with atopic dermatitis) with persistent changes in bronchial tone (no dynamics of observation for 3 to 5 years). The average age of children was 9.1 ± 0.6 years. Exclusion criteria: age less than 4 years, no atopy. The control group consisted of 68 children with no history of atopic or chronic bronchopulmonary diseases and having the last acute respiratory illness more than 1 month before the study.

The vast majority of children ($n = 49$; 85 %) had initial manifestations of atopic dermatitis in the first year of life. Severe dermatitis was registered in 10 (17 %) patients, moderate-in 22 (38 %) people, and mild — in 26 (44.9 %) children. A limited version of skin lesions was found in 38 (65.2 %), diffuse-in 20 (34.8 %) cases. Children's form of atopic dermatitis was registered in 43 (74.1 %), adolescent-in 15 (25.9 %) children. The frequency of exacerbations of the disease averaged 2.0 ± 0.27 episodes per year. Bronchial asthma of mild severity was registered in 18 (40.7 %), of these, intermittent-in 15 (77.3 %), persistent — in 3 (22.7 %), moderate-in 21 (48.2 %), severe asthma — in 3 (11.1 %) cases. When allergological examination was most prevalent food sensitization — in 48 (82.6 %) patients, in second place household at 42 (72.4 %), the third pollen — 35 (56.5 percent).

The sensitivity of the receptor apparatus of the bronchial tree was studied by means of an inhalation-provocation test with histamine and metacholine by the dose method [13]. Standard histamine solutions were prepared from histamine phosphate powder and buffer phosphate salt solution in concentrations 0,125; 0,25; 0,5; 1; 2; 4; 8; 16 mg / ml. The methacholine solutions prepared from a powder of methacholine chloride and saline solution in the same concentrations. Measurements of forced exhalation volume (FEV1), forced expiratory vital capacity (FVC), forced expiratory flow at 25,50,75% (FEF25, 50,75) were performed 30 and 60 seconds after each inhalation. The test was stopped when FEV1 decreased by 20 % or more and/or when

clinical symptoms of bronchospasm appeared — when the threshold concentration (PK20) was reached. Threshold sensitivity was assessed as high at PK20 to 0.125–0.5 mg/ml, from 1 to 2 mg/ml — moderate, from 4 to 8 mg/ml — low, over 8 mg/ml — normal.

The me content was determined by atomic absorption spectrometry (the substrate under study is blood serum) and x — ray fluorescence (the substrate under study is hair). All hair samples were subjected to the sample preparation according to the International Atomic Energy Agency requirements and guidelines "Screening methods to identify high-risk groups among workers in contact with toxic chemicals" approved by the Ministry of Health of the Uzbekistan (1998), No. 41 "Detection and correction of violations of the exchange of macro-and microelements", approved by the Ministry of Health of Uzbekistan 15.09.2009. Energy-dispersive x-ray fluorescence elemental analysis was performed at the SR VEPP-3 elemental analysis station (Institute of nuclear physics in Uzbekistan). We determined the content of essential — Fe, I, Cu, Zn, Co, Cr, Mo, Se, Mn and toxic — As, Br, Ni, Rb, Sr, Zr, Nb, Au, Pb, Hg, Bi me, as well as the macronutrient Ca.

The "external standard" method was used for processing the measurement results. The external standard was a certified sample of human hair NIES-5 (National Institute for Environment Studies, Japan, 2006). Determination of the ME content in blood serum (Se, Zn) was performed by atomic absorption spectrophotometer. Mathematical calculations were performed using the statistical analysis package Microsoft Excel. When working with the database, the arithmetic mean values and standard errors of the arithmetic mean ($M \pm m$) were determined. The significance of differences in the average arithmetic ranked criteria under normal distribution was evaluated using the t — Student criteria. The results were considered reliable at the significance level $p < 0.05$.

The results of the study and their discussion

According to the results of bronchoprovocation tests, all children were found to have combined violations of bronchial reactivity (hypersensitivity of the bronchial receptor apparatus to histamine and metacholine).

Bronchospasm in response to high PK20 (0.125–0.5 mg/ml) of histamine and metacholine was registered in 39 cases, in the rest ($n = 23$)-there were various gradations of bronchial sensitivity indicators.

The defiance of microelement discovered in all children. There were mainly deficiencies of calcium, selenium, iodine, manganese, and zinc (54 (93,2 %), 48 (82,8 %), 46 (79,7 %), 44 (75,8 %), 35 (60.2 %) respectively). Less frequently, there was a deficiency of molybdenum (20 (34.8 %)), chromium (17 (30.4 %)), copper (15 (26.1 %)), Nickel (13 (24.6 %)), iron (12 (21,7 %)). Insufficiency of more than four ME was noted in 28 (47.8 %), four-in 17 (30.4 %), three — in 12 (21.7 %) cases, no child was found to have a deficit of one or two ME. Hypermicroelementoses were observed in the majority of patients with BHS ($n = 55$; 95.7 %), more often there was an increased content of several ME: five-seven ($n = 24$; 40.9%), four ($n = 12$; 21.7%), three ($n = 11$; 18.2%), and two ($n = 11$; 18.2%). The predominant variants were bromine intoxication ($n = 48$; 69.6 %) and lead ($n = 30$; 52.2 %), less frequently registered hypermicroelementosis rubidium ($n = 19$; 31.9 %), zirconium ($n = 16$; 27.5 %), arsenic ($n = 12$; 21.7 %), Nickel ($n = 13$; 20.3 %)

Taking into account that there is a high frequency of microelement disorders in BHS, the analysis of the sensitivity indicators of the bronchial tree was performed depending on the concentration of essential and toxic me. The degree of severity of microelement disorders differed among children - "hyperreactors" with high sensitivity of the bronchi to histamine and metacholine and various gradations of sensitivity (table 1.).

TABLE 1. CONCENTRATIONS OF MACRO-AND MICROELEMENTS IN THE HAIR TISSUE OF THE EXAMINED CHILDREN (MCG/G)

Element	High sensitivity of the bronchi, n = 36	Different degrees of bronchial sensitivity, n = 22	Average group values, n = 58	Control group, n = 68	"External standard" National Institute for Environment Studies, Japan, 1996
As	0,03 ± 0,008	0,028 ± 0,006	0,03 ± 0,001	0,18 ± 0,02	—
Ca	380,94 ± 140,92	460,81 ± 160,40	457,32 ± 138,48#	651,33 ± 277,85	280–900
Cr	2,42 ± 0,18	2,58 ± 0,25	2,45 ± 0,16	1,2 ± 0,15	0,7–1,9
Cu	10,0 ± 2,41*	13,8 ± 3,42	13,52 ± 1,95	13,33 ± 4,20	6,1–12,2
Fe	160,22 ± 68,12	168,36 ± 50,27	165,12 ± 58,20	164,53 ± 48,51	24–54
Hg	0,76 ± 0,24	0,78 ± 0,18	0,77 ± 0,21	0,89 ± 0,33	0–1,7
Mn	2,65 ± 0,38	2,802 ± 0,66	2,82 ± 0,89	3,82 ± 0,46	0,6–2,4
Ni	1,50 ± 0,42	1,41 ± 0,68	1,43 ± 0,59#	4,17 ± 1,35	0,6–2,1
Pb	4,2 ± 0,84*	1,89 ± 0,89	2,59 ± 1,01	3,56 ± 1,19	0–2,1
Se	0,26 ± 0,12*	0,48 ± 0,14	0,42 ± 0,14#	0,68 ± 0,12	0,4–1,2
Ti	16,28 ± 3,42	16,0 ± 3,96	16,14 ± 4,06	17,67 ± 5,14	0,9–4,2
Zn	96,82 ± 25,81*	180,94 ± 41,32	163,33 ± 40,28	188,67 ± 26,48	110–170
Ga	0,21 ± 0,08	0,19 ± 0,06	0,19 ± 0,09	0,22 ± 0,02	—
Br	50,14 ± 21,20	56,28 ± 18,91	52,78 ± 20,61	34,83 ± 18,63	2–6,4
Rb	0,57 ± 0,21	0,59 ± 0,18	0,58 ± 0,17	0,21 ± 0,04	0,03–0,1
Sr	1,50 ± 0,68	1,44 ± 0,55	1,48 ± 0,72	1,96 ± 0,27	0,7–1,9

Y	0,51 ± 0,11	0,52 ± 0,16	0,52 ± 0,18	0,58 ± 0,25	—
Zr	0,47 ± 0,15	0,57 ± 0,18	0,56 ± 0,12	1,15 ± 0,18	—
Nb	2,51 ± 0,92	2,42 ± 0,78	2,3 ± 0,80#	0,64 ± 0,27	—
Mo	0,26 ± 0,01	0,20 ± 0,008	0,22 ± 0,01	1,10 ± 0,02	—
Au	0,34 ± 0,16	0,39 ± 0,18	0,36 ± 0,22	0,78 ± 0,23	—
Bi	46,84 ± 18,41	56,9 ± 28,64	56,0 ± 28,23	42,86 ± 20,54	—

Note: * - at $p < 0.05$ (reliability of differences in me concentrations among patients with high sensitivity of the bronchi and different gradations of sensitivity); ##

— at $p < 0.05$ (reliability of differences in me concentrations among patients with high sensitivity of the bronchi and the control group)

In most children with PK20 histamine and metacholine 0.125–0.5 mg/ml, polymicroelement disorders prevailed. In the case of registration of a deficit of individual ME (selenium, zinc, copper), their average concentrations were significantly lower than the average group indicators. In addition, children with high bronchial sensitivity have the highest lead values- 4.2 ± 0.84 mcg/g, compared to with a group of children with moderate and low sensitivity- 1.89 ± 0.89 mcg/g, $p < 0.01$.

When studying the correlation interactions of essential and toxic ME contained in the hair tissue, it was found that in the control group, where the indicators as both essential and toxic me did not differ from the values of the "external standard", a moderate negative correlation was determined between zinc and selenium ($r = -0.41$), indicating the strength of compensatory reactions. A moderate inverse correlation was observed between zinc and lead ($r = -0.51$), confirming the competing relationships between the ME data, and a direct relationship was observed between selenium and lead ($r = 0.65$), indicating the controlling role of selenium. In the group of patients with bronchial tree hyperreactivity syndrome, a direct correlation between selenium and zinc was maintained ($r = 0.34$), indicating a violation of compensatory reactions; a negative correlation was maintained between zinc and lead ($r = -0.57$), and the relationship between selenium and lead acquired a direct orientation ($r = 0.42$). Such relationships may reflect a weakening of selenium's controlling role in protecting against toxic ME.

So, a close relationship was found between the studied ME, the features of which are manifested depending on the ratio of essential and toxic ME.

In parallel, the determination of the content of zinc and selenium in the blood serum was carried out. The choice of these ME was due, first, to the high frequency of occurrence their deficiency in the hair tissue of children with BHS, and secondly, their participation in the processes of lipid per oxidation and maintenance of the chronic inflammatory process and, as a result, hyper reactivity of the respiratory tract.

Among children with "hyper reactors", the average content of selenium in the blood serum was 0.228 ± 0.024 mg / l, zinc- 0.561 ± 0.049 mg/l, in the control group- 0.889 ± 0.11 and 0.888 ± 0.13 mg / l, respectively, $p < 0.05$.

Various relationships were revealed when analyzing the concentrations of selenium and zinc in blood serum and indicators that characterize functional changes in the tracheobronchial tree (table 2).

TABLE 2 INDICATORS OF RESPIRATORY FUNCTION AND SENSITIVITY OF THE BRONCHIAL TREE IN CHILDREN WITH DIFFERENT LEVELS OF SELENIUM AND ZINC IN THE BLOOD SERUM

Indicators, % of due		Bronchial hyperreactivity				Control Group
		Se 0,04– 0,2 mg/l, n = 29	Zn 0,08– 0,35 mg/l, n = 25	Se 0,21– 0,75 mg/l, n = 31	Zn 0,36– 0,62 mg/l, n = 36	Se — 0,889 ± 0,11 mg/l, Zn — 0,888 ± 0,13 mg/l, n= 15
FVC		80,1 ± 4,1	80,9 ± 3,5	92,5 ± 3,2	90,5 ± 2,8	105,5 ± 2,1
FEV1		78,2 ± 4,6*	80,0 ± 3,6	90,2 ± 2,8	90,6 ± 2,7	106,4 ± 2,1
FEV1/FVC		82,0 ± 1,5	84,2 ± 1,1	91,4 ± 0,9	93,8 ± 0,8	102,0 ± 0,9
FEF ₂₅		78,8 ± 4,0*	80,1 ± 3,4	92,1 ± 3,9	101,6 ± 2,4	104,8 ± 2,7
FEF ₅₀		76,2 ± 3,6*	78,5 ± 3,7	90,8 ± 4,1	104,4 ± 3,0	114,8 ± 2,9
FEF ₇₅		76,4 ± 4,8*	79,1 ± 4,0	92,4 ± 3,7	100,8 ± 3,9	114,2 ± 3,5
PC20 histamine, mg / ml, n (%)	0,125– 0,5	28 (82,4)*	22 (75,9)	22 (62,9)	25 (62,5)	—
	1–2	5 (14,7)	6 (20,7)	9 (25,7)	10 (25,0)	—
	4–8	1 (2,9)	1 (3,4)	4 (11,4)	5 (12,5)	—
PC20 metacholine, mg / ml, n (%)	0,125– 0,5	31 (91,2)*	23 (79,3)	25 (71,4)	26 (65,0)	—
	1–2	3 (8,8)	5 (17,2)	7 (20,0)	10 (25,0)	—
	4–8	0	1 (3,5)	3 (8,6)	4 (10,0)	—

In patients with a decrease in selenium concentration below 0.2 mg / ml, there was a significant decrease in the parameters of external respiration function, reflecting the patency of the bronchi, namely a moderate decrease in volume indicators (FVC, FEV1), their ratio (FEV1/FVC), as well as a decrease in the flow rate at the beginning, middle and end of exhalation (FEF 25,50,75). The distribution OF PC20 histamine and metacholine also had significant differences in the groups under consideration. Sensitivity analysis of the bronchial receptor apparatus showed the

prevalence of high threshold concentrations of metacholine and histamine among children with zinc and, especially, selenium content below the physiological values (table 2).

Positive correlations ($r = 0.38$) were observed between the PC20 of metacholine and histamine and the concentration of zinc in the blood, the relationship was enhanced in patients with selenium deficiency ($r = 0.46$), $p < 0.01$.

In the future, the comparison of selenium and zinc concentrations in blood serum (as indicators of microelementosis at the organ level) was carried out in children with "hyperreactors" ,for a short time, under dynamic conditions) and hair tissue (as an assessment of long-term microelementosis, "chronic" deficiency). A parallel decrease in the concentration of selenium in blood serum and hair was observed the overwhelming majority of "hyperreactors" - in 48 (84.1 %) cases, zinc-in 41 (71.0 %), selenium and zinc-in 40 (69.6 %), i.e. this contingent of children there was a tendency to a long-term deficit of me. In other cases, there were various variations in the ME content, but the level of serum selenium in all children was lower than the values of the control group.

The severity of the course of the atopic process and the length of illness were accompanied by the severity of microelement disorders. Thus, among children with a parallel deficiency of selenium and zinc in blood serum and hair ($n = 34$), the experience of atopic dermatitis was 11.2 ± 2.4 years, bronchial asthma- 7.6 ± 1.7 years, the SCORAD index- 42.4 ± 10.2 points, in most cases severe ($n = 6$; 26.7 %) and moderate ($n = 18$, 60.0%) course of bronchial asthma ($n = 30$), whereas with various combinations of selenium and zinc concentrations ($n = 31$) - 8.2 ± 1.6 years; 5.1 ± 1.2 years; 30.8 ± 4.2 points; $n = 2$; 8.3 %; $n = 8$; 36.4 % ($n = 24$), respectively, $p < 0.05$.

CONCLUSIONS

The state of hyper responsiveness of the bronchial tree in children with combined forms of Allergy is accompanied by political amity disorders (deficiency of essential ME identified at 69.6 %), which is especially pronounced at high sensitivity of the bronchi (PK20 of methacholine, histamine is 0.125–0.5 mg/ml), and the lack of selenium and zinc (the plasma below 0.2 and 0.35 mg/l, respectively) and is characterized by decrease in velocity parameters of external respiration function.

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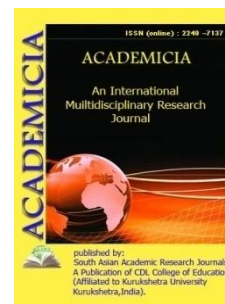
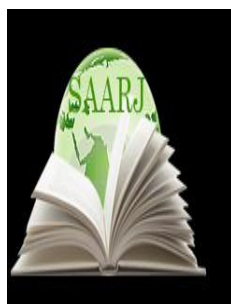
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DOI NUMBER: **10.5958/2249-7137.2020.00144.5**

ROOT MORPHEMES OF GREEK-LATIN ORIGIN IN THE PROCESS OF CONTAMINATION

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ABSTRACT

In the article the author analyzes unique iterative fragments in the complex of contaminated words of the French language, which have a stable character and regularly repeat in the words of different denotative attributions. In the role of iterative fragments the word-forming root morphemes of Greek-Latin origin, word-formants, isolated from the fragments of full-valued words, which are merged as a result of deliberate or spontaneous truncation in the process of contamination, are also used in the contamination. An important factor, as the author notes, is that Greek-Latin formants, being involved in the process of contamination, act as one of the components in combination with another component - a fragment of a truncated full-valued word, and become components of the original compound word, the meaning of which they represent. Observations and significant conclusions are contained in V.M. Leichik's article called «About a non-researched way of word composition in modern French» (1966) which investigates historical roots of French words composing and describes contamination in diachronic aspect in old and middle French. Thus, the appearance of contaminated units is associated with the need to strengthen the semantics of words that exist in the language, give the neoplasms a peculiar, ambiguous charge of semantic capacity, replenish the language with stylistically brightly colored words that express a whole range of connotative signs.

KEYWORDS: Contaminated Word, Contamination, Iterative Fragment, Folk Etymology, Semantic Attraction, Analogy.

INTRODUCTION

The problems of contamination are tackled in the issues of some foreign scientists in linguistics: M. Galio, L. Gilber, A. Goosse, J. Diriks, M. Dubois, K. Nyrop and others. The scientific works of Dubois (1966) contain general characteristics of contamination in the French language. He describes the origin of the term "contamination" with expressing his thoughts upon this linguistic phenomenon. One of the first linguists who paid attention to contamination was K. Nyrop. In his fundamental work on Historical grammar of the French language he made out separate paragraph devoting it to "Contamination" [Nyrop, 1899].

MATERIALS AND METHODS

Viewing the tendency of scientific investigations in the aspects of lexis and phraseology, we came to conclusion that evolutionary process in lexicology and phraseology were far from investigations until the second half of the last century, in 60-80th years in particular. The first scientists, who started to study the phenomenon of contamination, were I.V. Arnold, N.D. Arutyunova, I.I. Borisenko, S.V. Voronin, A.Yu. Muradyan, T.R. Timoshenko, L.I. Royzenzon, I.V. Abramets, V.A. Tsukovich, B.S. Shvartskopf, B.M. Leichik, A.E. Mosyakov, V.A. Ostrovenok, A.I. Selivanov and others.

Only at the end of the 20th century linguists understood the significance of the problem of contamination in language. Therefore, a new stream of researches devoted to this problem emerged at the beginning of the 21st century.

Thus, the dissertation written by G.A. Gromova, was devoted to word composition in French. The material of investigation in this dissertation was based on French argot or so called slang. The analysis of argots contains compound words and composition-related telescope constructions. She wrote that contamination on the material of argots needs special, detailed investigation [Gromova, 1982, p. 4].

Along with there are fragmentarily studied problems of contamination in Roman languages, particularly in French lexicology. Just some of them were partially enlightened in the scientific works of V.M. Leichik, I.Z. Manoli, A.Ya. Alekseev, S.V. Raylyan, A.E. Mamatov.

In one small paragraph of I.Z. Manoli's monograph there is characteristic of word composition as one of the ways of stylistic nomination, structural and semantic signs of compound words are defined. S.V. Raylyan and A.Ya. Alekseev in the chapter «Telescopy as a way of verb composing and expression of stylistic meaning» [1980, p. 166-185] propose some principles of differentiating word composing and describe its main structural types and models of compound words of lexical-grammatical class of verbs. Observations and significant conclusions are contained in V.M. Leichik's article called «About a non-researched way of word composition in modern French» (1966) which investigates historical roots of French words composing and describes contamination in diachronic aspect in old and middle French.

DISCUSSION AND RESULTS

One of the rapidly progressing word-formative tools is the fusion of words and phraseological units. In linguistic literature, it is known as "contamination." This phenomenon, due to its uniqueness, attracts the attention of linguistic researchers of different languages. Contamination

seems to be less studied, as a linguistic phenomenon, in romance, in particular, in the theory of word formation of the French language.

The study of structural types and structural models of contamination has both theoretical and practical importance, since it makes it possible to single out the exact composition of the word and predict the paths along which the formation of new contaminated words will go.

While analyzing the structure of contaminated formations of the modern French language, researchers usually proceed from identifying the nature of the truncation of the source words, which served as the basis for creating the contaminated unit. The principle of a structural approach to the description of the material was the basis for the classification of contaminated words proposed by various linguists.

Before proceeding to the analysis of individual formal models, it is necessary to determine the linguistic status of the component of the contaminated word.

In the final product of the contamination, various components of the merged units are represented as components: a sound or a letter, several sounds or letters that do not coincide with the boundaries of the syllable, with other meaningful segments of the prototype, i.e. part of the root morpheme of a simple word, the "fragment" of a word (as D. Lotte puts it), one of the components of a compound word, and also an incomplete Greek-Latin element as a part of a compound word [3].

We call such a component of a contaminated word the most general term "fragment" - a part of a word that does not necessarily coincide with a morpheme, syllable, or root of a truncated source word.

We call the initial part of the original word a prefragment, its final part - a postfragment.

Note that there are words which initial parts (prefragments) are part of some contaminated words, and the final parts (post-fragments) are of other parts: pyjama-pyjadrap, pyjarobe, Kimojama.

Among the fragments of contaminated formations, there are: a) unique, i.e. unit elements and b) iterative, i.e. repeated in other contaminated words. We also refer to the category of unique fragments, which, although repeated in a few words, but the singularity of these words is not in doubt for the reason that they met in the same context and serve as a stylistic device, being individual authors' occasionalisms. For instance: âcresistence, aiguesistence, hainesistence, ogresistence (Queneau. Saint-Glinglin.), R. Keno's punning variations, composed of whole words, the first components âcre, aigu, haine, ogre and a post-fragment of a word existence.

In principle, every fragment is unique, except for the components of contaminated formation from among the Greek-Latin elements, which semantically represent the whole complex word as full-valued morphemes that are correlated with the full word, for example: stratoscope = stratosphère+télé- scope, stratovision = stratosphère+télévision, programmothèque = programme+ bibliothèque -the term of computative technics with the meaning of "program library."

The iterative fragments used in the contamination are, firstly, the above mentioned word-forming root morphemes of Greek-Latin origin, and secondly, word-formative formants, separated from

fragments of merged full-meaning words as a result of deliberate or spontaneous truncation in the process of contamination.

An essential fact is that, being involved in the contamination process, the Greek-Latin formants act as one of the components together with another component - a fragment of a truncated full-valued word and are components of the original complex word, the meaning of which they represent.

These Greek-Latin formants include the following prefragments: aéro-, agr-, ait-, aqua-, astr-, auto-, biblio-, bio-, carb(o)-, clin-, cosm(o)-, cycl-, dém(o)-, dia-, dynam(o)-, éco-, électro(o)-, galact-, gyro-, hippo-, hydr(o)-, magnet-, micro-, mon(o), morph-, nau-, noct-, olig-, oxy-, phot-, radio-, sténo-, stéréo-, strato-, tachy-, télé-, therm-, thyr-, tropo-.

The following formants can be attributed to Greek-Latin post-fragments: -bate, -crate, -drome, -duc, -dyne, -graphie, -gramme, -lâtrie, -logue, -lyse, -manie, -mère, -mètre, -onyme, -naute, -phile, -phobe, -phone, -phore, -polo, -ptère, -scaphe, -scope, -stat, -thèque.

The following are iterative prefragments: al- (alcool), euro- (européen/Europe), héli- (hélicoptère), trans- (transmetteur), transi- (transistor).

As post-fragments can be used: -orium, -arium (sanatorium): aérium, climatorium, -bus (omnibus): accubus, labobus, hélibus; -dozer (bulldozer): angledozer, tournadozer; -inox (inoxidable): Nickinox, platinox; -istor (transistor): mémistor, stabistor; -kini (bikini): monokini, trikini; -lec (électricité): almalec, Eurolec; -onique (électronique): intellectronique, optronique, radionique, -rama (panorama): loisirama, -tel (hôtel): motel, nautel; -tron (électron): écotron, indicatron, négatron, -tique (automatique): bureautique, robotique, télématique; -vision (télévision): Eurovision, mondovision.

Each of them is characterized by different derivational activity.

An important factor is the functioning in French of truncated words that match in form with fragments of a contaminated word. These independently usable truncations in the initial position of the contaminated word are its prefragment. Although most of them are iterative fragments, for example: auto (mobile), auto (bus), accu(mulateur), ampli(ficateur), bibli(othèque), bio(logie), ciné(matographe), hélico (ptère), labo(ratoire), expo(sition), météo(rologie), dia/diapo(sitive), stéréo(phonie), vélo(cypède) etc.

An equally characteristic feature of contamination in terms of expression is the “factor of the first component”. With a predominantly two-part composition of the contaminated word, the initial part of the original word, i.e. prefragment, quantitatively prevails relative to the final parts of the merged units [3].

In linguistic literature, the point of view, according to which one of the factors, and sometimes the main reason for the formation of contamination, is folk etymology or analogy is deeply rooted [11]. Despite the enduring role of analogy in the process of word formation, where, according to F. de Saussure, “it acts in the direction of great regularity and seeks to unify the methods of word formation and inflection, [7] it would be wrong to say that any contaminative construction is constructed by analogy, since one should not lose sight of the fact that “education by analogy is the creation of a new form according to a certain proportion, moreover, such a creation in which the original form is completely excluded from consciousness;” [5] while

contamination is " the creation of a new form by the fusion of two forms that arise in the mind at the same time. " However, it is clear that the analogy process played a role in the formation of a small number of contaminated words. So, by analogy with the lexeme bigophone (nm)(téléphone), a neoplasm with the same name - tubophone (nm) appeared. Compare: "Come pour me confirmer cefunes-tepressentiment, à nouveau le tubophoneretentit" [12]. In this case, the etymology of the first component word bigophone, we assume that it originates from: a) bigorne (nm; adj.) "argot; argotique, while the etymology of the neoplasm tubophone, is transparent: tube (or tuber = renseigner) + téléphone. A comparison of the etymology of two lexical units gives reason to consider them formed by analogy [7].

Thus, the appearance of contaminated units is associated with the need to strengthen the semantics of words that exist in the language, give the neoplasms a peculiar, ambiguous charge of semantic capacity, replenish the language with stylistically brightly colored words that express a whole range of connotative signs.

CONCLUSION

Contamination is a modern way of composing new words and even phraseological units.

Contamination has its specific structural-morphological, semantic-stylistic and functional parameters which give chance to make out it in the system of word composing in modern French.

Contamination is a process of composing new words which usually consist of two, rarely three words. Contaminated words usually have special stylistic meaning.

Contaminated words and phrases are mostly used in both oral speech and literary texts.

Contamination as a linguistic phenomenon is developing and broadens its borders in modern French.

Contamination has also wide usage in terminology and commercial advertisements.

Contaminated words and expressions are shortened and economical in language means. Still they are not considered as abbreviations.

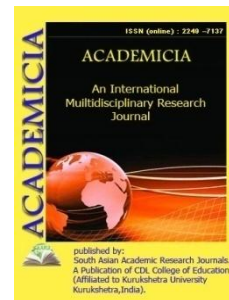
Contaminated words are mostly used in colloquial and belle-lettre styles, scientific and publicistic texts. So, it has a wide and multi-aspectual sphere of usage.

Phraseological contamination is a method of creating new phraseologisms by combining two or more phraseological expressions into one.

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DOI NUMBER: **10.5958/2249-7137.2020.00145.7**

TO ENVIRONMENTAL STUDY AND THE VALUE OF THE HAWTHORN IN THE GREENING OF THE ARAL SEA REGION

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ABSTRACT

The article provides information on bioecological features, the economic significance of the introduced hawthorn, which is of great importance in landscaping in the conditions of Karakalpakstan. Hawthorn tree serves to protect nature, protects the soil from wind and water erosion. Hawthorn is appreciated for its fruits and wood. A special quality of all types of hawthorn is their decorativeness. They are especially beautiful during flowering and fruiting. In autumn, the leaves of some species of hawthorn are brightly painted in a beautiful color. The main task from the field of gardening is the selection of the species composition of trees and shrubs that are resistant to different environmental circumstances in our climate. We have a lot of types of trees and shrubs tested on our climatic conditions. This type of hawthorn is widespread in the gorges of the eastern steep cliffs of Ustyurt. This is a previously unfamiliar species for the Karakalpak flora [4, p.19]. It grows on the slopes of steep cliffs, at the bottom of ravines.

KEYWORDS: *Crataegus L., Introduction, Green Zone, Bioecology, Features, Scenic (Decorative), Medicinal, Economic Importance.*

INTRODUCTION

The increase in green spaces in Karakalpakstan, gardening, landscaping of urban and regional centers, settlements, are the only important measures to improve the environment, places for people to rest, increase soil fertility in saline soil and dry climate of our republic.

The main task from the field of gardening is the selection of the species composition of trees and shrubs that are resistant to different environmental circumstances in our climate. We have a lot of types of trees and shrubs tested on our climatic conditions. The species of hawthorn (hawthorn - *Crataegus* L.) can be attributed to a number of such plants.

Hawthorn belongs to the genus *Crataegus* L., the family Rosaceae Juss. The scientific name of the genus comes from the Greek words *crata* (strong, strong) and *agein* (lead, act). The genus hawthorn is one of the largest in species and form diversity among tree-shrub plants; most species of hawthorn grows in the temperate zone of Eurasia and North America. This served as the basis for the fact that representatives of this genus have long been objects of introduction in many botanical gardens. About 40 species of hawthorn grow on the territory of the former union. They are found mainly in the form of small trees or shrubs [3, p. 514-577].

A number of research works are devoted to the study of hawthorn, A.Reder indicates that more than 1000 species of hawthorn naturally grow in North America. According to the scientist, around the world the genus has 1250 species, of which 1125 species grow in America [3, p. 514-577].

In Central Asia, the introduction and study of the biology and ecology of hawthorn was first carried out in the central botanical garden of the Republic of Turkmenistan [5, pp. 10-15].

RESULTS OF THE RESEARCH

In the conditions of the city of Nukus, in 1989 several scientists studied the appearance of vegetative and reproductive organs on the kidneys of certain species of the hawthorn genus [1, p. 57-62, 2, p. 145-147].

Many types of hawthorn - ornamental, fruit, medicinal plants, at the same time they are resistant to adverse conditions of our republic, tolerate salinity and dryness of our soil. All types of hawthorn can tolerate shading, but in open places it develops well and bloom profusely.

Many species of the hawthorn genus, for example, Altai hawthorn - *Crataegus altaica*, blood red hawthorn - *C.sanguinea*, Almaatins hawthorn - *C.almaatensis*, Songgar hawthorn - *C.songarica*, Korolkova hawthorn - *C.corolkovii* - decorative, fruit, medicinal, vitamin plants, however, they are resistant to adverse conditions of our republic, tolerate salinity and dry soil well. All species can tolerate shading, but in open places they develop well and bloom profusely.

Altai hawthorn- *Crataegus altaica* Lge. A tree up to 5-6 m tall, most often without thorns, sometimes with a few thorns. The leaves are oval, wide, ovate, spherical or slightly oval, orange-brown or yellow. It grows in nature on the outskirts of the Aral Sea and the Caspian, on the highlands of Central Asia.

This species is resistant to frost and drought. Fruits every year. Ornamental plant with flowers and foliage. Propagated by seeds. The fruits are edible, good honey plant, dyes are obtained from the bark. Leaves, flowers and roots are used in medicine.

Hawthorn blood red – *C.sanguinea* Pall. Introduced in the botanical garden of the city of Nukus in 1970. A tree 4-6 m high, covered with brown-gray bark. The leaves are ovoid, stipules sickle-shaped, spherical fruits. It is of interest as an ornamental and fruit plant.

Hawthorn of Alma-Ata – *Crataegus almaatensis* A.Pojark. A tree or shrub 4-5m high. The leaves are ovoid or ellipso-ovoid, complex inflorescences, multiflowered, spherical fruits, with juicy flesh. Ornamental and fruit tree. Distributed in the former USSR, in Central Asia, cultural species in Western Europe and the United States.

Song hawthorn – *Crataegus songarica* C.Koch. In nature, a small tree up to 5 m high. The leaves are rhomboid or oval, with a wedge-shaped base, the stipules of the inflorescence are multiflowered. The fruits are spherical, purple-black, fleshy, edible. Ripen in the middle of July. Songaris hawthorn grows well in a botanical garden, resistant to cold and drought. Growing fast. This type of hawthorn is an ornamental plant with flowers and foliage.

Hawthorn korolkova - *Crataegus korolkovii* L.Henry. This is the only representative of the hawthorn genus growing in the form of a tree in Karakalpakstan. The leaves are large, white flowers. The fruits are spherical, with a diameter of 8-12 mm. It blooms in May, the fruits ripen in June.

This type of hawthorn is widespread in the gorges of the eastern steep cliffs of Ustyurt. This is a previously unfamiliar species for the Karakalpak flora [4, p.19]. It grows on the slopes of steep cliffs, at the bottom of ravines. In the Aral Sea region, near the Kabanbay gorge, they meet in groups, they can also be found between different bushes and grasses. Ornamental and nectar-producing plant. The fruit is edible.

Hawthorn is appreciated for its fruits and wood. The villagers use hawthorn wood to make handles for various tools, turning, carving, and other household items, and it is also well polished, suitable for making engraving boards.

Some types of hawthorn, for example, Alma-Ata hawthorn, reaches a height of 8 m and forms a rather large mass of wood, so their operation is quite possible. We have woods of some types of hawthorn used for industrial purposes, for the manufacture of the handles of shovels, axes. Hawthorn bark is used as a tanning agent and for dyeing fabrics on red.

Hawthorn is especially appreciated for its fruits. The fruits of many species are large, fleshy and edible. Fresh berries of hawthorn can be eaten, used to make jam, marmalade, jelly. In medicine, they are used to normalize blood pressure. Ground hawthorn berries can also be added to the dough when baking bread. Medicines made from hawthorn leaves are taken to calm nerves and lower blood pressure. In medicine, the hawthorn is blood red.

At the end of the XVIII century, high therapeutic results of hawthorn were revealed for various diseases of the cardiovascular system. Preparations from hawthorn are used for cardiac disorders, hypertension, and for the treatment of patients with atherosclerosis. Medicines obtained from plants are used in the cardiovascular system of the elderly.

A special quality of all types of hawthorn is their decorativeness. They are especially beautiful during flowering and fruiting. In autumn, the leaves of some species of hawthorn are brightly painted in a beautiful color. Hawthorns are widely used in the practice of green building; they are

planted in separate groups among the lawn. High-stemmed forms, especially those that bloom with small red-white flowers, are used in alley plantings as a decorative tree.

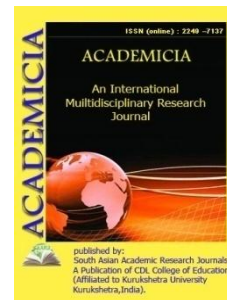
Hawthorn is a genus of perennial trees. They can be found at the edges of forests, parks, they form dense thickets, creating conditions for the construction of nests. And also their fruits serve as an important source of food for birds [3, p. 514-577].

Hawthorns do not require special care, are shade-hardy and frost-resistant, and also unpretentious to soil and terrain conditions; therefore, they are widely used in ornamental gardening, in shelterbelts and in landscape parks, including for fixing clones of ravines and banks of water bodies [6].

Types of hawthorn with bright shiny leaves are hardy in urban environments. Wood lends itself well to molding and pruning; species of *C.monogyna*, *C.okyacantha* and *C.sanguinea* are widely used as hedges. Hawthorn tree serves to protect nature, protects the soil from wind and water erosion. In the practice of green building, for landscaping squares, parks, alleys of hawthorn planted in groups, alone. They make very beautiful hedges.

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DOI NUMBER: **10.5958/2249-7137.2020.00202.5**

MORPHO-FUNCTIONAL PECULIARITIES OF TWINS ENT – ORGANS

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ABSTRACT

The work is devoted to the study of the analysis of twin pairs, interesting from a clinical point of view, concordant or discordant morpho-functional features of ENT organs. Hereditary factors may be important in diseases caused by environmental influences, as they determine the degree of reactivity of the body. In order to assess the role of hereditary and environmental factors and learn the process of disease development, pathological changes in the functional and anatomical aspects of ENT organs in twins are still being studied.

KEYWORDS: *Twins, Monozygotic, Dizygotic, Concordance, Discordance, Intra-Pair Similarity, Heredity.*

INTRODUCTION

Many domestic and foreign researchers have studied the genetics of otorhinolaryngological diseases [1]. However, at present we have only some information about deafness and hearing loss [2,3].

When studying the genetics of ENT diseases, some researchers used the twin method [6]. Meanwhile, this method provides more accurate information about the hereditary etiology of a particular pathology [5,3].

The twin method is based on the study of intra-pair differences and is of primary importance for understanding the relative role of heredity and environment in the formation of various features, structural abnormalities, widespread diseases in the population due to polygenic factors, and especially in the study of inherited diseases with low penetrance [7,13].

Hereditary factors can be important even in diseases caused by environmental influences, as they determine the degree of reactivity of the body. Therefore, in diseases caused by the influence of the environment, the frequency of matching the diagnosis in children of monozygotic twins may be slightly higher than in dizygotic ones, due to the same reactivity in the first and different in

the second. However, the greater the role of heredity, the higher the frequency of matching the diagnosis of the disease in monozygotic and the greater the difference in the frequency of matching the diagnosis between monozygotic and dizygotic.

Unfortunately, only a few studies have been conducted on the analysis of twin pairs that are interesting from a clinical point of view, concordance or discordance in morpho-functional features of ENT organs, in general, for violation of auditory inference. Previously, using such a very accessible method of research as photographing, attempts were made to study various details of the external structure of ENT organs [8,9]. The researchers noted that the monozygotic inside the pair are usually more similar in a number of features of the nose shape than the dizygotic. So he found discordance of features of the structure of the external nose in 55% of dizygotic, while out of 31 pairs of monozygotic, only 8 pairs he found only small differences in the shape of the nose. According to their data, all monozygotic nose shape has an exceptional similarity, and in dizygotic discordance is noted in 55 %. The size and shape of the mouth and the thickness of the lips have a large internal pair similarity in monozygotic than in dizygotic. No differences were observed between monozygous, while dizygous full gap was 40% of the investigated, not the full difference 25 %, and only the remaining 25% of patterns were similar on these characteristics. As for the nasal cavity, some researchers also found a noticeable internal pair similarity [10, 11].

Ears are also a very important feature for judging similarity. The outer ear has a number of morphological features that can easily be fixed, which makes it possible to accurately comparing ear shells. The length and width of the auricle, the degree of protrusion, the shape and location of the whorl of ear and against the whorl, as well as the earlobe are due to the dominant form of heredity mainly on the father's side. However, various variations of the shape of the curl and increment of the ear lobe are direct signs of a recessive nature.

The so-called Darwinian tubercle on one or two sides and probably can be considered as a mono-dimensional and non-permanently dominant hereditary trait [8,9,12,]. Some researchers, studying a number of morphological features of the auricle (Darwin's tubercle, fossa at the upper edge of the outer ear, and others) also noted greater intra-pair similarity in monozygotes, while in dizygotes the difference was noticeably greater. Studies [10,13,14] have shown that the tympanic membrane in its histological structure has a slightly greater intra-pair similarity in monozygotes than in dizygotes.

However, a more detailed study of the anatomical features of the face and ENT organs on a sufficiently large number of twins in comparison with general population studies has not yet been conducted in general and in Uzbekistan in particular. The implementation of these studies will make it possible not only to assess the relative influence of these factors in determining a particular trait, but also to make it possible to judge the impact of the factor of multiple births on the frequency of occurrence of neural sensory hearing disorders in them. This question is related to the fact that various abnormalities and malformations in twins are somewhat more common than in the general population.

The purpose of the study: to study intra-pair differences in morpho-functional features of the face and ENT organs in monozygote and dizygotic twins.

MATERIAL AND METHODS

These studies were conducted on 234 pairs of twins, of which 103 pairs were monozygous twins and 131 were dizygotic twins. There were 38 pairs of boys and 65 pairs of girls among monozygous twins, and 45 pairs of boys and 54 pairs of girls and 32 pairs of opposite-sex twins among dizygotic twins. The age of the examined children is from 6 to 14 years. The control group included 756 children of secondary schools.

The research began with a detailed study of the nature of complaints, objective examination and anamnesis data, performed general clinical and endoscopic methods of examination of ENT organs, determined hearing acuity and vestibular functions. If necessary, x-ray and CT examinations were performed.

RESULTS AND DISCUSSION

Analysis of the most common abnormalities of the face and ENT organs in twins showed that in twins they were $26.49 \pm 3.08\%$ compared to $7.68 \pm 1.13\%$ of the control group ($P=0.01$). In monozygotes, anatomical destructions were more common $20.94 \pm 1.66\%$ than in dizygotic $5.56 \pm 1.58\%$. In twins, significantly more often $13.25\% \pm 1.28\%$ than in children of the control group $0.71 \pm 0.35\%$, there was a deviation of the nasal septum ($P=0.01$). Among monozygotes, the deviation of the nasal septum was observed in 31 children ($7.76 \pm 1.08\%$), and among dizygotic in 21 ($4.49 \pm 0.85\%$) children. According to this pathological feature, monozygotes were concordant in 20 pairs and only one pair was discordant, so the heritability coefficient $H=0.9$. monozygotes were concordant in 6 pairs and discordant in 9 pairs and the heritability coefficient $H=0.4$. Open bite in twins was also observed in a significant percentage of cases $5.98 \pm 1.25\%$ compared to the control of $0.54 \pm 0.31\%$. The obtained differences are statistically significant ($P=0.01$). We have identified the difference on the open bite is statistically significant ($P < 0.05$) and the comparative analysis of the characteristic data between monozygote and dizygous.

TABLE. INSIDE THE PAIRED RATIO BETWEEN THE MOST COMMON ANOMALIES OF THE FACE AND ENT DISEASES IN TWINS

Abnormalities of the structure of the face and ENT organs	Monozygote		Dizygote	
	Concordance	Discordance	Concordance	Discordance
Deviation of the nasal septum	20	I	6	9
Open bite	II	I	I	3
Protruding ears	8	-	-	-
Darwin's tubercle	9	-	-	-
Subtotal	48	2	7	12

Monozygote on the basis of this concordat was 11 pairs, and only one pair discharge time heritability coefficient $H=0.9$. At the same time, concordance for open bite in dizygotes in only one pair, discordance was noted in 3 pairs of dizygotes the heritability coefficient $H=0.2$. Protruding auricles were found among twins in 16 children ($3.42 \pm 1.04\%$). Similarly, the percentage of children was observed in the control group ($P=0.05$). All of these children were monozygous and all were found to have an intra-pair concordance heritability coefficient $H=1.0$.

Signs as "Darwin's tubercle" was not observed among dizygots. They were monozygous in 18 children (9par), which is 9.85 ± 1.08 versus $1.96 \pm 0.59\%$ in the control ($P 0.05$).

The study of hearing in twins showed that the audiometric curves for air and bone conduction were within the normal range. In some cases, there were slight fluctuations in hearing loss at certain frequencies of the order of 5, less often 10 dizygotic twins. The analysis of audiometric curves revealed more intra-pair similarity in monozygotes. This applies to cases where the pathology of ENT organs is not detected during otoscopy, and in three pairs of monozygotes concordate for bilateral purulent otitis media. The heritability coefficient for these diseases was equal to 1.0.

In the study of vestibular function in twins, it was noted that all the examined children did not complain of balance disorders, staggering when walking and dizziness. The total analysis of vestibular samples showed that among monozygotes, concordate pairs with normal reaction were observed in a significant number of cases (69 pairs), which was 87%. Dizygotic concordate cases with normal vestibular response were significantly less (32% or 24 out of 73 pairs).

Reduced excitability of the vestibular analyzer was observed in 10 pairs of monozygotes of twins. Discordant monozygote pairs of twins with inhibition of the vestibular apparatus is not detected. In dizygots, inhibition of the vestibular reaction in 12 pairs. Among them, the concordat was 4 pairs, then 8 pairs as discharge time. The lack of excitability of the vestibular apparatus is not detected nor monozygote and dizygote twins.

CONCLUSIONS

The greatest intra-pair similarity (concordance) of anatomical details of the ear shells and some features of the face and open bite in monozygotes (48par). The heritability coefficient in monozygotes was 9.6, while in the group of dizygots it was only 3.68, which indicates that the above-mentioned distortions of the face and ENT organs are determined mainly by genetic factors.

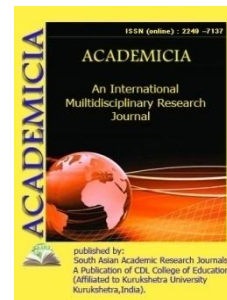
Study of twins' hearing when analyzing audiometric curves revealed more intra-pair similarity in their monozygotes.

Normal vestibular function response has been observed in significant cases in monozygotes. Dizygotic concordate cases with normal vestibular response were significantly less.

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DOI NUMBER: **10.5958/2249-7137.2020.00203.7**

WAYS OF IMPROVING THE FINANCING OF EXPORTS OF AGRICULTURAL PRODUCTS IN UZBEKISTAN

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ABSTRACT

The development of agricultural exports is one of the necessary conditions for increasing the export potential of the Republic of Uzbekistan. Therefore, the Strategy for the development of agriculture of the Republic of Uzbekistan for 2020-2030 provides for a sharp increase in the volume of agricultural exports by 2030 [1]. This, in turn, creates the need to improve the practice of financing the export of agricultural products. This article identifies problems associated with improving the practice of financing the export of agricultural products in the republic and develops scientific proposals aimed at solving them.

KEYWORDS: Credit, Subsidy, High-Interest Rate, Documented Letter Of Credit, Bank Guarantee, Exchange Rate, Export, Agricultural Products, State Budget

INTRODUCTION

Agriculture is one of the key sectors of the economy of the Republic of Uzbekistan. Land used for agricultural production occupies 45% of the country's territory. Together with water and forestry, the industry provides employment for 3.6 million people or 27% of the employed in the economy and 18% of GDP. Export of agricultural products brings about 20-25% of total export income to the Republic. [2]

According to the Review of National Programs and Strategies support for agricultural exports in post-Soviet countries of the Food and Agriculture Organization of the United Nations, Tajikistan, Turkmenistan and Uzbekistan do not provide trade data for UN Comtrade. However, analysis of national statistics and mirror data in UN Comtrade allows us to draw the following most general conclusions for these countries.

Tajikistan and Turkmenistan are net importers of agri-food products, while Uzbekistan is a net exporter. In recent years, deliveries from these countries for this group of goods have been steadily declining. This also included supplies to post-Soviet countries.

The main countries that import agri-food products from these countries are the Russian Federation, Kazakhstan and Kyrgyzstan. At the same time, the main goods imported to the Russian market from Tajikistan, Turkmenistan and Uzbekistan, according to the customs statistics of the Russian Federation, are vegetables and fruits. [3]

Best international experience shows that improving the practice of financing the export of agricultural products is one of the necessary conditions for the development of agricultural exports. This creates the need to identify problems associated with improving the practice of financing the export of agricultural products and developing ways to solve them.

Currently, there are a number of urgent problems in the practice of financing the export of agricultural products to the Republic of Uzbekistan. One of such acute problems is the fact that the total number of documented letters of credit opened by commercial banks for the export of agricultural products is very small (3.5-4.0%) in the volume of letters of credit. In addition, high-interest rates on loans from commercial banks have a negative impact on the practice of financing the export of agricultural products.

Literature review on the topic

A lot of research can be found on this topic, but these studies do not include the situation of financing the export of agricultural products in the Republic of Uzbekistan.

According to V.Maliy, state financial support for their insurance plays an important role in financing agricultural exports. In this case, the agricultural producer enters into an insurance contract with the insurance company and pays 50 percent of the insurance premium; the remaining 50 percent is paid by the state [4].

This conclusion of V.Maliy is of great practical importance for Uzbekistan. Due to the relatively low level of profitability of farmers, the fact that the state covers half of the costs of agricultural export insurance contributes to an increase in their export potential.

The results of studies conducted by S. Korotkova, Y.Tkach, E. Shkarupa, P. Perekhodov, J. Skoft, W. Dinkelberg showed that lending to agricultural exports is essential to

ensure efficiency, and the proportion of loans issued by commercial banks to Finance exports, financed by the state (bonification) [5].

According to A.Gavrilov, directions of export financing are as follows:

- Export financing must be based on a system that includes both public and private capital;
- Cooperation with international economic organizations;
- Creation of the Institute of information and consulting support for exporters;
- Establishment of an export credit insurance Agency;
- subsidizing the transport costs of exporters [6].

A scientist from Uzbekistan, economist E. Shodmonov, suggested expanding the use of documented letters of credit to Finance export-import operations of agricultural enterprises [7].

I. Alimardonov believes that in order to improve the practice of crediting foreign trade activities of small businesses (including small businesses operating in the agricultural sector), it is necessary to introduce payment of their fees through documented letters of credit from the accounts of term and overdraft loans of commercial banks [8].

Data source and research methodology

Analysis and synthesis, scientific abstraction deduction, classification, generalization, comparative, theoretical interpretation, and analytical methods were used in the methodology of this article, as a result of the bibliographic study, the direct and indirect factors affecting them and the prospects for further development were identified.

The information used in the article is mainly obtained through four sources: the official web pages of Food and Agriculture Organization of the United Nations, the Ministry of investment and foreign trade, the Ministry of agriculture of the Republic of Uzbekistan and JSB Agrobank.

Analysis and results

In Uzbekistan, the Ministry of foreign trade and the Ministry of agriculture and water management are responsible for the export of agri-food products.

In January 2017, it was decided to create a new bank — joint-stock commercial Bank “Uzagroexportbank”. Its priority areas of activity are financing investment projects for the development of production and export of agro-industrial products (primarily fruits and vegetables) and related infrastructure, as well as assisting clients in developing strategies to promote agro-industrial products (primarily fruits and vegetables) to international markets together with foreign banks, financial institutions, diplomatic and trade missions.

In 2016, a Republican Commission was formed to ensure deeper processing and increase the export potential of fruit and vegetable products. The main tasks of the Commission are:

- implementation of marketing research on a systematic basis to determine the future demand for domestic fresh and processed fruit and vegetable products, as well as assistance to domestic exporters in developing new markets;

- coordination of work on the creation of specialized integrated trade and logistics centers for harvesting, storage, primary processing and export of fruit and vegetable products and melons, as well as refrigeration facilities;
- prompt consideration of issues related to the organization of transportation, customs clearance and reporting on the shipment of fruits, vegetables, melons and their processed products;
- organization of monitoring the implementation of forecast parameters for the supply of fresh and processed agricultural products for export.

Uztrade joint-stock company is a commercial organization based in the system of the Ministry of foreign trade of the Republic of Uzbekistan (51% of shares are owned by the state).

The Ministry of foreign trade of the Republic of Uzbekistan is responsible for the functions of a shareholder in the state blocks of shares of JSC “Uztrade”. The main tasks and directions of activity of JSC “Uztrade”:

- study on a systematic basis of demand and supply in foreign markets for products produced by small businesses and private businesses, dekhkans and farmers, and on this basis develop proposals for placing orders for the production of finished competitive products;
- export promotion of products of small businesses and private businesses, dekhkans and farmers, search and development of new markets for their products;
- creation of modern production facilities, greenhouses, cold storage facilities, sorting, packaging and processing of agricultural products for the purpose of their subsequent export together with small businesses and private businesses, dekhkans and farmers;
- assistance to small businesses and private businesses, dekhkans and farmers in the certification of export products, conducting advertising events, organizing their participation in international fairs and exhibitions, providing information and consulting on export issues;
- delivery of technological equipment, spare parts, components, raw materials and materials that are not produced in the Republic on the orders of small businesses and private businesses, dekhkan farms and farms.

Increasing the volume of agricultural exports in the Republic of Uzbekistan is one of the priorities of the state economic policy. Therefore, special attention is paid to creating the necessary conditions for increasing the volume of agricultural exports, including improving the practice of financing agricultural exports.

In accordance with the Decree of the President of the Republic of Uzbekistan dated July 29, 2019, under the No.-4406 “On additional measures for deep processing of agricultural products and further development of the food industry”: [9]

a) The costs of certification of agricultural exporters are covered by the export promotion Agency under the Ministry of investment and foreign trade of the Republic of Uzbekistan based on reasonable calculations of the Agency “Uzstandart”;

b) At the expense of the State Fund for support of business development under the Cabinet of Ministers of the Republic of Uzbekistan, loans from commercial banks involved in the implementation of investment projects in the field of processing of agricultural products are provided:

- compensation for interest expenses in the national currency with an interest rate not exceeding 1.5 times the refinancing rate of the Central Bank of the Republic of Uzbekistan for an amount not exceeding 10 billion soums-in the part exceeding the refinancing rate, but not more than 5 percentage points;
- compensation for interest expenses in foreign currency on loans attracted in an amount not exceeding the equivalent of 10 billion soums — in the amount of 40 percent of the interest rate set by commercial banks, but not more than 4 percentage points;
- guarantee of up to 50 % of the loan amount in the amount not exceeding 8 billion soums.

In accordance with the Regulation “On the procedure for export of fruits and vegetables”, approved by the Cabinet of Ministers of the Republic of Uzbekistan dated February 23, 2019 No. 163:

- Economic entities have the right to export fruits and vegetables without a wholesale license. In this case, the tax procedure is applied, which provides for the payment of a single tax on the export revenue of individual entrepreneurs;

- exporting legal entities have the right to export fruits and vegetables without a down payment, without opening a letter of credit, without a bank guarantee and without an insurance policy against commercial risks;

- from the date of registration of the customs cargo declaration for export operations, the term for the occurrence of overdue receivables is set for 120 calendar days for fruit and vegetable products;

- Exporters have the right to export fruits and vegetables on the basis of invoices to the accounts of commercial banks of the Republic of Uzbekistan on the basis of invoices without entering into an export contract, subject to 100% prepayment by non-residents of the Republic of Uzbekistan by bank transfers in foreign currency. [10]

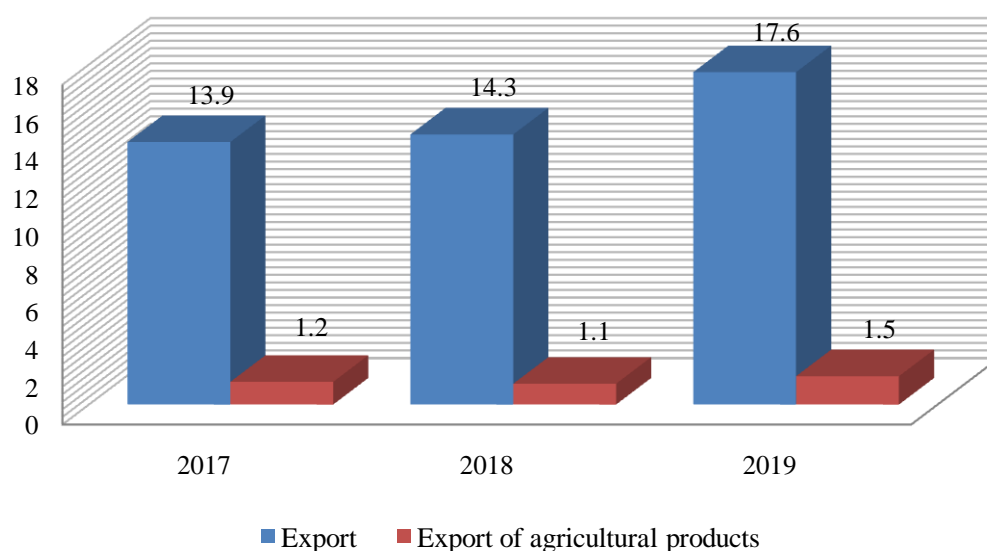


Figure 1. The volume of exports and exports of agricultural products in the Republic of Uzbekistan is estimated at \$ 3 billion. US dollar [11]

As can be seen from the Figure 1, the volume of exports of the Republic of Uzbekistan in 2017-2019 has a growth trend. However, the volume of exports of agricultural products is unstable. In 2018, the volume of exports of agricultural products decreased significantly compared to 2017.

In our republic, mainly, financial services to the agricultural sector are provided by JSB Agrobank.

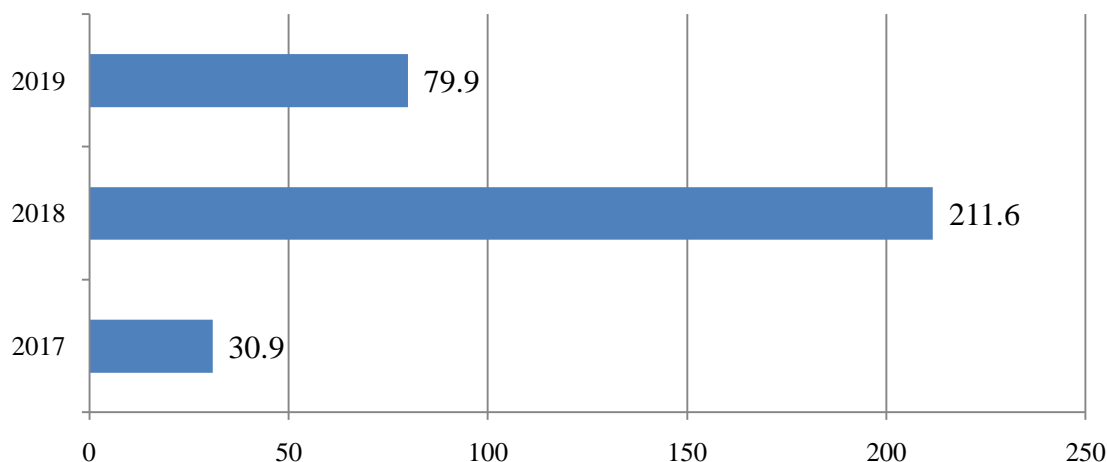


Figure 2. Documented letters of credit and guarantees issued by JSB “Agrobank” for import operations of agricultural producers and enterprises, in billion soums [12]

As can be seen from Figure 2, the number of documented letters of credit and guarantees issued by Agrobank for import operations of agricultural producers in 2017-2019 was unstable. In 2019, this figure fell sharply compared to 2018.

It should be noted that during the period analyzed by Agrobank, documented letters of credit and guarantees for export operations of agricultural producers and enterprises were not issued. This is a negative situation in terms of improving the practice of financing agricultural exports.

It is known that one of the important sources of financing for agricultural exports is loans from commercial banks. However, the amount of financing for agricultural exports from commercial Bank loans depends on the interest rate on loans. Unfortunately, high-interest rates on loans provided by commercial banks of the country, including Agrobank, to agricultural enterprises in national and foreign currencies are high, which constrains the growth of lending to agricultural exports. In 2018, Agrobank provided investment loans to farmers to Finance investment projects for up to 60 months at rates from 22% to 26% per annum, for working capital for up to 12 months at rates from 22% to 26% per annum. Also, the interest rate on loans in the foreign currency issued by Agrobank is relatively high. For example, the interest rate on loans provided by Agrobank through credit lines of the German Landesbank is 6-month EURIBOR + 1.5% + 2%, the interest rate on loans provided by the credit line of the Turkish Ziraat Bank is 6-month LIBOR + 8.75% [13], these are interest rates that are significantly higher.

CONCLUSION

In our view, in order to improve the practice of financing agricultural exports to the country, it is advisable to implement the following measures:

1. To expand the scope of financing of these exports by increasing the volume of documentary letters of credit opened by commercial banks for agricultural exports, first of all, these letters of credit should be opened to exporters who have a documented letter of credit from a foreign bank; secondly, these letters of credit should finance the running costs and transport costs associated with the production of exported goods; third, the current liquidity of exporters using these letters of credit should not be lower than the regulatory requirement (2.0) generally accepted in international practice.

2. In order to increase the volume of financing of agricultural exports through loans from commercial banks, first of all, it is necessary to take into account the level of credit and interest risk when determining the interest rate on loans to agricultural producers and agricultural enterprises with guaranteed payment for export products; secondly, it is necessary to establish selective lending by the Central Bank to agricultural exporters; third, it is necessary to ensure that these export credits are issued by commercial banks at fixed rates (for this purpose, resources attracted by commercial banks in foreign currency must have a fixed rate).

Implementation of this proposal will produce the following results:

- increase the level of access to agricultural exporters to export loans from banks;
- The level of credit risk associated with export loans from commercial banks will be reduced;
- the percentage risk for agricultural exporters is significantly reduced.

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DOI NUMBER: **10.5958/2249-7137.2020.00204.9**

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN PRESCHOOL EDUCATION

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ABSTRACT

The ability of a computer to reproduce information simultaneously in the form of text, graphic images, sound, speech, video, to memorize and process data with great speed allows specialists to create new means of activity for children that are fundamentally different from all existing games and toys. "Information technology is a complex of methods, methods and tools that provide storage, processing, transmission and display of information and aimed at improving the efficiency and productivity of labor." At the present stage, methods, methods and tools are directly interconnected with a computer (computer technology). A computer can enter a child's life through a game. The game is one of the forms of practical thinking. In the game, the child operates with his knowledge, experience, impression, reflected in the social form of game modes of action, game signs that acquire significance in the semantic field of games.

KEYWORDS: *Simultaneously, Experience, Impression,*

INTRODUCTION

The combination of information and communication technology (ICT) is associated with two types of technology: information and communication. "Information technology is a complex of methods, methods and tools that provide storage, processing, transmission and display of information and aimed at improving the efficiency and productivity of labor." At the present stage, methods, methods and tools are directly interconnected with a computer (computer technology). Information technology training is all technologies that use special technical means (computer, audio, cinema, video, computer and information technology). Information and communication technology (ICT) is "a wide range of digital technologies used to create, transmit and disseminate information and provide services (computer equipment, software, telephone lines, cellular communications, e-mail, cellular and satellite technologies, wireless and cable communication, multimedia, and the Internet)." Information and communication technologies

(ICT) of education in the broad sense are educational technologies that use special methods, software and hardware (film, audio and video, computers). Computer technology is an integral part of information technology, including software, technical systems that provide for the collection, accumulation, storage, processing and transmission of encoded information, as well as ways to use these systems. It is impossible to imagine modern education without the use of information technologies that are being introduced in all areas of pedagogical activity: processing the results of monitoring the educational process, storing data about pupils, assessing the individual development of the child, using electronic presentations, computer games and interactive tasks for educational purposes, etc.

The use of ICT is gradually leading to a change in the content, methods and technologies of teaching and educating preschool children, increasing the ability of teachers to provide volumetric and animated images, display remote and virtual objects, and demonstrate high-quality sounds. Communication technologies determine the methods, means and means of human interaction with the environment (the reverse process is also important). In these communications, the computer takes its place. It provides, comfortable, individual, diverse, highly intelligent interaction of communication objects. Combining information and communication technologies, projecting them onto educational practice, it should be noted that the main task facing their implementation is the adaptation of a person to life in the information society.

It is absolutely clear that information and communication technologies (ICTs) are becoming the main tool that a person will use not only in professional activities, but also in everyday life.

Conditions and results of the implementation of information and communication technologies (ICT)

Improving the ICT competence of a teacher	Step by step, the development of computer technology is becoming more and more confident. The teacher is not afraid of the computer, finds it a faithful assistant, sees the prospects for use.
Availability of free access to a computer in the institution. A stronger condition may be the availability of a computer at the teacher's workplace.	It is possible to apply the acquired knowledge in practice. The teacher can conduct a lesson using a computer, prepare materials for the lesson. Children are positive about change.

The most effective means of including a child in the creative process are:

- game activity;
- creating positive emotional situations;
- work in pairs;
- problematic training.

In the beginning, it is impossible to conduct a lesson without the use of visual aids; problems often arise. Where to find the right material and how best to demonstrate it? A computer came to the rescue. In practice, information technology training is called all technologies, special technical using information tools (computers, audio, cinema, video). The use of new and latest information tools leads to the emergence of new concepts in pedagogy. When the computer began to be used in education, the term “new information technology” (NIT) appeared. If telecommunications are used, then the term “information and communication technologies” - ICT. In the conditions of the modern development of society and production, it is impossible to imagine a world without information resources no less significant than material, energy and labor. The modern information space requires computer skills not only in elementary school, but also in preschool childhood. Today, information technology significantly expands the capabilities of parents, teachers and specialists in the field of early learning. The possibilities of using a modern computer allow you to most fully and successfully implement the development of the child's abilities. Unlike conventional technical training aids, information and communication technologies not only saturate a child with a large number of ready-made, strictly selected, appropriately organized knowledge, but also develop intellectual, creative abilities, and what is very important in early childhood is the ability to independently acquire new knowledge. The ability of a computer to reproduce information simultaneously in the form of text, graphic images, sound, speech, video, to memorize and process data with great speed allows specialists to create new means of activity for children that are fundamentally different from all existing games and toys. All this makes qualitatively new demands on preschool education, the first link in lifelong education, one of the main tasks of which is to lay the potential for enriched development of the child's personality. Therefore, in the system of preschool education and training, it is necessary to introduce information technology. Practice has shown that at the same time, children's interest in classes increases significantly, and the level of cognitive opportunities increases. The use of new unusual methods of explanation and reinforcement, especially in a playful way, increases the involuntary attention of children, helps to develop voluntary attention. Information technology provides a personality-oriented approach.

Computer capabilities allow you to increase the volume of material offered for review. In addition, among preschoolers, the same program material should be repeated many times, and the variety of presentation forms is of great importance. Outside of classes, computer games help consolidate children's knowledge; they can be used for individual lessons with children who are ahead of their peers in intellectual development or behind them; for the development of mental abilities necessary for intellectual activity: perception, attention, memory, thinking, development of fine motor skills. Computer programs accustom themselves to independence, develop the skill of self-control. Young children require more help in completing assignments and step-by-step confirmation of their actions, and automated correctness control frees up the teacher's time for parallel work with other children. A computer can enter a child's life through a game. The game is one of the forms of practical thinking. In the game, the child operates with his knowledge, experience, impression, reflected in the social form of game modes of action, game signs that acquire significance in the semantic field of games. The child discovers the ability to endow a neutral (up to a certain level) object with game value in the semantic field of the game. It is this ability that is the main psychological basis for introducing a computer as a gaming tool into the game of a preschooler. During the game activity of a preschooler enriched with computer tools, psychic neoplasms arise (theoretical thinking, developed imagination, the ability to predict the

result of action, design qualities of thinking, etc.), which lead to a sharp increase in children's creative abilities.

Compared with traditional forms of preschool education, a computer has several advantages:

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Practice has shown that at the same time, children's interest in classes increases significantly, and the level of cognitive opportunities increases. The use of new unusual methods of explanation and reinforcement, especially in a playful way, increases the involuntary attention of children, helps to develop voluntary attention. Information technology provides a personality-oriented approach. Computer capabilities allow you to increase the volume of material offered for review. In addition, among preschoolers, the same program material should be repeated many times, and the variety of presentation forms is of great importance.

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Compared with traditional forms of preschool education, a computer has several advantages:

1. Analysis Method
2. Comparison Method
3. The method of generalization
4. Classification Method
5. Formulation of concepts
6. Internal action plan

In preparation for the lessons, the teacher uses electronic resources for educational purposes:

1. Multimedia courses
2. Presentations for classes
3. Puzzle games
4. Test shells
5. Internet Resources
6. Electronic encyclopedias.

When developing a lesson using ICT, special attention is paid to the health of students. The plan of the lesson includes physical and dynamic pauses, exercise for the eyes, the use of elements of health-saving technologies. Thus, the labor spent on managing cognitive activity using ICT means justifies itself in all respects: it helps to overcome difficulties, creates favorable conditions for better understanding between the teacher and children and their cooperation in the educational process.

The use of multimedia presentations in the classroom combines many components necessary for the successful training of children. This is a television image, and animation, and sound, and graphics. The analysis of such classes showed that cognitive motivation increases, mastering complex material is facilitated. In addition, fragments of classes that use presentations reflect one

of the main principles of creating modern classes - the principle of fasciation (principle of attractiveness). Thanks to the presentations, children who were usually not very active in the classroom began to actively express their opinions and reason. A fairly widespread use of multimedia projectors can significantly increase the visibility due to the use of a teacher during the class multimedia presentation.

Requirements for a teacher working with ICT:

1. To own the basics of working on a computer.
2. Have skills in working with multimedia programs.
3. To own the basics of working on the Internet.

The use of computer tests, test play, will allow the teacher to get an objective picture of the level of assimilation of the material studied in a short time and correct it in a timely manner. The high degree of emotionality of preschool children is significantly constrained by the strict framework of the educational process. Classes allow you to defuse high emotional tension and revitalize the learning process. Classes using information technology not only enliven the learning process (which is especially important if we take into account the psychological characteristics of young children, in particular the long predominance of visual-figurative thinking over abstract logical), but also increase the motivation for learning. The child becomes a seeker, thirsty for knowledge, indefatigable, creative, persistent and hardworking. classes using information technology not only expand and consolidate the knowledge gained, but also significantly increase the creative and intellectual potential of students.

ICT applications for preschoolers.

1. Use of the global Internet.

It's hard to imagine modern education without the resources of the Internet. The Internet has the enormous potential of educational services. E-mail, search engines, electronic conferences are becoming an integral part of modern education. On the Internet you can find information on the problems of early education and development, about innovative schools and kindergartens, foreign institutions of early development, establish contacts with leading specialists in the field of education. Therefore, in recent years there has been a massive introduction of the Internet not only in school, but also in preschool education.

The number of information resources in all areas of education and development of children is increasing. The Internet is really becoming available for use in the educational process. The opportunities provided by online electronic resources allow us to solve a number of problems that are relevant for specialists working in the system of preschool education. Firstly, this is additional information, which for some reason is not in the print edition. Secondly, this is a variety of illustrative material, both static and dynamic (animations, video materials). Thirdly, in the information society, networked electronic resources are the most democratic way of disseminating new methodological ideas and new teaching aids, accessible to methodologists and teachers regardless of their place of residence and income level.

Using Internet resources allows you to make the educational process for senior preschoolers information-intensive, entertaining, comfortable. Information and methodological support in the form of electronic resources can be used during the preparation of the teacher for classes, for

example, to learn new techniques, in the selection of visual aids for the lesson. E-learning tools are designed specifically for preschool children. They will help to learn the writing of letters and learn to read. These developments fully take into account the psychological, cultural and social features of children's comprehension of such a cultural phenomenon as word and phrase. Internet search engines provide educators with the opportunity to find almost any material on development and learning issues and any pictures and illustrations for classes.

2. Using a computer for documentation.

A computer can provide invaluable services to educators and “advanced” parents in compiling various kinds of action plans with the help of organizing programs, keep an individual diary of a child, write down various data about him, test results, build graphs, and generally monitor the dynamics of a child's development. This can be done manually, but the time costs are not comparable. An important aspect of using a computer is maintaining a database of books. To date, a very large number of books on the upbringing and development of children have appeared, many books reflect integrated approaches to learning, others reflect the development of a certain quality, differentiating age categories, etc. It is difficult to navigate in the literature without a database.

3. The use of developing computer programs.

Computer capabilities allow you to increase the volume of material offered for review. The bright luminous screen attracts attention, makes it possible to switch the audio perception of children to visual, animated characters are of interest, as a result, the tension is relieved. But today, unfortunately, there is an insufficient number of good computer programs that are designed for children of this age. Specialists identify a number of requirements that educational programs for children must meet:

□ □ □ □ □ □ □ development of a wide range of skills and perceptions,

Im Occupation.

The training programs on the market for a given age can be classified as follows:

1. Games for the development of memory, imagination, thinking, etc.
2. "Talking" dictionaries of foreign languages with good animation.
3. ART studios, the simplest graphic editors with picture libraries.
4. Travel games, "rpg".
5. The simplest programs for teaching reading, mathematics, etc.

The use of such programs allows not only to enrich knowledge, to use a computer for a more complete acquaintance with objects and phenomena that are beyond the limits of the child's own experience, but also to increase the child's creativity; the ability to operate with symbols on the monitor screen helps to optimize the transition from visual-figurative to abstract thinking; the use of creative and directorial games creates additional motivation in the formation of educational activities; individual work with a computer increases the number of situations that a child can solve on his own.

1. The use of multimedia presentations.

Multimedia presentations make it possible to present educational and developing material as a system of bright reference images filled with exhaustive structured information in an algorithmic order. In this case, various channels of perception are involved, which allows you to lay information not only in factual, but also in associative form in the memory of children.

The purpose of this presentation of developing and educational information is the formation of a system of mental images in children. The presentation of material in the form of a multimedia presentation reduces learning time, frees up children's health resources. The use of multimedia presentations in the classroom allows you to build an educational process on the basis of psychologically correct modes of functioning of attention, memory, thought activity, humanization of the learning content and pedagogical interactions, reconstruction of the learning process and development from the perspective of integrity. The basis of any modern presentation is to facilitate the process of visual perception and memorization of information with the help of vivid images. The forms and place of use of the presentation (or even its individual slide) in the lesson depend, of course, on the content of this lesson and the goal that the teacher sets. The use of computer slide presentations in the process of teaching children has the following advantages:

- Implementation of polysensory perception of the material;
- The ability to demonstrate various objects using a multimedia projector and projection screen in a multiple view;
- combining audio, video and animation effects into a single presentation helps to compensate for the amount of information received by children from educational literature;
- The ability to demonstrate objects more accessible to perception of a safe sensory system;
- Activation of visual functions, eye potential of the child;
- computer presentation slide films are conveniently used to display information in the form of printouts in large print on the printer as a handout for classes with preschoolers.

The use of multimedia presentations allows you to make classes emotionally colored, attractive, cause a keen interest in the child, are an excellent visual aid and demonstration material, which contributes to a good class performance. Thus, the use of multimedia presentations in the classes of mathematics, music, and acquaintance with the surrounding world ensures the activity of children when examining, examining, and visually highlighting the signs and properties of objects, and forms of visual perception, examination, and highlighting in the subject world of qualitative, quantitative, and spatial-temporal signs and properties, visual attention and visual memory develop. With the help of multimedia presentations, children learn sets of visual gymnastics, exercises to relieve visual fatigue. Pictures appear on the monitor screen - symbols of various exercises. Children love exercise and multimedia. "Stars", "Fish", "Winter Forest" and others.

They perform exercises, looking at the screen. Children's eye movements correspond to the movements of objects on the screen. However, I would like to note that the use of computer tasks does not replace the usual corrective methods and technologies of work, but is an additional, rational and convenient source of information, visibility, creates a positive emotional mood, motivates both the child and his mentor; thereby accelerates the process of achieving positive results in the work. Thus, the use of computer technology allows you to optimize the correctional

and pedagogical process, individualize the education of children with developmental disabilities and significantly increase the effectiveness of any activity. In addition, in the process of designing, creating new tasks for correctional and developing classes using a computer and a multimedia projector, the teacher's creative qualities are developed and improved, and his professional competence is growing. The desire of an adult to diversify the activities of children, to make classes even more interesting and informative, takes them to a new round of communication, mutual understanding, develops the personal qualities of children, and contributes to the excellent automation of skills acquired in the classroom at the new communicative stage of pedagogical and correctional impact.

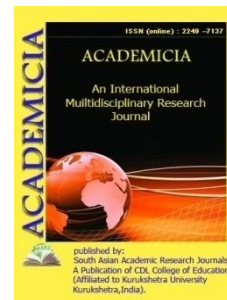
CONCLUSIONS

Thus, the informatization of education opens up new ways and means of pedagogical work for educators.

Computer, multimedia tools - tools for processing information that can become a powerful technical tool for training, correction, a means of communication, necessary for joint activities of teachers, parents and preschoolers.

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DOI NUMBER: **10.5958/2249-7137.2020.00146.9**

CHARACTERISTICS OF ORGANIC ORGANISMS ABLE TO CAUSE ACUTE AND CHRONIC EXPERIMENTAL OSTEOMYELITIS

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ABSTRACT

The goal was the selection of infectious strains of microorganisms for the formation of experimental acute and chronic osteomyelitis. For this purpose, Staphylococcus aureus and Pseudomonas aeruginosa were selected. They were introduced 2 times in the amount of 6×10^9 mt / ml in each laboratory animal. Microbiological, clinical, and morphological signs of experimental acute and chronic osteomyelitis were observed in the pathological focus. To increase infection, both strains were seeded separately in nutrient broth and standardized. When introducing cultures of microorganisms into white, outbred mice, the need for immediate administration of an infected agent was taken into account. They were placed in cages (up to 20 mice were in one cage) at a height of 30-70 cm above the floor. All animals were quarantined 10 days after they were brought for a scientific experiment, and it was carried out after they were convinced that they did not have any infectious or other diseases. The cells that contained the experimental animals were cleaned and treated every morning in accordance with generally accepted rules.

KEYWORDS: *Acute And Chronic Experimental Osteomyelitis, Laboratory Animals, Strains Of Microorganisms.*

INTRODUCTION

The causative agents of acute and chronic osteomyelitis are microorganisms belonging to different species, including the genera Staphylococcus, Pseudomonas, Candida, members of the Enterobacteriaceae family, non-clostridial anaerobes, and others [1, 2, 12].

To date, the immuno-microbiological aspects and pathogenetic mechanisms of osteomyelitis of various forms have not been clearly evaluated, but there is a need for an immediate diagnosis and

treatment, the effect of treatment on the microorganism, as well as specific and non-specific protective factors of the macroorganism, which does not allow to study everything in dynamics.

Therefore, the creation of experimental models of acute and chronic osteomyelitis allows you to fully study the microbiological and immunological aspects of these diseases.

To date, experimental models have been carried out on laboratory animals such as dogs, rabbits, white rats and guinea pigs [7, 8, 11, 13]. However, in these studies, in a comparative study of the main taxonomic characteristics of their generation and species during the selection of pathogenic microorganisms, the relationship between the selected strains of pathogens and the antimicrobial factors of the body was not revealed.

The purpose of the study: The selection of strains of microorganisms belonging to different species for the induction of acute and chronic osteomyelitis in an experiment with the subsequent identification and assessment of their ability to cause experimental osteomyelitis.

MATERIALS AND METHODS

In order to induce experimental acute and chronic osteomyelitis, 120 white thoroughbred mice aged 2-3 months and weighing 18-22 g were used as laboratory animals.

The place where the experimental animals were kept was warm, bright and dry, and the floor was cemented to prevent the penetration of wild rodents. They were placed in cages (up to 20 mice were in one cage) at a height of 30-70 cm above the floor. All animals were quarantined 10 days after they were brought for a scientific experiment, and it was carried out after they were convinced that they did not have any infectious or other diseases. The cells that contained the experimental animals were cleaned and treated every morning in accordance with generally accepted rules. For timely feeding of mice, a traditional diet was used [8]. Mice that died during the experiment were disposed of in accordance with these rules.

Before the start of the experiments, the animals were divided into groups, transferred to separate cells, their health was restored, and the cells were noted in groups. Experimental animals were infected with selected strains of microorganisms in accordance with traditional methods. When working with laboratory animals, ethical principles of working with them were observed, as well as generally recognized rules for biological safety [3, 14].

Given the course and duration of the disease, the emergence of pathogens in the form of monocultures, associations of microorganisms, as well as differences in the principles of treatment, it was necessary to create separate models of experimental acute and chronic osteomyelitis.

In the selection of infectious agents, the microbial landscape data obtained as a result of bacteriological studies of biological material (pus) in 448 patients (380 adults and 68 children) with acute and chronic osteomyelitis we studied was used.

Collectible strains were used to induce acute and chronic experimental osteomyelitis in laboratory animals. They were taken from the National Collection of Human Infections Microorganisms of the Scientific Research Institute of Epidemiology, Microbiology and Infectious Diseases of the Ministry of Health of the Republic of Uzbekistan. The authors thank the collection staff for this. All strains used were stored in a refrigerator (40C) in a semi-liquid nutrient medium.

All strains used were local strains isolated from patients with purulent-inflammatory diseases in our country. Studies were conducted in 2010-2018.

Statistical processing of the results was carried out using traditional methods of variation statistics, using the Excel program on a personal computer. When organizing and conducting research, the principles of evidence-based medicine are strictly observed.

The results obtained and their discussion

Staphylococcus aureus strains were used to induce experimental acute osteomyelitis in selected laboratory animals. For this, we had the following reasons:

- Firstly, the results showed that they are the main causative agents of acute and chronic osteomyelitis in humans;
- Secondly, clear clinical manifestations have been identified when this pathogen causes acute and chronic osteomyelitis;
- Thirdly, the identification of these gram-positive cocci is well established in bacteriological laboratories;
- Fourthly, the ability of this pathogen to cause acute and chronic osteomyelitis in people, regardless of place of residence;
- Fifthly, most researchers have used this pathogen as an infectious agent that causes experimental acute and chronic osteomyelitis in laboratory animals.

Data on these microorganisms used to induce acute experimental osteomyelitis are shown in Table 1.

TABLE 1 THE MAIN BIOLOGICAL PARAMETERS OF THE STRAINS OF STAPHYLOCOCCUS AUREUS USED TO INDUCE ACUTE EXPERIMENTAL OSTEOMYELITIS

Biological properties	Sequence number of strains				
	003994/ Wood-46	003846/ 11	003851/ 2	003926/ M-4	004174/ M3-85
Morphological properties	Coccus	Coccus	Coccus	Coccus	Coccus
Tinctorial properties	Gram "+"	Gram "+"	Gram "+"	Gram "+"	Gram "+"
Cultural properties	S shape, goldenpigment	S shape, goldenpigment	S shape, goldenpigment	S shape, goldenpigment	S shape, goldenpigment
Enzymatic properties	Typical	Typical	Typical	Typical	Typical
Dedicated source	Hemoculture	Pus	Pus	Throat mucus	Nasal mucus

It was found that the *Staphylococcus aureus* strains selected for laboratory animal infections exhibited typical characteristics for all biological properties (morphological, tinctorial, cultural, enzymatic and other characteristics) during bacteriological identification, differing mainly in the source of excretion (blood culture, pus, mucus from the throat or nose).

When choosing five strains of these microorganisms at once for the induction of experimental acute osteomyelitis, it was taken into account that these microorganisms are found in various biotopes of the body and can be the etiological agent of osteomyelitis, regardless of the age of the person, in addition, these strains enhance mutual pathogenic properties.

Before the planned experimental studies, the collection strains were re-seeded with nutrient media corresponding to their taxonomic groups. After that, the selected strains were identified to the genus and species based on the study of morphological, tinctorial, cultural, enzymatic, toxigenic and antigenic properties [4, 5, 9].

The colonies of *Staphylococcus aureus* were typical, convex, the surface was smooth, moist and after 24 hours had the ability to highlight golden pigment. Using additional microbiological tests, taxonomic signs, such as the formation of urease, phosphatase and others, as well as pathogenicity factors - plasmocoagulase and hemolytic ability, lecithinase and hyaluronidase activity. It should be noted that *Staphylococcus aureus* was characterized by high hemolytic activity.

To induce experimental acute osteomyelitis, we used the traditional method of MM Soloviev, which he proposed in 1969 [7] in our modification.

Laboratory animals were infected with *Staphylococcus aureus* strains twice to induce acute experimental osteomyelitis. In both cases, a one-day culture of a mixture of the five *Staphylococcus aureus* strains mentioned above was used. To enhance the infectious effect before use, they were seeded into fresh nutrient media and one-day cultures were obtained.

From literature [1, 6, 7, 10] and our clinical and bacteriological studies, it was known that osteomyelitis mainly develops in tubular bones. In this regard, the femur artificially injured by us was infected.

For this, the operating area was completely cleared of wool 2-3 days before the experiment. After the mice were fixed in the traditional way, the upper part of the femur was opened under local anesthesia, the bone was opened and the upper layer was injured using a surgical scalpel, then this injured surface was injected with a one-day culture of selected *Staphylococcus aureus* strains in an amount of 0.1 ml at a concentration of 6×10^9 microbial bodies ml (bw / ml). The femur was then sutured surgically, laboratory animals were separated from each other, and they continued to be kept under the general conditions of vivarium.

The second infection was carried out in the same way on the 7th day after the start of the experiment, except that, unlike other researchers [7], a one-day culture of a mixture of five strains was used (other authors used one, the most pathogenic strain for re-infection) . The introduction of the strains to laboratory animals was deemed appropriate immediately.

Clinical signs of acute experimental osteomyelitis in laboratory animals were observed 3 days after infection with microorganisms. The results of these observations were supplemented by a visual examination of the surface of the pathogenic focus, developed in acute experimental

osteomyelitis, bacterioscopic and bacteriological examination of pus, and morphological examination of the affected area of the bone.

In the projection of a clinically infected hip, such signs as edema, general and local temperature increase, numbness of the affected leg and difficulties with its movement were visualized. Tousled hair was also observed, low mobility, lack of appetite, slow manifestation of various conditioned and unconditioned reflexes.

Staphylococcus aureus was mainly identified from pus with bacteriological pathological damage (96.7%) - with an average concentration of 8×10^{11} colony forming units / ml (CFU / ml), other microorganisms were not identified.

Morphologically in the tissues of the pathological focus were found signs of purulent-inflammatory process.

Thus, based on the established microbiological, clinical and morphological features, acute experimental osteomyelitis was induced in 96.7% of laboratory animals involved in the experimental study. This showed that the microorganism strains for infection were correctly selected to form a model of acute experimental osteomyelitis.

In the induction of chronic experimental osteomyelitis, the results of experiments on the formation of acute experimental osteomyelitis were taken into account, taking into account the high inoculation of *Staphylococcus aureus* from patients with chronic osteomyelitis, their frequent identification as an association of microorganisms, and the frequent inoculation of *Pseudomonas aeruginosa* (primary) biological material of a patient with chronic osteomyelitis.

Based on the foregoing, a decision was made to infect laboratory animals to induce chronic experimental osteomyelitis using an association of microorganisms from 2 different strains - *Staphylococcus aureus* and *Pseudomonas aeruginosa*.

Both strains, as in the previous case, were kindly provided by the National Collection of Human Infections Microorganisms. Their biological properties are shown in table 2.

TABLE 2 BASIC BIOLOGICAL PARAMETERS OF MICROORGANISM STRAINS USED TO INDUCE CHRONIC EXPERIMENTAL OSTEOMYELITIS

Biological properties	<i>Staphylococcus aureus</i>	<i>Pseudomonas aeruginosa</i>
Serial number	003926/M-4	003480/237
Morphological properties	Coccus	Bacterium (rod-shaped)
Tinctorial properties	Gram "+"	Gram "-"
Cultural properties	S shape, golden pigment	S form, green pigment, specific odor
Enzymatic properties	Typical	Typical
Dedicated source	Throat mucus	Pus

With bacteriological identification of *Staphylococcus aureus*, genus- and species-specific biological properties were obtained.

After plating *Pseudomonas aeruginosa* in nutrient media, it acquired all the typical signs corresponding to its taxonomic group: the colonies were typical, formed a green pigment, felt a characteristic odor, lysis zones and the “iris corolla” phenomenon. The definition of the phenomenon of the “iris” is a characteristic feature of the pathogenicity of *Pseudomonas aeruginosa* [4].

Therefore, the collection strain we selected was highly pathogenic. It is known that this microorganism is a “problem” microorganism that causes chronic purulent-inflammatory processes, which is widespread in hospitals as a hospital strain, characterized by high resistance to antibiotics.

Chronic experimental osteomyelitis was induced by us on the basis of the method of MM Soloviev, which he proposed in 1969 [7].

For this, the operating area was completely cleared of wool 2-3 days before the experiments. After the mice were fixed in the traditional way, the upper part of the femur was cut under local anesthesia, the bone was opened and 3% acetic acid was applied to the surface in an amount of 0.1 ml. This acid was selected as a toxic, stressful and damaging factor before infection with microorganisms. It was carefully and carefully administered only on the surface of the bone. Acetic acid was applied only after the transfusion needle touched the hard part of the bone. Attempts have been made to prevent this acid from entering the bloodstream, since it causes hemolysis of red blood cells in the blood and the death of laboratory animals.

4 days after acetic acid was applied to the bone, *Staphylococcus aureus* 003926 / M-4 was injected into the same affected area at a concentration of 6×10^9 mt / ml, which caused acute experimental osteomyelitis. On the 7th day of infection, the strain *Pseudomonas aeruginosa* 003480/237 was introduced into this primary focus at a concentration of 6×10^9 mt / ml.

To increase infection, both strains were seeded separately in nutrient broth and standardized. When introducing cultures of microorganisms into white, outbred mice, the need for immediate administration of an infected agent was taken into account.

The reason for using various strains of microorganisms for the induction of chronic experimental osteomyelitis was that they have a wide range of antigenic stimuli, which leads to high microbial sensitization of the body, providing a diverse spectrum of pathogenic factors. In-depth bacteriological studies showed that there were practically no antagonistic effects between the used strains of microorganisms.

Infection of laboratory animals with different types of microorganisms with different antigenic and pathogenic properties led to a longer duration of the purulent process in the femur (30 days or more). Clinical, bacteriological and morphological signs identified in the acute manifestation of the pathogenic process also manifested themselves in the chronic form. All studies have shown the development of chronic experimental osteomyelitis in laboratory animals.

The results showed that when choosing infectious microorganisms to cause acute and chronic experimental osteomyelitis, the following features should be considered:

- You need to make sure that the selected strains were identified by genus and species, and were also as a monoculture;

- you need to make sure that the pathogenicity of infectious agents was high, in addition, the culture of microorganisms was one-day;
- the need to use a monoculture of microorganisms in the induction of acute experimental osteomyelitis should be taken into account, and in the formation of chronic experimental osteomyelitis, an association of microorganisms (2 strains) must be used, since the chronic pathological process takes a long time and there is a high probability of getting other types of microorganisms in the outbreak;
- For infection of laboratory animals, the concentration of cultures of microorganisms should be at least 6×10^9 m.t. / ml;
- pay attention to the fact that the effectiveness of infection depends on the type, level of pathogenicity, concentration of the microorganism and the time of administration of the infecting agent;
- The formation of acute and chronic experimental osteomyelitis should be proved not only by microbiological parameters, but also by clinical and morphological signs.

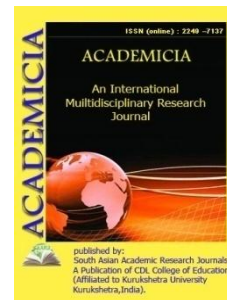
CONCLUSIONS

1. Collective strains were selected as infectious microorganisms for the induction of acute and chronic experimental osteomyelitis, since they are identified to the species and almost all biological properties are known.
2. To induce acute experimental osteomyelitis, 5 different strains of *Staphylococcus aureus* were introduced into the pathological focus (femur) of the organism of white outbred mice at a concentration of 6×10^9 mt / ml 2 times at 7-day intervals. In the pathological focus nab

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DOI NUMBER: **10.5958/2249-7137.2020.00147.0**

INDICATORS OF BACTERIAL TRANSLOCATION INTENSITY IN EXPERIMENTAL ACUTE OBSTACLES OF THIN AND THICK INTESTINE

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ABSTRACT

The aim was to study the germination of microorganisms in the mesenteric lymph nodes, liver, spleen, lungs, peripheral and portal blood, peritoneal exudate to assess the intensity of bacterial translocation (BT). It was established that in experimental acute obstruction of the small and large intestines, the intensity of BT or the percentage of germination of microorganisms from the extraintestinal organs of animals was most pronounced in mesenteric lymph nodes and the liver. The intensity of BT was directly proportional to the duration of the experiment.

KEYWORDS: *Bacterial Translocation, Microorganisms, Extra-Intestinal Organs, Experimental Studies.*

INTRODUCTION

Bacterial translocation (BT) is the passage of bacteria through the mucous membrane of the gastrointestinal tract into the extraintestinal parts of the body [8].

The "BT phenomenon" is quite common [1, 5, 9]. Currently, this phenomenon is interpreted in two ways: supporters of the first believe that BT develops under the influence of stress, injuries or other external extreme influences and with a decrease in the activity of the body's immune system, while it is a pathogenetic link in some diseases; supporters of the second believe that BT is not only the transfer of pathogens of endogenous infections into the internal environment of the body, but also is a natural protective mechanism of the body [4, 6, 10].

It is known that most of the normal microflora are capable of translocation of *Escherichia coli*, *Proteus* spp., some other representatives of the Enterobacteriaceae family, transient strains of *Bacillus subtilis*, gram-positive aerobes, the ability to translocate obligate anaerobes is low [1, 7, 11].

Justification of the relevance and relevance of these studies shows that numerous scientific works are devoted to the clinical, pathogenetic, and diagnostic aspects of the problem, but studies related to the microbiological aspects of BT formation and their place in the development of endogenous infections have not been carried out sufficiently. In this regard, conducting experimental microbiological studies to solve this problem are relevant.

Purpose of the study. Studying and assessing the germination of microorganisms from mesenteric lymph nodes (MLN), liver, spleen, lungs, peripheral and portal blood, peritoneal exudate in the dynamics of the experiment to assess the intensity of BT in experimental acute obstruction of the small and large intestines.

MATERIALS AND METHODS

When choosing an experimental material, the basis was the numerous studies on experimental microbiology, the convenience of working with it, cheapness and the high possibility of achieving the purity of the experiment in a methodological aspect. When working strictly observed all the ethical principles of working with experimental animals and the rules of biological safety.

For research, 240 white mongrel mice were used at the age of 2-3 months and weighing 18-25 g.

Before the experiments, all animals were divided into groups, then they were weighed for 3 days and thermometry was performed. During these days, a decrease in body weight and an increase in body temperature were not detected.

Identification and differentiation of seeded microorganisms was carried out by traditional bacteriological methods. For this, nutrient media of HiMedia firm (India) were used.

The results are processed by traditional methods of variation statistics. All studies were conducted on personal computers using the package of programs for biomedical research. The organization and conduct of research is based on the principles of evidence-based medicine.

The results obtained and their discussion

In carrying out the studies, models of experimental acute obstruction of the small intestine (EAOSI) and large intestine (EAOLI) proposed by Kruglyanskiy Yu.M. [3] in our modification. Conducted 3 series of studies.

All laboratory animals are divided into 4 groups: 1 group - EAOSI, n = 72; Group 2 - EAOLI, n = 72; Group 3 - animals in which the abdominal cavity was opened, but did not perform obstruction (comparison group, n = 72); Group 4 - intact laboratory animals (control group, n = 24).

In turn, 1, 2, 3 groups were divided into subgroups: 1a, 2a and 3a - EAOSI and EAOLI lasting 24 hours (n = 8 each); 1b, 2b and 3b - EAOSI and EAOLI lasting 48 hours (n = 8 each); 1c, 2c and 3c - EAOSI and EAOLI lasting 72 hours (n = 8 each).

Considering the fact that during these periods the main clinical, pathological and morphological changes in the intestinal walls associated with obstruction are observed [2, 3], we chose these particular periods of the study.

Following aseptic rules, the abdominal cavity was opened with a sterile scalpel. For the formation of EAOSI, a ligature was performed along the edges of the ileum bridge, while they tried not to involve the breach into the pathological process. After the ligature, a purse string suture was applied and pulled to create an obturation. After this, the abdominal cavity was sutured with a surgical needle.

The same measures were taken to form EAOLI, but in contrast to EAOSI, obstruction was performed on the distal part of the large intestine.

The laboratory animals of the third group (comparison group) opened the abdominal cavity and sutured without applying a ligature to the small and large intestines.

In the control group (fourth group), surgery was not performed.

When opening the corpses of animals, precautionary measures were strictly observed to prevent the introduction of microorganisms from the surface into the depth of the tissue, as well as their transfer from one organ to another. Using sterilized instruments, the skin and subcutaneous tissue were opened, biological material was taken first from the chest organs (lungs), then from the abdominal organs (MLN, liver, spleen). However, with the help of a syringe, blood was taken from the portal vein (portal blood) and the abdominal aorta (peripheral blood), as well as peritoneal exudate from the abdominal cavity. To take the material from the organs of the laboratory animal, they were first cauterized, then they were cut using sterile scissors and grabbing a piece of the organ with tweezers they made an imprint on the surface of sterile pipette media.

Given that normally all extraintestinal organs of laboratory animals are sterile, the growth of any microorganism on the surface of culture media was evaluated as a bacterial translocation.

It was found that with EAOSI and EAOLI, the BT intensity was different depending on the duration of the experiment and its type.

We have identified the following microorganisms that are representatives of the normal intestinal microflora - *Escherichia* spp, *Enterobacter* spp, *Citrobacter* spp, *Klebsiella* spp, *Proteus* spp, *Staphylococcus* spp, *Enterococcus* spp, *Bacteroides* spp.

The sowing rate of these microorganisms is described by our proposed microbiological criterion that determines the intensity of BT - the percentage germination of microorganisms (PGM).

Studies have found that after EAOSI after a 24-hour period, the PGM for MLN was $45.8 \pm 5.9\%$ ($n = 33$). This indicator increased to $91.7 \pm 3.3\%$ after 48 hours ($n = 66$), and after 72 hours this parameter was 100% ($n = 72$). The difference between the periods was significant ($P < 0.05$).

The liver PGM index differed from the same MLN parameters, so if after 24 hours microorganisms from the liver were sown in $29.2 \pm 5.4\%$ ($n = 21$) cases, then after 48 and 72 hours these parameters were increased - to 56, respectively. $9 \pm 5.8\%$ ($n = 41$) and $81.9 \pm 4.5\%$ ($n = 59$). When comparing with the results of a 24-hour period, the degree of reliability, respectively, was $P < 0.02$ and $P < 0.001$.

PGM from the spleen of animals sharply differed from the indicators of the previous organs described. If microorganisms were not identified 24 hours after the start of the experiment, then after 48 and 72 hours these indicators were $29.2 \pm 5.4\%$ ($n = 21$) and $31.9 \pm 5.5\%$ ($n = 23$), respectively.

A distinctive feature of the plating of microorganisms from the lung parenchyma was that the PGM was several times significantly low compared to other described organs. After the formation of EAOSI after 24 hours, the growth of microorganisms from lung tissue was not observed, while PGM after 48 and 72 hours was $9.7 \pm 3.5\%$ ($n = 7$) and $15.3 \pm 4.2\%$ ($n = 11$). When studying the indicators of the comparison and control groups, positive bacteriological indicators were not obtained.

At the next stage of the studies, the intensity of BT on the extraintestinal organs of animals was studied at various times with EAOLI.

It was found that in subgroup 2a (EAOLI after 24 hours) the PGM in MNL was at the level of EAOSI - $41.7 \pm 5.8\%$ ($n = 30$) versus $45.8 \pm 5.9\%$ ($P > 0.05$). But, 48 hours revealed significant differences between these parameters - $59.7 \pm 5.8\%$ ($n = 43$) versus $91.7 \pm 3.3\%$, ($n = 66$) - $P < 0.001$. Results after 72 hours were identical for EAOSI and EAOLI.

The results of studies on the liver showed the following results: PGM after 24 hours $18.1 \pm 4.5\%$ ($n = 13$), after 48 hours $51.3 \pm 5.9\%$ ($n = 37$) and after 72 hours $80.6 \pm 4.7\%$ ($n = 58$). After 24 hours in the liver with EAOLI, PGM is 1.6 times reliably low compared with EAOSI, but after 48 hours there were no significant differences between the indicators ($P < 0.05$).

The obtained results on PGM from the spleen differed from the results on MNL and liver. So after 24 hours, cultures from the spleen gave a negative bacteriological result, but after 48 hours, the growth of microorganisms was noted, where the PGM was $19.4 \pm 4.7\%$ ($n = 14$), after 72 hours the PGM was increased by 1.9 times compared with the previous result, $37.5 \pm 5.7\%$ ($n = 27$) - $P < 0.001$.

The trend of changes in the results of studies on lung tissue were similar to the data of PGM of the spleen. If it was not possible to identify microorganisms after 24 hours (0%), then after 48 hours this indicator was $16.7 \pm 4.4\%$ ($n = 12$), and after 72 hours the PGM significantly increased 2.2 times ($P < 0.001$) compared with the previous indicator - $36.1 \pm 5.7\%$ ($n = 26$).

In the spleen, in all periods of the experiment, there were no statistically significant differences between the indicators, but the lung PGM parameters after 72 hours significantly differed 2.4 times between these models. As in studies with EAOSI with EAOLI, no growth of microorganisms was found in the comparison and control groups.

The next stage of the study was the study of PGM of portal, peripheral blood and peritoneal exudate in the same animals.

The results show that with EAOSI after 24 hours in the portal blood, the PGM was $33.3 \pm 5.6\%$ ($n = 24$), and with EAOLI this indicator was $15.3 \pm 5.6\%$ ($n = 11$), which significantly lower than the previous indicator. But, after 48 hours, these parameters significantly increased in relation to the previous indicators - $56.9 \pm 5.8\%$ ($n = 41$) and $37.5 \pm 5.7\%$ ($n = 27$), respectively, $P < 0.001$. In addition, significant differences also persisted ($P < 0.001$). When studying the data of the next experimental period (72 hours) with EAOSI and EAOLI PGM was found in all

animals - 100%, respectively (n = 72). It was found that these indices were 3.0 and 6.5 times, respectively, significantly higher than the indices of the 24-hour period of the experiment, and also, respectively, 1.8 and 2.7 times reliably more than the indices of the 48-hour experiment ($P < 0.001$).

With these models and the timing of the experiment, microbiological studies were performed with the peripheral blood of animals. The results show that in both models after 24 hours it was not possible to identify microorganisms. But with an increase in the duration of the experiment (48 hours), the growth of microorganisms was noted. The PGM indicators in both models were $19.4 \pm 4.7\%$ (n = 14) and $25.0 \pm 5.1\%$ (n = 18), respectively. The results obtained through the 72-hour experiment were somewhat different from the previous period. With EAOSI, the result was not statistically different from the previous period ($23.6 \pm 5.0\%$, n = 17), but with EAOLI the percentage of positive bacteriological samples was 1.9 times significantly higher ($P < 0.001$) than with 48 hourly experiment - $47.2 \pm 5.9\%$ (n = 34).

The PVM parameters of peritoneal fluid differed sharply from the parameters of peripheral blood, but were close to portal blood data. The research results depending on the duration of the experiment (24, 48, 72 hours) were as follows: with EAOSI, respectively - $48.6 \pm 5.9\%$ (n = 35), $65.2 \pm 5.6\%$ (n = 47) and $94.4 \pm 2.7\%$ (n = 68); EAOLI, respectively - $34.7 \pm 5.6\%$ (n = 25), $58.3 \pm 5.8\%$ (n = 42) and $97.2 \pm 1.9\%$ (n = 70).

It should be emphasized that in both models only with a 24-hour period there were significant differences between the figures obtained ($P < 0.05$), with other periods the indicators did not significantly differ from each other ($P > 0.05$).

Negative bacteriological results were obtained in the comparison and control groups during microbiological studies of portal and peripheral blood. But, in the comparison group, microorganisms were seeded from the peritoneal fluid after 48 and 72 hours, the PGM was equal to $2.8 \pm 1.9\%$ (n = 2) and $4.2 \pm 2.4\%$ (n = 3), respectively. The control group data were identical with other biological samples.

CONCLUSIONS

1. With EAOSI and EAOLI, the intensities of BT or PGM from the extraintestinal organs of laboratory animals at different times of the experiment differed.
2. The intensity of BT was most pronounced in MLN and liver than in the spleen and lungs. The intensity of this phenomenon was directly proportional to the duration of the experiment.
3. PGM from MLN and liver are recommended as an experimental microbiological criterion for assessing the intensity of bacterial translocation in an experiment.

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DOI NUMBER: 10.5958/2249-7137.2020.00092.0

HEART OF DARKNESS: JOSEPH CONRAD'S ANTI-IMPERIALISTIC PERCEPTION THROUGHOUT RACISM, PESSIMISM, IMPRESSIONISM

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ABSTRACT

Imperialism in Conrad's Heart of Darkness is one of the chief focal aspects of critical controversy and debate in the fields of literary theory and literary criticism. The aim of the study is to examine the ideological background to viewing Conrad as anti-imperialist in 'Heart of Darkness', while dealing also with the presentation of imperialism and racism. The study reveals that Conrad was consciously anti-imperialist but he unconsciously or carelessly employed racist terminology. The novel is a moving record of White imperialism in the Belgian Congo and of the intense suffering of the Africans. It conveys Conrad's nihilistic impression of the Whites who exercised unpardonable authority over natives. As Conrad sets up Africa as a foil to Europe and a place of negation and cannibalism, many contemporary critics viewed the text as a racist work. But in writing about the diabolical practice of White imperialism in Africa, can Conrad be seen as an extremist in terms of racism? Does he support the dehumanization of natives which is practiced by the Whites in the name of a civilizing role? The study scrupulously examines these controversial elements in the text and concludes that Conrad's impressionistic narrative technique, incorporating a pessimistic viewpoint, along with his disillusioned emotions over what seems to be White cannibalism in the Congo, and the excessively grim nature of the novel Heart of Darkness, all serve Conrad's anti-imperialistic perspective effectively. Conrad's anti-imperialistic ideology employed in Heart of Darkness provides then a tremendous attack on inhuman, brutalized White imperialism. The absence of joys, success and optimism that strengthen the impression of extreme negation throughout the novel is evidence of Conrad's deeply anti-imperialistic perspective.

KEYWORDS: *Heart of Darkness, imperialism, racism, pessimism.*

INTRODUCTION:

BACKGROUND OF THE STUDY

As the British Empire became the great empire upon which the sun never set, the contemporary issues of the far flung lands under Queen Victoria's dominion inspired writers and poets create tales of adventure in the name of Crown and country. These forms of fiction and poetry readily owned a unique genre of Scientific Romance Literature with its own archetypes and stereotypes. This was Imperialist Adventure.

From the perspective of Imperialist Adventure, the novelist Joseph Conrad can be considered as a world recognized writer drawing the attention of the readers into controversial aspects of imperialism that took place in late nineteenth and early twentieth century Europe. This period in the study of imperialism marks a crucial development in Conrad's experience and outlook. He started to see colonialism closer up. With this sentiment, his works trace the distinctive moment of this imperialist situation from the loosely administered, ad hoc arrangement in Malaya, to the intensified scramble for land in Africa, to the financial dependencies established in South America.

Profound studies of Conrad's fiction, *Heart of Darkness* could be highly deemed for its complexity, contradictory notions being a tale full of paradoxes. It is a well-known fact in the Imperialist Adventure genre of literature that Conrad's *Heart of Darkness* is strongly attacked as a racist text. But the novella has manifold themes including pessimism, moral nihilism, and hypocrisy of imperialism that can be even used to deny this common belief. Thus my interest on these complexities in *Heart of Darkness* immensely increased in terms of examining to what extent we can find evidence to deny the common misinterpretation of deeming Conrad as a racist.

Being a Sri Lankan, I was deeply touched when I first read *Heart of Darkness* because Sri Lanka too was once a victim of European colonialism; the effects of this are haunting us even today though it had come to an end. The tremendous physical and mental torture inflicted on native Africans by imperialists moved me to recollect the historical records of the negative experience of Sri Lankans under Portuguese, Dutch and British imperialist rules. Thus my objective of this literary study is to reconsider the past agony of African natives through eyes of the imperialist Belgium and to promote racial harmony, kindness and love towards each human being irrespective of race, language and other differences.

The methodology of the study is based on content analysis of the text while identifying views of critics in relation to racism and imperialism.

JOSEPH CONRAD AND HEART OF DARKNESS

Surprised though the Polish-born „Joseph Conrad“ may have been to become a published English author in 1895 at the age of thirty seven, it should come as no surprise, because the extraordinary varied and cosmopolitan influences at work on him made him the novelist of paradox and riddle. Being Polish, he started his career as a sailor in French ships, but the year 1878 marks yet another sharp change in his life since it signals the moment to stop serving in French ships when Conrad made his first contact with the British Merchant Service and would soon come to seek the English identity in its traditions. Conrad's passage into English life, still a

momentous event, has a history to recount in detail. His later autobiographies tend to glamorize and mythologize his entry into English life as a case of instant adoption by the country and its language as of a fellow spirit.

Joys of life and triumphs of men in the world are seldom addressed by Conrad whose general trend of thinking is pessimistic; thereby, almost all of his novels and stories lay stress on human suffering and mystery of fate. Conrad's first two novels are *Almayer's Folly* and *An Outcast of the Islands*. The *Nigger of the „Narcissus“* (1897) represents an important landmark at the beginning of Conrad's major phase. The major fruits of the years from 1898-1902 what Conrad would come to call his „Blackwood's" period represents another important stage in his struggle to negotiate with his English cultural identity and audience. These years are linked with the emergence of his famous narrator Marlow, who would determine the experimental nature of his three turn-of-the-century works, „*Youth*“, „*Heart of Darkness*“ and „*Lord Jim*“. (Stape, „Joseph Conrad":p.13)

A crucial turning point in his later sea career was a traumatic visit to the Belgian Congo in 1890 which later inspired Conrad to write a moving record of his own experience of Whites who exercised their authority over natives in Congo and his impressions of the African savages. By the time of Conrad's visit to Congo, it was under the rule of Belgian king Leopold II which was established in the name of civilizing native Africans but mainly to gather ivory. Ivory was the chief commodity which the agents of the Belgian trading companies collected on behalf of their employers. Conrad himself worked only as the captain of a steam-boat and didn't participate in any trading activity. But Conrad got the opportunity to study the kind of life which the savages were leading under this imperialistic rule. During this period, Conrad noted evidence of atrocities, exploitation, inefficiency and hypocrisy, and it fully convinced him of the disparity between imperialism's rhetoric and the harsh reality of „the vilest scramble for loot that ever disfigured the history of conscience" (ibid: p.48)

Heart of Darkness is a story of a journey into „darkest Africa". Max Nordau (author of *Degeneration*) claimed that civilization was being corrupted by the influence of people who were morally degenerate, and his account of the „highly- gifted degenerate", the charismatic yet depraved genius, may have influenced Conrad's depiction of Mr. Kurtz. (Watts, *Heart of Darkness*: p.46)

The demonic figure Mr. Kurtz, a White, is the central character in the novel who leads a primitive life style in Africa while practicing cannibalism on poor natives in the role of civilizing the natives. He is further described as one who is „hollow at the core" having an immense lust for ivory and finally dies saying „horror, horror".

RACIST TERMINOLOGY EMPLOYED IN HEART OF DARKNESS

The critical postcolonial approach to „*Heart of Darkness*" as a racist text was first pointed out by the Nigerian writer, Chinua Achebe in a lecture at the university of Massachusetts in 1995. In

Achebe's point of view, „...*Heart of Darkness* projects the image of Africa as „the other world" the antithesis of Europe and therefore of civilization"(Achebe:783). It is countered by the contention of Ezekiel Mphahlele, South African writer, that Conrad was one of the few

„outstanding White novelists who portray competently characters belonging to cultural groups outside their own" (The African Image:p.125). Yet another opposite notion comes from D.C.R.A.

Goonetilleke, a Sri Lankan critic, placing Conrad with „a distinguished minority of radical contemporary critics of imperialism such as Mark Twain, Roger Casement and E.D. Morel (Developing Countries:p.1).These critics had reasons to have their own beliefs to view Conrad's vision in Heart of Darkness as to state whether he is a racist or anti- imperialist. In referring to these controversial statements, it is noteworthy to measure first the evidence supporting Conrad's racist attitudes.

CONRAD'S STRESS ON CANNIBALISM OF AFRICANS

There is one incident in the novel in which during the attack by the tribesmen on the ship sailing to the Congo, the helmsman, a Black, was injured by a spear and fell dead. When Marlow (the narrator) dropped the dead body into the river, black members of the ship's crew felt unhappy because they would have liked to have eaten the human flesh of the helmsman.

Conrad's emphasis on cannibalism and barbarism of Africans goes to the extent of dehumanizing even the civilized Whites. In Marlow's medical examination prior to his journey to Africa, the doctor's peculiar statement over the psyche of Europeans entering Africa prompts further investigation. Why is the doctor interested in knowing the psychological changes taking place in Whites who go into the heart of the dark continent? Why does he say so? Later on, Marlow comes to know about Mr. Kurtz, a White man who is living like a barbarian in Congo. How does a White man, the so-called civilized one become a diabolical character? Conrad reveals that it is the reason of Kurtz's prolonged stay in Congo implying what the environment of savagery and primitivism can do even to the highly developed mind of a Western man. This notion in the novel is supported by the first British governor in Central Africa, Sir. Harry H. Johnston;

I have been increasingly struck with the rapidity with which such members of the White race as are not of the best class, can throw over the restraints of civilization and develop into savages of unbridled lust and abominable cruelty (Whitfield, 2006)

In this light Achebe is right to call Conrad's portrayal of Africans as racist. His version of evil-the form taken by Kurtz's satanic behavior is „going native". In other words, evil is African in Conrad's story; if it is also European that's because some White men in the heart of darkness behave like Africans.

MARLOW'S EMOTIONS OVER THE JOURNEY TO AFRICA

Marlow's emotions over the journey to Africa and its natives confirm the wildest fantasies and myths of Africans and the superior status of Whites .The journey to Congo seemed to Marlow that his steamer was sailing deeper into the heart of darkness. He watched the coast as the steamer sailed onwards.

We were wanderers on a prehistoric earth, on an earth that wore the aspect of an unknown planet. We could have fancied ourselves the first of men taking possession of an accursed inheritance, to be subdued at the cost of profound anguish and of excessive toil. The steamer toiled along slowly on the edge of the black and incomprehensible frenzy. The prehistoric man was cursing us, pray to us welcoming us. Who could tell? We were cut off from the comprehension of our surroundings; we glided past like phantoms, wandering secretly appalled, as sane men would be before an enthusiastic outbreak in a madhouse... (Heart of Darkness, p.52)

Emphasizing Marlow's emotions in this journey, Conrad creates the image as if Marlow is travelling back to the earliest beginning of the world, when vegetation grew on the earth in great abundance, and when the big trees were the kings of the jungle. The forests on both sides of the Congo river were so thick as to be impenetrable.

Yet another issue supporting Conrad's racism is the absence of African voice in the novel. An implicit nature of characterization of the native Africans extends as to describe them as „faceless, ugly, rudimentary souls". The African characters are present as absent figures. They do not speak or think. They do not behave like normal human beings. Whenever they are given any kind of presence, it is only as foils for another European character as when the African woman who was the savage is allowed speech at all, it was „a violent babble of uncouth sounds".

Furthermore, Heart of Darkness makes negative statements about Africans referring to them as „nigger", „savages", „prehistoric man". They are described as generally miserable and unhealthy, far from friends, family and familiar food and comforting beliefs. In the novel, Marlow tries to dramatize this aspect of colonial brutality to his listeners by describing his overland tramp to the company's Central Station on the Congo; he reports „a solitude, nobody, not a hut":

The population had cleared out a long time ago. Well, if a lot of mysterious niggers armed with all kinds of fearful weapons suddenly took to travelling on the road between Deal and Gravesend, catching the yokels right and left to carry heavy loads for them, I fancy every farm and cottage thereabouts would get empty very soon. (Heart of Darkness, p.160)

Thus, „Heart of Darkness" prompts a lot of discussions and harsh criticisms with regard to racism because this aspect is very often controversial as some critics view it as racist and others view it as anti-imperialist.

ANTI-IMPERIALISM IN HEART OF DARKNESS

Switching the focus from racist terminology to the anti-imperialistic vision used by Conrad, it is imperative to notice the great pains taken by the writer to distance himself from and „set up layers of insulation between himself and the moral-universe of his story" through the framework of a „narrator behind the narrator"(Marlow being the narrator of Heart of Darkness)

Through his actual experience of the Congo region, he saw the actual conditions of colonized and colonizer. They struck him as neither grand nor progressive but as absurd. The image of „the White man in the tropics" described in official pronouncements and in the day's abundant travel writing and adventure fiction was not to be found. Instead of the efficient, benevolent bearers of civilization's torch, he saw men cut off from and nostalgic for Europe, and drunk on power, their presumed racial superiority, and alcohol. (Najder, Joseph Conrad: A Chronicle, p.99)

At the very outset of Marlow's narration, his referring to the ancient Roman conquest of Britain draws light on Conrad's disapproval of any kind of invasion. The ancient Romans, says Marlow, grabbed what they could get. Their conquest of Britain was "robbery with violence".

The conquest of the earth, which mostly means the taking it away from those who have a different complexion or slightly flatter noses than ourselves, is not a pretty thing when you look into it too much.(Heart of Darkness,p.9)

Through Marlow's narration, Conrad doesn't try to justify or support White imperialism but stresses such a conquest is unpardonable.

Conrad's continuous emphasis on imperialist greed and commercial mentality for ivory which dominate thoughts and feelings of most of the White people in Congo is presented from a satirical point of view. Ivory has become an obsession with Mr. Kurtz representing all Whites whose sole motive is to get profits from the ruled country. Marlow once described White imperialists as „faithless pilgrims“.

On what basis can one say that Conrad is supporting racism or imperialism if he, being a European himself condemns the sadistic behavior and callousness of White imperialists towards the natives? The

way Marlow is depressed on seeing a lot of Black natives mostly naked chained to one another who have violated the laws and being punished by the White rulers implies Conrad's criticism of imperialism and his deepest sympathy for the native figures who are suffering from starvation, disease and confusion. The apparent sympathy in the following passage simply represents Conrad's severe criticism of his own race for creating such a chaos in Congo.

They were all dying slowly, it was very clear. They were not enemies, they were not criminals, and they were nothing earthly now—nothing but black shadows of diseases and starvation lying confusedly in greenish gloom... (Heart of Darkness, p.7)

Though Achebe says that Heart of Darkness marginalizes the Africans, Marlow gives them prominence when he describes with vividness, the plight of the chain-gang and of the exploited workers dying in the grave. What the Europeans choose to ignore is given prominence by Conrad's narrative.

The portrayal of Mr. Kurtz's satanic behavior is yet another factor which justifies Conrad's protest against any kind of imperialism in the world. Recalling an incident in the novel, when Marlow visits Kurtz's house, a peculiar and an extraordinary sight surprised Marlow. He was astonished to see a number of wooden posts around the building with the heads and skulls of human beings hanging from the tops of each post. The Russian, who accompanied Marlow, explained that these heads and skulls were those of the men who had rebelled against Mr. Kurtz's authority. This clearly demonstrates how Kurtz dominates native savages in an inhuman manner. But the irony of this character is evoked, even when he is ill and is to be sent to Europe, he strongly resists leaving the natives. He has already become a native-like, and participated in all the activities and customs of Africans even at midnight rituals. But on the other hand, nothing took place to uplift the natives though Kurtz had written down the following words conveying an opposite message; “Exterminate all the brutes”.

Thus, Conrad doesn't seem to be justifying this malicious behavior especially from a White as they have a high esteem for culture and refinements. My argument has to do with the fact that if Conrad is in favor of the dehumanizing practice of the Belgian imperialist, he definitely would have omitted all the negative incidents caused by the Whites and have admired a false development pretended by them as a worthy incident.

Though radical critical attacks on Heart of Darkness developed in the 1970s due to Conrad's controversial narrative style as to whether he is supportive of imperialism or not, the anti-imperialism of Heart of Darkness too was a subject among few critics.

Hunt Hawkins (1979) argues that Conrad's fiction challenges one of the dominant theories of the day that worked to justify imperial intrusions, that, natives thought of the European as a god, a super-being upon whom they became dependent. Hawkins remarks that while Frantz Fanon would investigate colonial psychology in his „Black Skin, White Masks“(1952), Conrad similarly questioned the theory of native dependency (Psychology of Colonialism, p.86-7)

As a member of a disrupted culture, Peter Nazareth, a Guyanese writer, speaks of the profound influence Conrad's work exercised on his own „writing back“ as well as on that of Kenyan writer, Ngugi Wa Thiong'o. Nazareth contends that Conrad was the first to provide some criticism of imperialism. (Stape, p. 197). In Conrad and Imperialism (1983), Benita Parry argues that “by revealing the disjunctions between high sounding rhetoric and sordid ambitions and indicating the purposes and goals of a civilization dedicated to global... hegemony, Conrad's writings(are) more destructive of imperialism's ideological premises than (are) the polemics of his contemporary opponents of empire.(10).

Europeans generally based their claims to rule „primitive“ people on the basis of their own superiority, both technological and moral, and the English were no exception. „The White man must rule“, Lord Milner told the Municipal Congress in Johannesburg in 1903 „because he is elevated by many; many steps above the black man“ (Bennet, The Concept of Europe, 343). This view is harshly criticized by Conrad creating a pessimistic viewpoint of everything related to White imperialism. During Marlow's journey to Africa, the sight of the French warship firing its guns into the jungle purposelessly and the sight of a rock being blasted are described pessimistically. The sight of the knitting women is yet another pessimistic image created by Conrad. The depressing portrayal of the White men working in Congo further enhances the absence of optimistic view of the writer. The manager at the station inspires neither love, fear, nor respect but „uneasiness“ and the White agents are described by Marlow as idlers and faithless pilgrims in a sarcastic manner.

Towards the closure of the novel, it is inevitable that we would be filled with horror and disgust with the spiritual emptiness of imperialists and their agents in the Belgian Congo. Despite the blind belief of Europeans that they are superior and civilized in all aspects, there is no any difference between Europeans who are the so-called civilized group and the Africans. Patrick Brantlinger (1988) claims that Conrad paints Kurtz representing all White imperialists and native Africans with the same tar brush. Conrad portrays the moral bankruptcy of imperialism by showing that European motives and actions to be no better than African fetishism and savagery. In a passage of the autobiographical work, „A Personal Record“(1924) that offers reflections on his own aims as an author, Conrad says; In that interior world where his thought and his emotions go seeking for the experience of imagined adventures, there are no policemen, no law, no pressure of circumstance or dread of opinion to keep him within bounds...(p.xviii)

ANTI-IMPERIALISTIC PERSPECTIVE AND CONRAD'S NARRATIVE STYLE

Conrad is simultaneously a critic of imperialist adventure and its romantic fiction and one of the greatest writers of such fictions. The greatness lays behind his complexity of style- his impressionism.

What is impressionism? A literary style characterized by the use of details and mental associations to evoke subjective and sensory impressions rather than the recreation of objective reality (The American Heritage dictionary of the English Language: 2000)

Conrad's impressionism is a controversial issue. It is, for some critics his most praiseworthy quality but for others it allows him to mask his nihilism. In Conrad's *Heart of Darkness* we move into the heart of Africa through the eyes of Marlow who views the outer world within his closed consciousness. Very descriptive pattern of writing produces a new kind of conception on self identity. Marlow's narration is more focused on inner consciousness than on the outward phenomenon. This new type of self-identity created by Conrad can be associated with his impressionist style.

In *The Political Unconscious*, Fredric Jameson argues that Conrad's stories (Lord Jim is his main example) betray a symptomatic split between a modernist „will to style“, leading to an elaborate but essentially hollow “impressionism”. *Heart of Darkness* too betrays the same split but this split between a modernist „will to style“ and „impressionism“ corresponds to the contradictions of an anti-imperialist novel which is also racist.

David Hume is a renowned critic who is opposed to impressionism; according to Hume, there are two distinct kinds of human perceptions as impressions and ideas. Impressions are those with the greatest force and violence and our ideas are those of lively perceptions. In *Heart of Darkness*, Marlow's narrations rely a lot on his impressions of Congo. Before beginning his tale, Marlow affirms that the most he can talk about are his inner impressions. Thus readers will never be allowed to ponder outside Marlow's consciousness. Supporting this view, Ian Watt assures the inappropriateness of this narration by calling it „delayed decoding“. Readers do not get what the general meaning of an event is because Marlow can only decode his impressions. Watt says that it is a slow process; a delayed meaning is less aware of reality and more aware of Marlow's impressions.

On the contrary, my study on the anti-imperialistic perspective of Joseph Conrad is acutely enhanced through this impressionistic writing. What I would like to argue is that the innermost thoughts or impressions do have a strong reliance on outer reality. When Marlow sees suffering natives along with the cannibalism of Kurtz, he has developed negative and pessimistic impressions of the Belgian imperialistic rule in Congo. Apart from this fact, Marlow projects Conrad himself that Conrad's agonizing Congo experiences in 1890 were reinterpreted through his sensitive narrator „Marlow“. Patrick Brantlinger (1988) is of the view that “Conrad is simultaneously a critic of the imperialist adventure and its romantic fictions and one of his critical irony and partly from the complexity of his style- his „impressionism“. He further claims that as a social criticism, its anti-imperialist message is undercut both by its racism and by its impressionism.

CONCLUSION

Achebe's diatribe has provoked a number of vigorous defenses of *Heart of Darkness* which predictably stress Conrad's critical stance toward imperialism and also the wide acceptance of racist language. The study on anti-imperialistic perspective of Conrad's *Heart of Darkness* concludes that the absence of any hint of optimism in the Belgian imperialistic rule denotes sadism and brutality of the imperialists and the pathos of helpless African natives. The pessimistic viewpoint of Conrad in the novel conveys his deep protest at imperialism and racism.

Can one write a novel on anti-imperialism without referring to racism? The truest nature of inhuman imperialists in the Belgian Congo would have been concealed if the writer was in favor

of that culture. Marlow's depressing words over the starving natives would not have been prioritized; instead Conrad might have admired the negligence and the ignorance of imperialists towards the predicament of African natives who suffer from starvation in the hellish environment. The way African natives being brutally dehumanized by the whites prompts further investigation of Conrad's sarcastic viewpoint towards the so-called civilized Europeans. Especially the portrayal of Mr. Kurtz who is obsessed with ivory denotes the cruelty and inhumanity of Whites representing all imperialists. Conrad's absence of humor in the narrative is yet another evidence of his strong protest at greedy imperialists.

Throughout the novel a gloomy and a dark atmosphere with starving and dying natives creates not humor but excessive pathos. Belgian imperialists' sheer expectation of gaining profits from ivory is severely criticized. If Conrad supports colonization, he could depict the exact opposite situation as natives being civilized by the Whites. Thus, I would disagree with Achebe's accusation at Conrad as a racist because *Heart of Darkness* is a novel with an extremely nihilistic impression with respect to colonialism and its disastrous effects on helpless African natives.

Conrad being a European himself seemed to be a revolutionary novelist in bringing out the defects of his own race through a moving and a disheartening record of the Belgian Congo amidst all the accusations continuously imposed on him as a racist.

Heart of Darkness is a social criticism with regard to power lust. Thus, in the political satire *Heart of Darkness*, Conrad's anti-imperialistic message is undercut through a range of factors including racism, pessimism and furthermore by impressionism.

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DOI NUMBER: **10.5958/2249-7137.2020.00170.6**

THE ROLE OF INNOVATIVE METHODS IN THE FOREIGN LANGUAGE

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ABSTRACT

Modern education requires a new approach to teaching methods in educational institutions. Teachers and masters of industrial training to keep up with innovative methods of teaching General education subjects, special subjects and industrial training classes. It is clear that it is necessary to produce a specialist not only with good knowledge, but who is able to use them in practice. To teach students to think independently, make decisions, work in groups, develop communication and creative abilities, and take responsibility for themselves, teachers and masters have to learn and use new techniques. In this article highlights of means term innovation, its role in the education.

KEYWORDS: *Innovation, Critical Approach, Education, Knowledge, Pedagogical Technology, Effectiveness, Project Method, Educational Process, Problem Learning, Presentation.*

INTRODUCTION

The use of modern pedagogical technologies in the educational process of the University creates completely new opportunities for the implementation of didactic principles of individualization and differentiation of learning, positively affects the development of students' cognitive activity, their creative activity, consciousness, implements the conditions for the transition from learning to self-learning, is a means of intensifying the educational process. The concept of higher pedagogical education in the Republic involves reorienting universities to train independent-minded teachers who are able to set goals, analyze pedagogical situations, design and implement the educational process, create a friendly atmosphere in the classroom and are able to track and evaluate the results of their activities.

The concept of innovation first appeared in scientific research in the XIX century. Innovation is not every innovation, but only one that seriously increases the efficiency of the current system [1].

Innovative activity-implies a creative approach of the educator to the acquisition of existing forms and means of improving his profession. It is also necessary to admit that the stable and all-pleasing scientific representations and classifications about innovation in education and innovative pedagogical activity have not yet formed an excellent composition. One of the main reasons for such a situation is the disruption that can be overcome by the difficulty between systems of scientific knowledge oriented to education. Another bigger reason is the disruption between educational knowledge and practical pedagogical activity.

The teacher takes part in the creation, application and popularization of innovation as a subject and organizer of innovative activities. He must be able to analyze the content and essence of knowledge in science, changes in traditions. The concept of innovative activity is closely related to such concepts as innovation, innovative process. For this reason, it is not possible to understand the content of innovative activities without searching for the content of these concepts. Innovation is an important part of practice and theory, a system of action of social subjects aimed at improving the qualities of a socio-cultural object. There are different approaches and opinions regarding the creation of the essence of this theory, and there is no single opinion in science about its essence. Innovation is urgent, new approaches that are formed in a system that is important. They give birth on the basis of initiatives and innovations, are promising for the development of educational content, and also have a positive impact on the development of the educational system in general. Innovation is the end result of technology, forms and methods in a particular field of activity or production, a new approach to solving a problem, or the application of a new technological process, known to lead to greater success than before.

Accordingly, the development of innovative processes is a way to ensure the modernization of education, improving its quality, efficiency and accessibility. Innovations in education are necessary, as they require a creative approach in the training of teachers, which has a qualitative impact on the personal growth of students. I particularly liked the following innovative methods: the portfolio method, the method of problem presentation, the project method, problem-search methods, research activities of students integrated into the educational process, problem — based learning, practice — oriented and creative activities, the use of information technologies in teaching.

Project Method - a learning system in which students acquire knowledge and skills in the process of planning and performing gradually more complex practical tasks-projects. We start working on the project in the classroom, the children continue it at home, and the presentation is carried out in the classroom. When presenting a project, students' efforts are evaluated rather than their knowledge (each has its own "bar"). If a weak student is able to present the results of the group's joint work and answer questions, then the goal has been achieved. In our time, the project method has become the most popular and effective in education and is aimed at educating the individual. Naturally, teachers consider the project method to be one of the most effective forms of work that form the student's personality. In the technology of the educational process, there is a shift in emphasis on independence, enterprise, activity, and ingenuity. This method is one of

the most effective when generalizing, fixing and repeating educational material, when working out skills and abilities of its practical application. The technology of projects is based on the idea that is the essence of the concept of "project" and its pragmatic focus on the result that is obtained when solving a practically or theoretically significant problem. To achieve this result, it is necessary to teach students to think independently, find and solve problems, using knowledge from different fields, the ability to predict the results and possible consequences of different solutions, and the ability to establish cause-and-effect relationships. The main requirements for the use of project technology are as follows:

- The presence of a significant problem or task in the research creative plan;
- Practical, theoretical, and cognitive significance of the expected results;
- Independent (individual, pair, group) activity of students;
- structuring the content of the project with the indication of step-by-step results;
- Use of research methods.

Problematization is the first stage of working on the project - it is necessary to assess the existing circumstances and formulate the problem. At this stage, there is a primary motive for activity, since the presence of a problem creates a sense of disharmony and causes a desire to overcome it. There is a kind of "assignment" of the problem. At the goal setting stage, the problem is transformed into a personally significant goal, which further strengthens the motivation for activity. Planning is the most important stage of the project, as a result of which not only the long-term goal becomes clear, but also the next steps. During this period, the enthusiasm and sense of novelty and significance of the upcoming work is blunted, which may slightly reduce the motivation for activity. Implementation of the existing plan is the next stage of the project cycle. Reflection is a stage of understanding, analyzing mistakes made, trying to see the future of work, evaluating your achievements, feelings, emotions, and personal changes that occurred during and after work.

Communicative methods. It is possible to solve them effectively only on the basis of knowledge of modern linguistic theory and the use of methods of communication in language teaching. What is the main principle of the communicative method, so widely used in leading language schools around the world? As the name implies, a large role in it is given to the practice of communication. The main goal of this method is to overcome the language barrier, get rid of the fear of speaking a foreign language, and simultaneously develop all language skills: from speaking and writing to reading and listening (listening to speech). Grammar is learned in the process of communication in the language: the student first learns and remembers words, expressions, language formulas, and only then begins to understand what they are in the sense of grammar. In classes where the communicative method is used, you will not find mechanical reproducing exercises: instead, they actively use game situations, work with a partner, tasks for finding errors, comparisons and comparisons that connect not only memory, but also logic, the ability to think analytically and figuratively. The communicative method-namely, in likening the learning process to the communication process, more precisely, it is based on the fact that the learning process is a somewhat simplified model of the communication process. The use of a communicative teaching method removes the language barrier. To do this, the class creates situations that are close to reality, interesting to students, when discussing which they learn to

communicate freely, feel a real need to interact with other participants in communication. But the communicative method requires a high level of training from the teacher himself. This requires a comprehensive approach, the teacher must think through every step and every action. Also, much depends on the students themselves. They should know that if they do not make their own efforts, no one will be able to teach them a foreign language.

Critical thinking is the ability to raise new questions, develop a variety of arguments, and make independent, thoughtful decisions. The development of this type of thinking through interactive inclusion of students in the educational process is the goal of the next technology under consideration. The technology of critical thinking development has its own features, namely: the emphasis on students' independence in the educational process; the search for arguments to solve the problem; the rejection of information on faith; the search for reasoned answers is based on reflection, identification of the unknown; it is necessary to create conditions for cooperation and partnership in the process of targeted activities. The technology consists of several phases, namely:

- 1) Challenge (what the pupil already knows about the topic);
- 2) Understanding (what he learned);
- 3) reflection (selection of information). Let's highlight the main techniques included in the above-mentioned phases of the technology:

Phase 1: cluster, individual "brainstorming", group "brainstorming";

Phase 2: insert (working with information with markup, marking text with its markup), reading with stops, cross-discussion, (I know, I want to know, I learned, i.e. bringing information in logical order, its purpose is to systematize knowledge on the topic);

Phase 3: cluster ("information cluster", a method of graphic systematization of material), essay, sinkveyn (a poem of five lines, the purpose of which is to synthesize, summarize information on the topic). This is a quick way to sum up a topic, a reflection, a way to summarize the information received and present complex ideas, feelings and ideas in a few words. This technology is based on the development of students' cognitive interests, the ability to independently construct their knowledge, the ability to navigate the information space, and the development of critical thinking.

Application of information technologies in training. One of the large-scale educational technologies is the development and creation of information (computer) technologies. In our country, despite the economic difficulties and lack of adequate funding, the education system is actively developing information technologies and actively trying to apply them in the educational process. New information technologies are pedagogical technologies of today that enable students to present the material they are studying in a new way and systematize it. For the teacher, this is an extension of the ability to use visualizations in the classroom (or when using a local network in the classroom, or using a multimedia projector). New information technologies lead pedagogy to the era of a single world educational space and a single global educational community. Ability to use presentations for lessons, prepare different types of material, use reference material. Teachers and students alike need to use the Internet. The goal of innovative activity is to change the personality of the graduate: excellent professional training, increase his cultural level, the ability to behave correctly in society, be able to see the situation, solve

problems independently. But this will only be possible when you master the use of teachers and teachers of certain innovative methods.

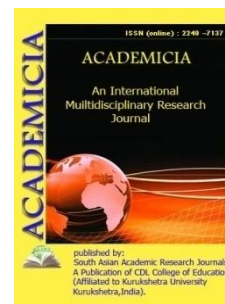
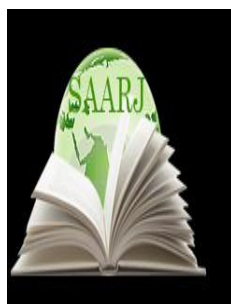
The difference of the educational environment based on new innovations from other traditional complexes is that it includes three stages of Education-Academic Lyceum, vocational college and which cover higher education in harmony in the case, the creation of a single educational environment of teaching constitutes conceptions. Also, the stages and stages of the educational environment are used as tools for re-application to each other, strengthening and evaluation of their knowledge, as well as presentation of educational content, management and control of the student's cognitive activities. Each instrument of instruction has its own unique didactic capabilities. The teacher is such be able to know the opportunities well and distribute the instructional materials according to these tools, use them as a system of educational information transmission aimed at solving didactic issues.

CONCLUSION

Consequently, the introduction of modern pedagogical technologies contributes to the fact that the student's activities are changing in terms of the transition from learning as a function of memorization to learning as an intensive intellectual activity that allows you to use what you have learned. The use of modern pedagogical technologies in the educational process of the new opportunities for the implementation of didactic principles of individualization and differentiation of learning, has a positive impact on the development of students' cognitive activity, their creative activity, consciousness, and implements the conditions for the transition from learning to self-education.

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DOI NUMBER: **10.5958/2249-7137.2020.00171.8**

THE GENDER STRUCTURE OF TEACHERS IN SECONDARY SCHOOLS OF UZBEKISTAN (1945-1991)

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ABSTRACT

The article reveals the increase in the number of women in the teaching staff of secondary schools in Uzbekistan in 1945-1991 and the level of their motivation based on sources and literature.

KEYWORDS: Society, School, Teacher, Gender, Teacher, Education, Research, Decision, Reform, School, Institute, Everyday Life, Wages.

1. INTRODUCTION

It is known from history that in the past there was no equality between women and men. This issue has been interpreted differently by scholars and philosophers and has caused controversy. One of the important directions of the topic is the study of the gender structure of the army of teachers, which is the basis of social development.

As a result of the "Attack" movement in Uzbekistan in the 1920s, thousands of women "got rid" of the veil. Over the years, the ranks of active women in society have expanded. The involvement of men in the war, and the fact that women became the main and decisive force behind the front, further accelerated this phenomenon. The full participation of women in all economic spheres of society during the war years and in the post-war period inevitably led to an increase in their social activity, the development of the female personality and a change in her position in the family.

In the post-war years, the scarcity of men and the fact that they worked in occupations that used more physical force allowed women to become teachers.

2. METHODS AND LEVEL OF STUDY:

The article is based on the generally accepted historical methods - historical, comparative and logical analysis, consistency, objectivity. The political, social and economic reforms being carried out in Uzbekistan today are aimed at raising the living standards of the population and improving labor activity. In particular, a number of decisions have been made to improve the financial situation of school teachers.

The analysis of changes in the gender structure of teachers in 1945-1991 can serve as a necessary source for a clear definition of the policy pursued by the state today.

3. Research results:

In order to increase the number of teachers, female graduates of large secondary schools in the country began to be trained on the basis of a special pedagogical program. In 1946, a number of large secondary schools in the republic trained female teachers in the 11th grade [2, P.98].

The number of male teachers in education has increased due to the fact that teachers' salaries are higher than other professions and they are encouraged financially and morally.

The number of teachers and women in the republic in 1940-1963 [3, P.34]:

TABLE 1

Academic years	Total teachers	Hence women
1940-1941	36267	10297
1945-1946	36386	15493
1950-1951	47689	18712
1955-1956	65836	27382
1958-1959	75254	30500
1959-1960	77500	31600
1960-1961	84700	34500
1961-1962	92100	36800
1962-1963	102400	40800

The Resolution of the Council of Ministers of the USSR of February 10, 1948 "On the benefits of primary, seven-year and secondary school teachers" created benefits for rural teachers. Concessions such as providing them with free housing, fuel and fuel delivery have also increased the number of women teaching in rural areas.

Number of teachers in cities and villages of the republic [3, P.28]:

TABLE 2

Academic years	Total number of teachers		Hence women	
	Urban	Village	Urban	Village
1946-1947	7564	31318	4439	10269
1947-1948	7514	31568	4601	9848
1948-1949	8525	31883	4827	9922
1949-1950	9583	34443	6069	10688
1950-1951	10831	36858	6961	11751

1951-1952	11751	39960	7493	11906
1952-1953	11989	42508	7588	12847
1953-1954	12882	44809	8479	14281
1954-1955	14061	48419	9086	15512
1955-1956	15113	50723	9805	17577
1956-1957	16403	53355	10384	17756
1957-1958	17747	55446	11217	18127
1958-1959	19021	56233	12468	18032

There has been a very active work in the society to attract women to education, to give them public works. Lectures on "Increasing the role of women in society" were read to citizens in rural areas, neighborhoods, organizations, teachers in training institutions [10, P.28].

The proportion of women in the teaching staff ranged from 37% to 42%. In the 1951-1952 academic year, 19,399 school teachers were women, of whom 2,419 had higher education and 3,542 were teachers [5, B.2]. The rest studied in short courses and pedagogical colleges. The majority of teachers in physical education, drawing, labor, physics, mathematics, and military education were men. Most of the management positions were held by men.

In the ten pedagogical institutes of the republic in the 1953-1954 academic year, 8,640 future teachers were trained, of which 4,640 were women. In six teachers' institutes, 975 out of 2485 students were women, and 5825 out of 9335 students of pedagogical schools, i.e. 60% were women [1, P.8].

In order to increase the training of women teachers, in the 1954-1955 academic year, the Women's Teachers' Institute in Kokand was transformed into a pedagogical institute, and 200 women were admitted to them.

In order to improve the quality of education and achieve gender equality, on July 19, 1954, the Ministry of Education of Uzbekistan adopted a resolution on "Joint education of girls and boys."

Gender structure of teachers in primary and secondary schools of the republic [2, P.98]:

TABLE 3

Academic year	Number of teacher	Number of teachers		1-4grade teachers			5-10 grade teachers		
		Male	total	Male	Total	Total	Male	Total	Total
		Female	Male	Female	Male	Male	Female	Male	Male
			Female		Female	Female		Female	Female
1945/46	36386	20893	15493	18878	9514	9364	17508	11379	6129
1951/52	51711	32312	19399	24761	14168	10593	26950	18144	8806
1956/57	69758	41618	28140	26156	13248	12908	43602	27650	15952

Advocacy for women's education has been intensified. Articles about active women began to appear. Periodicals have criticized girls for going beyond school age and even going to school only at the age of 9-10. This is due to the irresponsibility of the parents and the inadequacy of the

local public education staff. There are many cases of taking girls home without teaching, not sending them to school, and even sending schoolgirls to school before they finish school. The fact that girls did not try to graduate from school and pursue a career, that they played a secondary role in the life of society, was under the control of the party authorities. In 1954, as a result of the feudal attitude of the head of the department of public education of Fergana region to women working under him and indifference to the schooling of girls, the head of public education of Kuvasay district Iskandarov, from Kuva District Muinov, Aliev, from VadilKurbanov, Mamajonov, Kurbanov, from Kirov district NabiyeV School principals such as Ahmedov from Kaganovich district, Nurmatov from Frunze district were fired [8, P.40].

The number of women in the teaching staff of educational institutions has also increased.

In the 1954-1955 academic year, the number of women studying in the field of pedagogy [7, P.43]:

TABLE 4

Type of educational institution	Total students	Uzbeks	Total female students	Uzbeks
Pedagogical institutes	5609	4558	5002	1923
Teachers' institutes	1466	1117	749	456
Evening institutes	1160	996	1095	408
Total	8235	6671	6846	2787

In addition to the benefits created for teachers, spiritual incentives have also yielded good results. By 1956, 2,228 of the 6,370 teachers who had been awarded the status of "Honored Teacher of the Uzbek SSR" were women. In the 1956-1957 academic year, 1161 of the best school staff, including 500 women, were awarded the title of "Honored Teacher of the Republic" [3, P.22].

In the 1956-1957 academic year, 69,758 people, including teachers and administrators, worked in secondary schools in the country, of which 28,140 were women. The number of teachers with higher education among women was 13,406 in the 1955-1956 academic year, while a year later the number rose to 16,016. The number of female teachers graduating from the Teachers' Institute was 18,543 in the 1955-1956 academic year and 20,338 in the 1956-1957 academic year. The number of women with secondary pedagogical education increased from 22,715 to 24,264 [4, P.304].

The number of women among school leaders has also increased. Of the 1,064 secondary school principals in the country, 120 were female principals, and 331 of those working in scientific and methodological departments were women. Of the 2,337 seven-year school science heads in the country, 267 were women, and of the 1,724 primary school science departments, 205 were women [6, P.97-99].

The work of rewarding and motivating teachers continued. In 1957 alone, 5,420 teachers across the country were awarded orders and medals. 2338 of them were women. Among the recipients were 436 women teachers of Uzbek descent [2, P.98]. Particular attention was paid to increasing the role of women in society, rewarding them for their work. Data were collected on the placement of women in school principals in the provincial public education departments. For example, in 1958, in the Uzbek district of Fergana region, 6 women were appointed school

principals [11, B.9]. The work of the district party department was evaluated as satisfactory for its good propaganda work among women. In the field of public education in Kokand, female leaders have been severely criticized, with only 2 out of 25 school principals being criticized as women. Among the active women of the district, the one in charge has not been found to be worthy of the position. Only 2 out of 19 heads of scientific and methodological departments of the school were women. [12, P.13] In the 1962-1963 academic year, 200 school principals were women, while in 1966 their number increased to 317. The number of women in education has increased. In Fergana and Kokand, 50% of directors and heads of scientific departments are women, and in Kuva and Akhunbabayev districts, 30% are women [9, P.77].

In 1978, 389 women were awarded the title of "Honored Teacher of the Uzbek SSR." 250 women were awarded the title of "Excellence in Public Education of the USSR" and 6875 women were awarded the title of "Excellence in Public Education of the Uzbek SSR." In 1980, 1243 of the women worked as school principals and 3125 as deputy principals [14, P.13-16].

Almost 50% of students at pedagogical institutes were women. Of the 24,545 teachers who graduated in 1990 and began working, in 1980 the figure was 20,401 [13, P.13].

As the number of female teachers increased, so did their personal lives. In marriage, the demand for teacher girls to marry has increased. The reputation of the women teachers was very good. Belonging to the intelligentsia, they were considered "cultural spreaders." Teaching has become a women's profession. More than 90% of primary school teachers were women. More male teachers were required to work with children with difficult upbringing in the upper grades.

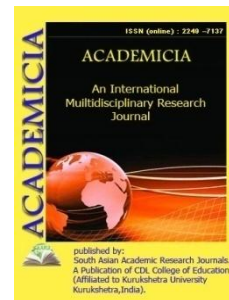
4. CONCLUSIONS:

In short, women have played a significant role in the ranks of intellectuals in Uzbekistan. In the field of preschool education, 99% were women, while more than 50% of the school sector were women. However, by the 1990s, due to economic difficulties in the republic and financial difficulties in the family, men began to leave school and move to other jobs. As a result, the teacher, especially the female teacher, forgot about her homework, family, motherhood, being in the middle, getting ready for class, and immersed herself in public affairs. Beginning in 2018, efforts were made to raise the prestige of teachers in the community, attracting male teachers to the school. Measures have been identified to provide financial incentives to school teachers and improve their quality of life. Given the special role and influence of male teachers in the effective conduct of educational work, as a result of specific measures taken, 12,871 male teachers returned to the public education system.

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DOI NUMBER: **10.5958/2249-7137.2020.00172.X**

STUDY OF SPONTANEOUS COMBINATORIAL SCATTERING SPECTROSCOPY IN CONDENSED PHASE TRANSITIONS

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ABSTRACT

In this work, in the field of molecular spectroscopy, the dynamics of the study of relaxation processes in optical research and the methods of their detection using various methods are considered in detail. Calculations of the recorded contours of the combinatorial scattering lines Fure, when examined by analysis, have been shown to play an important role in the restoration of orientation and oscillation relaxations, correlation functions. Furthermore, for mixed cases, the method of high-spectral moments was analyzed on the basis of formulas based on the analysis of the oscillation contours of the combined scattering spectra in the liquid phase.

KEYWORDS: *Relaxation, Operator, Relaxation, Harmonic, Adiabatic, Contour, Lightness, Probability, Orientation, Vibration, Correlation, Mixed State.*

INTRODUCTION

As a method of optical research of the distribution of combinatorial scattering, it can be used effectively in the study of the dynamics of relaxation processes and the characteristics of different model systems. In contrast to the infrared absorption spectrum, the properties of the combined scattering spectra are such that they allow us to distinguish the contours of the lines, which contribute to the lightness of oriented and vibrational relaxation.

Fure-analysis on the recorded contours of combinatorial scattering groups allows restoring orientation and vibration relaxation, correlation functions.

In addition, the high-spectral moment method can be a very useful tool for analyzing the vibrational contours of the combined scattering spectra in the liquid phase.

However, the distribution process of combinatorial scattering has not been consistently analyzed in the literature, given the interaction of molecules with the environment. There are a number of assumptions in the scientific work of Nafi and Petikolas [1] on this subject. It is therefore expedient to consider the scattering of combinatorial scattering light in the liquid phase.

THE MAIN RESULTS AND FINDINGS

Given the interaction of the learning process with matter in the liquid phase, we believe that there are no co-operative effects, that is, molecules independently absorb and diffuse light. This allows you to calculate the average for one molecule and collect the final expression on all particles.

The Hamiltonian of the system under study can be identified in the following way:

$$H_l, H_v, H_r \quad (1.1)$$

where

$$H_M = H_0 + h_{\text{int}} = H_l + H_v + H_r + h_{\text{int}} \quad (1.2)$$

H_l, H_v, H_r - are the energy operators of the vibration and rotation states of the electron, respectively, and h_{int} - are the operators of intermolecular interactions:

$$H_R = \sum_k \bar{h}\Omega_k \left(b_k^+ b_k + \frac{1}{2} \right) \quad (1.3)$$

H_R - is a free field Hamiltonian in the form of a second quantization; H_{int} - is the operator of the interaction of radiation with the molecule.

The operator at the dipole approximation is written as follows [1].

$$H_{\text{int}} = i \sum_k \left(\frac{\bar{h}\Omega_k}{2\varepsilon V} \right)^{\frac{1}{2}} \vec{\varepsilon}_k \vec{D} (b_k - b_k^+) = i \sum_k \vec{E}_k \vec{D}_k (b_k - b_k^+) \quad (1.4)$$

In formula (1.4) V - is the quantization volume, ε - is the dielectric constant of the medium, the polarization vector is \vec{D} -, and the molecule is the operator of the dipole moment. We are limited to the case where the molecule has a dipole moment. In the absence of dipole molecules, a rectangular-shaped relaxation should be obtained. In this case the interaction forces h_{int} and H_{int} are also considered relatively small H_0 .

Corresponds to evolutionary operators subject to the selected equations *Schrödinger Hamiltonian* [2]:

$$\left. \begin{aligned} i\hbar \frac{\partial}{\partial t} U(t, t_0) &= H U(t, t_0); & i\hbar \frac{\partial}{\partial t} U_m(t, t_0) &= H_m U_m(t, t_0); \\ i\hbar \frac{\partial}{\partial t} U_R(t, t_0) &= H_R U_R(t, t_0); & U_{MR}(t, t_0) &= U_M(t, t_0) U_R(t, t_0); \end{aligned} \right\} \quad (1.5)$$

Considering the possibility of switching to a system under the influence of a system failure, it can be summarized as follows:

$$W_{if} = \left| \langle f(t) | U(t, t_0) | i(t_0) \rangle \right|^2 \quad (1.6)$$

$|i(t_0)\rangle, |f(t)\rangle$ - the wave functions of the initial and final state of the whole system

here t_0 and t respectively $|i\rangle > |i_l\rangle > |i_v\rangle > |i_R\rangle > \dots$. We move to the field of interaction according to (1.6), so that we can write the following formula:

$$W_{if} = \left| \langle f(t_0) | U_{mR}^{-1}(t, t_0) U(t, t_0) | i(t_0) \rangle \right|^2 \equiv \left| \langle f(t_0) | T(t, t_0) | i(t_0) \rangle \right|^2 \quad (1.7)$$

The argument for the t_0 wave functions is not written when the calculation method is multiplied.

Operator $T(t, t_0)$ obeys the following equation:

$$i\hbar \frac{\partial}{\partial t} T(t, t_0) = H_{\text{int}}(t, t_0) T(t, t_0) \quad (1.8)$$

where

$$H_{\text{int}}(t, t_0) = U_{mR}^{-1}(t, t_0) H_{\text{int}} U_{mR}(t, t_0) \quad (1.9)$$

(1.8) is solved by the method of sequential relaxation; we can define T in the following view.

$$T = I + T_1(t, t_0) + T_2(t, t_0)$$

where I - is the unit operator. It's very easy to get:

$$\begin{aligned} T_1(t, t_0) &= \frac{1}{i\hbar} \int_{t_0}^t H_{\text{int}}(t, t_0) dt \\ T_2(t, t_0) &= \frac{1}{(i\hbar)^2} \int_{t_0}^t dt_1 \int_{t_0}^{t_1} H_{\text{int}}(t_1, t_0) H_{\text{int}}(t_2, t_0) dt_2 \end{aligned} \quad (1.10)$$

We are interested in secondary processes, so T_2 , we only consider this designation. By substituting (1.10) for (1.7), we can write the probability of transition using the evolutionary $U(t_1, t_2)U(t_2, t_0) = U(t_1, t_0)$, - group properties of operators as follows.

$$W_{if} = \frac{1}{\hbar^4} \left| \left\langle f \left| \int_{t_0}^t dt_1 U_{mR}^{-1}(t_1, t_0) A(t_1, t_0) U_{mR}(t_1, t_0) \right| i \right\rangle \right|^2 \quad (1.11)$$

Here you can write in the form (1.12)

$$A(t_1, t_0) = H_{\text{int}} \bar{H}_{\text{int}}(t_1, t_0) \equiv H_{\text{int}} \int_{t_0}^t dt_2 U_{mR}^{-1}(t_2, t_1) H_{\text{int}} H_{mR}(t_2, t_1).$$

The system under study is in a mixed state, so expression (1.11) should have an average value relative to the initials and be summed according to the final cases. We write (1.11) as a mixture of complex definitions. The wave function allows the removal of $|f\rangle$ from the sum by obtaining the completeness properties of the system.

$$W = \sum_{i,f} \rho_i W_{if} = \frac{1}{\hbar^4} \int_{t_0}^t dt_1 \int_{t_0}^t dt_2 \left\langle S_p \left\{ \rho U_{mR}^{-1}(t_1, t_0) A^+(t_1, t_0) U_{mR}(t_1, t_0) U_{mR}^{-1}(t_2, t_0) A(t_2, t_0) U_{mR}(t_2, t_0) \right\} \right\rangle \quad (1.13)$$

$\rho = \rho_R \rho_0$ - in (1.13) is a matrix of field densities and internal quantum states of molecules. Angular brackets represent the average value of non-quantum levels of freedom (in a liquid, direction - the directional motion of molecules is generally considered to be classical).

In the calculations for the steady state, we are limited to the process of the interaction of light with matter. This is the case when measuring the contours of spectral lines. In this case it is not the full probability W , but the probability of transition (transition speed) to the unit time

$W = \frac{dW}{dt}$ should be taken into account. If the process is motionless, then we can assume that the evolutionary operator is related to the density matrix U_{mR} . Taking the derivatives of integrals with a variable upper limit, we write:

$$W = \frac{2}{\hbar^4} R_l \int_{t_0}^t \left\langle S_p \left\{ \rho A^+(t, t_0) U_{mR}^{-1}(t, t_1) A(t_1, t_0) U_{mR}(t, t_1) \right\} \right\rangle \quad (1.14)$$

From this we determine the operator. We can write the following formula for the following sizes $H_{\text{int}}(G, \infty)$:

$$H_{\text{int}}(G, -\infty) = \sum_{m,n} \int_{-\infty}^t dt_1 U_{mR}^{-1}(t_1, t) |m\rangle \langle m| H_{\text{int}} |n\rangle \langle n| U_{mR}(t_1, t) \quad (1.15)$$

Here- m , H_0 -, - molecular specific functions of the hamiltonian. We take into account the adiabatic relaxation, using its property so that the evolutionary operator does not change the wave functions. In this selection, H_{int} , plays a key role for electronic states: under normal conditions, the transition between them under the influence of the molecular environment is almost non-existent. We assume that the relaxation attenuation occurs according to the exponential law. We use formulas to calculate the evolution of field operators [3]

$$e^{xb^+b} b e^{-xb^+b} = b e^{-x}, \quad e^{xb^+b} b^+ e^{-xb^+b} = b^+ e^{-x} \quad (1.16)$$

Within the assumptions made taking into account (1.4), (1.5) and (1.16), we can write the following:

$$\begin{aligned} \bar{H}_{\text{int}}(t, -\infty) &= i \sum_{m,n} \sum_k \int_{-\infty}^t dt |m\rangle \langle m| D\bar{E}_k |n\rangle \langle n| \exp[-(i\omega_{mn} + \Gamma)(t - t_1)] [b_k e^{i\Omega_k(t-t_1)} - b_k^+ e^{-i\Omega_k(t-t_1)}] = \\ &= \sum_{m,n} \sum_k |m\rangle \langle m| D\bar{E}_k |n\rangle \langle n| \left\{ \frac{b_k \exp[-i(\omega_{mn} - \Omega_k(t - t_1) - \Gamma(t - t_1))]}{i(\omega_{mn} - \Omega_k) + \Gamma} \right\} \end{aligned} \quad (1.17)$$

where ω_{mn} - is the frequency of the electronic-oscillating-rotating transition, Γ is the line width of the transition. When obtaining the formula for the scattering of light by an isolated molecule, the relaxation of the adiabatic compound is usually introduced into the interaction of the field with the matter.

If we replace (1.4) and (1.17) with (1.12), we write the final expression for the operator A:

$$A = -i \sum_{i,s} \vec{E}_s \hat{\alpha} \vec{E}_i b_s + b_i \quad (1.18)$$

where $\hat{\alpha} = \hat{\alpha}_- + \hat{\alpha}_+$ can be called the combinatorial scattering operator. Its matrix element is a combinatorial scattering tensor.

Substituting (1.18) for (1.11), we write the formula for the scattering speed of light combinatorial scattering as follows:

$$W = \frac{1}{\hbar^4} \sum_{i,s} \int_{-\infty}^{\infty} d\tau \langle S_p \{ \rho [\hat{E}_s \hat{\alpha}^+ \vec{E}_i b_i^+ b_s] U_{mR}^{-1}(\tau) [\vec{E}_s \hat{\alpha} \vec{E}_i b_i^+ b_i] U_{mR}(\tau) \} \rangle \quad (1.19)$$

Based on the above general formulas (1.19), we consider a special situation, the tangential combinatorial scattering, i.e., the process that occurs during the transition between the vibrational levels of molecules. In doing so, we limit ourselves to the propagation of the combinatorial scattering (the frequency is far from the electron transition frequency). Divide the dipole moment of the molecule by normal coordinates [4]:

$$\vec{D} = \vec{D}^{(0)} + \sum_j \vec{D}_j^{(1)} Q_j + \sum_{j,k} \vec{D}_{jk}^{(2)} Q_j Q_k + \dots \quad (1.20)$$

$\vec{D}^{(0)}$ -constant dipole moment, where (if it is not equal to zero), the second designation is the dipole moment due to vibration, the following \vec{D} -designation in expansion is related to the electrical harmonic. $\vec{D}^{(1)}$ depends on the electronic and angular parameters.

Let the molecule have a constant dipole moment. In that case we can provide n as a counter;

$$\hat{D}|m\rangle\langle m|\hat{D}|n\rangle\langle n| = \sum_j \left\{ \vec{D}^{(0)}|m_l\rangle\langle m_l|\vec{D}_j^{(1)}|n_l\rangle\langle n_l| + \vec{D}_j^{(1)}|m_l\rangle\langle m_l|\vec{D}^{(0)}|n_l\rangle\langle n_l| \right\} Q_j \quad (1.21)$$

In (1.21), the linear notation in the oscillation coordinate describes a single quantum energy transition. As can be seen from (1.21), the combinatorial scattering tensor is symmetrical when the radiation frequency ($\varepsilon_s \alpha \varepsilon_i = \varepsilon_i \alpha \varepsilon_s$), is far from the electron assimilation limits of the molecules.

Given (1.4), (1.18) and (1.21), we can rewrite formula (1.19) in the following form;

$$W = \frac{1}{\hbar^4} \sum_{i,s} \left(\frac{\hbar}{2\varepsilon V} \right)^2 \Omega_i \Omega_s \int_{-\infty}^{\infty} d\tau \langle S_p \left\{ \rho_{lr} \left[\vec{\varepsilon}_s \hat{\beta}^+ \vec{\varepsilon}_i \right] \left[\vec{\varepsilon}_i U_m^{-1}(\tau) \hat{\beta} U_m(\tau) \vec{\varepsilon}_i \right] \right\} \rangle \quad (1.22)$$

Here ρ_{lr} and ρ_v - are the electron density matrices of rotation and vibration states, respectively.

$\hat{\beta}$ - is the part of the distribution operator that applies only to electronic and angular variables.

In experiments on the combined scattering of light, it is possible to measure the intensity, spectral composition and indicator of scattered radiation.

Therefore, we are not interested in the integral level of the transition, but in its differential value of $W(\Omega_s, \theta_s) d\Omega_s d\theta_s$. By multiplying $W(\Omega_s, \theta_s)$ by $\hbar\Omega_s$, photon energy, we obtain the spectral density of the scattered light intensity $J(\Omega_s, \theta_s)$. Before writing the external expression, we make another modification;

$$\begin{aligned} S_p [\rho_v Q U_m^{-1}(\tau) Q U_m(\tau)] &= S_p [\rho_v Q U_m^{-1}(\tau) U_v(\tau) U_v^{-1} Q U_v(\tau) U_v^{-1}(\tau) U_m(\tau)] = \\ &= S_p [\rho_v Q U_{mV}^{-1}(\tau) Q U_{mV}(\tau)] e^{\pm \omega_v \tau} \end{aligned} \quad (1.23)$$

Here $U_v(\tau) = \exp[-iH_v\tau/\hbar]$ - is the evolutionary operator corresponding to Hamiltonian, $H_v U_{mV}(\tau) = U_v^{-1}(\tau) U_m(\tau)$.

The transformation coefficient (1.23) represents the transition to the demonstration of the interaction with Hamiltonian H_v . By summarizing the above using formulas (1.22), (1.23), we can write the final expression;

$$J(\Omega_s, \theta_s) = \frac{\Omega_s^4}{8\pi\epsilon^2 h^2 c^4} \int d\theta_i \int d\Omega_i J_i(\Omega_i, \theta_i) \int_{-\infty}^{\infty} d\tau \exp[-i(\Omega_i - \Omega_s \pm \omega_v)] \tau < S_p [\rho_v Q U_{mV}^{-1}(\tau) U_{mV}(\tau)] S_p \{ \rho_{lr} [\vec{\epsilon}_s \beta + \vec{\epsilon}_i] [\vec{\epsilon}_s U_m^{-1}(\tau) \beta U_m(\tau) \vec{\epsilon}_i] \} > \quad (1.24)$$

(1.24) - the formula serves to characterize the distribution of light in combinatorial scattering, gases and liquids.

CONCLUSION

The main mechanisms of formation of contours of spectral widths in the liquid phase are directed and oscillating relaxation. It can be assumed that orientation and vibration relaxation are determined by the oscillations of the intermolecular distance in the medium, and the correlation time of the final process is much shorter than the time of both molecular relaxations [5]. In general, the contour of the combined scattering width is the sum of the distribution function of the supply radiation with this function (1.24). If the transmittance of the scattering radiation is much smaller than the width of the spectral line (1.24).

When studying the components of scattered light, the technique of using the experimental recording part to separate the orientation and vibration relaxation parts, contributions to the perpendicular geometry $J_{VV} = J_{11}(\Omega_s) c \vec{\epsilon}_s \parallel \vec{\epsilon}_i$ and $J_{VH} = J_1(\Omega_s) c \vec{\epsilon}_s \perp \vec{\epsilon}_i$ result we have to obtain both components of the scattered light:

$$g_v(\tau) = \int_{-\infty}^{\infty} \left[J_{11}(\Omega) - \frac{4}{S} J_1(\Omega) \right] e^{-i\Omega\tau} d\Omega \quad (1.25)$$

$$g_s(\tau) = \left[\int_{-\infty}^{\infty} J_1(\Omega) e^{-i\Omega\tau} d\Omega \right] g_v^{-1}(\tau) \quad (1.26)$$

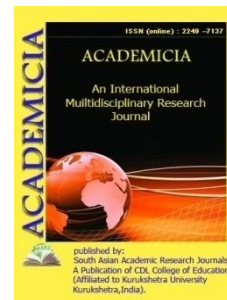
This confirms that it is possible to calculate the orientation and vibration relaxation parts of the combined scattering light components obtained experimentally using the formulas (1.25), (1.26), and to draw detailed information about how much orientation relaxation and how much vibration relaxation [6].

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DOI NUMBER: **10.5958/2249-7137.2020.00148.2**

DISEASES OF THE MUCOUS MEMBRANE OF THE ORAL CAVITY - PATHOLOGICAL ASPECTS, BASES OF PREVENTION: REVIEW

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ABSTRACT

The article provides an analysis of the literature of recent years on the main pathological aspects, the basics of the prevention of diseases of the oral mucosa in patients, the place of microbiological and immunological mechanisms in the development of this pathology among the population. Measures of primary prevention during the neonatal period are: prevention of injury by careful selection of the dummy, nipple, careful supervision of the baby; general health measures. Secondary prevention is aimed at the timely treatment of traumatic injuries, the elimination of the causes that caused them, as well as the timely treatment of children with candidiasis. In the period from 1 year to 3 years, primary prevention consists in isolating children from contact with patients suffering from a viral infection; hardening of children. Among women aged 35-44 years, the incidence was higher among urban residents and in the group 65-77 years old among rural residents. In a study in Brazil, among 335 patients over 60 years of age, 646 DIC diseases were identified.

KEYWORDS: *Oral Mucosa, Pathological Processes, Immuno-Microbiological Aspects, Prevention.*

INTRODUCTION

The oral mucosa (OM) consists of a stratified squamous epithelium, a basement membrane, a lamina propria mucosa and a submucosa. The epithelium is lined with 80% of the surface of OM, the area of which in an adult is about 172 cm²; 20% are teeth. According to morphological and functional characteristics, 3 types of OM are distinguished: chewing, lining, and specialized. The thickness of the epithelial layer of the OM 200-600 microns [6].

OM performs a number of functions [6, 17, 39]: protective (impermeability to microorganisms); plastic (high regenerative ability); sensitive (thermal, pain, tactile, taste buds); absorption (drug administration); buffer (restoration of the pH of the oral cavity).

There are 4 stages of the development of the pathological process in OM: stage 1 - increased lipid peroxidation, stage 2 - damage to biomembranes, stage 3 - metabolic disorganization, stage 4 - pathophysiological inflammation syndrome, the outcome of which is necrobiosis and mucosal necrosis [16].

Currently, the following pathological processes are distinguished associated with OM: spongiosis - accumulation of fluid between the cells of the prickly layer; ballooning degeneration - violation of the prickly layer, leading to the free location of individual cells in the exudate of the resulting bubbles; acantolysis - degenerative changes in the cells of the prickly layer, expressed in the melting of intercellular cytoplasmic bonds; acanthosis - a thickening of the cells of the prickly layer, characteristic of inflammation; hyperkeratosis - excessive keratinization due to impaired desquamation or increased production of keratinized cells; parakeratosis - a violation of the keratinization process, expressed in incomplete keratinization of the surface cells of the prickly layer; papillomatosis - the growth of the papillary layer of the mucous membrane towards the epithelium [29].

The classification of diseases of the oral cavity is as follows [29]: traumatic lesions; infectious diseases; allergic diseases; changes with exogenous intoxications; changes in systemic diseases and metabolic diseases; changes in dermatoses; anomalies and independent diseases of the tongue; independent cheilitis; precancerous diseases and tumors.

MATERIALS AND METHODS

According to the authors, the prevalence of OM diseases is from 3 to 20%. In a study of 1,573 residents of South China in two age groups who use tobacco and alcohol, the incidence of OM was higher among men living in rural areas compared with urban residents. Among women aged 35-44 years, the incidence was higher among urban residents and in the group 65-77 years old among rural residents. In a study in Brazil, among 335 patients over 60 years of age, 646 DIC diseases were identified. Close results were also obtained in the analysis of diseases of OM in the Volgograd region of the Russian Federation [18].

Zhekova V.F. [11] analyzed the goals, objectives and main activities carried out in the framework of the National program for the prevention of diseases of the teeth and oral cavity in children aged 0 to 18 years in Bulgaria in 2009-2014. She evaluated the methodology and organization of the study of the spread of dental caries and diseases of the oral cavity in children of three age groups (5-6, 12 and 18 year olds), the results obtained by regions and at the national level.

Turyanskoy M.V. et al. [31] found that in recent years the prevalence of dental morbidity in children living in the city of Krasnodar and the Krasnodar Territory has increased. Various factors contribute to the occurrence of stomatophobia in young children. In this regard, the authors propose rehabilitation of the oral cavity in children under general anesthesia.

The structure and intensity of dental pathology among the examined same sex and adolescence was determined. The interrelation of the influence of some environmental, nutritional, and endogenous factors on the manifestation of caries and occlusion anomalies was shown [33].

Treatment of diseases of OM and the prevention of their relapses are difficult and often ineffective. Pathogenetic approaches to the prevention of relapses should be applied, based on a deep knowledge of the mechanisms of development of pathological processes [16].

RESULTS AND ITS DISCUSSION

An analysis of the contingency of dental and somatic diseases showed that the prevalence of dental diseases depends on the presence of concomitant diseases, their severity and duration.

The relationship between somatic diseases and the state of OM is carried out through various types of homeostasis, primarily immunological. In patients with respiratory allergies, there is a single immune-inflammatory mechanism affecting both the organs of the oral cavity and the respiratory tract. The leading role in local oral immunity is played by cytokines and the lysozyme system [13].

OM in infectious diseases is involved in the pathological process. The nature of the changes depends on the virulence of the pathogen, the stage of development of the disease, the individual characteristics of the organism. The involvement of SOPR in the general pathological process in most cases aggravates and complicates the course of the underlying disease [17].

The manifestations of the pathology in the oral cavity with allergic diseases are different. The prevalence of swelling of the tongue was noted in 17.7-30%, petechiae of OM in 70%, dry lips in 53.2-55% of children. Gum bleeding was detected in 57.2-67.9% of children with bronchial asthma, tartar in 15.1-15.2%. In patients with rheumatic diseases, dental pathology amounted to 98-100% [1].

In their work Babi I.L., Kalashnikova U.A. characterized allergic lesions and changes in OM in various diseases of organs and systems in children. [3]. They described the symptoms and principles of treatment of these diseases in pediatric practice.

In order to increase the effectiveness of the treatment of diseases of OM, the features of the dental status of children suffering from partial and generalized forms of epilepsy were studied. A high prevalence of caries and its complications, chronic catarrhal gingivitis, dentofacial abnormalities and poor oral hygiene in this category of children has been established [4].

Sumkina O.B. et al. [27] also proved that various forms of organ pathology appear in the oral cavity with certain symptoms, which in some cases helps to make the correct diagnosis of the underlying disease.

It has been established that the infection of children with herpes simplex virus from the age of 6 months to 5 years is 60%, and by 15 years already 90% [14, 30]. A study of the state of local immunity in children with acute herpetic stomatitis revealed that it is closely related to the nature of the pathological process. The appointment of immunomodulating therapy is pathogenetically substantiated. A mixture of bacterial lysates increases the activity of the immune system and provides prophylaxis for relapse [10].

In children with hematological, oncological and immunological diseases, during the treatment with chemo- and radiation therapy, complications often arise associated with the defeat of OM. The authors believe that adequately selected means of individual oral hygiene, adherence to the oral care regimen significantly improve the condition of the oral mucosa and teeth [32].

Sundukova K.A. et al. [28] presented characteristic oral lesions in HIV-infected pediatric patients. These included diseases of the mucous membrane, salivary glands, lesions of hard tissues of teeth. The degree of their manifestation directly depended on the state of immunity, viral load in the blood. The effects of antiretroviral therapy on OM in children with HIV infection are also shown.

As a result of the analysis of diagnostic errors, the main clinical priorities were determined during the examination of children with the most common viral diseases of OM. Of great diagnostic value are the careful collection of anamnesis, examination of the face, vestibular surface of the lips, gums and other parts of the OM, including the pharynx; palpation of the lymph nodes [12].

One of the criteria for the effectiveness of treatment is the quality of life. In recent years, there has been growing interest in the problem of the role of dental health in ensuring the quality of life of people. The maxillofacial system as a concentration of the most important functional elements of various organs plays a large role in the complex of physical, emotional, intellectual characteristics of patients [22].

The oral cavity is an ecological system in which external factors, interacting with internal ones, are in dynamic equilibrium [20].

The study of the microflora of the oral cavity plays an important role in deciphering the etiology and pathogenesis of dental diseases, predicting their course and achieving treatment success. Pathogenic microorganisms have the potential to cause disease, but the macroorganism always remains the decisive link [7].

The features of the quantitative and qualitative composition of the microflora of the oral cavity are normal and its changes in pathology were studied by N. Sakharuk. [25]. The frequency of occurrence of various species and the change in their number depending on the topographic features of the oral cavity are indicated. Particular attention was paid to the identity of *C.albicans*. The role of microbial associations in the occurrence and long-term course of diseases of OM is indicated.

In OM and skin integument, pathological changes were most often caused by *C. albicans*, *C. tropicalis*, *C. pseudotropicalis*, *C. krusei*, *C. guilliermondi*. It was found that the total occurrence of potentially resistant species *C.glabrata* and *C.crusei* did not exceed 3%. The leading triad of susceptible species *C. albicans*, *C. parapsilosis*, and *C. tropicalis* accounted for more than 95% of the etiology of candidiasis of all localizations [35, 38].

The contamination of aerobic and anaerobic microflora of the oral cavity in children (n = 50) with gastroduodenal diseases was studied. In these children, there was a symbiosis of pathogenic anaerobic microorganisms that aggravate the course of the disease. A comparative characteristic showed that anaerobic strains were seeded in the main group in 84.6% of cases compared with the compared 15.4% [23].

Previously, it was found that a decrease in sIgA level in children with rheumatic diseases is a risk factor for the development of multiple dental caries, as well as the development of inflammatory diseases of periodontal tissues and OM. Children with juvenile rheumatoid arthritis have inflammatory periodontal diseases with a decrease in sIgA. With this disease, the functioning of local oral immunity is disrupted, which is a factor in the development of dental caries, multiple

focal demineralization of enamel, as well as the development of inflammatory diseases of periodontal tissues and OM [15].

One of the links of innate immunity is endogenous antimicrobial peptides (cathelicidins (LL-37), defensins (HNP 1-3)) secreted by oral epithelial cells, neutrophils, lymphocytes and monocytes. The level of HNP 1-3 in the group of children with bronchial asthma was significantly lower with decompensated and subcompensated forms of caries in comparison with the compensated form. The level of LL-37, HNP 1-3 in the saliva of asthmatic children is significantly lower than the level in children of the control group [24].

Studies have established that the content of lysozyme in the oral fluid of patients suffering from chronic generalized periodontitis is accompanied by a decrease (up to 33.2%), an increase in the concentration of ceruloplasmin by 58.1%, which is compensatory in nature. A decrease in sIgA and IgM in the oral fluid was revealed. The results indicate that there are autonomous mechanisms in the oral cavity that regulate immunological reactivity and the state of non-specific protection [8].

The state of oral hygiene, indicators of caries and immunity were studied in 163 children of the indigenous and Russian population of the Khabarovsk Territory. Features of caries in the indigenous population are an excess of an intensity indicator of 1.5-2 times. Oral hygiene is worse, and sIgA and lysozyme are lower in Aboriginal children than in Russian children. The revealed correlations confirm the dependence of caries and hygiene indices with the immunological characteristics of the child population [2].

The analysis of the features of local immunological factors of the oral cavity during prosthetics with orthopedic structures. The importance of saliva and gingival fluid in maintaining structural homeostasis of the oral cavity, which contain immunoglobulins, cytolytic T-lymphocytes, neutrophils, which play a fundamental role in maintaining and providing local immune protection, was substantiated.

Currently, there are significant differences in the models of organizing preventive care for the population, which is manifested at the national and regional levels in many states. Based on medical, legal, social features, specialists solve the main task of prevention - to provide a steady improvement in the state of oral hygiene of patients and reduce the number of dental diseases [5, 39].

According to existing studies, even in developed countries, more than 1/3 of children under 11 years old have never been to a dentist. Therefore, the problem of spreading preventive measures to a wider population can be solved by changing the model of organizing preventive care both in the USA [39] and Canada [37], which will allow, on the one hand, to reduce the cost of access to citizens' prevention programs, and on the other, it will remove dentists burden to provide related services. At the same time, training programs for hygienists or dental hygienists should include classes aimed at mastering the theories of socio-psychological analysis in order to formulate a more effective plan of preventive measures and increase the level of motivation of patients in improving oral hygiene and maintaining it at a sufficiently high level.

Theories of this kind can include: social-cognitive theory (analysis of factors determining the patient's responsibility: personal characteristics, ability to analyze behavior, tendency to observe others), environment (family, friends, places visited, availability of goods), behavioral

characteristics (propensity for certain actions in a specific situation); theory of substantiated action (behavior in the field of oral hygiene, personal attitude to the problem, subjective characteristics and the control carried out in various forms by family members, friends, colleagues, society); the theory of "adjustment" (building a plan of communication / treatment in accordance with the psychological characteristics of the patient).

In the standards of hygienists' work, developed by the relevant associations of some countries, special emphasis is placed on the task of introducing computer and Internet technologies into preventive practice [37].

Special attention also requires the creation of a common dental computer database of patients, accessible to specialists on a national scale, which also includes information on preventive examinations of measures taken. In this case, the question arises about the confidentiality of personal data of patients, however, it can be resolved using legal mechanisms [26].

According to WHO reports [40], population surveys are not conducted on a regular basis, which is the reason for the mismatch between the needs of the population and state prevention programs [26].

Allocate primary and secondary prevention. Primary prevention is understood as a complex of measures aimed at preventing the occurrence of diseases and eliminating risk factors. Secondary prevention is the treatment of the arising pathological processes of the oral cavity.

Measures of primary prevention during the neonatal period are: prevention of injury by careful selection of the dummy, nipple, careful supervision of the baby; general health measures. Secondary prevention is aimed at the timely treatment of traumatic injuries, the elimination of the causes that caused them, as well as the timely treatment of children with candidiasis. In the period from 1 year to 3 years, primary prevention consists in isolating children from contact with patients suffering from a viral infection; hardening of children. The objectives of secondary prevention are: reducing the number of relapses of herpetic infection of the oral cavity in children. At the age of 4-12 years, primary prevention mainly consists of general strengthening measures and the organization of a balanced diet. Methods of secondary prevention are: long-term use of antiviral agents during the period of recurrence of herpetic infection; treatment of children with symptoms of recurrent aphthae with oral epicrisis during the follow-up. At school age, primary prevention is also based on wellness measures - the regimen of the day, classes, staying in the fresh air, sports; organization of a balanced diet; ensuring the correct architectonics of the lips, nasal breathing. Methods of secondary prevention are reduced to medical examination of children with multiform erythema exudative, lip diseases [19].

According to Gritsenko E.A. et al. [9] the prevention of dental diseases in childhood most often relates to the prevention of caries and inflammatory periodontal diseases among young people. The prevalence of periodontal disease, according to WHO, is 9-10% in young children and reaches 81-90% in adolescents.

Novozhilova T.P., Mozgovaya L.A. [22] evaluated the role of prevention of dental diseases in children with intestinal dysbiosis. A positive effect of the treatment and prophylactic complex on improving dental health was found, which undoubtedly helps to maintain a good quality of life for children with intestinal dysbiosis.

The formation of the right oral hygiene skills when performing care improves the hygiene of the oral cavity of children and adolescents, which is a preventive measure to reduce the risk of inflammatory processes of hard and soft tissues of the oral cavity, chronic foci of infection in the body [5].

The method of group prevention of dental diseases can increase the level of preventive knowledge in schoolchildren, both in the city and in the village. In the future, this will reduce the level of the population suffering from dental diseases [34].

CONCLUSIONS

Thus, an in-depth analysis of literary sources of foreign and domestic authors shows that the problem of the prevalence, prevention, microbiological and immunological aspects of the problem has not been studied enough, there are few developments on effective and reliable methods for the prevention of OM diseases among the population, especially in rural areas and children.

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DOI NUMBER: **10.5958/2249-7137.2020.00093.2**

AN EVALUATIVE STUDY REGARDING INDIAN EDUCATION IN JAPAN

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ABSTRACT

The paper is a case study of two Indian international schools in Japan. By examining the background, social influence, comparative advantages and existing problems of the two schools, the paper generalizes the characteristics of these schools in Japan: emphasis on language, mathematics education and the improvement of students' public speaking skill; Teaching in English; and lower tuition fee comparing to other international schools. Furthermore, the school faculty consists largely of the female spouses of immigrant workers in Japanese IT companies. These schools are not exclusive to Indians, but open to the world. Besides transmitting traditional Indian culture and customs, the schools also strive to produce practical personnel who are well versed in English and information technology so that the graduates can adapt the globalizing modern society.

KEYWORDS: *India; Education; International School; Internationalization.*

1. INTRODUCTION

With the development of globalization, the exchanges between Japan and other countries become increasingly active. At the same time, lots of foreigners go to Japan for jobs, communication and sightseeing. Following market-based economic reforms in 1991, much more Indian IT workers and their families flow into Japan. According to the statistics from Japanese Foreign Ministry, the amount of Indian immigrants in Japan has increased to 28,352 until June, 2015, with 19,687 males and 8,665 females. Statistics show that Indian immigrants are mainly distributed in Kanto region. In a descending order, the top 5 concentrations of Indian immigrants are Tokyo (10,091), Kanagawa (4,074), Hyogo (1,471), Chiba (1,331) and Saitama (1,073). Particularly, Edogawa, among the 23 special wards of Tokyo, has the largest amount of Indian immigrants, which

constitutes 10% of the total. However, the Indian immigrants in Japan are still faced with various problems both in life and in work.

After 1990, New India Organization emerges in the Capital Region of Japan. The organization is based on the family unit. The majority of Indian immigrants in Japan are between the age of 25 and 40, and there is a significant increase in the number of Indian children aged 0 to 9 as well. Answering the need of proper Indian education in a foreign land, the Indian immigrants set to build Indian schools. Until now, two India international schools have been founded in Japan.

To the Indian immigrants in Japan, it is very important to have their children educated properly based on an Indian way, learning the culture and tradition of their own country as well as knowing the world. The parents of the enrolled students in these schools are usually from the upper class of Indian society. They are dissatisfied with the local Japanese schools because of the general use of Japanese as the language of instruction. Particularly, they question the Japanese way of mathematics teaching.

Researches on the Indian immigrants in Japan have already been duly conducted by certain scholars. As to the investigation of the Indian international schools in Japan, by contrast, only one relevant research has been carried out by Oyama in 2008. One explanation is that the Indian international schools in Japan are immature. Comparing to the overseas Chinese education in Japan, the Indian education is merely a newborn baby. Moreover, Oyama's research simply focuses on the analysis of the heritage of Indian culture, internationalization and Japanese social relationships. Other important aspects, such as the founding background, general situation and social influence of these schools, have not yet been studied until now.

The paper is based on a thorough qualitative research through study tours in the two India international schools in Japan and interviews with the heads of the two schools and the parents of the students. The paper investigates the differences between the two schools and the reason why Japanese people are so interested in such kind of education as well. Furthermore, the paper provides an insight into the expectations that the students and their parents have for the schools.

The paper is divided into four parts. The first part chiefly introduces the Indian education system and its existing problems. The second part investigates the founding background, general situation and typical characteristics of the India international schools in Japan. Following the second, the third part discusses what the students and their parents expect from the India international schools. The last part expounds the problems in the existing education system in Japan and analyzes the attitudes and expectations of Japanese people towards the India international schools.

2. EDUCATION IN INDIA AND ITS PROBLEMS

2.1 A BRIEF INTRODUCTION OF INDIAN EDUCATION SYSTEM

Following India's independence from British in 1947, the first constitution was adopted and then came into effect in 1950. According to the Constitution of India, Article 45, Provision for free and compulsory education for children The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years'. The education system in India includes pre-primary education, primary education, secondary education, higher secondary education and higher education.

In India, pre-primary education helps to foster children's interest in learning through painting and poetry. Primary education covers children aged 5 to 11 years old, starting from grade 1 through grade 5. The four-year secondary education consists of two stages: the first two years are called Secondary, during which the students between the ages of 11 and 14 are in grade 6 to grade 8; the last two years are called Higher Secondary, with students aged 14 to 18 in grade 9 to grade 12. Higher education in India is comprised of universities and graduate schools. Under the influence of the British education system, the universities in India allow a student to complete a bachelor's degree in three years and a master's degree in two years, with no obligation to submit a master's thesis. However, students who want to earn a doctorate degree cannot sign up for the three-year doctorate courses until they have finished a one-year Master of Philosophy (M. Phil) study.

Except for the formal education, the Indian government also provides Non-Formal Education (NFE) for children who cannot receive an ordinary education because of financial difficulties, distance or other reasons. NFE was proposed by the Indian government during the 'Education for All' movement in the second half of 1980. Different from the formal education, the NFE courses are arranged in accordance with the local time. Some educators may not have a teacher certification, but they are well trained or have certain teaching experience. Classes are held at the teacher's home or in the public area of the community in order to provide an opportunity of receiving education to those who cannot. Moreover, the Indian government recognizes the NFE diploma, so that the students can attend a regular school for further learning after completing the education provided by NFE.

The education system in India is run by both the central government and the states. Figure 1 shows the basic constitution of the Indian school system.

Figure 1 Indian School System

Pre-Primary Education	0-5 years old	
Basic Education (Compulsory Education)	Primary Education (5-11 years old)	
	Higher Primary (11-14 years old)	
	Non-Formal Education (5-14 years old)	
Secondary Education	Secondary (14-16 years old)	Vocational Education (14-21 years old)
	Higher Secondary (liberal arts/Science, 16-18 years old)	
Higher Education	Bachelor's Degree (18-21 years old)	Pre-Doctorate Courses (1 or 2 years)
	Master's Degree/Doctorate (21-24 years old)	

Source from: Sasaki (2011:22) and the report 'Higher Education and Talent Cultivation in India' (2001:4-8) by Development Bank of Japan Office in Singapore.

2.2 EXISTING PROBLEMS

India is a great education power in the world, but there are some deficiencies in its education system as well. As it is pointed out by Japanese scholar Sasaki (2011): 'In India, a developing country, inequality in education still persists. A defining evidence of it is the disparity between the qualities of education received by the upper class and by the lower class.' The students in most public schools come from less well-off families. They are taught in the native language

with various local accents. Private schools, however, had been built for the children of Indian aristocrats and bureaucrats since the country came under British colonial rule and are much better in education quality by contrast. In some regions, there is no available public school but only the private schools run by individuals or social organizations, each has its own pros and cons. In India, the well-off families usually send the children to private schools, for the reason that private schools have better teaching quality and learning environment.

According to BOP research report from the Incorporated Administrative Agency of Japan External Trade Organization in Delhi, India, the upper class will, in the first 12 school years or before secondary stage, send their children to a municipal private school or international school. The average cost of each school year is about 150,000 rupees to 400,000 rupees (14,580 RMB to 38,880 RMB). On completion of the secondary education, most of these families will send their children to study abroad (in countries such as England and the United States).

The middle-class families tend to send their children to private schools as well. The tuition of the private school they choose varies according to the actual situations of the schools. In general, it will cost 15,000 rupees to 70,00 rupees per year (1,458 RMB to 6,804 RMB). In addition to the tuition fees, however, the parents have to pay for extra tutoring classes, which is about 50,000 rupees per year (4,860 RMB).

Children from the less well-off families usually enroll in a public or government-affiliated school. At these schools the tuition is free. Nevertheless, things have changed in recent years. According to some related research reports, 28% of the local population are now able to go to a private school; and 15.5% of the children aged 6 to 10 are enrolled in private schools, with an annual cost of 650 rupees to 3,000 rupees (63.18 RMB to 291.6 RMB).

From the above analysis, we can see that the education inequality which arises from the social inequality is expanding. It has already become a serious social problem. The upper class can send their children either to the best schools in India or overseas schools for a better education, whereas most children from other social class can only receive an education at a public or government-affiliated school.

3. INDIA INTERNATIONAL SCHOOL IN JAPAN

3.1 GENERAL SITUATION

According to Ze's research report (2004), before the India international schools have been founded in Japan, the children of the Indian immigrants would enroll in native Japanese schools or go back to India or to other international schools in Japan (such as American international schools or British international schools). However, the Indian immigrants think that the education quality of these international schools are not good enough. The Indian children graduated from these international schools or the native Japanese schools are considered unqualified for the examination conducted by the General Board of Secondary Education (CBSE). Nonetheless, Taking the CBSE examination is a requisite for admission to higher education in India. In order to enable their children to receive an education that is parallel with the education level in India, some of these Indian immigrants started planning the foundation of the India international schools in Japan. At the same time, the fast growth in the number of Indian immigrants in Japan has accelerated the progress of founding the Indian international schools. As a result, two India international schools are founded successively in 2004 and 2005.

One of the founders of India International Schools in Japan (IISJ) says in an interview: ‘At that time, there were no Indian schools in Japan, and the immigrant IT workers were young people. Their kids needed to go to school, but there would be some difficulties to send the kids to the local Japanese schools or the other international schools. And the tuition of other international schools was too expensive...’

At present, there are two Indian international schools in Japan. One is IISJ, located in Etokawa Ward, Tokyo. The other is the Global Indian International School, Tokyo (GIIS). Both of the two schools are in the Kanto region.

The first India international school in Japan is IISJ, founded in 2004 in Etokawa Ward, Tokyo. In 2009, the branch school of IISJ was opened in Yokohama. Following IISJ, GIIS was founded in 2005 in Edogawa, Tokyo, where the Indian immigrants are densely distributed.

Both IISJ and GIIS are run as Nonprofit Organizations (NPOs). IISJ was founded by some Indian immigrants in Japan, while GIIS was initiated by Global India Foundation (GIF), headquartered in Singapore. The first India international school was built in Singapore in September, 2002. At present, it has an enrolment of more than 4,000 students. Up to now, GIIS has opened 21 India international schools in seven different countries all over the world. In June, 2013, IISJ was admitted by and registered in the International Baccalaureate Organization (IBO).

IISJ provides an education which includes kindergarten, primary school, secondary school and high school, with 360 students enrolled. The tuition of IISJ is 600,000 yen per year (around 35,700 RMB). GIIS covers nursery school, kindergarten, primary school, secondary school and high school, with an enrolment of 250 students. GIIS charges a monthly fee of around 63,630 yen for kindergarten (around 3,785 RMB), 69,143 yen for grade 1 to 5 (around 4,114 RMB), and 82,373 yen for grade 9 to 10 (around 4,901 RMB).

3.2 CHARACTERISTICS OF SCHOOLING

IISJ and GIIS, like the native Indian schools, make their education plans according to the instruction of CBSE. Consequently, the children of the Indian immigrants are able to receive a proper Indian education. It is of great significance for them to learn about the culture and tradition of their own country.

The two India international schools attach great importance to language and mathematics teaching. In addition to English, the language of instruction, the schools teach Hindi, Tamil, French and Japanese as well. The students start learning Hindi and Tamil in first grade, and French and Japanese in third grade. Moreover, they study arithmetical calculations at the age of 5.

This is a one-day class schedule of a second-grade student in the India international school: (1) mathematics; (2) sociology; (3) Hindi; (4) English; (5) mathematics; (6) music; (7) science. From this schedule, we can see that the student has two language lessons as well as two mathematics lessons each day. As regards the reason, the principal of IISJ says, ‘It’s very important for each student to have two language lessons and two mathematics lessons each day. Because language is an indispensable tool for the future international talents, and mathematics is relatively abstract so that it entails the gradual cultivation of logical thinking. Moreover, the learning of computer language is also important.’

The majority of the teachers in the India international schools are female spouses of Indian immigrant IT workers. 'The influence of the education at school and the cultural background on students' learning is fifty-fifty. And the highly-educated female teachers, who are spouses of immigrant IT workers, have enough teaching experience and teacher certification,' says the principal of IISJ. 360 students have so far enrolled in IISJ. About 80% of these students have Indian nationality. Students of Japanese nationality take up about 6 % in the rest 20% of the students of other nationalities (such as the Philippines, Nepal and Bangladesh). 250 students are currently enrolled in GIIS, with 58% students of Indian nationality, 31% students of Japanese nationality, and 11% students of other nationalities including Pakistan, Sri Lanka, Brazil, Singapore and America.

As regards to the direction of future studies, the principal of IISJ says, 'the graduates from IISJ usually go to the elite universities in India, British or the United States, which will further broaden their international vision.' In order to equip the students to fit in the international context in the coming future, the India international schools instruct the students to give their own opinions on the latest international news every morning before class. Moreover, the schools offer yoga classes to help the students to concentrate on their work.

To sum up, the India international schools in Japan have the following characteristics. First, the schools attach great importance to language and mathematics teaching. English, as an international language, is used as the language of instruction. Moreover, French, Hindi and other languages are taught in the schools as well. Most international schools only require the students to memorize the multiplication table up to 9×9 , whereas the India international schools require the students to memorize the table up to 20×20 . Furthermore, the schools set up computer courses early since kindergarten. Second, the tuition of the India international schools in Japan is about one third of that of other international schools. In Japan, the annual cost at the other international schools is around 1,500,000 yen to 3,000,000 yen (about 87,900 RMB to 119,600 RMB). Third, the majority of the experienced teachers are female spouses of Indian immigrant IT workers. Fourth, the schools actively communicate with the local Japanese school so as to fit in the Japanese culture. Fifth, the curriculum planning of the schools accords with that of the native Indian schools. Sixth, the schools allow grade skipping for academically talented students. Seventh, the schools make efforts to improve students' public speaking skills. Eighth, the schools pay much attention to the nurturing of international talents by requiring the students to learn information technology in English at an early age. The students start learning about computer since age 5. By request, all students should be able to carry out simple computer projects by the age of 12. Last but not least, the schools are admitted by the International Baccalaureate Organization (IBO). With a solid foundation of Indian education, the schools are working towards the goal for the cultivation of an internationally competitive generation.

4. THE EXPERCTATION OF THE INDIAN STUDENTS AND THEIR PARENTS

Since IISJ and GIIS were founded in Japan, every child from an Indian immigrant family has enrolled in the India international schools. Most of their fathers work in big companies or financial institutions in Japan. Especially in Edogawa, Tokyo, approximately 80% of the Indian immigrants are middle class, and 20% are upper class. In addition, most Indian immigrants are vegetarians, therefore they are considered nobly-born by Japanese people.

The author interviews three students and two parents about their expectations of the India international schools in Japan. The opinions of the three students are as follows:

‘I prepare to go back to India after high school, because I want to study at India Institute of Technology. Therefore, I need to study hard right now,’ says a 12-year-old student (female).

‘I want to be an engineer in the future. However, first I need to learn English and information technology. I hope my dream comes true,’ says a 10-year-old student (male).

‘I want to go to a college in America, because my cousin studies there,’ says an 8-year-old student (male).

Here are the opinions of the two parents.

‘I am very happy that my children can receive Indian education in Japan and my son really interested in math, so the school is a good choice for us,’ says a father of two children (40 years old).

‘My daughter dreams to be a doctor who can also speak English, and we immediately enrolled in after we visited the school,’ says an Indian mother (35 years old).

To sum up, both the Indian students and their parents are dissatisfied with Japanese education and, in contrast, greatly interested in the academic and multi-cultural atmosphere and the teaching methods of the India international schools. In addition, the graduates from the schools can go to the first-class universities in India, England or America, and prepare themselves to fit in the international community.

5. THE ATTITUDE OF JAPANESE PEOPLE TOWARDS THE INDIA INTERNATIONAL SCHOOLS

5.1 PROBLEMS IN JAPANESE EDUCATION SYSTEM: LIBERAL EDUCATION AND LOW ACADEMIC ABILITY

On the whole, Japanese education system maintains a relatively high level with a narrower disparity between social groups. Moreover, the general education level in Japanese public schools outmatches that in Indian public schools as well. However, the implementation of ‘Liberal Education’ has given rise to the problem of ‘Low Academic Ability’. Following the adoption of ‘liberty and enrichment’ as a slogan of Japanese education guidelines in 1977, ‘liberty’ became a key word in the education system. Due to the ‘Sinkansen classroom teaching’ and ‘cramming’, 30% of the primary school students, 50% of the secondary school students and 70% of the high school students fail to grasp what they have been taught.

When it comes to the impact of Japanese ‘liberal education’ on the academic ability of the students in primary schools and middle schools, Kageyama Hideo from the education development support center of Ritsumeikan University makes the following observation. The first of its disadvantages is the neglect of the teaching of rudimentary knowledge. To master the rudimentary knowledge is a precondition for the learning of all kinds of subjects. Nevertheless, Japanese students’ performance in listening, speaking, reading, writing and calculating is rather poor. The Second disadvantage is that the curriculum lacks systematic planning, which leads to the inefficiency in compulsory education during high school. Moreover, as a result of closed moral education and lack of proper instruction in language learning, the students are usually weak in the grammar study of their native language (Japanese). Lastly, not enough attention has

been paid to comprehensive study and the study of the society. The schools do not set the subjects of science and sociology until grade 3 in primary school. However, there are no extra tutoring of basic knowledge during comprehensive learning. Consequently, the students need to take classes at home or local educational institutions after five-days study in the school.

Kageyama Hideo summarizes the reasons of the above problems¹: first, the unhealthy lifestyle brings about poor brain function; second, the lack of time and proper instruction in the classroom results in the deficiency of rudimentary knowledge; third, the neglect of the relaxed attitude towards study in recent years; fourth, the deterioration of the academic environment due to inadequate investment.

Other scholars, for instance, Ikeno (2007), Ohama, Zayitsu, Shimizu (2006) and Sato (2012)^[26], have conducted researches and analysis with regard to 'liberal education' and 'low academic ability' as well. According to their reports, 'liberal education' not only reduces the academic ability of the students, but also dulls their enthusiasm towards study and thinking. In this light, the school needs to pay more attention to the cultivation of students' thinking ability and to break away from 'liberal education'.

5.2 MEDIA REPORTS OF THE INDIAN EDUCATION IN JAPAN

Since the Japanese government implemented the policy on attracting Indian investment in 2000, the number of Indian companies in Japan has been increasing in recent years. The increase of these companies has boosted the development of Indian education in Japan as well. As a result, more and more Japanese parents become deeply impressed by the Indian education with its high quality.

The Japanese media bombards its audience with reports of Indian education from many different angles. The media comments on the emphasis of the Indian education on language, mathematics and internationalized teaching. For instance, Fuji Television advertised the India international schools and its education as 'World-Renowned Indian Education' in 24th, January, 2009. Afterwards, the NHK Tokyo Special followed up in 17th, May, 2013, with this headline: 'Win Out in a Globalized Society: New Age of International Education'. Furthermore, the Indian education craze even spreads to the publishing industry. The book titled 'India Education', 'Indian Teaching Methods' and 'Indian Math Education' have been published in succession.

According to the articles about India education in the press, the India international schools outmatch the ordinary Japanese schools in the following aspects. First, India international schools lay stress on math education. The duration of mathematics learning in an India international school is 1.5 times longer than that in an ordinary Japanese school. Moreover, the mastery of two-digit multiplication and division is emphasized in Indian education. In addition, there are two classes on information technology every week. Second, the schools use English as the language of instruction. Every class is taught in English. The schools make effort to improve its students' English level and their international awareness through public speaking. Third, the students take a succession of eight classes a day, each class lasts forty minutes. Consequently, many Japanese parents prefer to send their children to the India international schools. Up to now the number of Japanese students enrolled in GIIS has increased to 30%.

5.3 JAPANESE PEOPLE'S EXPECTATION FOR THE INDIA INTERNATIONAL SCHOOLS

Many Japanese people are dissatisfied with the current Japanese education system, and they are deeply impressed with the high standard of Indian education. As a result, more Japanese parents tend towards India international schools for the future development of their children.

In order to know more about what the Japanese parents expect from the India international schools, the author has interviewed with three of them whose children have enrolled in IISJ.

'IISJ requires the students to do much homework and take many tests, but I think it is good for the children who are interested in learning, because it can help them reinforce their study. And I am very satisfied with its teaching quality. I think that there are many problems in Japanese "liberal education"...' (Japanese, female, 30-year-old)

'I send my children to IISJ because I want them to experience different culture, so that they can prepare themselves for higher education.' (Japanese, male, 40-year-old)

'I disagree with Japanese "liberal education". IISJ teaches in English, the children can learn about the knowledge that a Japanese school cannot offer. The school discovers each student's aptitude and teach accordingly, which is very good. And my son enjoys learning mathematics, so...' (Japanese, female, 36-year-old)

These interviews show that many Japanese have great hopes for the India international schools. They feel more satisfied with Indian education than the Japanese 'liberal education'. However, the India international schools in Japan still face various problems. For instance, the India international schools are not included in 'formal schools but classified as 'other schools' in Japan. That is to say, Japanese Ministry of Education does not recognize the diploma qualifications of India international schools and offer no subsidy. Therefore, the Japanese students are required to study Indian history and politics, but the schools do not offer classes on Japanese traditional culture and history. Furthermore, the class is small in size, therefore it cannot provide a competitive atmosphere for the students.

However, Indian government and many European countries recognize the IISJ or GHS diploma. Therefore, the graduates can pursue a higher education in India, England or America, which is exactly what the Japanese parents expect. As to the learning of Japanese culture and history, the Japanese students usually take classes after school.

6. CONCLUSION

Based on the analysis of the general situation and existing problems of Indian education, the paper examines the India international schools in Japan from different angles. The India international schools are characterized as English-speaking, globalized schools, for the reason that they aim not only at spreading Indian culture but also at cultivating the talents who can properly respond to the impact of globalization.

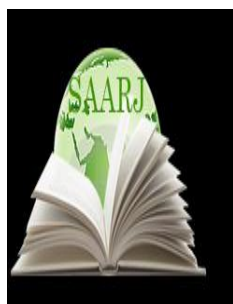
The world is becoming an integral community; along with it, the communication between countries and individuals is facilitated. Many Japanese parents become aware of the shortcomings of Japanese education. Therefore, they tend to send their children to an India international school and to study abroad after graduation. That is to say, the educational concepts of Japanese people are now shifting from 'liberal education' to 'international education'.

Therefore, the India international schools receive much attention from all circles in Japanese society.

Although the paper offers a relatively detailed analysis on the background, characteristics and objectives of the India international schools in Japan, it still has some deficiencies. For instance, the analysis is based on the interviews with a small group of people. However, the author will conduct more interviews with a larger group of people for further investigation on this subject.

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DOI NUMBER: **10.5958/2249-7137.2020.00217.7**

ARMS AND AMMUNITIONS OF ANCIENT TAMIL'S - AN HISTORICAL PERSPECTIVE

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ABSTRACT

Tamil's are the one of the ancient races of human history and also the people belonging to the land of prosperity. Their principles, gods and goddess, language, literature, familiar attribute, life style, food habits, settlement pattern, music and musical instruments, weapons etc were one of the oldest among the ancient civilizations. There is a need to study in detail about the warfare, arms and ammunitions of ancient Tamils. We could even find more numbers of arms and ammunitions in the statues found at various temples and herostones in Tamilnadu. This shows that these arms and ammunitions were part of the people and also considered must essential materials in the life of Tamil's.

KEYWORDS: Arms, Ammunitions, Iron Age, Offensive, Defensive

INTRODUCTION

Tamil's are the one of the ancient races of human history and also the people belonging to the land of prosperity. Their principles, gods and goddess, language, literature, familiar attribute, life style, food habits, settlement pattern, music and musical instruments, weapons etc were one of the oldest among the ancient civilizations. Among the above mentioned aspects weapons were considered much important as they served as the offensive and supportive one's starting from the Stone Age period. During the Stone Age period stone tools of various varieties were prepared to fulfill the day to day life needs. These tools also served to kill animals for the need of food and to preserve themselves from the outside elements. Later in the proto historic period due to the availability of excess of iron ore, when the iron tools were manufactured they were used for various purposes right from clearing the forests for settlements and for preparing different types

of agricultural and household equipments and war implements. The introduction of iron as the principal metal for tools and weapons heralded a new age in the Gangetic Doab. It gave fresh impetus to and accelerated the pace of development in practically every walk of life, leading ultimately to the rise of the cities in this area¹. Archaeological data's on the iron age in South India were available from two distinctive phases namely habitation and burial sites. More particularly in Tamilnadu excavations conducted at various sites expose the life style and settlements of iron age people to a great extent. In this context when we do a macro level study of the surviving arms and ammunitions of ancient Tamils in various repositories, it is analyzed that they are in the stage of destruction. This paper concentrates on the arms and ammunitions and their usage in various stages of life of the ancient Tamil's.

Though, it is known that, Tamil's were fond of old traditions, in post independence period the innumerable precious Tamil cultural materials have rendered to various foreign countries at very low cost, may be probably due to the unknown prosperity of the materials. Even nowadays we come across news regarding the acquisition of various idols and statues that have been transported to foreign countries during various instances. There is a need to study in detail about the warfare, arms and ammunitions of ancient Tamils. We could even find more numbers of arms and ammunitions in the statues found at various temples and herostones in Tamilnadu. This shows that these arms and ammunitions were part of the people and also considered must essential materials in the life of Tamil's. Preserving ancient materials like weapons used in the wars and conducting a detailed research must be one of the historical work and national service, as it may help us to know the historical continuity of the ancient Tamil people. Iconographic references from various temples also pictures the way the wars have taken place. In addition to these evidences the important one to be taken into consideration is the archaeological material evidences. This material evidences helps us to do the comparative study of the weapons found out at various sites in South India.

Arms and ammunition of ancient Tamils could be classified into tools of Stone Age and Metal Age. Metal age arms were again classified into Iron Age and Copper age implements. Again the weapons could be differentiated on the basis of artistic, historical, anthropological and ethnological aspects. Apart from doing research on the weapons whether to which human race it belongs to or to which people who follows certain principles they belongs to, it is important to concentrate on the high level code of courtesy of arms and ammunitions. The peculiar work style of arms and ammunitions proves the mastery of the ancient Tamils, who introduced them to the world, their artistic knowledge and respect among the other human races of the world. But the British who ruled India didn't show much interest in preserving our ancient armories, rather they plundered of India. Neither collection is rich in South India arms and it is a matter of regret that the government in India while professing to watch over the preservation of archaeological remains has neglected to take advantage of the opportunity of acquiring old weapons from the armouries at Tanjore and Madras and allowed them to be broken up and the contents sold as old metal.²

The supremacy and glory which Tamilnadu and Tamil language posses today is because of the literatures written by various eminent poets of Sangam age. Literatures form the basis for writing the history of nation, art and linguistics. These literatures in certain way mentions about the methods of war and weapons of wars at various places. Ancient Tamil grammatical work *Tholkappiyam*, literatures like *Thirukkural*, *Silapathikkaram*, *Kalingathuparani*, *Purapurul*

Venbamaalai have given references about various weapons used by the people in wars. Though *Tholkkappiyam* is the grammatical work it mentions about the god and goddess worship, various land divisions, life style of the people, war, trade, etc in its *Porulathikaram* section. Bow and arrow, sword, shield etc were some of the weapons that has been mentioned in the *Porulathikaram* section.

Kanaiyum Velum, Thunaiyum Moithalir.. Tholkkappiyam – Porulathikaram – 1017

Kudaiyum Vaalum Naal Kol Andri.. Thol – Porul – 1016

Thirukkural, a moral literature penned by the great poet Thiruvalluvar portrays the different segments of life. In its *Porulpaal* section at various places it provides the names of the various arms and ammunitions like bow³, shaft⁴, spear⁵, sword⁶, goad⁷, that was in use during Sangam Period. *Thirukkural's* period coincides with the mid phase of Iron age culture, where the settlement and the life style of the people was in a well organized stage. So, it could be surmised that before the existence of *Thirukkural*, during the period of *Tholkkappiyam* itself people of ancient Tamil's have reached a status of advanced civilized status. So initially the use of well equipped and developed various arms and ammunitions would have been in use. *Silapathikaram*⁸ is one of the five epic poem written around 5th – 6th century A.D by Ilango Adigal. As it is not the war poetry the names various other arms and ammunitions were not mentioned much as like the other musical, ornaments names. The subtlety and the knowledge of arms and ammunitions and the use of these materials should be known to the poets to make the literature as fully fledged war epic. So for this the poet must be a king who knows all gimmicks of war or must have been an army general.

The important war literature of Tamil is *Kalingathuparani*⁹ written in the 12th century AD by Jayamkondar to commemorate the victory of Kulothunga Cholan over the Kalinga King, gives a vivid and a graphic description of battle scenes. It is hailed as one of the master-pieces of [Tamil](#) literature with its majestic style and diction.¹⁰ It mentions about the ammunitions like plunger, mace, spear (*kuntham* in Tamil), swot in its various verses. As this literature belongs to 12th century A.D, we are able to know about the different methods of tactics handled by Cholas during the wars and the way they handled the arms and ammunitions are well known.

Not only has the literature that tells about the arms and ammunitions of Tamils, even the sculptures that have been sculpted in various temples and hero stones exposed the heroic activities of the ancient Tamils. The main aspect of the sculptures is to give a shape to the true wisdom and ambition of the people. Even though the philosophies and concepts of human life style were explained clearly, it is very difficult for the people to get adapted to it. It is here the sculpture plays a vital role in exposing the cultural life style of the people. The objects and symbols portrayed in the sculptures were considered as arms and ammunitions as most of them are handled by the mother Goddess likely *Kali*. It is pertinent to mention here that it is the culture of Neolithic people to offer stone, bow, arrow, trident for the local deities.¹¹ The arms and ammunitions also called as weapon could be even considered as Tools. The epics portray various information's about the conflicts of the gods and goddess and local deities, they had with the outsidess elements for the welfare of their devotees. The development of the social structure, knowledge building and spread of wisdom was the consequence for the evolution of weapons in the form of tools in the hands of gods and goddess. So, a detailed study on the epics and the books on the iconography it is easy to identify the weapons that are used by gods and goddess.

Several sculptures of Durga or Chandi with ten arms, as well as with eighteen arms have been found in Northern India and they may be seen in different archeological Museums.¹² Mostly Durga holds shield, wheel, bow, trident, sword, spear, knife, goad, etc. Her husband Lord Shiva holds more number of weapons like hatchet, trident, conch, bow, tow, shield, elephant tusk, plunger, sword, baton, etc than Durga holding. Another god namely *Maayon* god of *Mullai* land division of Tamil country (forest and the areas bounding forest) considered to be the brother of *Kaali* or *Durga* holds the weapons likely conch, wheel, sword, shield, bow, arrow, pike, etc. which even his sister holds.¹³ Lord *Murugan* or *Velan* and also by various other name he is called has very less number of weapons with him likely spear, arrow, bow, knife, wheel, etc. Each and every weapon with the gods and goddess convey some sort of information to their devotees and the society to some extent. God *Vaaranan* or *Varunan* has very less number of ammunitions like sword, dagger, as compared to other gods.

In ancient Tamil country during the wars, soldiers used the weapons like bow, spear, thandu, kokkarai, silai, thadi, thavar, kunil, muni etc. Similarly, the defensive weapons in protecting the soldiers from being injured were also considered much important as the protection of the human body is the basic intention. The defensive weapons includes shield which is known by various names like kidugu, kadagam, thattu, parisai, palagai, parai, vattanai, pattam, thol, tholpaaram. Furthermore, apron for getting shield from the spear which may pierce the body, head armour were also utilized at the time of the war.

Various sites in Tamilnadu exhibits, uncountable number of weapons during the course of field expeditions and excavations. Adhichanallur in Thoothukudi district, which was excavated in two season in 1904 and 2004 gave a wide open quantity of weapons which were made out of iron and copper. Those includes spears with different type of head portions, chisels, tridents, swords which are spire on both sides in large and small sizes, arrow heads, barbed javelins, dagger, hand axes, chisels with handles in triangle shape etc¹⁴., extensively showing the society and environment that existed around 1000 B.C.E. The availability of variety of implements communicate that the ancient Tamils who lived in the far south led a agro – pastoral life in addition to the militancy way of life which they spearheaded in manifesting the power of the ethnicity of the local communities and also to prove their dominance in cattle lifting. These types of findings are being traced out from other excavated sites too.

Due to the essential necessity, the ancient Tamils formulated their contemplation, which initially led to the discovery of various implements. They manufactured the implements in order to protect themselves from the nefarious animals and to acquire food for their basic livelihood. The ancient tamil society that has existed from stone age period was not capitalistic which gave the basic needs for the people. This increased the food productivity as the ingredients for producing it was available in plenty. All this factors led the people not to concentrate on war and its associated activities. In the bygone days the tamils fought with their enemies and hunted the animals with the sharp stone implements. Later due to the development in technological knowledge they manufactured implements out of wood and metals. The implements were designed either in short and large sizes which are made suitable as per the situation of the war.

This article is proposed to expose the long lasting history of the use of variety of implements of the ancient Tamils. With the evidences from the field surveys and excavations conducted at Tamilnadu, it is surmised that the ancient Tamils has constantly involved in modifying their

technological knowledge on the basis of the requirements they needed. Literary sources available reveal how the Tamils made use of these material evidences to enhance the status of the society, to prove their expertise in the warfare, to ameliorate the economic condition with the manufacture of variety of weapons made out of different raw materials. More particularly, due to the changes ensued in the environmental condition, ancient Tamils adopted different technological pattern to lead a progressive agro – pastoral life with the monopolistic and diverse implements manufactured as per their needs.

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